



Charter Renewal Petition for

Downtown College Prep – Alum Rock

SUBMITTED TO SANTA CLARA COUNTY OFFICE OF EDUCATION

September 25, 2020

Primary Contact

Jennifer Andaluz

Executive Director

Downtown College Prep

408.271.8120

jandaluz@DCP.org



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Renewal Petitioner Certification Form

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

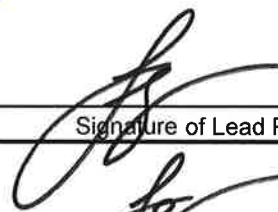


This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §47605(b) and 47605.6(b).

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

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

(A) The petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current program offered by the charter school.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
(B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for the most recent preceding two years and any/all other data, plans, or information necessary to support renewal.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
(C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
(D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & pdf) versions, including an Excel spreadsheet of the budget, LCFF calculator, and an executive summary of the changes from the current charter. <i>p.18 is the changes</i>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

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

Name of Charter School: Downtown College Prep - Alum Rock		
Jon Andaluz Name & Title of Lead Petitioner	9/25/20 DATE	 Signature of Lead Petitioner
Jon Andaluz Name & Title of County Personnel Receiving Petition	9/25/20 DATE	 Signature of County Personnel Receiving Petition
Mefula Fairley 9.25.20 		

Mary Ann Dewan, Ph.D., County Superintendent of Schools

CHARTER REVIEW MATRIX – DISTRICT APPEAL

Name of Proposed Charter School: Downtown College Prep-Alum Rock	Name: Jennifer Andaluz	Petition Received:
Location of Proposed School(s): 2888 Ocala Avenue, San Jose 1776 Educational Park Drive, San Jose	Title: Executive Director	Public Hearing: (60 days from receipt)
Grade Level: 6-12	Phone/Cell: (408) 2718120 ext 101 Email: jandaluz@dcp.org	Board Decision: (90 days from receipt)
District of Proposed Charter School: Eastside Union High School District	<input type="checkbox"/> 30 day extension granted (90 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Denial by District		N/A to this DCP Renewal
Evidence of district denial		Yes <input type="checkbox"/> No <input type="checkbox"/>
District's written factual findings		
Date of district denial:		June 4, 2009
Received by County Board within 30 days		Yes <input type="checkbox"/> No <input type="checkbox"/>
Copy of the charter as denied, including signatures		Yes <input type="checkbox"/> No <input type="checkbox"/>
Description of any changes necessary to reflect the County Board as the authorizer		Yes <input type="checkbox"/> No <input type="checkbox"/>
Signed certification stating petitioner(s) will comply with all applicable law		Yes <input type="checkbox"/> No <input type="checkbox"/>

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your **comments** are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend: Required to be included in every charter petition and/or Memorandum of Understanding.
Applies to Petition Renewals Only
Applies to Material Revisions and Renewals Only

REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(8)				
	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23-118
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3-190
<input type="checkbox"/> The petition contains the required signatures? (not required for renewals)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A

<input type="checkbox"/>	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1, 2
<input type="checkbox"/>	The initial review finds that the petition has included all of the required elements (A-O)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23-186
<input type="checkbox"/>	The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
<input type="checkbox"/>	The charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate, considering fiscal impact of the school? (new charters only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A
<input type="checkbox"/>	The school district is positioned to absorb the fiscal impact of the district (new charters only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)

	Yes	No	N/A	Page
• 50% of the permanent status teachers currently employed at the public school to be converted.				N/A

REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)

	Yes	No	N/A	Page
• 50% of parents/guardians of number of students expected to attend in year 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A

OR

	Yes	No	N/A	Page
• 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A

NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)

	Yes	No	N/A	Page
The petition acknowledges that, should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

- The California Department of Education
- State Board of Education

REQUIRED AFFIRMATIONS: Education Code § 47605(d)

	Yes	No	N/A	Page
<input type="checkbox"/> Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1, 2

CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4

	Yes	No	Page
<input type="checkbox"/> Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	837
<input type="checkbox"/> Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Multiple, 1-2
<input type="checkbox"/> Academic performance data reports showing increases in pupil academic achievement for all student groups: dashboard, CAASPP, LCAP and annual updates	<input checked="" type="checkbox"/>	<input type="checkbox"/>	81-105
<input type="checkbox"/> Annual visits and annual reports, including correcting any deficiencies identified during annual reviews and visits.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	120-121, 56-57, 99, website updated, appendix 8, pages 54-58, 87, Appendix 8
<input type="checkbox"/> Inspections or observations of any part of the charter school at any time	<input type="checkbox"/>	<input type="checkbox"/>	Assume this is from SCCOE
<input type="checkbox"/> Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	91-109
<input type="checkbox"/> Past performance of academics and operations and future plans for improvement establish likelihood of success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Assume this is SCCOE staff
<input type="checkbox"/> Includes updates to comply with all laws that have gone into effect since previous	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1,2,19,20,21

approval renewal

Strengths:

Areas of Concerns:

Conclusions

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-O)				
A	Educational Program	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	1. Targeted School Populations Age, grade levels and number of students <ul style="list-style-type: none"> Number of students per classroom Maximum enrollment predicted for school Type of desired student populations	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	27-28 30 27 27
<input type="checkbox"/>	2. Attendance <ul style="list-style-type: none"> Describes whether multiple sites will be included Indicates proposed opening date(s) 	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>	25-26 30 N/A
<input type="checkbox"/>	Attendance requirements <ul style="list-style-type: none"> Includes length of school day and year Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted. For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	32 30-31 32
<input type="checkbox"/>	3. What it Means to be an Educated Person in the 21st Century			32, 343-344
<input type="checkbox"/>	Objective of enabling pupils to become self-motivated, competent, lifelong learners Clear list of general academic skills and qualities important for an educated person	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	35-40 35-40
<input type="checkbox"/>	4. Description of How Learning Best Occurs Persuasive instructional design <ul style="list-style-type: none"> Broad outline (not entire scope and sequence) of the curriculum content Description of instructional approaches and strategies Description of learning environment (e.g. traditional, independent study) Proposed program strongly aligned to school's mission	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	40+ 40+ 46-49 41-45 4
	Affirmation or description of curriculum aligned to student performance standards	<input checked="" type="checkbox"/>		23-24
	Outline of plan or strategy to support students not meeting pupil outcomes	<input checked="" type="checkbox"/>		45-48
	Instructional design or strategies based upon successful practice or research	<input checked="" type="checkbox"/>		311-324
	Instructional strategies for special education, English learners, etc.	<input checked="" type="checkbox"/>		66-80
				40-45
				54-58

	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	<input checked="" type="checkbox"/>			66-80
	Educational Program describes professional development for teachers	<input checked="" type="checkbox"/>			45-48
	Minimal instructional time (instructional minute calculations)	<input checked="" type="checkbox"/>			48-49
	Includes school calendar	<input checked="" type="checkbox"/>			31-34
					31
<input type="checkbox"/>	5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)	<input type="checkbox"/>			N/A
<input type="checkbox"/>	6. English Learner Services	<input checked="" type="checkbox"/>			52-58
<input type="checkbox"/>	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.	<input checked="" type="checkbox"/>			52
<input type="checkbox"/>	Staff members providing English Learner Services are appropriately credentialed.	<input checked="" type="checkbox"/>			56
<input type="checkbox"/>	A description of the manner in which students are identified as requiring English Learner Services	<input checked="" type="checkbox"/>			52-53
<input type="checkbox"/>	A description of the process for reclassification of English Learners	<input checked="" type="checkbox"/>			53
<input type="checkbox"/>	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)	<input checked="" type="checkbox"/>			54
<input type="checkbox"/>	References to curriculum and materials that will be utilized in the instruction of English Learners	<input checked="" type="checkbox"/>			55
<input type="checkbox"/>	Petition explains how English Learners will be reclassified and how English Learners and reclassified English Learners will be monitored	<input checked="" type="checkbox"/>			53
Strengths:					
Areas of Concerns:					
Conclusions:					
<input type="checkbox"/>	7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052	<input checked="" type="checkbox"/>			
<input type="checkbox"/>	Charter includes language that assures compliance with LCFF/LCAP	<input checked="" type="checkbox"/>			84
<input type="checkbox"/>	Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.	<input checked="" type="checkbox"/>			84
	<input type="checkbox"/> A. Conditions of Learning	<input checked="" type="checkbox"/>			85
	(Priority 1) Basic Needs	<input checked="" type="checkbox"/>			85
	(Priority 2) Implementation of State Standards	<input checked="" type="checkbox"/>			85
	(Priority 7) Course Access	<input checked="" type="checkbox"/>			85
	<input type="checkbox"/> B. Pupil Outcomes	<input checked="" type="checkbox"/>			86-87
	(Priority 4) Pupil Achievement (College and Career)	<input checked="" type="checkbox"/>			86-87
	(Priority 8) Other Pupil Outcomes	<input checked="" type="checkbox"/>			86-87
	<input type="checkbox"/> C. Engagement	<input checked="" type="checkbox"/>			86-87
	(Priority 3) Parental Involvement	<input checked="" type="checkbox"/>			88

(Priority 5) Pupil Engagement (Priority 6) School Climate				
Provides specific annual actions to achieve these goals for each of the student groups listed below:		<input checked="" type="checkbox"/>		87-88
<input type="checkbox"/> Racial/Ethnic groups		<input checked="" type="checkbox"/>		87
<input type="checkbox"/> Low-income students, including homeless students		<input checked="" type="checkbox"/>		84-89
<input type="checkbox"/> English Learners		<input checked="" type="checkbox"/>		84-89
<input type="checkbox"/> Students with disabilities		<input checked="" type="checkbox"/>		84-89
<input type="checkbox"/> Foster youth		<input checked="" type="checkbox"/>		84-89
<input checked="" type="checkbox"/> 8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	65
If serving high school students, describes how district/charter school informs parents of:		<input checked="" type="checkbox"/>		65
<input type="checkbox"/> Transferability of courses to other public high schools; and		<input checked="" type="checkbox"/>		65
<input type="checkbox"/> Eligibility of courses to meet college entrance requirements		<input checked="" type="checkbox"/>		65
<input type="checkbox"/> Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)		<input checked="" type="checkbox"/>		305-309

Strengths:

Areas of Concern:

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Identifies whether or not is an independent LEA for special education purposes (with verifiable written assurances)		<input checked="" type="checkbox"/>	71
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director		<input type="checkbox"/>	72
	<ul style="list-style-type: none"> Discussed special education responsibilities of charter 	<input checked="" type="checkbox"/>		74
	<ul style="list-style-type: none"> Discussed application of SELPA policies 	<input checked="" type="checkbox"/>		74
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		<input checked="" type="checkbox"/>	72
	<ul style="list-style-type: none"> Includes fiscal allocation plan 	<input type="checkbox"/>		Provided by SELPA
<input type="checkbox"/>	If charter not an independent LEA (School of SCCOE for		<input checked="" type="checkbox"/>	

Special Ed):					
• Clarifies in charter the responsibilities of each party for service delivery	<input checked="" type="checkbox"/>				363-395
Referral	<input checked="" type="checkbox"/>				74-75
Assessment	<input checked="" type="checkbox"/>				75
Instruction	<input checked="" type="checkbox"/>				75
Due Process	<input checked="" type="checkbox"/>				77-78
Agreements describing allocation of actual and excess costs	<input checked="" type="checkbox"/>				78-79
Charter fiscally responsible for fair share of any encroachment on general funds	<input checked="" type="checkbox"/>				78
<input type="checkbox"/> If charter is own LEA			<input type="checkbox"/>		N/A
• Notified SELPA Director of intent prior to February 1 st of the preceding school year	<input type="checkbox"/>				N/A
• Located within SELPA geographical boundaries	<input type="checkbox"/>				N/A
• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	<input type="checkbox"/>				N/A
• Provides assurances that all will be instructed in safe environment	<input type="checkbox"/>				N/A
• Provides copy of original charter petition and any amendments to SELPA	<input type="checkbox"/>				N/A
• Responsible for any legal fees relating to application and assurances process	<input type="checkbox"/>				N/A
• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A)	<input type="checkbox"/>				N/A
• Meets the terms of all SELPA policies and procedures	<input type="checkbox"/>				N/A
• Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>				N/A
<input type="checkbox"/> Petition includes the following assurances:			<input checked="" type="checkbox"/>		1-2
• The charter will comply with all provisions of IDEA and plan for how it will comply	<input checked="" type="checkbox"/>				1-2
• No student will be denied admission based on disability or lack of available services	<input checked="" type="checkbox"/>				1-2
• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	<input checked="" type="checkbox"/>				74-75
<input type="checkbox"/> Staff members providing special education services are appropriately credentialled			<input checked="" type="checkbox"/>		73
<input type="checkbox"/> Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs			<input checked="" type="checkbox"/>		71
<input type="checkbox"/> The charter school will assume full responsibility for appropriate accommodations to address the needs of any student			<input checked="" type="checkbox"/>		71
<input type="checkbox"/> The responsibility of the school to provide special education, instruction and related services to the students enrolled in the school regardless of students' district of residence			<input checked="" type="checkbox"/>		71
<input type="checkbox"/> Specialized instruction and services available at the school			<input checked="" type="checkbox"/>		72

<input type="checkbox"/>	The provision of Designated Instruction and Services (DIS)		<input checked="" type="checkbox"/>	73, 75
<input type="checkbox"/>	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		<input checked="" type="checkbox"/>	76
<input type="checkbox"/>	The procedures for ensuring that students are referred, assessed and served in a timely manner		<input checked="" type="checkbox"/>	74
<input type="checkbox"/>	A description of the school's "Search and Service" procedures		<input checked="" type="checkbox"/>	74
<input type="checkbox"/>	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		<input checked="" type="checkbox"/>	77
<input type="checkbox"/>	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		<input checked="" type="checkbox"/>	73-77, Appendix 4.5 (from 395)
<input type="checkbox"/>	Overview of how special education funding and services will be provided by:		<input checked="" type="checkbox"/>	
	<ul style="list-style-type: none"> Charter School Charter Granting Agency SELPA 	<input checked="" type="checkbox"/>		
<input type="checkbox"/>	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		<input checked="" type="checkbox"/>	74
ii Implementation of Section 504 of the Rehabilitation Act		Evidence	Addressed in Petition	Page
<input type="checkbox"/>	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	<input checked="" type="checkbox"/>		71-72
<input type="checkbox"/>	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	<input checked="" type="checkbox"/>		71-72
<input type="checkbox"/>	All staff members providing services to the student are familiar with the identified needs of the student	<input checked="" type="checkbox"/>		71-72
<input type="checkbox"/>	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	<input checked="" type="checkbox"/>		71-72
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	<input checked="" type="checkbox"/>		71-72
<input type="checkbox"/>	Includes plan and appropriate staffing for 504 compliance	<input checked="" type="checkbox"/>		71-72
iii Implementation of Americans with Disabilities Act (ADA)		Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms charter's obligations to comply with ADA		<input checked="" type="checkbox"/>	71
<input type="checkbox"/>	Any facility used by charter will be ADA compliant		<input checked="" type="checkbox"/>	71

Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.		<input checked="" type="checkbox"/>	
	How pupil outcomes will address state content and performance standards in core academics.	<input checked="" type="checkbox"/>		81
	Exit outcomes include acquisition of academic and non-academic skills.	<input checked="" type="checkbox"/>		81
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input checked="" type="checkbox"/>		81
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input checked="" type="checkbox"/>		117
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input checked="" type="checkbox"/>		81
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input checked="" type="checkbox"/>		Throughout 82, 62-65
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input checked="" type="checkbox"/>		84-88
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input checked="" type="checkbox"/>		84
	If high school, graduation requirements defined.	<input checked="" type="checkbox"/>		62-65
	If high school, WASC accreditation standards addressed.	<input checked="" type="checkbox"/>		90
<input type="checkbox"/>	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified student groups will meet performance goals that are stated in the charter		<input checked="" type="checkbox"/>	84-88
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:		<input checked="" type="checkbox"/>	84
<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of <u>how</u> the charter will address all 8 state priorities		<input checked="" type="checkbox"/>	84-88
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		<input checked="" type="checkbox"/>	84-88
<input type="checkbox"/>	(B) The Dashboard indicators, as described in Section 52052/alternative academic performance data		<input checked="" type="checkbox"/>	92-105
<input type="checkbox"/>	(C) The percentage of pupils who have successfully		<input checked="" type="checkbox"/>	98

Completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks.				
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Proficiency Assessment of California or any subsequent assessment of English proficiency, as certified by the state board.	<input checked="" type="checkbox"/>		99
<input type="checkbox"/>	(E) The English learner reclassification rate.	<input checked="" type="checkbox"/>		57
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	<input checked="" type="checkbox"/>		98
<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program.	<input checked="" type="checkbox"/>		98
For Charter Renewal, EC 47607 and 47607.2 holds that increases in pupil academic achievement for <u>all groups of</u> students served by the charter school is defined as one year of growth for each year in school.				
<input type="checkbox"/>	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant student subgroups	<input checked="" type="checkbox"/>		106
<input type="checkbox"/>	Evidence that the charter school served all students who wished to attend the school should there be sufficient space	<input checked="" type="checkbox"/>		386
The High Achieving threshold for renewal per EC 47607(c)(2)(A):				
<input type="checkbox"/>	1. The charter school has received the highest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or	<input type="checkbox"/>		N/A
<input type="checkbox"/>	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or higher than the state average.	<input type="checkbox"/>		N/A
The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:				
<input type="checkbox"/>	1. The charter school has received the lowest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or	<input type="checkbox"/>		N/A
<input type="checkbox"/>	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or lower than the	<input type="checkbox"/>		N/A

state average.					
<input type="checkbox"/>	A charter may be renewed only if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance and there is clear and convincing evidence that the school is making progress established by one year's growth for each year in school or strong post-secondary outcomes.		<input type="checkbox"/>		N/A
The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):					
<input type="checkbox"/>	Review of dashboard state and local indicators, greater weight will be given to academic indicators		<input checked="" type="checkbox"/>		91-105
<input type="checkbox"/>	Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes		<input checked="" type="checkbox"/>		106-109
Strengths:					
Areas of Concern:					
Conclusions:					
C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page	
	At least one assessment method or tool listed for each of the exit outcomes	<input checked="" type="checkbox"/>			112-116
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	<input checked="" type="checkbox"/>			112-116
	Chosen assessments are appropriate for standards and skills they seek to measure	<input checked="" type="checkbox"/>			112-116
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input checked="" type="checkbox"/>			112-116
	Describes minimal required performance level necessary to attain each standard	<input checked="" type="checkbox"/>			112-116
	Outlines a plan for collecting, analyzing and reporting student/school performance data	<input checked="" type="checkbox"/>			112-116
	Method of measuring outcomes aligns with SARC		<input checked="" type="checkbox"/>		112-116

<input type="checkbox"/>	LCFF/LC Assurance that methods of assessment are aligned with measurable student outcomes			112-116
<input type="checkbox"/>	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input checked="" type="checkbox"/>	112-116
<input type="checkbox"/>	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		<input checked="" type="checkbox"/>	115
<input type="checkbox"/>	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input checked="" type="checkbox"/>	112-116
<input type="checkbox"/>	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		<input checked="" type="checkbox"/>	112-116
<input type="checkbox"/>	(E) Committed plan to share performance information with students, families and public agencies		<input checked="" type="checkbox"/>	116

Strengths:

Areas of Concern:

Conclusions

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes what role parents have in the governance of the school		<input checked="" type="checkbox"/>	120, 125-127
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:		<input checked="" type="checkbox"/>	120-123
	• Size/composition of board	<input checked="" type="checkbox"/>		121
	• Board committees or advisory councils	<input checked="" type="checkbox"/>		121
	• Board's scope of authority/responsibility/conflict of interest	<input checked="" type="checkbox"/>		122-123, Appendix 7
<input type="checkbox"/>	Status as a non-profit corporation		<input checked="" type="checkbox"/>	119
<input type="checkbox"/>	Tax exempt status	<input checked="" type="checkbox"/>		119, 486
<input type="checkbox"/>	If non-profit, provisions for liability for debts		<input checked="" type="checkbox"/>	120
<input type="checkbox"/>	Has set of bylaws, policies or similar documents	<input checked="" type="checkbox"/>		Appendix 7.2 From 489
<input type="checkbox"/>	Initial governing board members identified by name	<input checked="" type="checkbox"/>		Appendix 7.3 From 507

or the process used to select them and future board members			
<input type="checkbox"/> Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	<input checked="" type="checkbox"/>		119, 121
<input type="checkbox"/> Demonstrates compliance with Brown Act	<input checked="" type="checkbox"/>		2, 121, 123, 124
<input type="checkbox"/> Annual Review and Revision of the Local Control Accountability Plan (LCAP).	<input checked="" type="checkbox"/>		122
<input type="checkbox"/> Detailed description of any relationship with for profits, including CMO/EMO	<input type="checkbox"/>		N/A
<input type="checkbox"/> Compliance with transparency and public accountability	<input checked="" type="checkbox"/>		2
• Public Records Act	<input checked="" type="checkbox"/>		2
• Political Reform Act of 1974	<input checked="" type="checkbox"/>		2
• Government Code 1090 et seq.	<input checked="" type="checkbox"/>		2
• Brown Act	<input checked="" type="checkbox"/>		2

Strengths:

Areas of Concern:

Conclusions

E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including...) <ul style="list-style-type: none"> • Job Descriptions for Positions • Identifies key staff positions with the charter school 	<input checked="" type="checkbox"/>		130-134
	Process for staff selection	<input checked="" type="checkbox"/>		129, 134
	Procedure for adequate background checks	<input checked="" type="checkbox"/>		130
	Salaries and benefits for all employees	<input checked="" type="checkbox"/>		135, from 805, From 811

Measure assessment of performance	<input checked="" type="checkbox"/>		From 138
<input type="checkbox"/> Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input checked="" type="checkbox"/>		From 129
<input type="checkbox"/> Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> • Confirms that these teachers will teach only within the restrictions of their credentials 	<input checked="" type="checkbox"/>		131
<input type="checkbox"/> Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes	<input checked="" type="checkbox"/>		132
The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input checked="" type="checkbox"/>		From 132
Statement of acknowledgment that all employees are subject to state and federal employment laws	<input checked="" type="checkbox"/>		130
Explains how teachers will learn the curricula	<input checked="" type="checkbox"/>		48, 56, 138

Strengths:

Areas of Concern:

Conclusions

F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	143-144

<input type="checkbox"/> Outlines specific health and safety practices addressing such key areas as:	<input checked="" type="checkbox"/>		From 141
<ul style="list-style-type: none"> Seismic safety (structural integrity and earthquake preparedness) 	<input checked="" type="checkbox"/>	Appendix 8	From Page 523
<ul style="list-style-type: none"> Natural disasters and emergencies 	<input checked="" type="checkbox"/>	Appendix 8	From Page 523
<ul style="list-style-type: none"> Immunizations, health screenings, administration of medications, employee TB testing 	<input checked="" type="checkbox"/>		From 141
<ul style="list-style-type: none"> Tolerance for use of drugs and/or tobacco 	<input checked="" type="checkbox"/>		143
<ul style="list-style-type: none"> Staff training on emergency and first aid response 	<input checked="" type="checkbox"/>	Appendix 8	From Page 523
<ul style="list-style-type: none"> Description of the charter school's safety plan and disaster preparedness plan 	<input checked="" type="checkbox"/>	Appendix 8	From Page 523
References/accompanied by more detailed set of health and safety related policies/procedures	<input checked="" type="checkbox"/>	Appendix 8	From Page 523
<input type="checkbox"/> Method for conducting criminal background checks for potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony, including ongoing updates	<input checked="" type="checkbox"/>		144
Strengths:			
Areas of Concern:			
Conclusions:			
G	Means to Achieve a Reflective Racial and Ethnic, Special Education, and English Learner Balance	Addressed in Petition	Page
<input type="checkbox"/> Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic, special education, and English Learner groups	<input checked="" type="checkbox"/>		147-148
			147-148

<ul style="list-style-type: none"> • describes the means by which the school will achieve, or has achieved, racial and ethnic, special education, and English Learner balance which is reflected of the district/COE's general student population 		
<p>Renewal: Includes racial and ethnic, special education, and English</p> <p><input type="checkbox"/> Learner make-up data and identifies means charter will use to address any underrepresented populations</p>	<input checked="" type="checkbox"/>	147-148

Strengths:

Areas of Concern:

Conclusions:

H	Admissions Policies and Procedures Consistent with 47605(d)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures		<input checked="" type="checkbox"/>	149-150
<input type="checkbox"/>	<p>Clearly describes admissions procedures, including any preferences</p> <ul style="list-style-type: none"> • Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference • Preferences will be approved at a public hearing and cannot be changed without a material revision • Preferences consistent with federal, state law <p>Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race,</p>		<input checked="" type="checkbox"/>	150-152

ethnicity, or sexual orientation				
Includes a copy of an annual parent/student contract and/or handbook, if available	<input checked="" type="checkbox"/>			677
Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		151
Provides application and admission timelines	<input checked="" type="checkbox"/>			151
<input type="checkbox"/> Specifies all information to be requested on any application		<input checked="" type="checkbox"/>		150
<input type="checkbox"/> Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		<input checked="" type="checkbox"/>		126

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Procedure to select and retain independent auditor	<input checked="" type="checkbox"/>		153
<input type="checkbox"/>	Qualifications of independent auditor	<input checked="" type="checkbox"/>		153
<input type="checkbox"/>	Audit will employ generally accepted accounting procedures	<input checked="" type="checkbox"/>		153
<input type="checkbox"/>	Describe specific scope of audit	<input checked="" type="checkbox"/>		153
<input type="checkbox"/>	Timing of audit and to whom it will be sent	<input checked="" type="checkbox"/>		153
<input type="checkbox"/>	Process for resolving audit exceptions and deficiencies to satisfaction of	<input checked="" type="checkbox"/>		153

<input type="checkbox"/>	granting joy Describes manner in which the audit will be made public	<input checked="" type="checkbox"/>		153
<input type="checkbox"/>	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year	<input checked="" type="checkbox"/>		188-189
<input type="checkbox"/>	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)	<input checked="" type="checkbox"/>		188-189
<input type="checkbox"/>	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	<input checked="" type="checkbox"/>		366

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Includes new legal language in header and throughout the section	<input checked="" type="checkbox"/>		155
<input type="checkbox"/>	Student code of conduct and process by which this information is given to students and parents/guardians	<input checked="" type="checkbox"/>		713-720 733-742
<input type="checkbox"/>	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input checked="" type="checkbox"/>		155
<input type="checkbox"/>	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason	<input type="checkbox"/>	<input checked="" type="checkbox"/>	156-170
<input type="checkbox"/>	Describes disciplinary steps to be taken prior to suspension or expulsion	<input checked="" type="checkbox"/>		156
<input type="checkbox"/>	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which	<input checked="" type="checkbox"/>		156-170

students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).			
<input type="checkbox"/> Identifies the detailed procedures by which pupils can be suspended or expelled.	<input checked="" type="checkbox"/>		156-170
<input type="checkbox"/> Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	<input checked="" type="checkbox"/>		166, 167
<input type="checkbox"/> Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.	<input checked="" type="checkbox"/>		171-174
<input type="checkbox"/> Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	<input checked="" type="checkbox"/>		386
<input type="checkbox"/> What educational alternative, if any, will be provided to students who were suspended or expelled	<input checked="" type="checkbox"/>		171
<input type="checkbox"/> Describes who or what body will be responsible for final suspension/expulsion decisions	<input checked="" type="checkbox"/>		170
<input type="checkbox"/> Describes appeal procedures	<input checked="" type="checkbox"/>		171
<input type="checkbox"/> Identifies process by which the	<input checked="" type="checkbox"/>		170

<p>charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district</p>				
<p>Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students</p>	<input checked="" type="checkbox"/>			156-170
<p>Policies balance students' rights to due process with responsibility to maintain a safe learning environment</p> <p>Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with:</p> <ol style="list-style-type: none"> 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 2. For suspensions of more than 10 days and all expulsions: <ol style="list-style-type: none"> a. Timely written notice of the charges and the pupil's rights. b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate. c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason. 	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	156-170
<p>Explains how resident school district</p>	<input checked="" type="checkbox"/>			156-170

or COE will be involved in disciplinary matters				
Strengths:				
Areas of Concern:				
Conclusions				
K	Staff Retirement System	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input checked="" type="checkbox"/>	175
<input type="checkbox"/>	Specifies which retirement system for each position		<input checked="" type="checkbox"/>	175
<input type="checkbox"/>	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		<input checked="" type="checkbox"/>	175
	Relationship between teachers and district/county bargaining unit	<input checked="" type="checkbox"/>		179
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input checked="" type="checkbox"/>		175
	Labor procedures which will be applied to employees	<input checked="" type="checkbox"/>	Appendix 11	From Page 767
	Process for resolving complaints/grievances	<input checked="" type="checkbox"/>		182, 778
	Process for ensuring due process	<input checked="" type="checkbox"/>		From Page 767, 778
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input checked="" type="checkbox"/>		175
	Process for staff recruitment, selection, evaluation and termination	<input checked="" type="checkbox"/>		129
	Procedure for processing and monitoring credentials if required	<input checked="" type="checkbox"/>		135
<input type="checkbox"/>	Establish compliance with Ed Code 47611		<input checked="" type="checkbox"/>	175
Strengths:				
Areas of Concern:				
Conclusions				
L	Attendance Alternatives	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	States that students may attend other district schools or pursue an inter-		<input checked="" type="checkbox"/>	177

district or district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives			
<input type="checkbox"/> Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs	<input checked="" type="checkbox"/>		177

Strengths:

Areas of Concern:

Conclusions

M	Description of Employee Rights	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Description of employee rights upon leaving school district or SCCOE <ul style="list-style-type: none"> Acknowledgment whether collective bargaining contract in district/SCCOE will be controlling Whether and how charter school staff may resume employment within the district/SCCOE 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	179 179
	Sick/vacation leave (ability to carry it over to and from charter school)	<input checked="" type="checkbox"/>		179
	Whether charter school staff will continue to earn service credit (tenure) in district/SCCOE while at charter school	<input checked="" type="checkbox"/>		179
	How employees will be paid (e.g. salaried, hourly, etc.)	<input checked="" type="checkbox"/>		135, from 805
	Describes employee benefits	<input checked="" type="checkbox"/>		135, from 811
	Identifies intended employment status of charter school employees (exempt/non-exempt)	<input checked="" type="checkbox"/>		807
	Describes how rights will be communicated to prospective employees	<input checked="" type="checkbox"/>		179

Strengths:

Areas of Concern:

Conclusions

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines a simple process for charter	<input checked="" type="checkbox"/>		181

and granting agency to settle disputes				
Process indicates whether it is binding on school or granting agency/fair process	<input checked="" type="checkbox"/>			181
Step by step process for identifying/framing dispute points	<input checked="" type="checkbox"/>			From Page 181
<ul style="list-style-type: none"> Whether internal charter disputes may be brought to granting agency 	<input checked="" type="checkbox"/>			182
<ul style="list-style-type: none"> Identifies specific parties to be involved at each step 	<input checked="" type="checkbox"/>			From Page 181
<ul style="list-style-type: none"> Basic rules at each step 	<input checked="" type="checkbox"/>			From Page 181
<ul style="list-style-type: none"> Which results are binding 	<input checked="" type="checkbox"/>			From Page 181
Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process)	<input checked="" type="checkbox"/>			From Page 181
<input type="checkbox"/>				

Strengths:

Areas of Concern:

Conclusions

<input type="radio"/>	Closure of Charter School	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes		<input checked="" type="checkbox"/>	183, & 386-389
<input type="checkbox"/>	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records and pupil records (per code)		<input checked="" type="checkbox"/>	184
<input type="checkbox"/>	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	<input checked="" type="checkbox"/>		184-185

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)				
<input type="checkbox"/>	Administrative Services	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes how charter administrative services will be acquired or provided		<input checked="" type="checkbox"/>	187
<input type="checkbox"/>	Describes how the day-to-day administrative operations will be handled	<input checked="" type="checkbox"/>		187

Strengths:

Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE?		<input checked="" type="checkbox"/>	187
<input type="checkbox"/>	Appropriate insurance coverage in conformance with SCCOE risk management standards		<input checked="" type="checkbox"/>	189, 381
<input type="checkbox"/>	Indemnification/defense/hold harmless of SCCOE		<input checked="" type="checkbox"/>	187, 384

Strengths:

Areas of Concern:

Conclusions

iii	Financial Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	First year operational budget includes:		<input checked="" type="checkbox"/>	188, 835
<input type="checkbox"/>	• Start-up costs		<input type="checkbox"/>	n/a
<input type="checkbox"/>	Cash flow for first three years		<input checked="" type="checkbox"/>	188, 835
<input type="checkbox"/>	Financial projections for first three years		<input checked="" type="checkbox"/>	188, 835

Strengths:

Areas of Concern:

Conclusions

iv	Labor Relations	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Specifies whether charter or local school district will be employer for EERA purposes		<input checked="" type="checkbox"/>	1
<input type="checkbox"/>	Specifies whether it is the charter school or the corporation that will be the employer	<input checked="" type="checkbox"/>	Yes, Employee Handbook	1, 771
<input type="checkbox"/>	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	<input checked="" type="checkbox"/>	Yes	11

Strengths:

Areas of Concern:

Conclusions

v	Planning Assumptions	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Number/types of students	<input checked="" type="checkbox"/>	Appendix 12.4	From Page 903

<input type="checkbox"/>	• Number of staff	<input checked="" type="checkbox"/>	Appendix 12.4	From Page 903
<input type="checkbox"/>	• Teacher/student ratio	<input checked="" type="checkbox"/>	Appendix 12.4	From Page 903
<input type="checkbox"/>	• Facilities needs	<input checked="" type="checkbox"/>	Appendix 12.4	From Page 903
<input type="checkbox"/>	• Whether the charter school will participate in the National School Lunch Program	<input checked="" type="checkbox"/>	Appendix 12.4	From Page 903
<input type="checkbox"/>	• Costs of all major items are identified and within reasonable market ranges	<input checked="" type="checkbox"/>	Appendix 12.4	From Page 903
<input type="checkbox"/>	• Revenue assumptions in line with state and federal funding guidelines	<input checked="" type="checkbox"/>	Appendix 12.4	From Page 903
<input type="checkbox"/>	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	<input checked="" type="checkbox"/>	Appendix 12.4	From Page 903
<input type="checkbox"/>	• Timeline allows window for grant applications to be submitted and funded	<input checked="" type="checkbox"/>	Appendix 12.4	From Page 903

Strengths:

Areas of Concern:

Conclusions

vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Clearly identifies most major start-up costs	<input type="checkbox"/>		n/a
<input type="checkbox"/>	• Staffing	<input type="checkbox"/>		n/a
<input type="checkbox"/>	• Facilities	<input type="checkbox"/>		n/a
<input type="checkbox"/>	• Equipment and Supplies	<input type="checkbox"/>		n/a
<input type="checkbox"/>	• Professional Services	<input type="checkbox"/>		n/a
<input type="checkbox"/>	• Assumptions in line with overall school design plan	<input type="checkbox"/>		n/a
<input type="checkbox"/>	• Identifies potential funding source that could or would fund these costs	<input type="checkbox"/>		n/a
<input type="checkbox"/>	• Timeline allows for grant and fundraising	<input type="checkbox"/>		n/a

Strengths:

Areas of Concern:

Conclusions

vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Annual revenues and expenditures clearly identified by source and	<input checked="" type="checkbox"/>	Appendix 12	From 835

	Expenditures are clearly identified by destination (i.e. object codes).			
<input type="checkbox"/>	Revenue assumptions closely related to applicable state and federal funding formulas	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Expenditure assumptions reflect school design plan	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Expenditure assumptions reflect prevailing or market costs	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	"Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Strong reserve or projected ending balance (the larger of 2-5% of expenditure or \$25,000)	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Budget clearly indicates restricted versus general operating/flexible funds.	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Expenditure sufficient for reasonably expected legal services	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Expenditure for Special Education excess costs consistent with current experience in county	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Description of all insurance the charter school will purchase, complete with annual cost	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	First year budget premised on realistic year 1 ADA	<input checked="" type="checkbox"/>	Appendix 12	From 835

Strengths:

Areas of Concern:

Conclusions

vii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Monthly projection of revenue receipts in line with state/federal funding disbursements	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Expenditures projected by month and correspond with typical/reasonable schedules	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	Show positive fund balance each month and/or identify sources of working capital	<input checked="" type="checkbox"/>	Appendix 12	From 835

Strengths:				
Areas of Concern:				
Conclusions				
ix	Long-term Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	• Revenue assumptions based on reasonable potential growth in state and federal revenues	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	• Revenue assumptions based on reasonable student growth projections	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	<input checked="" type="checkbox"/>	Appendix 12	From 835
<input type="checkbox"/>	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	<input checked="" type="checkbox"/>	Appendix 12	From 835
Strengths:				
Areas of Concern:				
Conclusions				
x	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	<input checked="" type="checkbox"/>	Yes	187
	• Provides estimated numbers of students anticipated to enroll	<input checked="" type="checkbox"/>	Yes	26
	• Identify whether or not will request district-owned facilities	<input checked="" type="checkbox"/>	Yes	190
Strengths:				
Areas of Concern:				
Conclusions				
xi	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district? ○ If not, does the Petition demonstrate any basis for an exception	<input checked="" type="checkbox"/>		26-29
	• Does the Petition identify where the school will operate?	<input checked="" type="checkbox"/>	Yes	n/a
		<input checked="" type="checkbox"/>		30

<ul style="list-style-type: none"> • s the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district? 	<input checked="" type="checkbox"/>	Yes	26
Strengths:			
Areas of Concern:			
Conclusions			
xii Annual Financial Report	Evidence	Addressed in Petition	Page
<ul style="list-style-type: none"> • Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction? 	<input checked="" type="checkbox"/>	Yes	188-189
Strengths:			
Areas of Concern:			
Conclusions			
xii Facilities / Transportation	Evidence	Addressed in Petition	Page
<ul style="list-style-type: none"> • Specify where school intends to be located and describes facilities to be used by the charter school. 	<input checked="" type="checkbox"/>	Yes	190
<ul style="list-style-type: none"> • Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision). 	<input checked="" type="checkbox"/>	Lease (ARMS) & FUA (ARHS)	See Supplemental Section at end of appendices
<ul style="list-style-type: none"> • Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. 	<input checked="" type="checkbox"/>	Both on School District property	189
<ul style="list-style-type: none"> • Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.) 	<input checked="" type="checkbox"/>	Yes	190
Strengths:			
Areas of Concern:			
Conclusions			

xi v	Insurance Coverage	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes minimum insurance coverage consistent with SCCOE risk management requirements	<input checked="" type="checkbox"/>	Yes & MOU	189, 381
<input type="checkbox"/>	<ul style="list-style-type: none"> Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. 	<input checked="" type="checkbox"/>	MOU	383
<input type="checkbox"/>	<ul style="list-style-type: none"> Liability of district/county to handle payments if charter school defaults: <ul style="list-style-type: none"> for schools organized pursuant to Non-Profit Benefit Corporation Law for schools not covered by Non-Profit Benefit Corporation Law AB 1994 General Assurances "Boiler Plate" Language 	<input checked="" type="checkbox"/>	Yes	187
<input type="checkbox"/>	Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	<input checked="" type="checkbox"/>	Yes & MOU	187, 384
Strengths:				
Areas of Concern:				
Conclusions				

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AFFIRMATIONS AND DECLARATION

As the authorized representative of the applicant group, I, Jennifer Andaluz, hereby certify under the penalties of perjury that the information submitted in this application for a renewal of the charter for Downtown College Preparatory Alum Rock (hereafter referred to as “DCP,” “Downtown College Prep,” “DCP ARMS/ARHS,” or the “Charter School”), located in San Jose, CA and authorized by the Santa Clara County Office of Education (“SCCOE”) is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

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

certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment [Ref. Education Code sections 47605(l) and 47605.4(a)] 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, the Charter School 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code section 47605(e)(3)]
- May encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b), 47610]
- Shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- Shall meet or exceed the minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.


Jennifer Andaluz
Lead Petitioner for
Downtown College Prep Alum Rock

9-25-20
September 25, 2020

INTRODUCTION

In 2010, the Santa Clara County Office of Education approved the application by Downtown College Prep to open DCP Alum Rock, a new 6-12th grade charter school serving the students of Santa Clara County. A shared commitment to college success for underserved students and their families led to this partnership. As DCP Alum Rock approaches its second charter renewal, its commitment to its mission and service to Santa Clara County students and families is as great as ever.



The DCP's mission is to prepare first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion. DCP believes that all students, regardless of prior academic achievement, can and should be prepared for college success. Today, 95% of DCP students matriculate to college directly after high school, the majority of them to a four-year university. 56% of DCP graduates have completed or are persisting in college compared with 14% of similar students nationwide (National Student Clearinghouse, 2019). After 20 years, DCP continues to build a transformational learning community where students are pioneers in their family, neighborhood, and city.

College success for low-income communities of color is critically urgent. DCP's "To and Through" college completion model ensures graduates and their families are supported in their pursuit of a college degree. With a focus on students who are historically underserved by traditional public schools, DCP families are largely low-income Latino families with limited educational attainment.

The first component of DCP's model is getting students "to" college, by ensuring that they possess a personal commitment to college; the knowledge, skills, and study habits to excel with the A-G requirements of California's university systems; leadership and learning experiences that give them a competitive advantage; and the mindset and college know-how to navigate the admissions process.

The second component of the model is getting students "through" college, which involves a family-level commitment and financial plan; an accessible support system of advisors, peers, and alumni; and the personal qualities of confidence, grit, tenacity, and perseverance to see their college dreams through to fruition.

With the submission and approval of this charter petition, DCP and SCCOE renew their commitment to the shared goal of college success for first-generation college students. DCP Alum Rock looks forward to the opportunity to continue serving students from Santa Clara County in its next charter term.

MISSION

The mission of Downtown College Prep Alum Rock (DCP) is to prepare first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion.

VISION

To meet this mission, DCP strives to develop and activate literate, numerate, creative, ethical individuals with the mindset and skills to be agents of positive change in their communities. DCP believes that a college degree is a critical asset that can propel low-income students out of the poverty cycle, creating a broader horizon of career options, and improving the outlook for themselves and their families.

To achieve this aim, DCP pursues data-informed academic and college readiness strategies that are rooted in DCP's own action research and upheld by current research around deeper learning principles, grit, resilience, and perseverance. DCP bridges the college completion gap by empowering first-generation college-bound students with the academic and personal knowledge, skills, confidence, commitment, and resilience to thrive in and beyond college.

A COMMUNITY RESPONDS TO THE COVID-19 PANDEMIC

In the age of the COVID-19 pandemic, the 1700+ students and families DCP serves, plus staff and alumni, are facing extreme challenges as a result of quarantining, social distancing, and the economic recession that is ensuing. The impact of the pandemic exacerbates challenges that were already present in the community, including unemployment, food-deserts, immigration instability, mental health support, a digital divide, and transitional supports related to housing. Further, the uncertainty that exists about the upcoming school year for DCP students and the unclear outlook for DCP alumni in higher education creates a compounding sense of fear and anxiety. At a minimum, the situation requires that DCP leadership think differently about meeting the basic needs of their community so that in the short and long-term the DCP community can find resilience and manage the adjustments as a result of COVID-19.

Like every school faced with the prospect of distance learning, we mobilized to ensure students had access to the technology they needed, the support for their learning and the maintenance of relationships with their school community. But DCP's response did not end at the proverbial school door.

DCP recognized that there was a unique opportunity for to create an ecosystem of support for its current, past, and future families that will have short and long-term benefits for the community. This ecosystem includes strategic external partnerships with agencies poised to provide discrete services to families. It also includes internal resources that have been redirected to support families during the pandemic. For example, every single DCP family was contacted during Summer 2019 to understand how DCP could support families in accessing supports to meet specific needs associated with food insecurity, mental health and wellness, technology access and rent/eviction support.

One such partnership is with Sacred Heart Community Service where DCP families have access to a weekly drive-through food pantry. On average, 400 families access food every Friday from a DCP campus. Another partnership is with the Department of Family and Children's Services where families have access to extensive wrap-around services in partnership with Seneca Health Services.

The work is being done in phases: First, a family outreach needs assessment was completed, then a case management model was developed to support families, connecting them to community partners and/or direct services DCP offers, and finally, the data collected and the supports put in place inform services DCP anticipates adding into our program when we return back to some version of school in the fall.

Phase I: Family Outreach Needs Assessment, April 2020-June 2020

Phase II: Case Management, June 2020-June 2021

Phase III: Return to School and Long-term Integration of Supports, August 2020-September 2021

DCP's COVID-19 community response strategy is largely funded through private philanthropic donations.

HIGHLIGHTS OF THE DCP MODEL

DCP's values of *ganas* (desire), *comunidad* (community), and *orgullo* (pride) are at the heart of what DCP believes it means to be an educated person in the 21st century. While being educated includes having a command of core knowledge, concepts, and skills across academic disciplines, more than this is required to be fully educated in the 21st century. An educated person must also possess the skills and dispositions that allow them to be engaged citizens who contribute meaningfully to their local communities and the broader society. DCP believes that an educated person is one with integrity, a commitment to making things better, and the ability to lead positive change.

The educational philosophy of DCP is rooted in the vision of social justice embodied in its mission. DCP believes that education is the primary lever by which inequity and systems of oppression can be interrupted, and the democratic principles of equity and justice can be realized.

DCP's unwavering belief in the capacity of first generation, low-income students to thrive at a four-year college exemplifies a critical aspect of educational philosophy.

DCP Alum Rock engages students and families through a variety of initiatives, including:

- A robust Advisory/College and Career Readiness ("CCR") program that builds a college-going identity for students, coupled with workshops that help families develop a college-going plan for their children.
- A workshop model that meets students where they are and accelerates their proficiency, complemented by project-based learning units that make classes relevant to the lives of students and their families.
- Academic programming that aligns graduation requirements with college acceptance criteria to ensure students are ready for college and career.
- Implementation of a long-term Strategic Plan, aligned to LCAP and state accountability efforts, to create coordinated improvement strategies around shared priorities

THE STRENGTH OF THE DCP ORGANIZATION

Since its founding in 1999, the Across the Bridge Foundation ("ABF"), which operates DCP, has consistently established itself as a fiscally and organizationally sound institution. This includes strong fiscal accountability, responsible governance, and dedicated leadership.

STRONG MISSION AND VISION

At DCP Alum Rock we are providing a 6th through 12th grade pipeline that will prepare students for college matriculation and graduation. At one site, we operate Alum Rock Middle School ("ARMS") to meet the needs of our 6th to 8th grade students. At the other we operate Alum Rock High School ("ARHS") to serve our 9th to 12th grade students. As detailed in Element A, DCP recruits families from across Santa

Clara County seeking to enroll in a charter school with an unwavering commitment to ensure that each and every student is ready to apply, enroll and be college ready.

STARTING THE JOURNEY

Upon arrival at the DCP doorstep, students may come with a wide variety of skills, but all take up our shared commitment to develop the skills and knowledge that will be necessary to achieve our shared college dreams.

DCP utilizes the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) to track student proficiency, as well as growth over time. This research-based, nationally normed assessment tool provides a strong complement to the Smarter Balanced Assessment Consortium (“SBAC”) data in informing program and tailoring instruction for students. In looking at the NWEA data for incoming 6th grade students over the course of the charter term, we see in **Figure I.1** that on average the majority of students enter DCP Alum Rock in the Low or Low Average range in both ELA (56 to 65% of incoming 9th grade students) and Math (71 to 82%).

In mapping these incoming percentiles to proficiency on state standards, the required work to become proficient becomes even more clear. Students in 6th grade typically require a percentile of 60 or higher in ELA and 65 or higher in Math to “Meet” the state standard on the SBAC.¹ As such, these NWEA results indicate that only a very small fraction of incoming 6th grade students come to DCP Alum Rock already proficient. In most years, DCP Alum Rock’s incoming 6th grade class shows that 60-75% were not yet proficient in reading and 70-82% have not been proficient in mathematics. Understanding where students are when they enter DCP - as well as holding detailed knowledge on the magnitude of the gap that must be closed by the time they graduate 12th grade - is a critical component of the DCP program, informing the ongoing work to provide a program that sets students on a path toward college completion.

It was this persistent trend of incoming students being far below grade level that led DCP to begin its college preparation pathway at Alum Rock in 6th grade.

¹ Source: https://www.nwea.org/content/uploads/2015/06/SBAC-MAP-Growth-Linking-Study_OCT2017.pdf

Figure I.1 - DCP Alum Rock - Incoming 6 th Grade Students NWEA Proficiency										
	Reading					Math				
Range & Percentile	Low 0 - 20	Low Avg 21 - 40	Avg 41 - 60	Hi Avg 61 - 80	Hi 81-100	Low 0 - 20	Low Avg 21 - 40	Avg 41 - 60	Hi Avg 61 - 80	Hi 81-100
Fall 2016-17 (Current 10th)	18%	25%	21%	28%	9%	27%	27%	23%	18%	5%
Fall 2017-18 (Current 9th)	20%	25%	17%	29%	8%	24%	30%	20%	17%	9%
Fall 2018-19 (Current 8th)	31%	32%	14%	15%	8%	26%	32%	24%	14%	5%
Fall 2019-20 (Current 7th)	44%	19%	12%	21%	4%	29%	20%	23%	19%	9%
Fall 2020-21 (Current 6th)	15%	28%	17%	25%	15%	20%	27%	26%	21%	7%

Source: NWEA Internal data system

UPON EXITING DCP ALUM ROCK

While the vast majority of students begin their DCP journey lacking proficiency in reading and mathematics, our students are leaving DCP Alum Rock prepared to meet the rigors of college admission and ready for their college dreams to come true. This process is supported through our comprehensive academic programming that ensures students have access to the A-G course work required for college admission and the support of the Advisory/CCR program to provide students with the necessary guidance and support to make decisions starting in 6 th grade that will increase their likelihood for success upon graduation. The collective impact of these efforts results in extraordinary outcomes for our students. In 2018-19, 100% of our students met the requirements to apply to UC/CSU as shown in **Figure I.2**.

Figure I.2 - 2018-19 Cohort Graduates Meeting UC/CSU Course Requirements (A-G)					
	Overall	Low-income	Latino	EL	SPED
DCP Alum Rock	100%	100%	100%	100%	N/R
ESUHSD	54.4%	48.1%	39%	27%	15.4%
Santa Clara County	77.6%	66.9%	66.7%	68.9%	37.5%
California	50.5%	42.7 %	43.6 %	25.7 %	17.7 %

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

N/R Not reported because student group is fewer than 11 students

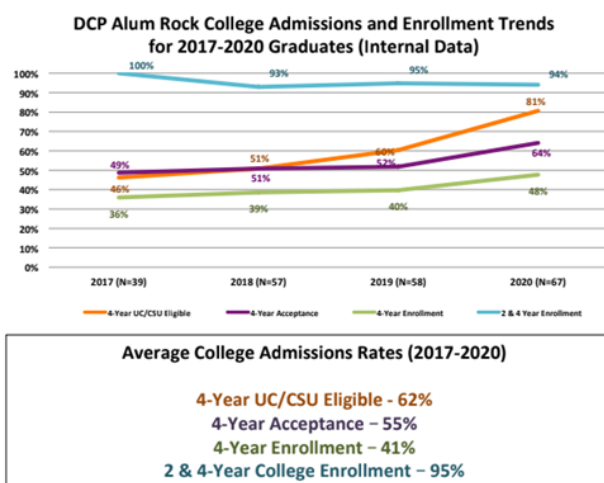
In addition, our students are not just better prepared to apply to college they are also enrolling in college at rates that are substantially higher for low-income or Latinx as well as shown in **Figure I.3**.

Figure I.3 - 2017-18 College-Going Rate, Overall and by Subgroup

	Overall	Low-income	Latino	EL
DCP Alum Rock	66.7%	65.2%	65.4%	N/R
ESUHSD	73.8%	67.9%	62.4%	57.5%
Santa Clara County	60.3%	46.9%	49.2%	37.5%
California	64.4%	57.2%	57.6%	42.2%

Source: <http://data1.cde.ca.gov/dataquest/>

Data for DCP Alum Rock from internal data collections often exceeds that reported through the National Student Data Clearing House as reported on Data Quest. This is a frequent occurrence for students who may not release the sharing of information once in college. Dreamers and those who may change their names in ways that create difficulty in matching of students are among the most commonly missed students. Additionally, this data is always two years behind due to reporting deadlines. As a result, DCP maintains active records to track whether or not a student is eligible to apply for UC/CSU, where they have been accepted, and where they have enrolled through personal interviews with current students. As shown in **Figure I.4**, the percentage of students graduating eligible for UC/CSU has steadily increased over the past four years. Notably, even with the impact of COVID on our communities, the percentage of DCP Alum Rock seniors accepted to and enrolling in 4-year colleges has increased in 2019-20 despite a national trend of 17% of students changing their college plans due to COVID-19.²

Figure I.4 DCP Alum Rock College Eligibility, Acceptance and Enrollment

Data Updated: EC 09.04.2020

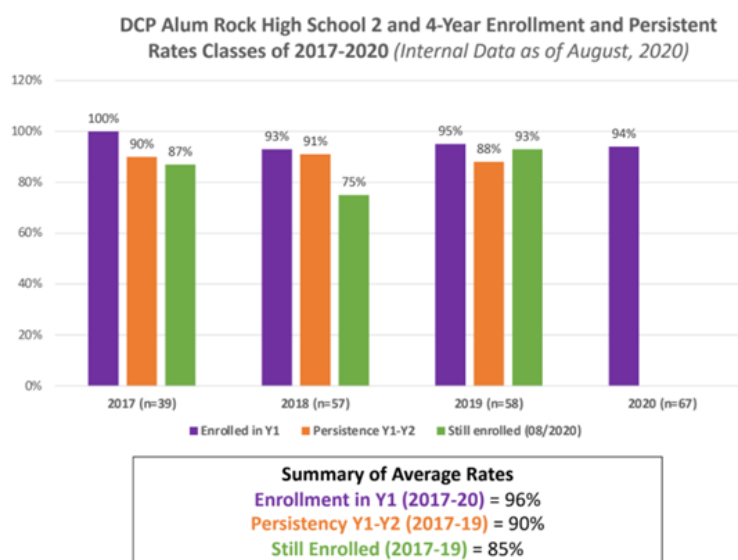
Source: DCP Internal interview data

² <https://www.artsci.com/studentpoll-covid-19-edition-2>

CONTINUING THE JOURNEY

DCP Alumni continue to be supported by our Alumni counselor to ensure that all DCP students have the support they need to achieve their college dreams. We offer extended support for academic advising, college application coaching, financial aid advising and scholarships to our alumni. The results show that long term support results in greater attainment of the college degrees our students dreamed of when they first joined DCP.

Figure I.5 DCP Alum Rock College Eligibility, Acceptance and Enrollment



Source: DCP Internal interview data

STRONG LOCAL AND NATIONAL IMPACT

In addition to its Measurable Pupil Outcomes, the strength of the DCP program can be seen through a broad array of local and national indicators:

LOCAL IMPACT

DCP Alum Rock Middle School

- 2017 ARMS was recognized as a State and National School to Watch, redesignated in 2020;
- 100% of students are enrolled in a STEM elective using curriculum from Project Lead the Way ("PLTW");
- Successful integration of a Special Day Class program at both sites;
- 4 ARMS teachers were recognized as the California League of Middle Schools Region 5; Educator of the Year (Alejandro Herrera, Daisy Alicante, Carolina Rodriguez and Sarah LeDuff) and 1 teacher was recognized as the California League of Middle Schools State Educator of the Year (Sarah LeDuff).
- 1 ARMS teacher was recognized as Project Cornerstone Asset Champion (Luis Falcon).

DCP ALUM ROCK HIGH SCHOOL

- 100% of the Class of 2020 completed the A-G requirements;
- ARHS earned higher science proficiency scores on the CAST than the average for all students in the Santa Clara County and the State of California (2017-18);
- 70% of all students enrolled in AP Computer Science in 2019-20 passed the AP Exam;
- 6% of ARHS Class of 2020 was accepted into UC Berkeley;
- Successful integration of a Special Day Class program;
- 3 ARHS Teachers have been recognized as SCCOE Teacher of the Year (John Miluso 2019) or SCCOE STEM Teacher of the Year (John Benoit 2019, Luis Ruelas 2015);
- ARHS was awarded full member status to the Private School Athletic League of the Central Coast Section after only existing as a school for 3 years - the fastest ever to be accepted.

NATIONAL IMPACT

- ARHS STEM Club sent an experiment to measure convection in microgravity to the International Space Station (ISS) 2018;
- Girls in STEM GAINS Conference in NY City where our ladies had the opportunity to meet and connect with women working in STEM fields, explore STEM careers and mentors 2018-2019;
- DCP ARHS was officially accepted to the Society of Hispanic Professional Engineers 2017;
- ARHS developed a robust Parent Engagement Policy and Program, including hosting 2 free 9-week Parent Academies: PIQE (Parent Institute for Quality Education, sponsored by the Hispanic Foundation of Silicon Valley) and FEI (Foothill Engagement Institute) in 2019-20;
- In 2018, DCP Alum Rock High School was selected to present at the United Nations as one of four U.S. high schools to participate in the inaugural Samsung Global Classroom STEAM Challenge along with four high schools representing China, Brazil, Korea and Tunisia. Our students worked alongside students from China to develop a prototype to solve issues specific to the sustainable development goals (SDGs), a global set of 17 goals adopted by world leaders to “end poverty, protect the planet, and ensure prosperity.

STRONG FISCAL ACCOUNTABILITY

DCP has maintained strong fiscal health throughout its history, as is evidenced by the following:

- **Robust Budget** - Over the course of the charter term, the DCP organization has grown from a budget of \$10.9 million in 2016-17 to \$24.1 million in 2019-20. This has been the result of increased demand for its program.
- **Positive Cash Balance** - Positive cash balances have been maintained during the term of the last charter approval.
- **Financial Reserve** - DCP has a healthy financial reserve which it has judiciously maintained for times of economic uncertainty.
- **Clean Audits** - Clean audits have been maintained with no findings relative to weak internal controls, potential mismanagement, or any other area of concern.
- **Strong Attendance and Enrollment** - DCP maintains a commitment to serving all students and has continued to be a choice for many families growing in enrollment over the past five year while also maintaining an attendance rate of 95% (three-year average).
- **Secure Facilities** - DCP holds two long-term leases for school facilities (35+ years), mitigating what is often the largest threat to charter school sustainability.

By letter, dated May 21, 2020, Across the Bridge Foundation (dba Downtown College Prep or “DCP”) was notified that DCP teachers and other staff were organizing under the California Teachers Association as South Bay Educators United (SBEU). To date, SBEU has not been recognized by DCP as the exclusive bargaining representative. DCP is not currently in a position to determine whether its operating costs will change as a result of these events.

RESPONSIBLE GOVERNANCE

BOARD OF DIRECTORS

DCP is operated by the Across the Bridge Foundation Board of Directors, which has a demonstrated capacity to maintain the fiscal and organizational strength of DCP. Board Members, along with their professional experience and years of experience on our board are as follows:

Maria Arellano (President) Maria recently retired from her position as Director of Procurement at Intuit. Maria has 20 years of professional experience primarily in the Procurement field including at Hewlett-Packard, Agilent Technologies, and Intuit. Her particular strengths include: building high performing teams that fuel strategic value to business results; effective supplier relationship management; and being an early adopter and initiator of transformation. In support of diversity and inclusion, Maria was the founder of the Latino employee network at Intuit (LatinosConnect@Intuit). This employee resource group embraces the power of Latino culture and community to accelerate Intuit’s growth, nurture Latino talent and inspire leadership. Maria earned her B.A. in Business Administration from the University of Puget Sound, Tacoma, WA. DCP has grown to be a special part of Maria’s professional and personal life over the years. DCP helped her recognize and embrace her passion for Latino youth. Maria is committed to partner with DCP to invest in Latino students today to be Latino leaders in the community and workforce tomorrow.

Kathy Yates (Treasurer) Kathy works in various capacities with mission-driven organizations that foster positive social impact. She has served as CEO or COO for several companies, including Teachscape, Marketwatch, and the San Jose Mercury News. She also served as a Director on the boards of numerous non-profit organizations doing work in education (Bellarmine College Prep, KTEH Channel 54), health care (Good Samaritan Health System, ReSurge International), and civic development (American Leadership Forum). She is a Senior Fellow of the American Leadership Forum Education Network, and is pursuing a coaching credential through the Newfield Network. She earned a BA in Economics from Trinity College and an MBA from Stanford University’s Graduate School of Business.

Mary Curtis (Secretary) Mary P. Curtis is founder/CEO of Pacifico Inc., a company with a three-decade record of providing integrated marketing communications services to global B2B and B2C companies. Today the firm operates as a strategic consultancy focused on messaging, branding and public relations. Mary is also a partner in The Angel’s Forum where she invests and serves in an advisory capacity to emerging Silicon Valley portfolio companies. Her community involvement currently includes serving on the boards of directors of Children’s Musical Theater (immediate past chair), Downtown College Prep, and Archbishop Mitty Board of Regents. She has served as an Arts Commissioner for the Town of Los Gatos, chaired Ad Club Silicon Valley, and was a director and board chair of the San Jose Symphony Orchestra. She also has served as a member of the Mayor’s New Realities Task Force, an executive trustee for the Silicon Valley Arts Fund, and a director of the Children’s Discovery Museum, the Metro YMCA and San Jose Jazz. A recipient of the American Advertising Federation’s Silver Medal Award recognizing both excellence in the industry as well as social responsibility, Mary is a frequent speaker on topics pertaining to branding and marketing. Pacifico participates actively in a number of professional

organizations and is a member of the Public Relations Society of America, and the Business Marketing Association.

Lisa Cole (Director) Lisa Cole currently works as the Assistant General Counsel at Granite Rock Company. Prior to joining Graniterock, Lisa was a partner at a national law firm where she handled all aspects of civil litigation for clients primarily doing business in Silicon Valley. Born and raised in San Jose, Lisa attended St. Mary's College in Moraga and Hastings College of Law in San Francisco.

Riann Du Preez (Director) R Riaan du Preez (Director): Riaan is a Finance Executive who has spent most of his career working at Netflix and Ernst & Young. He spent 11 years at Netflix where he was the Director of Finance and HR applications, responsible for overseeing Financial and People technology. Riaan is a Chartered Accountant and has his Bachelor in Commerce, Accounting and Business Management from the University of Johannesburg..

Josue Fuentes (Director) Josue is the son of Mexican immigrants from Jalisco. He was raised in a small agricultural town in the Sacramento Valley. He is the first in his family to attend and graduate from college. He graduated in 2006 from the University of California, Los Angeles, where he majored in Sociology and Political Science while playing for UCLA's rugby team. While at UCLA, Josue spent his summers working in the agriculture sector to pay for his tuition and worked full-time during the school year to cover living expenses. After graduating from UCLA, Josue became the first in his family to attend and graduate from law school in 2009. While attending the University of San Francisco School of Law (USF), Josue worked in the school library, served as President of the La Raza Law Student Association, and served as national law student president for the Hispanic National Bar Association Law Student Division. After he graduated from USF Law School in the worst legal market in history, Josue volunteered for the Santa Clara District Attorney's Office for one year before being hired full-time in August 2010. Since being hired, Josue has served on the Misdemeanor, Family Violence, Narcotics, and Central Felony Units. He is currently assigned to the Community Prosecution unit where he focuses on crime prevention through gang abatement, immigration fraud prevention, homeless relief, and truancy. Throughout his legal career, Josue served on the board for the San Francisco La Raza Lawyers Association, serving as President from 2014-2016. In July 2016, Josue was recognized by the Silicon Valley Business Journal as one of Silicon Valley's 40 under 40 for 2016.

Kathryn Hanson (Director) Kathryn has served as a board member on several for-profit companies as well as on boards for non-profit companies in the education space, including ALearn and RAFT. She has over 25 years of executive management and consulting experience in high tech companies, with an excellent track record in launching new products, new companies, and new channels. Recently as a founder and CEO of the successful non-profit ALearn - dedicated to helping underserved, first generation students get on the path to college - she recruited a Board and Advisory Board which helped the non-profit thrive and raised millions of dollars from individuals, corporations and foundations while succeeding in serving more than 12,000 students in math and college readiness. Kathryn is passionate about education and learning, travel, sports, fitness and wellness - as well as leveling the playing field for all students to have the opportunities to follow their dreams to college and career. Kathryn earned a BA in English with Distinction from Stanford University, an MA and Ph.D. in English and American Literature from the University of Chicago, and an MBA with Distinction from the Harvard Business School.

Donald Imwalle (Director) Don is raising the fifth generation of Imwalles in Santa Clara County where he is president of Imwalle Properties focused on Retail Real Estate development. He received a BA in English from Georgetown University after graduating from Bellarmine College Prep. Between school and his

current position, he was a broker at Colliers International in Sydney Australia, a sales executive with Oracle, and a ski bum in Colorado.

Marc Ketzel (Vice President) Marc Ketzel is a Human Resources Executive who has spent his entire career in the high tech sector. Most recently, Marc was the VP Human Resources for Samsung Research America (SRA), which is a software R&D organization that is headquartered in Mountain View. Prior to Samsung, Marc has worked for private and public high technology companies in HR leadership roles, including Yahoo!, Maxygen, Excite@Home, and Silicon Graphics. Marc has a Master's of Science Degree in Industrial Relations from the University of Wisconsin-Madison.

John Koeplin (Director) John is currently the Chair of the Accounting Department at the University of San Francisco (USF). He is a tenured associate Professor of Accounting and has been at USF since 1998. He has served on the Board of Trustees at the University of San Francisco and Santa Clara University, including Audit chair at both institutions. He received his PhD in Accounting from the University of North Texas. Prior to joining the Board at DCP, John was a Jesuit Priest of the California Province. His accounting work experience includes serving as a Professional Accountant for the CPA firm of Hood and Strong, and he also worked for a year with ROLM Corporation in Santa Clara as a Tax accountant. He is now happily married and lives in San Jose.

Sandra Moll (Director) A San Jose State graduate with a B.A. in Business and an M.A. in Vocational Education, Sandra taught high school for 12 years prior to becoming a Certified Financial Planner practitioner. She co- founded Mayer, Moll & Associates, a registered investment advisory corp., and recently transitioned her practice to The Giordano Wealth Management Group in Los Gatos. A community activist whose non-profit leadership has been recognized by the San Jose/Silicon Valley Chamber of Commerce and the Association for Fundraising Professionals, she is a passionate advocate for education and the arts and has served on the Boards of the San Jose Repertory Theater; the San Jose Institute for Contemporary Art, where she is an Emeritus; and Foundation for HOPE, among others. Sandra loves this valley for its creativity, diversity, resiliency, and social consciousness.

Miguel M. Salinas (Director) Miguel is a Program Officer for the Local Grantmaking Program at the David & Lucile Packard Foundation. He oversees grantmaking in Monterey County and leads the Nonprofit Breakthrough Fund, the Program's organizational capacity building grantmaking which spans multiple counties.

Prior to the Packard Foundation, Miguel was senior manager of Global Giving at Adobe and program director for the Adobe Foundation. He led the team responsible for the strategic planning and day-to-day operations for \$10 million in charitable investments worldwide on behalf of Adobe and the Adobe Foundation, including the Adobe Youth Voices (AYV) program, the Creativity Scholarships program, community sponsorships, and more than 70 organizations in the Community Grants and Creativity Grants programs.

Before Adobe, he was communications director for the Hispanic Scholarship Fund, a national educational nonprofit focused on supporting Latino students to seek and attain a college degree. He has managed a grants portfolio and strategic communications for local and global philanthropy programs at Intel Corporation. Miguel began his career as a journalist, covering crime, government and education for various publications in Texas and California.

Miguel has an extensive record of community service and is a current director of the School of Arts & Culture at Mexican Heritage Plaza in San Jose and a past director of Teatro Visión, Movimiento de Arte y Cultura Latino Americana (MACLA), and the Hispanic Foundation Silicon Valley. Miguel received a

Bachelor of Journalism degree from The University of Texas at Austin where he also minored in English. He also has a Master of Liberal Arts degree from Stanford University.

Jackie Zeller (Director) Jackie has served San Jose as an educator and administrator for over 35 years. Beginning as a learning disabilities specialist and math teacher, Jackie recently retired from San Jose Unified School District as the Associate Superintendent of Instruction. Jackie has her BA and MA in Special Education from the University of Missouri - Columbia and an Administrative Credential in Educational Administration from National University.

ADVISORS

In addition to the expertise of its Board, ABF has contracted with additional service providers to ensure it has the depth of expertise necessary across all areas to successfully meet its mission. These include but are not limited to:

YOUNG, MINNEY AND CORR, LLP ("YM&C")

Young, Minney & Corr, LLP is proud to be California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation - including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and much more.

VAVRINEK, TRINE, DAY & CO. LLP

Vavrinek, Trine, Day & Co. LLP has served as the financial auditors for the Across the Bridge Foundation since 2009.

ABF has strategically assembled this board and set of service providers to provide the expertise necessary to open and operate its schools.

DEDICATED LEADERSHIP

SENIOR MANAGEMENT TEAM

The Senior Management Team brings a depth of experience in support of DCP across the sectors of educational program, data and assessment, college and career readiness, student services, finance, development and fundraising. Together, these members have a proven track record of operating DCP in support of its students. These members include but are not limited to:

JENNIFER ANDALUZ, CO-FOUNDER AND EXECUTIVE DIRECTOR

Jennifer Andaluz is co-founder and Executive Director of Downtown College Prep (DCP), Silicon Valley's first charter school network dedicated to preparing low-income, underserved minority youth to thrive at four-year colleges and universities. Since opening in 2000, DCP has earned local, state, and national recognition for its "To and Through" vision of college success and its college completion results. As Executive Director, Jennifer is responsible for organizational leadership and strategy, resource development and financial management, community outreach and collaboration, and meeting the mission. Prior to founding DCP, Jennifer served as an English and History teacher at Gunderson High School in the San Jose Unified School District where she led the BASRC reform effort focused on literacy

across content areas. Jennifer is a first-generation college graduate and alumna of University of California Santa Cruz.

DR. AMY FOWLER, CHIEF ACADEMIC OFFICER

Dr. Amy Fowler joined DCP in March of 2019 after serving as the Deputy Secretary of Education for the State of Vermont. In this role, she led the state of Vermont's response to crafting the state ESSA plan, overseeing all elements of state and federal programming in the instructional realm including curriculum and instruction, data and assessment, and teacher licensure. In other roles, she has served as the Senior Director of Secondary and Student Programming at Aspire Public Schools, a national educational consultant with the Danielson Group working on teacher and principal evaluation, and a teacher and leader in Santa Monica Unified School District.

PAULA GALLANT, CONTROLLER

Paula has been DCP's Controller since October of 2007 where she oversees finance, accounting, and financial reporting and compliance. She came to DCP with 25 years progressive business and management experience in accounting and finance for operations ranging from start-up environments to fortune 500 corporations. Paula holds a Bachelor's Degree in Accounting from Northern Illinois University and CPA Certificate from the State of Illinois.

RUTH WAMUYU SCHRIVER, CHIEF OPERATING OFFICER

Attracted by DCP's mission that aligns with Ruth's belief that education is a game-changer for children from low-income families, Ruth joined DCP as the Chief Operating Officer (COO) in October 2011. She holds an M.B.A. from Santa Clara University and a B.A. in Journalism from San Jose State University. She is also a Society for Human Resource Management (SHRM) Senior Certified Professional. Ruth is responsible for the internal organization processes and infrastructure that enable DCP to grow and fulfill its mission. As such, she is directly responsible for all areas relating to operations, human resources, technology, legal/compliance and all other related functions. Prior to joining DCP, Ruth worked for several broadcasting/advertising companies and several non-profit organizations focused on medical research and diabetes.

THOMAS MADSON, MANAGING DIRECTOR OF SCHOOLS

Thomas joined the Downtown College Prep family in 2017 after serving as Senior Director of Early College High School for Aspire Public Schools. In this role, he supported secondary programming and developed principals at 11 schools in three regions. Thomas was also the founding principal of a 6-12 school in East Palo Alto, CA where all students graduated college eligible. Prior to this, he served as an assistant principal at a K-8 charter school in East Palo Alto, CA. Before his career in education, he worked as a Youth Specialist at the Sarah Fisher Residential Treatment Center in Northville, MI where he worked with a population of students identified as wards of the court supporting them with academics, behavior, and mental health issues.

SITE-BASED LEADERSHIP TEAM

The Site Based Leadership Team brings their collective experience to bear in the day-to-day operations of DCP. These members include:

TERRI FURTON, DCP ALUM ROCK HIGH SCHOOL PRINCIPAL

Terri Furton has been with Downtown College Prep Alum Rock since 2013, where she has led as the high school's Principal. Prior to joining DCP, she taught history for 18 years, and was a school counselor for two years. As a result of DCP ARHS' first WASC Self-Study, DCP ARHS was awarded a 6-year accreditation in 2016. Terri earned her BA in history from Westmont and her MA in counselor education from San Jose State.

GEN LAU, DCP ALUM ROCK HIGH SCHOOL ASSISTANT PRINCIPAL

Genevieve Lau joined DCP in 2014 bringing in 14 years of experience as an educational consultant, assistant principal, and classroom teacher. At DCP, she taught English for an additional four years until becoming Assistant Principal in 2018. She holds a BA degree in American Literature and Culture from UCLA and an EdM in Educational Policy and Management from Harvard University Graduate School of Education.

ALONDRA EZZAT, DCP ALUM ROCK HIGH SCHOOL OPERATIONS MANAGER

Alondra Ezzat joined DCP in October 2015, and is an integral part of Alum Rock High School. Alondra started off as part of the new school development and recruitment team and grew within the organization playing various roles from Registrar and Office Manager to School Operations. Alondra is a DCP Alumni who graduated in 2007 and started community college right after high school, graduating with a BA in International Relations from San Francisco State University in 2015. She truly believes our DCP mission because she has lived it. She came back to work for DCP because she wants to help and give back to her community.

LETICIA VILLA, DCP ALUM ROCK MIDDLE SCHOOL PRINCIPAL

Leticia Villa originally joined DCP as a founding Principal in 2015 to open a new middle school. She is currently the Principal at Alum Rock Middle School for the past 4 years. Prior to joining DCP, Leticia was a middle school principal and assistant principal in the Milpitas Unified School District for thirteen years. She currently serves as a board member of the California League of Schools and a trustee for Region 5. She was named ACSA's principal of the year in 2009 and Co-Administrator in 2005. She earned her MS from National University, BA from National Hispanic University and her AA from Evergreen Valley College.

JOSE ZAVALA, DCP ALUM ROCK MIDDLE SCHOOL ASSISTANT PRINCIPAL

Jose Zavala joined DCP as a founding teacher in Physical Education for grades 6-8 in 2012. Working alongside families, Jose helped secure the permanent home of DCP Alum Rock MS by advocating for a better education for families in East Side San Jose. Since 2017 Jose has been serving as the Assistant Principal and is currently enrolled in an Administrative Credential Program at the Santa Clara County of Education. Jose earned his BA in Kinesiology from San Jose State University.

MELANIE FELIX, DCP ALUM ROCK MIDDLE SCHOOL OPERATIONS MANAGER

Melanie joined DCP Alum Rock Middle School in 2016 as the Operations Manager. Previous to coming to DCP, she worked in the tech industry for 15 years in numerous roles. Her experience spans from human resources, sales and marketing, administration and eventually transitioned to a pivotal role in management at Evergreen and San Jose City Community College District. Melanie thrived with the community college district for 3 years as Inventory and Asset Manager. She earned an AA in Early Childhood Education from Gavilan College and she started her first career as a Preschool Teacher. On a

personal level, she is invested in supporting the youth in San Jose, since she was also born and raised in Silicon Valley. Today, Melanie is driven by her passion for equity in education, and guiding families and students to achieve their college dreams.

CONTINUING OUR PARTNERSHIP

DCP Alum Rock looks forward to its next charter term with renewed commitment to its mission and to the service of students and families in Santa Clara County. There has never been greater alignment between DCP's mission and the common core standards for student performance. While the future of assessment and accountability continues to evolve, and the jobs of the 21st century do not yet have a name, DCP Alum Rock is confident that, together with committed teachers, students and community partners, it will continue to lead the region in college success for first-generation college-bound students.

CRITERIA FOR RENEWAL

In accordance with Education Code Sections 47607 and 47607.2, as amended and created by Assembly Bill 1505, and the July 2020 AB 1505 Charter School Performance Data File that was released by the CDE (effective July 1, 2020), Downtown College Prep-Alum Rock meets the criteria for renewal for "Middle Performing" charter schools.

Figure I.6 California Department of Education Charter School Performance File 2019-20

Charter School Performance Category Data File									
California Department of Education, July 1, 2020									
CDS: County District School, N/A: Not Applicable.									
CDS	Scode	AAU_Schooltyp	Charter_Type	School	District	County	School_Type	Performance_Level	Criteria
43104390123257	0123257	UD	DF	Downtown College Prep - Alum Rock	Santa Clara County Office of Education	Santa Clara	K-12 Schools (Public)	Middle Performing	N/A

Source: <https://www.cde.ca.gov/sp/ch/ab1505.asp>

As a result, DCP qualifies for a five-year renewal because the "middle tier" standard (EC §47607.2(b)) applies to charter schools when EC §§47607(c)(2) and 47607.2(a) do not apply. For "middle tier" schools:

- "[T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5." (EC §47607.2(b)(1))
- "The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal." (EC §47607.2(b)(2))
- "In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers." (EC §47607.2(b)(3)).

In Element B, DCP Alum Rock includes a deeper analysis of our performance on each of the California School Dashboard indicators for all students and for each student group. We also provide the required “clear and convincing evidence” that DCP Alum Rock shows measurable increases in academic achievement and postsecondary outcomes for our students.

As is demonstrated in this Charter Renewal Petition, DCP has clearly met the requirements for charter renewal. As such, DCP requests that its charter be renewed by Santa Clara County Board of Education for another five-year term. DCP looks forward to the opportunity to provide a high-quality education to the middle and high school students in Santa Clara County with the most need, as it works alongside SCCOE in increasing the educational and life outcomes for these students and our community.

DCP ALUM ROCK’S NEXT CHARTER TERM

The Renewal Petition being submitted with this Introduction represents DCP’s latest and best practice. In addition, it is comprehensive in meeting the requirements put forth by SCCOE Office of Charter Schools as follows:

- The charter sets forth a sound educational program
- The petitioners have a proven track record that demonstrates they are likely to succeed in implementing their program
- The petition includes an affirmation of each of the conditions described in Education Code 47605(e)(1)
- The petition includes a comprehensive description of all legally required 15 elements and all miscellaneous charter provisions.

In addition to reflecting the latest and best practice of DCP, the renewal petition provides more detail on our program than the original petition contained. The goal of this detail is to clearly document for all stakeholders the approach of DCP in serving students, families and community at the DCP Alum Rock campus.

TABLE OF CHANGES

In support of this charter renewal petition, DCP Alum Rock has provided the following:

- A redlined version of the original charter petition on flash drive.
- A final revised charter petition incorporating all redline changes in print and on flash drive.

Changes to the authorized charter were made in support of three objectives:

- Provide additional detail on the instructional approach, curriculum, materials, and assessment across all subject areas as the 9 th through 12 th grade model has evolved over the course of the last charter term.
- Update the charter to reflect the current operations and governance structures of the school and network.
- Update the charter to meet legal requirements that have gone in effect since the original authorization.

To facilitate the review of this petition, the following table provides a summary description substantive changes that are not simply the reflection of updated data, format changes or grammatical corrections.

Section	Key Changes
Element A Educational Program <i>Targeted Population</i>	<ul style="list-style-type: none"> Updated the entire section to reflect required elements of SCCOE matrix.
Element A Educational Program <i>Targeted Population</i>	<ul style="list-style-type: none"> Added detail on DCP commitment to targeted population of first-generation low-income students (while being open to all students in the state) Updated all tables
Element A Educational Program <i>Attendance</i>	<ul style="list-style-type: none"> Added detail on DCP school year and sample calendar Added attendance requirements Added procedures for independent study.
Element A Educational Program <i>What It Means to be an Educated Person in the 21st Century</i>	<ul style="list-style-type: none"> Revised definition to reflect DCP current best practice focused on: <ul style="list-style-type: none"> Academic knowledge, concepts, and skills Knowing how to learn and create Development of character traits that support personal and professional success Ability to contribute meaningfully to the community
Element A Educational Program <i>How Learning Best Occurs</i>	<ul style="list-style-type: none"> Retained focus on College Success Principles Added principles of design rooted in the DCP College Success Framework, a result of a two-year research study conducted during the last charter term
Element A Educational Program <i>Curriculum and Instruction</i>	<ul style="list-style-type: none"> Added The DCP Framework for Teaching & Learning as the overarching model for design of curriculum and instruction Defined Instructional strategies to be used within the framework Added description of instructional program Described current program which provides additional time for differentiated learning groups.
Element A Educational Program <i>English Learners</i>	<ul style="list-style-type: none"> Provide a more detailed description of services, monitoring and programming to support students learning English Updated Serving ELs section to include classification and reclassification criteria
Element A Educational Program <i>Serving Targeted Subgroups</i>	<ul style="list-style-type: none"> Provided overarching framework for serving targeted subgroups of students Provided additional detail on philosophy and approach to serving subgroups, including examples of instructional methods and curricular resources and the differentiated learning groups Updated Serving Students with Special Needs section to reflect most recent legal requirements and MOU
Element A Educational Program	<ul style="list-style-type: none"> Relocated to be near section on graduation requirements. Emphasized the importance of communicating with families.

<i>Transferability of High School Courses</i>	<ul style="list-style-type: none"> Added information about WASC.
Element A Educational Program <i>LCAP Annual Goals and Actions</i>	<ul style="list-style-type: none"> Added this section
Element B Measurable Pupil Outcomes	<ul style="list-style-type: none"> Aligned section to eight state priorities and DCP strategic plan
Element B LCAP Annual Goals, Actions and Measures	<ul style="list-style-type: none"> Added goals, actions, and measures in alignment with DCP Alum Rock LCAP
Element B AB 1505 Data Review	<ul style="list-style-type: none"> Added data to support AB 1505 renewal criteria qualification as a “middle tier” charter school Added “clear and convincing data” for academic achievement and post-secondary outcomes
Element C Methods of Assessment	<ul style="list-style-type: none"> Added theory of assessment Expanded forms of assessment to include internal and external measures, as well as a scope and sequence of assessments including grade, subject, timeline, analysis, use and minimum level of performance. Expanded uses of assessment by student, teacher, school, families, district, and state. Added table of formal reporting to caretakers including type, purpose, and frequency Include SARC and LCAP
Element D Governance Structure	<ul style="list-style-type: none"> Expanded description of governance structure to include an organizational charter for DCP and DCP Alum Rock as well as key roles and responsibilities for the Board, Executive Director, Principal, School Site Council, and English Learner Advisory Committee. Added intent to recruit a parent to the Board of Directors. Added annual review and revision of Local Control and Accountability Plan (LCAP) to responsibilities. Updated sections related to meetings, conflict of interest and other key policies
Element E Employee Qualifications	<ul style="list-style-type: none"> Added roles, functions, and qualifications of key staff members Added a detailed plan for professional development and evaluation of staff
Element F Health and Safety Procedures	<ul style="list-style-type: none"> Updated the entire section to reflect required elements of SCCOE matrix. Added references to more detailed policies and procedures, included

	in Appendix 8
Element G Racial and Ethnic Balance	<ul style="list-style-type: none"> Expanded description of goals of and methods for achieving racial and ethnic balance
Element H Admission Requirements	<ul style="list-style-type: none"> Added annual timeline for process Added public random drawing procedures
Element I Financial Audit	<ul style="list-style-type: none"> Added reference to most recent audit in Appendix 12
Element J Pupil Suspension and Expulsion	<ul style="list-style-type: none"> Added theory of action Updated suspension and expulsion policy to reflect current law
Element K Staff Retirement System	<ul style="list-style-type: none"> Updated STRS information and the key employment elements in SCCOE matrix.
Element L Attendance Alternatives	<ul style="list-style-type: none"> References to district changed to ESUHSD
Element M Employee Rights	<ul style="list-style-type: none"> Updates to law and alignment to SCCOE matrix.
Element N Dispute Resolution Process	<ul style="list-style-type: none"> Updates to law Updates to reflect current practice and to address internal dispute resolution process
Element O School Closure	<ul style="list-style-type: none"> Updates to law and changes to reflect those updates Combined notification process so that families, students and SCCOE receive information at once.
Miscellaneous Administrative Services	<ul style="list-style-type: none"> Removed list of examples
Miscellaneous Civil Liability and County Impact	<ul style="list-style-type: none"> Added section
Supplemental Budget and Financial Plan	<ul style="list-style-type: none"> Moved from “start up” to “sustaining” budget and financial plan
Supplemental Insurance	<ul style="list-style-type: none"> Called out as own section, updated text
Supplemental Facilities	<ul style="list-style-type: none"> Detailed current facility lease agreements, as well as future plans
Supplemental Transportation	<ul style="list-style-type: none"> Added information on school to school transportation option

Supplemental Attendance Accounting	<ul style="list-style-type: none">• Added section
Supplemental Oversight	<ul style="list-style-type: none">• Added section
Supplemental SCCOE Impact Statement	<ul style="list-style-type: none">• Combined with Civil Liability above

ELEMENT A | EDUCATIONAL PROGRAM

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

Governing Law: *The annual goals for the charter school, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

Governing Law: *If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. California Education Code Section 47605(c)(5)(A)(iii).*

THE DCP COLLEGE SUCCESS FRAMEWORK

DCP’s model for how learning best occurs focuses on preparing students for college success by providing students with positive relationships, experiences, and resources that increase their likelihood of getting into and graduating from competitive 4-year institutions. Since 2017, DCP Alum Rock has experienced a steady improvement in graduate outcomes: 81% of 2020 graduates were UC/CSU eligible and 94% enrolled in a two or four-year college by September. Also, 84% of all DCP Alum Rock graduates since 2017 are persisting in a two and four-year college today. Despite this success, DCP recognized a need to develop a more formal framework to define how learning best occurs both inside and outside of the classroom, which has led to the development of the DCP College Success Framework.

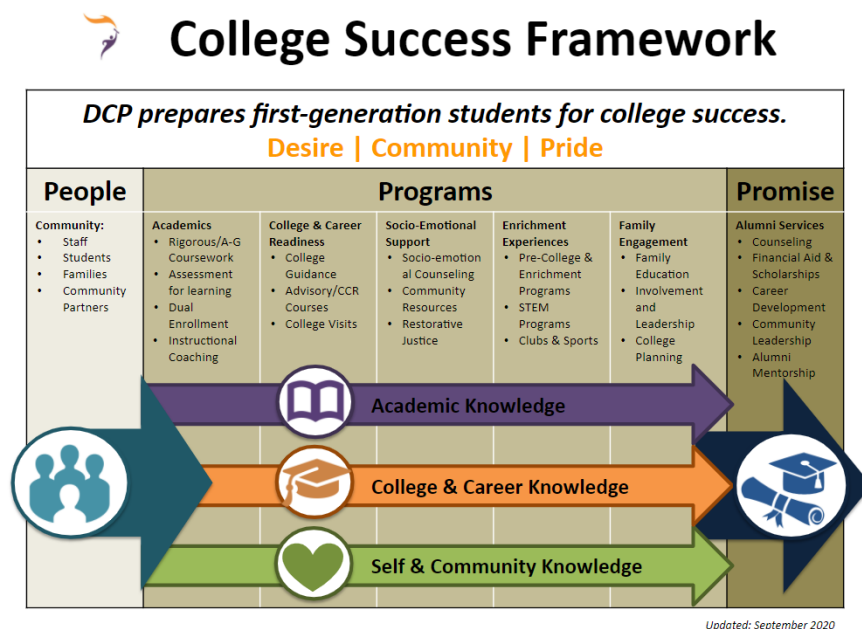
One of the most critical factors underlying this need has been the changing college landscape. College costs have risen substantially in recent years, and college admittance is more competitive than ever. Students need to be better prepared academically, financially, and socially for college success now than they did just five years ago. In addition, the transition to the Common Core State Standards, Next Generation Science Standards, California State Frameworks, the development of models of 21st Century Skills, current research regarding first-generation college success, and the DCP research on alumni have all contributed to the development of the DCP College Success Framework.

The framework shown in **Figure 1.A** serves as the basis for building a culture of learning and personal development inside and outside the classroom to ensure that students are intentionally exposed to new experiences and ideas that can shape their college-going identities.

In defining how learning best occurs, one must first define what type of learning is desired and across what settings it will occur. Toward this end, the DCP College Success Framework is organized into three, broad domains:

1. **Academic Knowledge:** How are we building an environment where students own their learning?
2. **College & Career Knowledge:** How are students developing their college-going identities?
3. **Self & Community Knowledge:** How are students engaging in meaningful activities inside and outside of the classroom that build on their metacognitive skills?

Figure A.1- DCP's College Success Framework



Furthermore, the domains listed above are embedded across the six main program areas that support learning inside and outside of the classroom toward first-generation college success: academics, college and career readiness, socio-emotional support, enrichment opportunities, family engagement, and alumni support. DCP knows that students will have a high-quality educational experience when DCP intentionally aligns its programs and practices to support both academic engagement and a strong college-going culture for first-generation students and families even after they leave DCP.

TARGETED SCHOOL POPULATIONS AND COMMUNITY INTEREST

As required by Education Code Section 47605(e)(2)(A)-(B), DCP schools are open to all students in the State of California. The Charter School will serve all families that submit an application for their children in available grades up to its enrollment capacity. Should applications exceed the number of available spaces, a random public lottery is held. Please see **Element H** for details on this process, including preferences for in-district students.

While open to all students in the State of California, DCP actively recruits youth who are first-generation college-bound students. These students are largely Latino, come from low-income families, and families who have limited educational attainment. English Learners and students with special needs are represented in this student population. While there is also a wide range of abilities as measured by performance on various standardized assessment measures, DCP historically serves a significant proportion of students who are performing below grade level when they enter DCP.

DESIRED STUDENT POPULATION

COMMITMENT TO FIRST-GENERATION COLLEGE-BOUND STUDENTS

When DCP launched in 2000, recruitment focused on students who not only would be the first in their families to complete college, but who were also significantly below grade level as rising 9th grade students. The profile of DCP's first 500 alumni is as follows (DCP, 2013, p. 8):

- 80% performed 2+ years below grade level in English and/or Math when they enrolled at DCP
- 90% were from low-income families
- 96% were Latino
- 41% of their parents had less than a high school education
- 4% of their parents had a college degree
- 13% of their older siblings had a college degree

Subsequently, DCP has expanded its focus to include middle and high school, in order to confront the critical middle school achievement gap educationally disadvantaged students face. The DCP program has been designed specifically with this population in mind, ensuring they have the structures and supports necessary to become first-generation college-bound students.

As DCP approaches the twenty-year mark of the organization, it remains wholly committed to serving this student population. The program is designed to provide the structures and supports necessary for these youth within the community to become first-generation college-bound students.

COMMITMENT TO DREAMERS

College can feel out of reach for incoming DCP students and their families, especially for those DCP students who are undocumented immigrants. The exclusionary notion that college is not for them has already been ingrained, both socially and politically. Changing students' mindset about their own future is critical to achieving DCP's mission.

In *The Latino Education Crisis: Rescuing the American Dream* (2010), Patricia Gándara describes the challenges that undocumented students face in pursuing the college dream, and the consequences of those dreams going unfulfilled:

For those Latino students who are undocumented, but who have completed significant portions of their K–12 education in the United States, the passage of a federal DREAM Act is critical to their motivation and ability to go to college. Without the promise of some kind of legalization of status, it is very difficult for these students to acquire a job. Without the ability to get a job in the legal labor market, there are few incentives to pursue education, especially as it requires such enormous economic sacrifice to pay non-resident tuition. But many of these students are trapped—they have lived most of their lives in this country, do not have ties or supports in any other country, and can only imagine living their lives out in the United States where they see themselves as being “Americans.”

Immigrant optimism has spurred many undocumented students to do well in school and look forward to contributing to U.S. society, but without legal status they are precluded from doing so. In fact, they are being channeled back into the underclass where most of their parents are located. (Gándara, 2010, p. 8).

DCP is proud to support all eligible undocumented students in filing the California Dream Act Application. Historically, DCP's undocumented students have had very high rates of four-year college acceptance, matriculation, and completion, despite the financial challenges they faced.

COMMITMENT TO FAMILIES

Engagement of students' families is a critical component of DCP's model for success and has always been a part of the DCP experience. DCP's recent alumni research (DCP, 2013) has led to a deeper understanding of the needs of first-generation college families, resulting in expanded communication, collaboration, and education with families, and workshops to bolster parents' skill in monitoring and supporting their children's progress and success.

DCP parents are actively engaged in all facets of the school experience including but not limited to: leading in the Parent Leadership Committee, volunteering, conferencing with students and teachers regarding student academic performance, and workshops and trainings to support families in how to access academic data and prepare for college, including financial aid assistance. DCP has added a Family Engagement Manager at the Central Office who designates a parent liaison to support the sites with training material, guidance, and leadership development of DCP parents to help build greater connection between the home and the school. Parents are on campus regularly and are regarded as a crucial asset in building a high-performing school community.

AGE, GRADE, AND STUDENT ENROLLMENT

DCP Alum Rock serves students in grades six through twelve. DCP's projected enrollment plan is detailed in **Figure A.2**

Figure A.2 DCP Alum Rock Projected Enrollment				
Grade	2020-21	2021-22	2022-23	2023-24
6th	99	132	132	132
7th	132	97	129	129
8th	132	129	95	126
9th	100	100	100	100
10th	70	90	90	90
11th	76	67	86	86
12th	71	74	65	83
Total	680	689	697	746

Source: internal data

CURRENT STUDENT ENROLLMENT

In looking at enrollment, there is a consistent and growing demand for the Charter School as seen in **Figure A.3**. DCP Alum Rock has averaged 650 students each year over the course of the current charter term. There are slightly more students in the middle school grade level than in the high school level.

Figure A.3 –DCP Alum Rock Historical Student Enrollment					
<i>Grade</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
<i>Middle School</i>	356	359	360	367	410
<i>Grade 6</i>	106	122	137	133	131
<i>Grade 7</i>	125	118	108	135	141
<i>Grade 8</i>	125	119	115	99	138
<i>High School</i>	224	283	317	301	304
<i>Grade 9</i>	101	81	80	74	72
<i>Grade 10</i>	84	76	87	86	83
<i>Grade 11</i>	39	82	82	80	80
<i>Grade 12</i>	0	44	68	61	69
<i>Total</i>	580	642	677	668	714

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

Given DCP Alum Rock’s focus on traditionally underserved students, DCP Alum Rock serves a higher concentration of students who strive to achieve their college dreams in a society that often limits their opportunity than found in the three residential districts that would serve our students (see **Figure A.4**) DCP Alum Rock is most comparable to the Alum Rock Elementary Unified School District. Our percentage of students who receive free/reduced lunch, are currently or were “Ever English Learners” and unduplicated pupil counts are similar. However, it is important to note that ARUESD serves an elementary-middle grades population where English Learner designation and participation in free/reduced lunch tends to be higher than in secondary schools like DCP Alum Rock. When comparing DCP Alum Rock to East Side Union High School District one can easily see that DCP Alum Rock serves a higher proportion of students who are Latino, living in economic hardship, and learning English.

Much like a neighborhood district school, the demographic composition of the DCP Alum Rock student body reflects the racial and ethnic balance of the surrounding neighborhoods in which it operates. In addition, DCP Alum Rock serves a similar or higher percentage of students facing economic disadvantage, learning English or learning with a disability. DCP remains committed to supporting each and every one of our students achieve their college dreams.

Figure A.4 –DCP Alum Rock 2019-20 Enrollment by Student Group				
<i>Demographic Subgroups</i>	<i>DCP Alum Rock (6-12)</i>	<i>ARUESD (K-8)</i>	<i>ESUHSD (9-12)</i>	<i>CA (TK-12)</i>
African American	2.2%	1.2%	1.8%	5.3%
American Indian or Alaska Native	0.6%	0.3%	0.2%	0.5%
Asian	3.4%	12.1%	32.7%	9.3%
Filipino	1.7%	4.5%	6.5%	2.4%
Hispanic/Latino	88.9%	78.0%	51.2%	54.9%
Pacific Islander	0.4%	0.4%	0.6%	0.4%
White	1.3%	2.1%	4.8%	22.4%
Two or More Races	1.5%	1.3%	2.3%	3.9%
Socioeconomically Disadvantaged	77.9%	86.2%	49.4%	59.3%
English Learners	28.6%	36.3%	15.7%	18.6%
Ever English Learners	67.7%	67.9%	64.3%	37.0%
Students with Disabilities	11.1%	9.3%	10.3%	11.7%
Unduplicated Pupil Counts	77.17%	84.88%	54.52%	60.70%

Source: <https://dq.cde.ca.gov/dataquest>.

Figure A.5 provides a “heat map” of the DCP Alum Rock student enrollment and where they reside. Figure A.6 then provides the East Side Union High School District boundary map to indicate where students are otherwise zoned to attend. In looking at these sets of maps, most High School students would have otherwise attended Mount Pleasant High, Independence High, or Evergreen High and Middle School students would have attended Ocala Middle School, Sheppard Middle School or Mathson Middle School.

Figure A.5 - Heat Map of 2018-19 DCP Alum Rock Student Residences

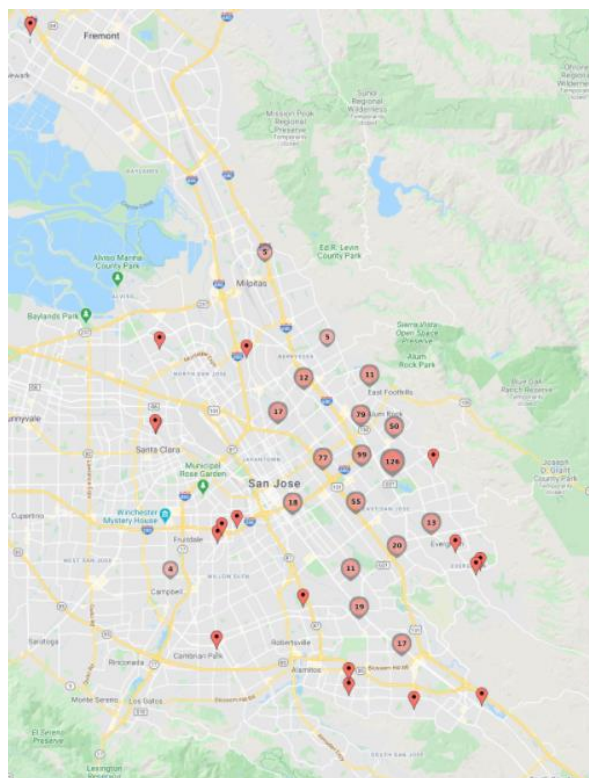
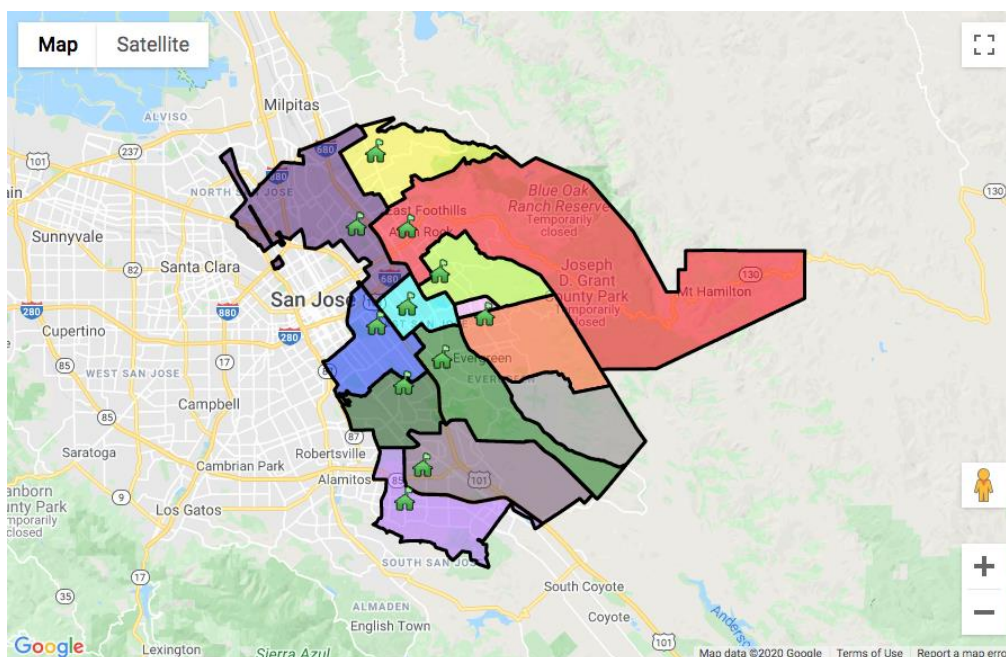


Figure A.6 - East Side Union High School District Boundary Maps



DCP strives to maintain classrooms that are of an appropriate size for instruction. Depending on the course and demand, class sizes can vary quite a bit. **Figure A.7** shows that most classes are formed with an average number of students between 30 and 34 with some, like physical education being much larger. In these cases (such as 2018-19), an additional assistant supports the class with instruction.

Figure A.7. DCP Alum Rock 3-Year Average Class Size Data			
Subject	18-19 Avg Class Size	17-18 Avg Class Size	16-17 Avg Class Size
Art	20.20	29.80	N/A
Computer Education	27.00	30.00	29.33
English Language Arts	32.19	28.88	28.22
Foreign Languages	26.50	32.25	22.60
History/Social Science	30.10	28.87	28.57
Mathematics	29.79	28.70	28.09
Other Instruction-Related Assignments	33.54	26.92	27.61
Physical Education	60.67	34.25	28.00
Science	29.30	28.56	29.45

Source: Data from 'Course Enrollment and Class Size' subject in Dataquest <https://dq.cde.ca.gov/dataquest>

ATTENDANCE

DCP Alum Rock operates at two physical sites, DCP Alum Rock Middle School located at 2888 Ocala Avenue in San Jose and DCP Alum Rock High School located at 1776 Educational Park Drive in San Jose.

DCP meets its obligation to provide sufficient instructional minutes by offering longer class periods for slightly longer days on four days a week, with an early release to support substantial teacher professional development on the fifth day. The use of longer class periods supports implementation of the workshop model and student-centered learning opportunities, which support increased student achievement and ensure broad and deep access to learning.

As detailed below, DCP's school year and day exceeds the minimum number of annual required instructional minutes for 6th through 12th grades as outlined in Education Code section 47612.5.

SCHOOL YEAR

DCP schools run on a calendar similar to that of their local school districts. This is done in order to accommodate families who may have a student at DCP and another student at a district school.

The calendar for 2020-21 is included below as **Figure A.8**, which DCP intends to adhere to as state and federal funding allows. DCP retains the right to modify this draft calendar to coordinate with the calendar of the district and the calendars of DCP's professional development partners and such modification shall not be considered a material revision of the charter.

Key features of this calendar include the following:

- 180 Instructional Days, 5 more than is required by Education Code for Charter Schools
- 193 Work Days
- 13 Staff Development and Teacher Preparations Days
- 5 Days October Recess
- 10 Days December/January Recess
- 5 Days February Recess
- 5 Days April Recess
- Other Holidays throughout the Year
- Minimum Days, to Provide School Site and Organization Wide Professional Development

The academic calendar will be approved by the DCP Board of Directors no later than May, and will be sent to SCCOE, the district, and DCP families.

Figure A.8- DCP 2020-21 School Calendar



SCHOOL DAY

The 2020-21 Bell Schedules for both ARMS and ARHS is included as **Figure A.9** and **Figure A.10**, which DCP intends to adhere to as funding and facility allows. DCP retains the right to modify this draft bell schedule

so long as it still meets the minimum instructional minutes and such modification shall not be considered a material revision of the charter³.

At the middle school level, the instructional day at DCP is 8:00 a.m. until 3:32 p.m. Monday, Tuesday, Thursday, and Friday. On Wednesday, the instructional day is 8:00 a.m. until 12:30 p.m., when students have early dismissal to provide professional development time for teachers and staff. On each full day students have a humanities block (≈140 minutes), a STEM block (≈140 minutes), an enrichment course (≈70 minutes), and advisory (40 minutes). On early release days, students have a similar schedule with a humanities block (120 minutes) and a STEM block (120 minutes). The precise times are shown in **Figure A.9**.

At the high school level, instruction is from 8:30 a.m. until 3:40 p.m. Monday, Tuesday, Thursday, and Friday. On Wednesday, the instructional day is 8:30 a.m. until 12:40 p.m., when students have early dismissal to provide professional development time for teachers and staff. Students take nine courses over the year; with a five-period course load each term. With the exception of Advisory/Career and College Readiness classes, all classes meet for 80 minutes four times/week and 55 minutes one time/week. Furthermore, DCP students meet in their advisory groups four days a week for 50 minutes. The precise times are shown in **Figure A.10**.

This bell schedule surpasses the state required minimum number of instructional minutes.

ATTENDANCE REQUIREMENTS

Students are expected to attend school daily. This is due not only to California law, but because regular and punctual attendance contributes to student success. The DCP Student Handbook, included as **Appendix 11 - Handbooks**, is disseminated to families annually and outlines the policies and procedures surrounding student attendance.

DCP has implemented a student attendance recording and accounting system which complies with state law, ensures contemporaneous record keeping, provides support for state average daily attendance claims, and satisfies audits related to attendance that may be conducted.

INDEPENDENT STUDY

Independent study may be granted on a case-by-case basis for extenuating circumstances when a student is unable to attend the regular school program. The maximum amount of time a student may be on Short Term Independent Study is four weeks for medical reasons and two weeks for all other reasons. If a student has a permanent medical issue that affects his or her attendance, he or she should consult the Section 504 coordinator or special education teacher to discuss options. Short Term Independent Study must be requested in writing on a Independent Study Request Form at least 10 school days prior to the first day of the expected student absence. Parent(s)/Guardian(s) must use the Short-Term Independent Study process. The policy is included in **Appendix 3- Curriculum and Instruction**. The Charter School shall comply with all applicable legal requirements regarding independent study.

³ “Bell schedules” related to distance learning are modified and included with our Learning Continuity and Attendance Plan.

Figure A.9 Middle School and High School Bell Schedules



 DCP ALUM ROCK MIDDLE SCHOOL 2020-21 Bell Schedule	
MONDAY SCHEDULE	
Period 1	8:00am - 9:07am
Period 2	9:10am - 10:18am
Brunch	10:18am - 10:33am
Period 3	10:36am - 11:43am
Period 4	11:46am - 12:53pm
Lunch	12:53pm - 1:31pm
Period 5	1:31pm - 2:38pm
Assembly	2:41pm - 3:32pm
TUESDAY SCHEDULE	
Advisory	8:00am - 8:40am
Brunch	8:40am - 8:55am
Period 1	8:58am - 10:08am
Period 2	10:08am - 11:18am
Lunch	11:18am - 11:53am
Period 3	11:53am - 1:09pm
Period 4	1:09pm - 2:19pm
Period 5	2:22pm - 3:32pm
WEDNESDAY SCHEDULE	
Period 1	8:00am - 9:00am
Period 2	9:03am - 10:03am
Brunch	10:03am - 10:23am
Period 3	10:26am - 11:26am
Period 4	11:29am - 12:30pm
THURSDAY SCHEDULE	
Advisory	8:00am - 8:40am
Brunch	8:40am - 8:55am
Period 1	8:58am - 10:08am
Period 2	10:08am - 11:18am
Lunch	11:18am - 11:53am
Period 3	11:53am - 1:09pm
Period 4	1:09pm - 2:19pm
Period 5	2:22pm - 3:32pm
FRIDAY SCHEDULE	
Advisory	8:00am - 8:40am
Brunch	8:40am - 8:55am
Period 1	8:58am - 10:08am
Period 2	10:08am - 11:18am
Lunch	11:18am - 11:53am
Period 3	11:53am - 1:09pm
Period 4	1:09pm - 2:19pm
Period 5	2:22pm - 3:32pm

Figure A.10 Middle School and High School Bell Schedules

 DCP ALUM ROCK HIGH SCHOOL 2020-2021 Bell Schedule	
MONDAY SCHEDULE	
Period 1	8:30am - 9:50am
Passing Period	9:50am - 10:00am
Period 2	10:00am - 11:20am
Lunch	11:20am - 12:00pm
College/Career	12:00pm - 12:50pm
Passing Period	12:50pm - 1:00pm
Period 3	1:00pm - 2:20pm
Passing Period	2:20pm - 2:30pm
Period 4	2:30pm - 3:40pm
TUESDAY SCHEDULE	
Period 1	8:30am - 9:50am
Passing Period	9:50am - 10:00am
Period 2	10:00am - 11:20am
Lunch	11:20am - 12:00pm
College/Career	12:00pm - 12:50pm
Passing Period	12:50pm - 1:00pm
Period 3	1:00pm - 2:20pm
Passing Period	2:20pm - 2:30pm
Period 4	2:30pm - 3:40pm
WEDNESDAY SCHEDULE	
Period 1	8:30am - 9:25am
Passing Period	9:25am - 9:35am
Period 2	9:35am - 10:30am
Passing Period	10:30am - 10:40am
Period 3	10:40am - 11:35am
Passing Period	11:35am - 11:45am
Period 4	11:45am - 12:40pm
THURSDAY SCHEDULE	
Period 1	8:30am - 9:50am
Passing Period	9:50am - 10:00am
Period 2	10:00am - 11:20am
Lunch	11:20am - 12:00pm
College/Career	12:00pm - 12:50pm
Passing Period	12:50pm - 1:00pm
Period 3	1:00pm - 2:20pm
Passing Period	2:20pm - 2:30pm
Period 4	2:30pm - 3:40pm
FRIDAY SCHEDULE	
Period 1	8:30am - 9:50am
Passing Period	9:50am - 10:00am
Period 2	10:00am - 11:20am
Lunch	11:20am - 12:00pm
College/Career	12:00pm - 12:50pm
Passing Period	12:50pm - 1:00pm
Period 3	1:00pm - 2:20pm
Passing Period	2:20pm - 2:30pm
Period 4	2:30pm - 3:40pm

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

The end of all education should surely be service to others. We cannot seek achievement for ourselves and forget about the progress and prosperity of our community. Our ambitions must be broad enough to include the aspirations and needs of others for their sake and for our own.

—Cesar Chavez

GRADUATE PROFILE

The values of *ganas* (desire), *comunidad* (community), and *orgullo* (pride) are at the heart of what DCP believes it means to be an educated person in the 21st century. While being educated includes having a command of core knowledge, concepts, and skills across academic disciplines in alignment with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and California State Standards (CSS), more than this is required to be fully educated in the 21st century. An educated person must also possess the skills and dispositions that allow them to be engaged citizens who contribute meaningfully to their local communities and the broader society. DCP believes that an educated person is one with integrity, a commitment to making things better, and the ability to lead positive change. They need to be able to learn and create, navigate a complex world of information, and participate on teams, across cultures, and in their communities. To do so, learning experiences must be designed to ensure that each graduate:

- possesses **academic knowledge, concepts, and skills**, demonstrated by the ability to:
 - Read and write effectively for a variety of purposes, across a variety of genres, and for a variety of audiences.
 - Analyze and think critically about texts.
 - Solve problems, use logic, and reason abstractly and quantitatively.
 - Analyze past and present events through multiple perspectives.
 - Engage in inquiry, analysis, and interpretation of information using scientific methods.
- knows **how to learn and create**, demonstrated by the ability to:
 - Study and process information in order to engage in new learning.
 - Use technology and resources to seek out new information.
 - Demonstrate intellectual curiosity.
 - Engage in creative thinking and innovation.
- has the **character traits** that support personal and professional success:
 - *Ganas* - The desire, grit, and tenacity to persist through challenge and adversity
 - A Growth Mindset - The belief that one’s traits and abilities can be changed and developed through effective effort
 - Self-Control - The ability to regulate one’s thoughts, emotions, and behaviors
- **contributes meaningfully to the community**, demonstrated by the ability to:
 - Articulate ideas effectively through various forms of communication.
 - Operate effectively within a partnership or team.
 - Hold a sense of personal responsibility to contribute in a positive, meaningful way to the world beyond the self.

ACTIVE PREPARATION FOR FIRST-GENERATION COLLEGE SUCCESS

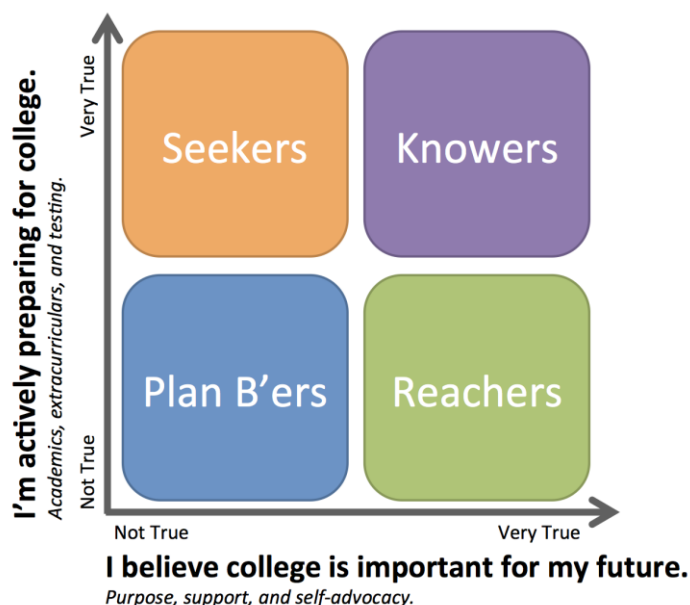
To meet the DCP mission of preparing first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion, active preparation for college

success must be embedded in the instructional program. *I Am the First: DCP College Success Report* (2013) captures key learnings from the vital perspective of DCP's first 500 alumni on how learning best occurs for first-generation college-bound students. Six key principles emerged from the research that have informed DCP's development of the DCP College Success Framework:

1. **Empower Students:** Provide students with ample leadership experiences, recognize their resilience, and honor their personal narratives.
2. **College and Career Go Together:** Cultivate college motivation by exploring and engaging students with a variety of career pathways.
3. **Every Teacher a College Counselor:** Build teacher capacity to provide students with up-to-date career and college guidance through professional development, coaching, Advisory curricula, and resources.
4. **Take the Family to College:** Create college-ready families by involving them in college tours, creating individualized family plans for college completion, and engaging a support network of alumni families.
5. **A College Plan Must Include a Financial Plan:** Equip students and families with the knowledge, skills, and support to address their financial concerns and successfully navigate the financial aid process.
6. **College is an Inside Game:** Invest every student with the agency to overcome obstacles to the college dream through self-advocacy, problem-solving skills, tapping into allies, and understanding the system.

One of the key ways DCP has utilized this and other research is by helping teachers and staff understand that college readiness is as much about identity formation as it is about academic preparation. Utilizing research from K. Freeman (2005), DCP created general profiles that help staff understand the spectrum of college-going identities of students based on their mindsets and behavior as seen in **Figure A.11**. College and Career Readiness Counselors and teachers are supported in using these profiles to lead content, coaching, and programming that meaningfully engages students at all levels.

Figure A.11 College Going Identity Behaviors



- “Knowers” are students whose plans to go to college have never been in question, have a purpose and support system for pursuing college, and are actively preparing through their academic and extracurricular activities;
- “Seekers” are students who have been engaged in their academic and extracurricular activities, but are still exploring the purpose of college or feel they lack resources or support to go;
- “Reachers” are students who want to go to college or pursue a career that requires a college degree, but are not on-track academically to apply to college;
- “Plan B’ers” are students who want to pursue career goals that may not require college degrees or are misinformed about their options after high school; they may not be on track to graduate from high school.

Teachers are encouraged to help students build their own sense of identity as college goes through guided, individualized coaching that builds on students’ assets in Advisory or in their content areas. DCP has developed a Metacognitive Skills Coaching Guide to explicitly develop non-academic skills and mindsets that are connected to the DCP school values. Case Studies and Coaching Behaviors for each of these profiles are included in **Appendix 3 - Curriculum and Instruction**.

DCP continues to deepen its commitment to building on knowledge and practices that best serve a first-generation student population through college and career success. To build on DCP’s 2012 alumni study, DCP has embarked on a new research project that will track the first-year college transition of graduates in the Class of 2019. DCP is partnering with The Culture and Achievement Collaborative at the University of California, Santa Cruz, a research lab led by psychology professor Dr. Rebecca Covarrubias. In 2017, DCP piloted a survey that went out to its alumni network of now more than 1000 alumni to help inform the design of the new study. 2019 graduates will be surveyed across four time-periods, starting with the last quarter of high school and ending with the summer after the first year of college. The study focuses on themes that are currently studied in research on the first-generation college student experience that include: academic persistence, cultural adjustment, metacognitive skills and mindsets, and family relationships. The study has been approved by the Institutional Review Board and implementation started in May 2019 (**Appendix 2-Research and Performance Data**) and will produce preliminary findings by Fall 2020. The study will also support K-12 and higher education practitioners to better understand the conditions and experiences that can support students in persisting through college completion.

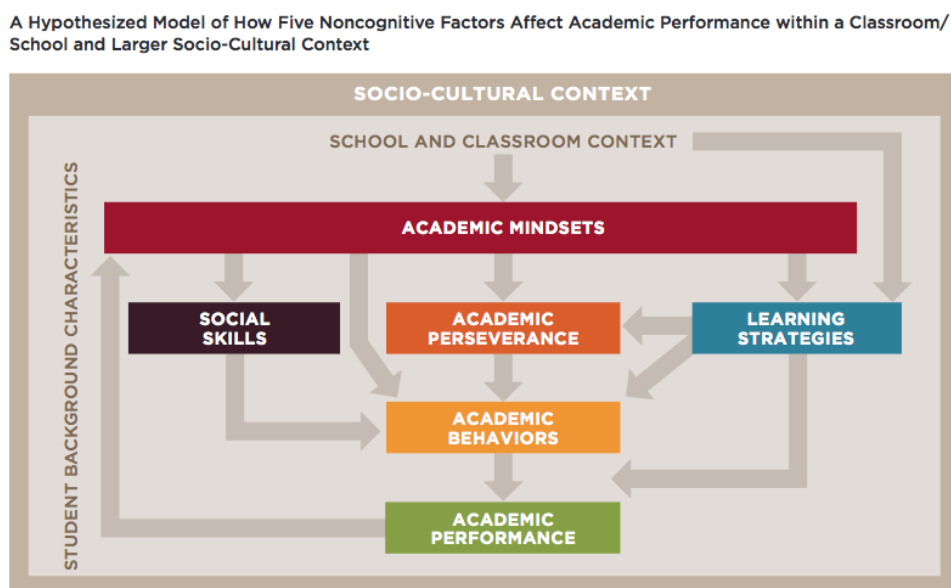
ATTENTION TO THE DEVELOPMENT OF METACOGNITIVE SKILLS

While the instructional design principles discussed above promote development of students’ self-knowledge through a focus on intellectual, emotional, and social habits and skills, DCP puts additional focus on non-academic behaviors that research indicates promote college and career success for our student population. Sometimes referred to as “soft skills” or “metacognitive skills,” these are the emotional skills, interpersonal skills, and behaviors that equip students to be successful, overcome adversity, and relate well to others. In recent research, the development of such behaviors as grit, tenacity, resilience, and perseverance have emerged as critical. “Grit, tenacity, and perseverance are multifaceted concepts encompassing goals, challenges, and ways of managing these” (Tough, p. vii). Students from low-income backgrounds—as 9 out of 10 DCP students are—are vulnerable to “great stress and limited social support for academic achievement” (Tough, p. vii), which can undermine their perseverance.

In his book *How Children Succeed* (2012), Paul Tough examines how children’s *executive functions*—higher-order mental abilities for dealing with stress and adversity—are developed and influenced throughout childhood, adolescence, and adulthood. Fueled by the work of Paul Tough and others, SRI International’s updated report with the U.S. Department of Education in *Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century* synthesizes learnings and recommendations from a study that included a review of the current literature, interviews with 27 leaders in the field, and the assessment of a diverse spectrum of 50 education programs. The study is validated by DCP’s own first-hand learnings (DCP, 2013), and provides recommendations that are already foundational to the practice at DCP. Specifically, the report recommends the very practice that exemplifies DCP’s approach: high expectations for all students, individualized instruction with optimally challenging goals tuned to the ability level of each student, project-based learning centered on student interests, and integrating learning programs inside and outside of school that support first-generation college readiness for students and family needs that are *beyond academics* on the pathway to college success.

The University of Chicago Consortium on School Research produced a critical review of the role of non-cognitive factors and student academic performance (Farrington, et al, 2012). The report speaks to the complexity of how various non-cognitive systems interact to support student learning. Teachers were highlighted as critical players in the report, “helping students move from being passive recipients of academic content to active learners who manage their workload, assess their progress and status, persist in difficult tasks, and develop a reliable set of strategies to master increasingly complex academic content as they proceed through school” (Farrington, et al, 2012, p. 7). The researchers conceptualized a model of how non-cognitive systems may interact within the context of the classroom, school, and community to promote learning, detailed in **Figure A.12**.

Figure A.12 Model of Non-Cognitive Behaviors



After completing a six-month investigation in 2019 of the literature on metacognitive skills and alumni data, DCP has identified skills and dispositions that have the greatest impact to support first-generation students for college success. These skills are identified as “learned skills” that can be explicitly taught and practiced and include: self-awareness, critical thinking, problem solving, communication, study skills, and collaboration. The second set are considered as “dispositions” which are mindsets that can be actively

nurtured and acknowledged and include: self-efficacy, initiative, adaptability, intellectual curiosity, and social and personal responsibility. These skills and dispositions impact one another to support students' application of knowledge. DCP will continue to build on this work to ensure that all students are building these capacities by the time they graduate.

At DCP, teachers are the primary drivers to support academic and metacognitive skills and dispositions. The College and Career Readiness/Advisory classes are the primary courses where students receive explicit support and guidance in developing these critical attributes. There are two systems for coaching, planning, and tracking student personal growth and college and career objectives.

- **Individual Conferring** – College and Career Readiness/Advisory teachers are expected to meet with all their students individually and discuss academic and personal goals. DCP's coaching questions detailed in **Figure A.13** are used by teachers to guide their conversations with students based on an assessment of grades and areas for growth that students have self-identified. Conferences can be designed around the following topics: goal-setting, grade and A-G progress monitoring, planning for summer enrichment, college and career planning, and reflection.
- **Progress Monitoring** - Students will monitor and reflect on their academic progress towards promotion, graduation, and college matriculation.
 - **At the Middle Level:** All students in middle school have daily Advisory classes with a small cohort and an Advisory teacher. This course is meant to build a developmentally appropriate foundation of cognitive, logistical and organizations skills as well as an opportunity to build a strong relationship with their advisor. Advisors teach direct skills through a variety of projects and other learning modalities in college knowledge, self-knowledge and inter-personal knowledge. Additionally, advisors work with students to review and reflect on their academic progress and the ways in which the skills they are learning in Advisory can be practiced and implemented in all areas of their academics, including their ability to promote, graduate, and be successful in high school and college.
 - **At the High School Level:** All students complete project-based, summative assessments in their college and career readiness class to capture their academic knowledge, college and career knowledge, and personal and community knowledge. College Guidance Counselors work with teachers to track student academic progress towards college eligibility and completing the college application and admissions process. Seniors receive additional support to help them navigate their college admissions, financial aid, and enrollment process.

Figure A.13 Some Sample Guiding Questions to Develop Non-Cognitive Behaviors

Desire – <i>Ganas</i>	
<i>Behaviors</i> Going to class Doing Homework	1. "How are you showing that you are dedicated to your learning?" 2. "How do you think your teachers view your commitment to your learning?"
<i>Perseverance</i> Grit, Tenacity Self-Control	3. "What do you feel you are working really hard at and how is it paying off?" 4. "What do you think you might give a bit more effort to?" "Why will this be important?"

Community - Comunidad	
<i>Social Skills</i> Interpersonal Skills, Empathy, Cooperation,	5. "How are your relationships both in and out of the classroom?" 6. "Do you know and understand how the people in your life (at school and at home) feel most of the time? If not, what is stopping you from understanding these other perspectives?"
Pride – Orgullo	
<i>Mindsets</i> <i>My ability and competence grow with my effort.</i> <i>I can succeed at this.</i>	7. "What kinds of things do you tell yourself that provide you with motivation when things get hard?" 8. "Where do you feel you're at on your path to college? What are you proud of so far and what are you still afraid of?"

HOW LEARNING BEST OCCURS

The DCP instructional program is designed to prepare first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion.

EDUCATIONAL PHILOSOPHY

The educational philosophy of DCP is rooted in the vision of social justice embodied in its mission. DCP believes that education is the primary lever by which inequity and systems of oppression can be interrupted, and the democratic principles of equity and justice can be realized.

DCP's unwavering belief in the capacity of first generation, low-income students to thrive at a four-year college exemplifies a critical aspect of the educational philosophy. Namely, education is done **with** students and not **to** students. DCP acknowledges and values the funds of knowledge, cultural background, and experiences that students bring to the classroom. As such, DCP views students as partners in constructing and nurturing their development as scholars and community members.

The pedagogy of DCP is rooted in the following core educational philosophies and research, provided in summary below and with additional references found in **Appendix 2 - Research and Performance Data**.

- **Jean Piaget's Constructivist Theory** - DCP believes that learners actively construct new meaning in the context of their own experiences. At DCP, classroom instruction is purposefully designed to provide students with opportunities to self-initiate use of the strategies being taught. The focus of the DCP curriculum is the mind as it meets the idea, rather than simply the content and concepts (Purves, 1972).
- **Lev Vygotsky's Social Development Theory** - DCP believes that learning is both an individual and social process, and that interactions among students are pivotal to growth and the acquisition of knowledge. At DCP, learners are given time to develop and explore ideas independently as well as collaboratively.
- **John Dewey's Education and Social Reform Theories** - DCP views education as a transformative force for realizing a more democratic and equitable society. The knowledge, concepts, and skills that students acquire will enable them to be effective citizens and leaders toward a more just and

democratic society in the future. At DCP, the link between the classroom and the real world is made explicit, to support student agency.

- **Carol Dweck's Growth Mindset Theory** - One of the most significant barriers to first generation students achieving academic success is mindset. First generation students are likely to face failure, and their response to those experiences can greatly influence their ability to progress. Students who possess a growth mindset - that one can improve one's abilities through hard work and dedication - are better equipped to face challenging learning experiences than an individual who possesses a fixed mindset. For example, a student with a growth mindset will interpret a poor test score as an opportunity to continue learning rather than an indictment of his or her intelligence. At DCP, we structure learning to provide frequent opportunities for students to develop a growth mindset.

DCP believes that a dedication to the kind of teaching and learning described within these theories results in students viewing themselves as learners. As students have success, their perceptions of themselves as literate, critical thinking, problem solving individuals grow. With this positive self-perception and realization of one's full potential comes more interest and involvement in learning, and the ability and desire to use those skills for the greater good (Matthews & Kessner, 2003).

PROGRAM OVERVIEW

BASIC LEARNING ENVIRONMENT

Downtown College Prep offers a site-based learning environment. If circumstances require (e.g. health needs), Independent Study is offered on a limited, short-term basis to existing students.

At DCP, the learning environment:

- Promotes students' academic, college, and self-knowledge.
- Develops learning across multiple settings - within the classroom and beyond the classroom, including cross-curricular learning, extra-curricular activities, the college lab, the home and the larger community.
- Cultivates 21st century knowledge, concepts, and skills.
- Develops students' non-cognitive behaviors.
- Promotes a college-going culture in every aspect of the school.
- Reflects respect for and inclusion of students' diverse backgrounds and abilities.

STUDENT-CENTERED APPROACH

DCP has developed an approach to curriculum and instruction that is firmly rooted in the DCP educational philosophy and theory of how learning best occurs. The DCP Core Pedagogical Beliefs guide, support, and foster the development of high-quality teaching and learning across all content areas. These beliefs are as follows:

- Students must drive their learning
- Learning occurs most powerfully when students get what they are ready for

- Students want to learn most when the learning is connected to their lives, identities and cultural backgrounds, personal passions, and the real world
- Learning occurs through social interactions
- Culture is built through curriculum
- The relationship between the teacher and student is the foundation of the learning

DCP draws upon solid research-based learning theories and thoroughly-developed classroom methodologies as the foundation for its instructional model. To ensure that DCP students develop and maintain academic excellence, emotional well-being, and social responsibility, DCP's curriculum and instruction integrate each of these components to provide the best learning environment to meet the goals of its students.

DCP's instructional approach supports what it means to be a literate person in the twenty-first century by developing the skills in reading, writing, speaking, and listening that are foundational for any creative and purposeful expression in language across the disciplines. DCP's curriculum is rooted in the California content standards and frameworks, including, but not limited to the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, History-Social Science Framework, and other applicable state content standards and frameworks (hereinafter, collectively, the "State Standards"), and is designed to be robust and relevant to the real world, reflecting the knowledge and skills that DCP students need for success in college and beyond. DCP's vision is that the pedagogical beliefs that drive the curriculum and instruction fully prepare students academically and socially to meet the challenges of higher learning in secondary school, college, and career. This will, in turn, provide opportunities, knowledge, and support within the San Jose community with students that are positioned to compete successfully in the global economy.

DCP believes all students can achieve success in a positive and challenging educational environment that stimulates their interests, channels their energies, and develops their abilities. To ensure that DCP students develop and maintain academic excellence, emotional well-being, and social responsibility, DCP's curriculum and instruction provides a learning environment deliberately designed to meet these goals. DCP's instructional philosophy is constructed on the principles that as students learn, they do not simply memorize or adopt others' conceptions of reality - instead, they create their own meaning and understanding. DCP is committed to providing a differentiated learning environment for students with distinct needs. Recognizing the individual strengths and intrinsic worth of all students, DCP modifies educational services to provide each student with personalized opportunities to increase their academic and social skills.

The instructional model and classroom methodologies implemented by DCP stand on the shoulders of a solid review of research, inquiry, and practice. This has culminated in the following core practices:

- **DCP Framework for Teaching & Learning** - DCP has developed the DCP Framework for Teaching & Learning, modified from *The Danielson Framework*, as a common instructional model across all content areas. It details research-based best practices that support student learning. Teachers establish professional learning goals within the framework and utilize the framework to improve their practice and outcomes from students. Instructional coaches engage teachers in cycles of inquiry based on the Framework, and administrators evaluate teachers using this same tool.
- **The Workshop Model** - DCP has adopted the workshop model as its instructional approach across all content areas. Based on the work by Donald Graves and Donald Murray and furthered by the work and practice of educational leaders and researchers such as Calkins, Atwell, and Tovani, DCP

teachers and students engage in ongoing professional development to develop their practice in the model.

While the DCP Framework for Teaching & Learning and The Workshop Model provide the foundation for all teaching and learning at DCP, they are complemented by the use of the following in the development of curricular units:

- **Understanding by Design** - Provides a curricular design model that aligns rigorous learning outcomes with real world application, while equipping teachers with tools and strategies to be able to meet the individual needs of diverse learners.
- **Design Thinking** - An emerging strategy at DCP, Design Thinking provides a process to support student creativity, innovation, and collaboration through authentic, experiential learning that connects to real world applications.

WORKSHOP APPROACH

DCP has adopted the workshop model as its instructional approach across all content areas. Workshop has at its core the theories of constructivism and socio-cultural learning. At the center of teaching and learning in the workshop is the belief that learning is social and that students learn best within this social context through an interactive community of learners (Calkins, 2001). In the workshop approach the mental processes of learners are the focus. Students learning in this environment are given opportunities to self-initiate the strategies that are being taught (Santman, 2005).

In the workshop classroom students construct their own learning. The students are given time to develop and explore ideas independently and they are also given time to respond to ideas and concepts in writing and through conversations with their peers and the teacher. Alan Purves (1972) views this kind of instruction as a practice in which, “at the center of the curriculum are not the content and concepts...but rather the mind as it meets the ideas.” (1972, p.27).

When workshop is working at its best, it is providing an opportunity for students to practice reading, writing and thinking with concepts and ideas that they love, with teachers who understand the processes that great learners go through when making meaning (Atwell, 2007).

The Workshop approach creates a kind of club that invites children to compose literate lives for themselves in the company of their peers and their teacher. The students feel that they are all part of this club regardless of their skills. Because of the collaborative nature of the workshop approach, everyone has a chance to share their strengths, and together with peers and their teachers they can identify and work to strengthen their weaknesses. As a result of this collaboration the students come to view themselves as learners. As the students have success their perceptions of themselves as literate, critical thinking, problem solving individuals grow and with this positive self-perception comes more interest and involvement in learning (Matthews & Kessner, 2003).

UNDERSTANDING BY DESIGN

With DCP’s focus on interdisciplinary learning and authentic performance tasks, Understanding by Design (UbD) is the best-suited approach to school-wide curriculum and instructional design. UbD is a specific approach to backward curriculum planning, which requires us as teachers and curriculum writers to make an important shift in our thinking about the nature of our job. The shift involves thinking a great deal, first, about the specific learnings sought, and the evidence of such learnings, before thinking about what

we, as the teacher, will do or provide in teaching and learning activities. Our lessons, units, and courses are logically inferred from the results sought (Wiggins & McTighe, 2007, p. 14) , and lend themselves to targeted differentiation:

In effective classrooms, teachers consistently attend to at least four elements: whom they teach, where they teach, what they teach, and how they teach...Understanding by Design focuses on what we teach and what assessment evidence we need to collect...differentiated instruction focuses on whom we teach, where we teach, and how we teach. (Tomlinson & McTighe, 2006, p. 2-3)

At DCP, the principles of UbD are demonstrated as teachers engage in curriculum planning to identify the “make”- an end of unit assessment that addresses a student’s ability to demonstrate mastery of the standards. Then, teachers backwards map the skills that are needed to meet the learning targets. The workshop model, with differentiated instruction at its core, focuses on who is taught, where teaching occurs, and where learning takes place. Planning all aspects of classroom instruction, strategies and methodologies using UbD in tandem with the workshop approach provides structures, tools, and guidance for developing curriculum and instruction based on DCP’s current understandings of best practice in teaching and learning.

PROJECT/PROBLEM BASED LEARNING

Project/Problem Based Learning (PBL) is an ongoing instructional strategy at DCP schools, through which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Essential Project Design Elements include:

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

DESIGN THINKING

Design Thinking is an emerging strategy at DCP that was first implemented in DCP middle school classrooms and is now poised to grow to high school classrooms. Design thinking is a process for solving a problem that incorporates empathy, interpersonal skills, creativity, communication skills, and academic skills. DCP has used the Design Thinking process as developed by the Stanford Institute of Design (Stanford d.school). Design Thinking is a natural companion to Understanding by Design, as it can provide

authentic opportunities for students to demonstrate knowledge in novel situations, thus demonstrating achievement of “transfer goals,” or the ability to use new knowledge and skills on their own.

Design Thinking uses a five-step process--Empathize, Define, Ideate, Prototype, and Test--to guide the development of a solution to a problem. Design thinking is currently incorporated into Engineering classes and aligns with NGSS engineering practices. Over the course of the next several years, design thinking strategies will be increasingly incorporated into additional curricular areas, beginning with science.

CURRICULUM ALIGNED TO STUDENT PERFORMANCE STANDARDS

DCP students obtain academic success through a fully inclusive core curriculum. The learning experience for students is enriched by the integrated curriculum and blended learning environment. See *Appendix 3 Curriculum and Assessment* for more detailed information.

ENGLISH LANGUAGE ARTS

DCP’s English Language Arts (ELA) program is rooted in the Common Core State Standards, and aims to develop 21st century literacy by building skills in reading, writing, speaking, and listening that allow for creative and purposeful expression in language. DCP’s ELA curriculum is designed to be robust and relevant to the real world, reflecting the knowledge and skills that DCP’s students need for success in college and beyond. DCP’s vision is that the curriculum fully prepares students academically and socially, so they are equipped to meet the challenges of college. This will, in turn, provide the knowledge and access to opportunities necessary for students to contribute and lead in the workplace and community.

HISTORY/SOCIAL SCIENCE

The History/Social Science goals — content, inquiry, and literacy — are based on the State Standards and framework in the subject, as well as the CCSS for literacy. At DCP, the academic discipline of history/social studies is taught both independently and in conjunction with English Language Arts, as content standards lend themselves to integration. For example, there are integrated projects and essays in the 10th grade year that incorporate both English II and World History standards. When possible, this type of integration is leveraged to build authentic, project-based learning experiences for students.

MATHEMATICS

DCP’s math program focuses on the Common Core State Standards in Mathematics, with the following overarching aims: focus, coherence, and rigor. DCP focuses on developing robust mathematical learning environments in which all students are supported in becoming knowledgeable, flexible, and resourceful disciplinary thinkers. In addition to whole group instruction, DCP math teachers use small group instruction, cooperative learning, and cross-curricular learning strategies to achieve learning goals in math.

SCIENCE

The science program at DCP is geared toward providing middle and high school students with a solid foundation of knowledge, skills, and understandings in science that will prepare them to achieve the high school science requirements for college admission. Teachers implement lessons based on the Next Generation Science Standards, which incorporate the Common Core State Standards, and the California State Science Curriculum Framework. The DCP Science program is designed with the intent that students will broaden their understanding of the natural world, develop their ability to read scientific texts, and

expand their capacity for scientific reasoning, both orally and in writing. Students experience the practice of scientific inquiry through questioning, data gathering, and data analysis.

WORLD LANGUAGES

DCP 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. DCP's world language program focuses solely on the Spanish Language, and the learning goals are based on the *World Language Standards for California Public Schools* (CDE, 2019). Instruction engages students in the three Cs of language development (Communication, Cultures, and Connections) across four ranges (Novice, Intermediate, Advanced, and Superior). With 96% of DCP students being Latino, a key goal of DCP's world language program is to take students from varying levels of Spanish bilingualism to full academic Spanish biliteracy by the end of 12th grade, with the ultimate goal of earning the California *Seal of Biliteracy*.

VISUAL AND PERFORMING ARTS

The visual and performing arts (VAPA) program focuses on the four artistic processes of Creating, Performing, Responding, and Connecting, as defined in the California Arts Standards for Public Schools (2019). DCP's approach explores music and visual arts as *discrete* disciplines of study, and also as *interdisciplinary* modes of instruction through which knowledge in other subjects can be introduced, explored, and expressed. As appropriate for the high school level, the arts program provides instruction for beginning, intermediate, and advanced levels of student participation, providing the optimal challenge level for each student.

PHYSICAL EDUCATION

The physical education program at DCP is geared towards helping students to acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle, and P.E. learning goals are based on the Physical Education Model Content Standards (CDE, 2005). In addition, the physical education program is an opportunity to reinforce the DCP values of *ganas* (desire), *comunidad* (community), and *orgullo* (pride). In physical education, students learn to work in teams, set and achieve personal goals, and celebrate success while demonstrating sportsmanship. These habits contribute to the student's well-being across disciplines.

COLLEGE READINESS

All students, depending on grade level, take a course that is either called "Advisory" or "College and Career Readiness." College and Career Readiness (CCR) courses include Junior Seminar and Senior Seminar, which are UC A-G-approved courses that provide additional content and support systems to help students prepare for college admissions and enrollment. The purpose of these courses is to engage students in academic, college, and self-knowledge through positive and personalized teacher-student relations. The structure of the courses varies by grade and time of year to adapt to student needs. College Readiness classes have structured time to complete school assignments as well as lessons around the path towards college completion. Through Advisory and CCR classes, all students meet frequently with an advisor who serves as their primary advocate and collaboratively monitors their academic and non-academic progress.

INSTRUCTIONAL SCHEDULE

ALUM ROCK MIDDLE SCHOOL

All middle school students will be enrolled in two core academic classes: Humanities Block (English/Language Arts and History/Social Science) and STEM Block (Mathematics and Science). In addition, students meet daily with their Advisory class, and across the year may have up to 4 enrichment courses alongside their core classes. These include but are not limited to Health and Wellness, Physical Education, STEM, Restorative Leadership, and Art.

DCP Alum Rock recently implemented core block instruction for Humanities and STEM courses. In these integrated blocks, teachers have the ability to work with a smaller number of students each day to better meet their individual needs. Within the Humanities block, approximately 40% of learning time is dedicated to the English Common Core State Standards, 40% to the California History/Social Science Standards and Framework, and 20% to differentiated learning groups (DLGs). To the extent possible and practicable, learning activities are integrated across the two subject areas to create true interdisciplinary learning. Similarly, the STEM block includes 40% of learning time focused on the mathematics Common Core State Standards, 40% on the Next Generation Science Standards, and 20% for differentiated learning groups.

DCP Alum Rock has created both the time and protocols for DLGs in response to student needs in meeting academic targets. Our students come to us from a wide range of schools and with varying levels of preparation for the rigors of a college preparatory program. Within the school day, it is critical that DCP provide students with the opportunity to enrich current skills and to gain mastery over skills that they may not yet have learned. Teachers use the results of diagnostic assessments to identify student needs and to design instructional experiences that both remediate and accelerate student learning, depending on the needs of each student.

The Advisory course provides students with specific instruction related to social-emotional development, academic progress, and goal-setting and college/career awareness.

An example of the Scope and Sequence for students as they progress from 6th through 8th grades is provided in *Appendix 3*.

ALUM ROCK HIGH SCHOOL

High school students take single subject courses in the four core content areas – English, Math, History, and Science – as well as electives in Art, Physical education, and Spanish (all courses are aligned to State Standards). In addition, all students take part in an Advisory or Career and College Readiness class each year and access a broad range of college guidance resources.

DCP Alum Rock recently revised its master schedule program to build in more time for academic supports in English and Mathematics. In traditional high schools, students typically have 6 classes that meet for 180 days for about 45-50 minutes (135-150 course hours). At DCP Alum Rock, English and Math classes meet for 180 days and approximately 80 minutes each day (240 hours). This extra time is used to reinforce, remediate, and extend student's skills in these foundational areas for the 9th and 10th grade. In 11th and 12th grade, the same extended support is offered when diagnostic assessments suggest that students would benefit from the enrichment. Other subjects are taught in a focused term and meet each day for approximately 90 days and 80 minutes (120 course hours). In our new model, students have room in their schedule for 2 terms of English, 2 terms of Math, 2 terms of Advisory/CCR, and 4 terms for engineering, science, history/social science, world languages, visual and performing arts and health/physical education.

A typical schedule for a 10th grade student is shown below in **Figure A.14**. The student will meet with Mr. Jones for Integrated Math II every day over the course of the year. Then, during the second period, the student will have World History with Mr. Falcon during first term and Chemistry with Mr. Bald for second term. Likewise, period 3 will have the student meet with Ms. Pietz for Leadership and then in the second term with Ms. Cardenas for Studio Art II. The day will conclude with Ms. Ellis-Wiard's English II class and Ms. Pietz's Sophomore Forum.

See **Appendix 3- Curriculum and Instruction** for a sample high school scope and sequence.

Figure A.14 Sample Student Schedule at DCP Alum Rock

Exp	Trm	Crs-Sec	Course Name	Teacher
1(A)	20-21	HS30005-1	Integrated Math II	Jones, Lucas
2(A)	S1	HS25000-1	World History	Falcon, Luis
2(A)	S2	HS40005-1	Chemistry I	Bald, Sean
3(A)	S1	HS05040-1	Leadership	Pietz, Hailey
3(A)	S2	HS50032-2	Studio Art II	Cardenas, Cynthia
4(A)	20-21	HS15005-2	English II	Ellis-Wiard, Bailey
ADV(A)	20-21	HS05005-1	Sophomore Forum	Pietz, Hailey

PROFESSIONAL DEVELOPMENT

DCP cannot meet its mission without qualified personnel. It is the organization's goal to develop, support, and retain excellent teachers and staff who possess the knowledge base, skills, experience, and dedication necessary to work toward its mission. As such, DCP is committed to providing targeted and differentiated professional development through each of the following:

- Dedicated Time
- Distributed Leadership
- Individual Professional Development Plans, Observation and Coaching
- Flexible Groupings - Whole Staff, Grade Level Teams, and Content Area Teams
- Data-driven Decision Making

DEDICATED TIME

Teachers at DCP engage in three levels of instructional planning: long-term plans, unit plans, and weekly/daily plans. Time is set aside weekly, quarterly, and in the summer months to ensure teachers have the time to thoroughly plan at each of these levels and in concert with fellow teachers, administrators, content experts, and instructional specialists (i.e. ELD, SPED). Teachers use the Understanding by Design framework for their instructional planning and the DCP Framework for Teaching & Learning and the DCP College Success Framework to develop their individual teaching practice.

Professional development at DCP happens on an ongoing basis and through a variety of structures. These include but are not limited to:

- **Professional Development Days** - DCP has thirteen professional development and teacher work days within the academic calendar. During this time, teachers and staff come together to build community, explore new learnings, analyze data, and make action plans for the coming term. All staff develop Individual Professional Development Plan goals and then engage in a process of reflection, analysis, and action planning to meet those goals over the course of the year.
- **New Teacher Orientation** - New teachers to DCP spend five extra days together during the summer in order to further connect with the mission and each other, as well as get an overview of the DCP Framework for Teaching & Learning and the DCP College Success Frameworks. Additionally, new teachers are invited to quarterly meetings that are differentiated based on teacher needs.
- **Weekly Early Release for Professional Development** - Every Thursday, teachers and staff engage in professional development. This includes time for new inputs, data analysis, collaborative planning, and community building.
- **Flexible Release Time** - Coverage is provided for teachers to facilitate peer observation on site as well as in the field. This release time is also provided for collaborative instructional and curricular planning.
- **On-going Coaching Sessions** - The expectation at DCP is that teachers are observed and provided bite-sized feedback around their professional goals at least twice a month by a site Administrator, Induction Mentor, and/or Instructional Coach. All teachers holding a Preliminary Credential go through two years of Induction in order to receive a Clear teaching credential from the State of California. Currently, DCP partners with the University of California San Diego (UCSD) Extension to provide this training and accreditation. DCP currently uses TeachBoost, an online platform that facilitates evidence-based coaching conversations tied to the DCP Framework for Teaching & Learning, both for coaches and administrators to provide feedback for teachers, and for teachers to engage in goal-setting and reflection.

DISTRIBUTED LEADERSHIP

Whole-school professional development initiatives are identified and planned by school administration, instructional coaches and teacher leaders, based on teacher input and data gathered from coaching and evaluation sessions. Specific professional development outcomes are established during the summer and revisited throughout the year on regularly scheduled professional development days and staff and teacher meeting times.

In addition, the organization is dedicated to creating new and challenging opportunities so staff can fully employ their talents and improve their skills. Leadership—at all levels of the organization—is encouraged and valued. Professional development initiatives are sometimes led by a group of staff in collaboration with a paid consultant or a DCP partner organization. Teams work toward specific outcomes that tie back to the school's goals.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS, OBSERVATION, AND COACHING

The Principal works with all teachers at the beginning of the year to develop Individual Professional Development Plans based on self-assessment on the DCP Framework for Teaching & Learning, then ensures that the teacher receives observation and coaching support on a one-on-one level. During a deep coaching cycle (4-6 weeks), Instructional Coaches work with teachers on a cycle of inquiry, including

observation, co-planning, co-teaching, and/or observation and feedback, plus analysis of student work. Teachers may also request additional coaching support, ranging from collaborative planning to in-class coaching or analysis of student work.

DCP currently uses TeachBoost, an online platform that facilitates evidence-based coaching conversations tied to the DCP Framework for Teaching & Learning. Teachers and staff are encouraged to collaborate with their manager or other managers regarding interested areas of individual growth and leadership. That said, it is the responsibility of managers to encourage growth and development, identify new opportunities to learn, and set reasonable expectations for staff regarding development. For a detailed description of the Professional Development Plan, Observation, and Coaching process, please see **Element E, Human Resources**, of this charter.

FLEXIBLE GROUPINGS

Professional development and planning time are utilized through flexible grouping structures, in which teachers meet as a whole staff, in content teams, in grade level teams, or by experience level.

- Whole staff professional development is largely focused on school level data analysis and new inputs around a central area of focus. For example, utilizing Understanding by Design to backwards plan curriculum, developing and implementing Integrated ELD to support English learners, or deepening understanding of effective teaching practices through the DCP Framework for Teaching & Learning.
- Smaller team structures are used to provide teachers time to “dive deep” into the analysis and application at their grade level or in their content area. For example, grade level teams may work together to backwards design Advisory curriculum based on student data on college-readiness, while content area teams may work to revise and redesign curriculum maps to align to the Common Core standards or strengthen the implementation of the DCP Literacy Model.
- In addition, teachers with a preliminary credential go through an Induction Program, working in partnership with an Induction Mentor. Currently, DCP partners with University of California San Diego Extension to provide this support.

DATA-DRIVEN DECISION MAKING

At the core of DCP is the belief that the effective use of data provides a powerful lever to achieve strategic goals and inform decisions to continually improve outcomes at all levels. DCP staff closely analyze academic and college-ready metrics, through both collaborative and individual processes. Analysis of this data allows teachers to:

- Create individualized learning pathways for students,
- Group students for maximized learning outcomes,
- Adjust pacing and instructional delivery, and
Collaborate with their colleagues to share best practices.

DCP will provide professional development to all administrators and teachers, both core and non-core, on effective strategies for supporting English learners; this PD is based on the QTEL model and is led by DCP staff and contracted experts. Teachers and staff will then work in their grade level and content area teams to design instruction and implement instructional strategies that support the highest levels of engagement and rigor for ELs. In these teams, teachers identify the content vocabulary and language

structures required within the core content area, then develop strategies to support ELs in accessing this content and expressing their understanding. The teams regularly reflect on the effectiveness of their practice, using an analysis of student work protocol to guide this discussion and reflection. School leaders as well as the specialists provide regular observation and coaching of practice, to support effective instruction of ELs.

DCP FRAMEWORK FOR TEACHING AND LEARNING

DCP developed its Framework for Teaching & Learning, based on Charlotte Danielson's *Framework for Teaching*, for both coaching and evaluation. Many frameworks articulating quality instruction overlook issues of equity and access in their domains, and yet these characteristics are important values to teachers working with the most underserved students. The DCP Framework for Teaching & Learning addresses the issue of quality instruction as articulated by Danielson, but through the lens of equity and access, which are at the heart of the DCP mission. The model at the highest level of implementation on the teaching and learning continuum, for example, is one in which student ownership exists in all aspects of the classroom experience - from students ensuring a respectful environment, to students self-monitoring their own learning progress.

The Framework provides all teachers at DCP with a consistent tool by which they are mentored, coached, and evaluated across four domains of teaching responsibility as illustrated in **Figure A.15**.

Figure A.15 The DCP Framework for Teaching & Learning

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy - Content and structure - Prerequisite relationships - DCP core pedagogical beliefs, instructional approaches, and strategic priorities</p> <p>1b Demonstrating Knowledge of Students' Emotional, Cognitive, and Behavioral Needs - Child and adolescent development - Student skills, knowledge, and language proficiency - Student interests, multiple identities and histories - Student special needs - Student college-going mindsets</p> <p>1c Setting Instructional Outcomes - Value, sequence, and alignment - Clarity - Balance - Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources - Knowledge of resources - Knowledge of DCP pedagogical beliefs and instructional approaches</p> <p>1e Designing Coherent Instruction - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure - Emotional, behavioral and cognitive needs</p> <p>1f Designing Student Assessments - Congruence with instructional outcomes - Criteria and standards - Design of assessments - Use for planning</p>	<p>DOMAIN 2: The Classroom Environment – Emotional and Behavioral Engagement</p> <p>2a Creating an Environment of Mutual Respect, Trust and Rapport - Teacher interactions with students – verbal and nonverbal - Student to student interactions – verbal and non-verbal - Equity</p> <p>2b Establishing a Joyful Culture for Learning - Importance of content and of learning - Expectations for learning and achievement - Student pride and joy in work</p> <p>2c Managing Classroom Procedures - Instructional groups - Transitions - Materials and supplies - Performance of classroom routines</p> <p>2d Managing Student Behavior - Expectations - Monitoring of student behavior - Response to student behavior</p> <p>2e Organizing Physical Space - Safety and accessibility - Arrangement of furniture and use of physical resources - Physical environment reflects curriculum and community</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching and Learning - Accuracy - Use in future teaching</p> <p>4b Maintaining Accurate Records - Student completion of assignments - Student progress in learning - Non-instructional records</p> <p>4c Communicating with Families - Awareness of family histories and assets - Engagement of families - Personalized engagement</p> <p>4d Participating in a Professional Community - Relationships with colleagues - Involvement in a culture of professional inquiry - Participation in school and organizational projects</p> <p>4e Growing and Developing Professionally - Enhancement of content knowledge and pedagogical skill - Service to the profession - Receptivity to feedback from colleagues, families and students - Alignment with DCP Operating Principles, Pedagogical Beliefs and Strategic Priorities</p> <p>4f Showing Professionalism - Integrity and ethical conduct - Service to students in the college completion journey - Advocacy - Decision making - Modeling DCP Operating Principles</p>	<p>DOMAIN 3: Instruction – Cognitive Engagement</p> <p>3a Communicating with Students - Expectations for learning - Directions for activities - Explanations of content - Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques - Quality of questions/prompts - Discussion techniques - Student participation and equity of voice</p> <p>3c Engaging Students in Learning - Learning tasks and activities - Structure and pacing - Grouping of students - Progression of learning</p> <p>3d Using Assessment in Instruction - Monitoring of student learning - Assessment criteria - Feedback to students - Student self-assessment and monitoring of students</p> <p>3e Demonstrating Flexibility and Responsiveness - Lesson adjustment - Response to students - Persistence - Balancing responsiveness with meeting learning goals</p>

Teachers new to DCP are provided with an overview of the DCP Framework for Teaching & Learning in professional development sessions at the beginning of the year, and engage with the rest of the staff throughout the year in focused sessions around specific aspects of the framework in an attempt to regularly self-assess practice and set next steps towards individual professional goals. However, the

majority of teacher professional development with respect to the DCP Framework for Teaching & Learning takes place through ongoing coaching sessions with administrators and instructional coaches. DCP currently uses TeachBoost, an online platform that facilitates evidence-based coaching conversations tied to the DCP Framework for Teaching & Learning. The use of this framework during formal and informal classroom observations provides data to inform professional development and support teachers in becoming more effective practitioners when planning and preparing, delivering instruction, and orchestrating the classroom environment. Please see **Appendix 5 - Professional Development and Evaluation** for the full DCP Framework for Teaching & Learning.

SUPPORT FOR ENGLISH LEARNERS

DCP is committed to supporting English Learners (ELs), as 28.6% of the student population are current ELs and 85.5% of the student population speak English as a second language. Developing fluency in the English Language is a critical component in preparing students to meet the DCP mission. As such, students' language development across the four domains of reading, writing, listening, and speaking is actively supported and monitored. While ELs enter with various degrees of language proficiency, DCP believes they are capable of high-level thinking and cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic and academic support.

The DCP EL program outlined below addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with EL students, including long-term ELs and students at risk of becoming long-term ELs. DCP will comply with federal, state, and county mandates regarding EL education and re-designation of EL students. In addition, DCP will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners.

IDENTIFICATION, DESIGNATION & NOTIFICATION

As required by Education Code Section 52164.1, DCP will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey is part of the registration packet that is filled out when students enroll at the school. In compliance with the Office for Civil Rights (OCR) of the U.S. Department of Education, if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child is classified as having a primary home language other than English.

All students who indicate that their home language is other than English will be assessed within thirty days of initial enrollment and at least annually thereafter each spring until re-designated as fluent English proficient. Assessment will be conducted utilizing the English Language Proficiency Assessments for California. The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been assessed for English Language proficiency (Initial Assessment). All other students who have indicated a home language other than English will continue with annual assessment for English Language proficiency (Summative Assessment). DCP will notify families of the Charter School's responsibility to conduct an annual assessment for English Language proficiency. ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Upon receipt of initial scores, students are designated as either Initially Fluent English Proficient (I-FEP) or English Learner, using the guidelines in **Figure A.21** based on the ELPAC as the tool for assessment for English Language proficiency. Should the State of California adjust its recommendations for initial

classification of EL and I-FEP, the charter school will adopt the state recommendations and this change will not be considered a material change of the charter.

Figure A.16- DCP Alum Rock English Learner Designation Criteria

English Learner	Initial Fluent-English Proficient
Overall ELPAC Proficiency Level is level 1 or 2	Overall ELPAC Proficiency Level is level 3

Families receive notification of their child’s annual assessment for English Language proficiency results and initial language designation within 30 days of receipt of these results, as well as information on how their child’s learning needs are being addressed by the Charter School. In addition, they are invited to the Charter School for an information session to review these results in detail and discuss ways to support their child’s English language development. Please see **Appendix 4 – Student Supports** for sample letters regarding Notification and Reclassification that are sent to families. DCP reports the number of EL students attending the school to SCCOE and the state.

In addition, DCP provides parent outreach services and meaningfully informs parents with limited English proficiency of other important information regarding Charter School matters to the same extent as other parents.

ONGOING ASSESSMENT, MONITORING, AND REDESIGNATION CRITERIA

DCP complies with all applicable state and federal laws in regard to the testing and service requirements for English Learners. Students who are identified as English Learners take the assessment for English Language proficiency annually to determine growth in English Language proficiency until they are reclassified. A combination of annual assessment for English Language proficiency scores; teacher and staff input and evaluation; parental opinion and consultation; and a comparison of pupil performance in basic skills as compared to English proficient students are used to determine eligibility for reclassification of students, as detailed in **Figure A.22**. This will include use of the Observation Protocol for Teachers of English Learners (OPTTEL) for Criterion 2 and 3, following completion of field testing in 2020. Should the State of California change its tools and/or recommendations for reclassification, DCP will adopt the state tools and/or recommendations and this change will not be considered a material change of the charter. See “EL Program Monitoring” in Appendix 4 for more details.

(Figure A.17 Reclassification Criteria

Criterion 1: Assessment of English Language Proficiency	Criterion 2: Teacher Observation & Assessment	Criterion 3: Parental Opinion & Consultation	Criterion 4: Mastery of Basic Skills
Assessment of language proficiency, including but not limited to performance on the English Language Proficiency Assessment of California (ELPAC).	Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery and use of the Observation Protocol for Teachers of English Learners (OPTEL).	Parental opinion and consultation, including, but not limited to, a review of the pupil's curriculum mastery and use of the Observation Protocol for Teachers of English Learners (OPTEL).	Analysis of basic skills mastery to determine if the student is sufficiently proficient to participate effectively in the curriculum without EL supports and scaffolds (e.g., NWEA).

Aligned to California Guidelines for Reclassification, available at: <https://www.cde.ca.gov/sp/el/rd/>

ENGLISH LEARNER SERVICES

English learners at DCP are provided with access to a full college-prep curriculum.

Instruction and intervention for ELs is based on the following research-based understandings which are research-based:

English learners learn best

- when they have significant interaction with native speakers of English.
- when academic English is explicitly supported in every classroom.
- when teachers use specific strategies to make input comprehensible and provide opportunities for expression of understanding.
- when they possess internal motivation supported by a committed and collaborative learning community of teachers and peers.
- in a learning environment that fosters high levels of interaction and meaningful engagement in the context of intellectually challenging content.

Based on these understandings, DCP works with teachers and staff to develop a learning environment for English learners in which teachers:

- facilitate a learning environment that is interactive, engaging, meaningful, relevant, and intellectually challenging with high-levels of meta-cognition.
- ensure appropriate scaffolding in order to move the student to independence.
- value and build on home language and culture and other forms of prior knowledge in order to make connections.
- build both academic English and content knowledge.

INTEGRATED ELD

Central to ELs' success in college and beyond is their ability to use academic English to develop specific knowledge, skills and abilities, to use language to create understanding and meaning, and to convey mastery of content. In recognition that students need support with the language skills that are critical to mastering disciplinary content, all English learners receive Integrated ELD support in all of their classes. Teachers start with the grade-level content standards as they plan lessons, then identify the Part I and Part II ELD standards that will amplify areas of English language development that are essential for academic learning. In support of these objectives, teachers at DCP utilize a variety of research-based strategies in their curricular and instructional design, including but not limited to those from the Quality Teaching for English Learners (QTEL) Framework from WestEd. These planned and just-in-time scaffolds help students to interact in meaningful ways with the content while learning how English works, thus mastering the content while simultaneously increasing their language proficiency. This transition in instructional strategy, started in summer 2019, is the direct result of seeking a more effective, research-based way to meet the needs of our English Learners. While initial professional development has been promising, DCP teachers are still gaining familiarity with the QTEL framework; teachers will continue to participate in ongoing professional learning, including in-class coaching, to help ensure that we are meeting the needs of our ELs.

QTEL's model of teaching is based on sociocultural and sociolinguistic theories of learning and the central role of language in the learning process. The QTEL program works to build the capacity of educators to develop students' abilities to read, discuss, and write academic texts in rigorous content area courses. Teachers find the QTEL approach classroom-friendly and pragmatic as they experience a compelling way to work with students. Through this model, teachers strategically utilize a range of scaffolds at different points during a lesson, including preparing the learner, interacting with text and content, and extending understanding. Strategies emphasize the importance of developing skills with both oral and printed language, and include a focus on reading, writing, listening, and speaking. These strategies help students at all levels of language development to engage with rigorous, grade-level content while increasing their language skills.

DESIGNATED ELD

While Integrated ELD is provided throughout the school day, English learners (ELs) benefit from time during the day that is set aside to focus on the critical language skills, knowledge, and abilities needed for content learning in English. Designated ELD is provided by Middle School Humanities and High School English teachers during a protected time, using the Part I and Part II California ELD Standards to help ELs develop increased proficiency in English. Students are strategically placed by current language levels; teachers carefully monitor students' language development and help ensure progress along the continuum from Emerging through Expanding and Bridging to Lifelong Language Learners.

In recognition that English learners are not a homogenous group, and that a student's "Overall" ELPAC score tells only a small part of the story, teachers engage in data analysis to help them see the larger picture: How does one year's score compare to a three-year pattern? What do students' scores across the four domains suggest about language strengths that can be built upon, and areas of greatest need? This data analysis helps teachers to plan lessons that meet the language development needs of each student in their classes. Designated ELD includes a strong emphasis on oral language development, including active engagement in collaborative discussions that help students to develop discourse practices, grammatical structures, and vocabulary. To help plan effective Designated ELD lessons, teachers start by analyzing the content standards that are a focus for whole-class instruction. Teachers

identify the Part I mode of interaction (Collaborative, Interpretive, and/or Productive), and the Part II linguistic feature (Structuring Cohesive Texts, Expanding and Enriching Ideas, and/or Connecting and Condensing Ideas) that will best amplify and support mastery of the content, then develop strategic lessons that engage students in meaningful interactions with text.

Through an intentional and strategic focus on helping students to interact in meaningful ways while learning about how English works, English learners are able to engage in complex, cognitively demanding activities, and develop the confidence to transfer these skills to their other classes and to life outside of the classroom.

CREDENTIALING AND PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH LEARNERS

DCP aims to employ core teachers at the charter school who are highly qualified and are authorized to serve English Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) or California Teachers of English Learners (CTEL) Certification. In addition, DCP will actively recruit teachers who:

- have demonstrated successful experience working with English Learners.
- hold a Bilingual Cross-cultural, Language and Academic Development (BCLAD).
- speak Spanish, the dominant home language of the DCP student population.

DCP provides professional development to all administrators and teachers, both core and non-core, on effective strategies for supporting English learners, based on the California ELD Standards, the California ELA/ELD Framework, and the QTEL model, and led by DCP staff and contracted experts. Teachers use the Proficiency Level Descriptors and EL Rubric (see *Appendix 4*) to help identify students' current levels and to provide the appropriate scaffolding to help increase their language proficiency.

Teachers and staff work in their grade level and content-area teams to design instruction and implement instructional strategies that support the highest levels of engagement and rigor for ELs. In these teams, teachers identify the content vocabulary and language structures required within the core content area, then develop strategies to support ELs in accessing this content and expressing their understanding. The teams regularly reflect on the effectiveness of their practice, using an analysis of student work to guide this discussion and reflection. School leaders as well as the specialists provide regular observation and coaching of practice, to support effective instruction of ELs.

In addition, ELs are assessed continuously in the classroom using the ELD Standards in tandem with content standards as a guide for intervention and acceleration. Assessment is based on the assumption that English language development is non-linear, dynamic, spiraling and complex. As such, the Proficiency Level Descriptors, along with benchmark and adaptive computer-based assessments, are relied upon to help assess and guide specific interventions for ELs.

In addition to Designated and Integrated ELD, these interventions may include:

- Small-group instruction in the classroom setting, based on language need
- After-school small-group and individual tutoring
- Adaptive computer-based software targeting specific development areas
- "Saturday School" classroom-based interventions

EVIDENCE OF SUCCESSFUL PROGRAM

The DCP Alum Rock program successfully promotes English fluency for its EL students, as seen in **Figure A.18**, which provides the percentages of students Reclassified over the past five years.

Figure A.18 DCP Reclassification as Fluent English Proficient		
YEAR	DCP ALUM ROCK PERCENT RECLASSIFIED	STATE PERCENT RECLASSIFIED
2019-2020	12.57%	13.77%
2018-2019	0%*	13.29%
2017-2018	29.6%	14.6%
2016-2017	18.1%	13.3%

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

*Our internal and CALPADS data show 23 reclassified of 158 EL students (14.6%) in February of 2019 for the 18-19 school year, but they are currently being applied to the following 2019-20 school year.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

The evaluation for the program effectiveness for ELs at DCP will include:

- Evaluation of performance on DCP-adopted academic benchmarks, disaggregated for ELs by language proficiency level and years in program to determine annual progress. These may include, but are not limited to, the following:
 - EL students are making strong academic progress as measured by school-based assessments.
 - EL students are classified as proficient in English (RFEP) in five to seven years, or less.
 - EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams.
 - EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

If students are not making sufficient academic progress as indicated through ELPAC results and the above data, we will modify the EL program as needed.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

If there are more than 21 ELs in attendance, as there have been historically, DCP will have an English Learner Advisory Committee (ELAC):

- **Membership:** Open to all families. Parents of ELs comprise at least the same percentage of the ELAC membership as ELs constitute of the Charter School’s total student population. Elections take place during the second meeting of the year, after all parents are informed of the meetings and information is sent home.
- **Capacity and Scope:** Advisory
- **Sample Responsibilities:**
 - Be informed stakeholders, through regular Principal Reports on Enrollment, Budget, and Strategic Priorities (Academics, Culture, College Success).
 - Advise the Principal and staff on programs and services for English learners
 - Advise the School Leadership on the development of the Local Control and Accountability Plan as it relates to English Learners
 - Help make parents aware of the importance of regular school attendance.
- **Procedures:** Monthly meetings, part of each meeting will be open to students, staff and parents. Agendas are built based on feedback from families and the ELAC President, with the approval of the Principal. ELAC agendas are posted online, on the website, 72 hours prior to the meeting.

COLLEGE READINESS

All students, depending on grade level, take a course that is either called “Advisory” or “College and Career Readiness” four times per week. College and Career Readiness (“CCR”) courses include Junior Seminar and Senior Seminar, which are UC A-G-approved courses that provide additional content and support systems to help students prepare for college admissions and enrollment. The purpose of these courses is to engage students in academic, college, and self-knowledge through positive and personalized teacher-student relations. The structure of the courses varies by grade and time of year to adapt to student needs. College Readiness classes have structured time to complete school assignments as well as lessons around the path towards college completion. All students will frequently meet with a teacher who serves as their primary advocate throughout the school year to discuss academic and non-academic progress. **Appendix 3** provides more detail on the curriculum and expectations for this program.

Teachers are assigned to a CCR/Advisory course and are supported by a course lead and College Success staff to develop their lessons, provide resources, monitor academic progress and plan assessments.

The primary focus and expectation of CCR teachers is to apply the knowledge and skills they gain in their course in order to meet their post-secondary goals, develop their personal and academic confidence, and identify a problem in their community or world they want to solve. Teachers and College Success staff work together to build their capacity to support student learning through academic, college/career, and socio-emotional lenses so that students can reflect critically about themselves, their communities, and the larger world. Teachers will engage in professional development aimed at helping students understand and develop their college going identities. DCP uses college-readiness research framed in *Ready, Willing, and Able: A Developmental Approach to College Access and Success* by Mandy Savitz-Romer and Suzanne Bouffard (2012) that other nationally recognized college prep schools have also adapted. Savitz-Romer and Bouffard focus on adolescent development as the missing link for preparing students for college success based on the following three core principles:

1. Developmental stages matter and should inform how adults approach their work with youth;
2. Young people can and should be active agents in the college process; and

3. College-going is an interconnected process that is shaped by and in turn shapes young people's social, emotional, and cognitive development as well as their social contexts, including families, peers, schools and communities.

COLLEGE GUIDANCE RESOURCES

In addition to the Advisory/College and Career Readiness model, DCP students receive additional college guidance and resources through the following:

- **College Lab:** The College Lab is centrally located on campus to connect students with resources and opportunities that guide students along their college path. The College Lab is open to all students. In addition, there are structured opportunities for students to connect with the College Guidance Counselor around resources and new opportunities.
- **Alumni Guidance:** All DCP graduates are supported by an Alumni Success Counselor and Alumni Peer Mentor after they leave DCP. Students are supported starting senior year as they make choices between two- and four-year colleges. The alumni support team also connects students with scholarship, mentorship, and career opportunities.
- **College Tours:** DCP takes students on a range of college tour experiences, from day conferences to overnight tours outside of the Bay Area. College tours are meant to expose students to college options and help them understand what it takes to build a competitive application.
- **DCP Scholarship Fund:** During their senior year, eligible students can apply for a scholarship from the DCP Scholarship Fund to help finance the cost of college. Successful candidates have completed meaningful community service work at DCP and prepared well for their scholarship interviews. A scholarship coordinator will hold workshops and presentations during the fall of each year for seniors. To date, the DCP Scholarship Fund has granted over \$1M in privately-raised scholarship funds.
- **Parent Programming:** Parents are offered workshops that connect to various college topics that include: financial aid and college savings, college options, and monitoring student progress. All senior-year parents will have access to at least two one-to-one meetings with college counselors to apply for financial aid and make their college decision as a family. Advisories will also host parent meetings throughout the year to keep families engaged about their child's progress.
- **Enrichment Activities:** DCP offers extracurricular activities such as sports, clubs and community service opportunities that are led by staff, teachers, and community volunteers. These activities all are designed to provide students with options that fit student interests and also challenge students to develop their skills as community leaders.

PROMOTION AND GRADUATION REQUIREMENTS

DCP's mission is to ensure all graduates are prepared to succeed in college. Some students need five years at DCP to be accepted to and be ready for college. For example, in the class of 2020, 5% were fifth year students, and in the current class of 2021 ##% are fifth year students. DCP offers this opportunity to students so they can improve their academic skill, transcript, and overall college application. This said, DCP uses grade-level retention as the last resort for supporting a student's academic success.

MIDDLE SCHOOL PROMOTION

Students must all pass their courses for the year in order to be considered ready for the next grade level. Passing is defined as mastery of 70% or higher of the course content. Students must also maintain a college-ready GPA in preparation to meet this expectation in the high stakes high school setting. This translates to a minimum 2.0 GPA, which they will require to be eligible to apply to California State University schools. Finally, all students are expected to track their attendance and understand their growth in math and reading to ensure they are building self-awareness around their academic and personal progress. 8th grade students are fully engaged in the promotion process, which is tied to their participation in the promotion ceremony and end of the year activities. Students and families learn about the promotion expectations at the beginning of the school year. **Figure A.19** outlines the promotion guidelines for middle school students.

Students who are not on track to be college eligible may need to complete additional summer coursework, access additional academic support, or repeat an additional year at DCP.

Figure A.19 Middle School Promotion Guidelines		
	Grade 6-7	Grade 8
Promotion Granted	Students will be promoted unconditionally if they: <ol style="list-style-type: none"> 1. Pass all coursework with 70% (C-) or better, or 2. Meet or demonstrate growth in grade level CAASPP standards for ELA and math 	Students will be promoted to high school and participate in all promotion activities <ol style="list-style-type: none"> 1. Pass all coursework with 70% (C-) or better, or 2. Meet or demonstrate growth in grade level CAASPP standards for ELA and math
Promotion Conditional	Students will be promoted with an optional support plan if they <ol style="list-style-type: none"> 1. Passed most coursework with 70% (C-) or better, or 2. Met or demonstrated growth in grade-level CAASPP requirements for ELA or math, and 3. Their attendance is above 90% 	Students will promote to high school, but may lose some or all promotion activity privileges if they <ol style="list-style-type: none"> 1. Passed most coursework with 70% (C-) or better, or 2. Met or demonstrated growth in grade-level CAASPP requirements for ELA or math, and 3. Their attendance is above 90% Students may be invited to meet with DCP staff to appeal their participation in promotion activities if they feel they upheld DCP community values and have a plan for being college ready in high school.
Promotion Denied	Students must have a support plan to be promoted if they <ol style="list-style-type: none"> 1. Did not pass the majority of their coursework with a 70% (C-) or better, and 	Students may not participate in <i>promotion activities</i> and must have a support plan to be promoted if they <ol style="list-style-type: none"> 1. Did not pass the majority of their coursework with a 70% (C-) or better, and

	<p>2. Did not meet or demonstrate growth in grade-level CAASPP requirements for ELA and math, and</p> <p>3. Their attendance is below 90% Retention is not recommended but discussed if necessary with the Principal or designee, a teacher, and a parent/guardian.</p>	<p>2. Did not meet or demonstrate growth in grade-level CAASPP requirements for ELA and math, and</p> <p>3. Their attendance is below 90% Retention is not recommended but discussed if necessary with the Principal or designee, a teacher, and a parent/guardian.</p>
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HIGH SCHOOL PROMOTION

DCP students are promoted from one grade to the next based on their progress towards meeting DCP's graduation requirements that align with the A-G coursework for UC/CSU eligibility by the end of 12th grade. Students make adequate progress when they are passing a minimum number of courses by the end of the summer of each academic year. To pass a course and earn credit, a student must meet course content proficiency by earning 70% (C-) or higher. While DCP aligns with research that largely supports the idea that retaining students is not an effective strategy for improving academic achievement at any grade level, we know that DCP students have historically benefited from an additional year of high school to earn their high school diploma and meet four-year college eligibility requirements. DCP has also identified the time periods in high school when students have the greatest opportunity to get back on track.

High school students will follow a credit-based guideline for tracking their progress towards on-time graduation. Students who are at or above these credits will be promoted unconditionally to the next grade level. Students who fall below the expected credits may be conditionally promoted with a support plan. Students will monitor their credit status and progress towards meeting their graduation requirements in their College and Career Readiness (advisory) course every grading period with the support of their teacher and/or College Guidance Counselor. Students with an Individualized Education Program (IEP) will receive guidance on their promotion status throughout the year and in their annual IEP meeting. The Principal or designee will work with the College Guidance Counselor to identify students who are at risk of falling below credits throughout the academic year and summer. The promotion guidelines are detailed in **Figure A.20**.

These promotion guidelines are meant to advise students, families and staff to ensure that students make progress towards graduation. DCP will individualize the support for each student depending on the sequence of their coursework, UC/CSU validation, and other external or independent work. High school students who fall far below the minimum credits for their grade level and/or do not follow through on promotion agreements will be recommended to complete an additional year or more of high school. To determine if the student needs an additional year, a promotion appeal process is in place prior to the start of the new academic year. The timeline and steps for identifying students and completing the appeals process is outlined below are found in **Appendix 3- Curriculum and Instruction**.

Figure A.20- High School Promotion Guidelines

DCP Promotion Guidelines					
Subject Requirements	Grade 9	Grade 10	Grade 11	Grade 12	Total Grad. Credits
(A) Social Studies/ History	0	10	10	5	25
(B) English	10	10	10	10	40
(C) Mathematics	10	10	10	0	30
(D) Laboratory Science	10	10	0	10	30
(E) Language Other Than English	0	0	10	10	20
(F) Visual and Performing Arts	0	0	0	10	10
(G) Electives: Additional A-G Course Requirements (CCR, Economics, and elective)	0	10	10	15	35
Other Non-A-G courses (PE/Health)	10	0	0	0	10
Recommended End of Year Credits	40	50	50	60	200
Minimum Cumulative Credits Required for Promotion	40	90	140	200	
Credit Range for Conditional Promotion	10-40	40-90	90-140	Appeal to Graduate High School Required if credits are below 200	
Credit Range for Promotion Appeal	<10	<40	<90		

GRADUATION REQUIREMENTS

DCP's mission works to support all graduates to access and thrive in a four-year university. In order to ensure this happens, DCP's graduation requirements are aligned to the California State University (CSU) and University of California (UC) eligibility requirements. DCP has identified additional coursework with the guidance of local and state requirements to ensure students strengthen their foundational skills in civics, STEM, and personal development for college and career success. A comparison of these requirements against ESUHSD and the State of California are provided in **Figure A.21**, to demonstrate DCP's alignment to the shared objective of preparing students for college.

In order to be accepted to a CSU or UC a student must take and pass the A-G course requirements. In addition to the minimum A-G courses, new courses will be added in the DCP graduation requirements in the areas of History/Social Studies, Science, and Electives detailed in **Figure A.21**. The new graduation requirements will go into effect beginning with the Class of 2024 when they enter high school in 2020-21. DCP students must meet the requirements outlined in the table below and must pass two semesters with

a 70% (C-) or better to receive one year of credit unless otherwise noted. All courses will be approved by the University of California A-G courses and subject to UC/CSU validation guidelines with the exception of the courses listed under “Other: Non-A-G” requirements.” The graduation requirements will be updated to align with any future changes to the CSU or UC eligibility requirements if needed.

Since 2015, an average over 66% of DCP graduates have been admitted to a 4-year college, with 47% of graduates ultimately enrolling in four-year college and 95% enrolling in two or four-year colleges.

These outcomes are possible due to the support for all students, including students with IEP’s, who graduate UC/CSU eligible and/or participate in the appeals process to ensure they have access to a post-secondary plan.

Students with IEP’s are not exempt from graduation requirements and also participate in the appeals process detailed below to ensure their access to a high school diploma or certificate of completion based on the completion of their IEP goals and coursework. Prior to the appeals process, however, students with IEP’s receive additional support through their Case Manager to prepare for the appeals process and support their post-secondary planning. The College Guidance Counselor and Case Manager also meet midyear to review the graduation eligibility of 12th grade students with an IEP to identify additional support needs, including helping students transition their accommodations to a post-secondary institution.

APPEALS FOR ALTERNATE PATH TO GRADUATION

DCP’s ultimate goal is for all students to have access to and ultimately complete a 4-year degree, regardless of the post-secondary institution they enroll in after high school graduation. DCP’s appeals process specifically supports students who are not admitted to a four-year college or are short of graduation credits, but have demonstrated the necessary academic growth and character to earn their high school diploma and successfully transition to a post-secondary program. The appeals process ensures that all DCP graduates leave DCP with a college completion plan after working towards meeting rigorous academic standards.

In order to graduate from DCP, students must pass all required coursework with a 70% (C-) or better, take four years of College and Career Readiness courses, and be accepted to a four-year university. Students who don’t meet DCP’s minimum graduation requirements, but feel they have worked to fulfill DCP’s mission, may appeal to the Graduation Appeals Committee at the end of senior year. This process is described in **Appendix 3- Curriculum and Instruction**. .

Figure A.21 A-G Approved Courses and Required Units

	A-G Approved Subjects and Courses	Required Courses	DCP Credits Required	UC/CSU Credits Required	UC/CSU Credits Recommended	ESUHSD Credits Required	CA Credits Required
A	Social Studies/ History <u>•5 Credits</u> American Government <u>•10 Credits:</u> AP United States History US History <u>•10 Credits:</u> History of the Americas I Honors World History World History		25 (Econ required under G below)	20	20	30 (Includes 5 credits of Econ. from Subject Area G)	30
B	English <u>•40 Credits:</u> English I,II,III,IV CSU Expository Reading and Writing Creative Writing AP English Language and Composition AP English Literature and Composition		40	40	40	40	30
C	Mathematics <u>•30 Credits:</u> Integrated Math I,II,III Pre-Calculus AP Calculus A/B Statistics		30	30	40	20	20
D	Laboratory Science <u>•30 Credits:</u> Biology Chemistry Physics Honors PLTW Principles of Engineering* PLTW Engineering Essentials PLTW Computer Science Essentials **3 rd year course		30	20	30	20	20
E	Language Other Than English <u>•20 Credits:</u> Spanish I, II, III Spanish I ,II, III (Also in Native Speakers)		20	20	30	20	*10

	AP Spanish Language and Culture AP Spanish Literature						
F	Visual and Performing Arts •10 Credits: Media Arts I, II Studio Art I, II		10	10	10	10	*10
G	College- Preparatory Elective •35 Total Credits: •5 Credits: Economics •20 Credits: Sophomore Forum Junior Seminar Senior Seminar •10 Credits: ASB Leadership Environmental Ethics Ethnic Studies Or, any of the approved A-G classes once the minimum requirement has been met		35	10	10	80	*10
O	Other Non-A-G •10 Credits: Physical Education / Health Guided Studies / 9th/10th Advisory/CCR		10	0	0	20	20
Total Courses			200	150	180	220	130

**One year language other than English or one year visual and performing arts or one year of career technical education.*

TRANSFERABILITY OF COURSES AND COLLEGE ENTRANCE REQUIREMENTS

DCP Alum Rock is accredited by the Western Association of Schools and Colleges (“WASC”), ensuring all students earn credits that are transferable to other public high schools. Courses also fulfill the University of California/California State University (UC/CSU) system A-G requirements, ensuring that students are eligible to meet college entrance requirements. Academic courses have been reviewed and approved by the UC Office of the President. All required coursework is offered at the DCP or through approved institutions such as local community colleges. By virtue of the internal requirements at DCP, all students will fulfill or exceed the UC/CSU system A-G requirements over the course of their four years at DCP (or five years, for students who need additional time and support to develop college readiness).

Parents are notified of the courses we offer and the graduation requirements we prescribe in the DCP handbook given to parents and students upon enrollment to the Charter School. This handbook also

notifies parents of the transferability of credits between DCP high schools and other public high schools, a minimum of two months prior to the start of the school year, and the eligibility of courses to meet college entrance requirements. For additional detail on this progression, please see **Figure A.21** within the earlier section on “Promotion and Graduation Requirements.” For additional detail on this progression, please see **Figure A.21** within the earlier section on “Promotion and Graduation Requirements.” In addition, our WASC accreditation documentation and A-G Course Approval List are published in **Appendix 3-Curriculum and Instruction**.

PLAN FOR MEETING THE ACADEMIC NEEDS OF ALL STUDENTS

DCP believes all students can achieve success in a positive and challenging educational environment that stimulates their interests, channels their energies, and develops their abilities. To ensure that DCP students develop and maintain academic excellence, emotional well-being, and social responsibility, DCP’s curriculum provides the best learning environment to meet the goals of its students. DCP’s curriculum is constructed on the principle that as students learn, they do not simply memorize or adopt others’ conceptions of reality; instead, they create their own meaning and understanding. DCP is committed to providing a differentiated learning environment for students with distinct needs. Recognizing the individual strengths and intrinsic worth of all students, DCP’s modifies educational services to provide each student with personalized opportunities to increase their academic and social skills.

DCP promotes the academic acceleration of all students regardless of prior academic achievement. DCP believes that every student is entitled access to an academic environment where they are able to work at their optimal challenge level. Educational research and best practices support that all students can succeed when they are exposed to learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment.

There are multiple sources of data that are used to assess students’ level of social-emotional learning and academic achievement when they enter DCP and throughout each year. These may include both State and Internal measures, which are provided in summary below and further detailed in **Element C** of this charter.

- State Assessments - Current and prior year(s) data, as available
 - Smarter Balanced Assessment Consortium (SBAC), or California Alternate Assessment (CAA) as appropriate; English Language Proficiency Assessments for California (ELPAC)
 - California Science Test (CAST), or CAA as appropriate
 - Physical Fitness Test (PFT)
 - Attendance and Discipline Data
- Internal Assessment Measures - Current and prior year(s) data, as available
 - Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (MAP) in ELA and Mathematics
 - Writing Performance Assessments (WPAs)
 - MAC/MARS Assessments in Mathematics
 - Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) from SBAC
 - Common Formative Assessments (Created in teacher collaborative groups and with support from the DCP Director of Learning & Design Systems)

- Grades
- Student/Family Interview for incoming students
- Student Survey (e.g. Youth Truth or California Healthy Kids Survey)
- Family Survey
- PSAT and SAT or ACT

All students complete four-year graduation plans on an annual basis that monitor their academic progress towards meeting DCP graduation requirements and UC/CSU eligibility, which include grades, coursework, and college admissions test (PSAT, ACT, and SAT). These plans are completed in College and Career Readiness courses with the guidance of their teacher and/or College Guidance Counselor. Students who are experiencing significant challenges including falling behind graduation credits, not showing growth on internal and/or external assessment measures, or have significant behavioral/socio-emotional needs, and for whom other interventions have not been successful, receive individualized intervention plans when other interventions have not been successful. The Assistant Principal or designee initiates and reviews intervention plans after each grading period.

Whether a student is high achieving or low achieving, all students will have access to a diverse set of intervention and enrichment opportunities. These include:

- **Advisory/College and Career Readiness (CCR)**- All students are scheduled in a Advisory/CCR period, as detailed earlier in **Element A**. The purpose of the course is to engage students in academic, college, and self-knowledge through positive and personalized teacher-student relations. The structure of the course varies by grade and time of year to adapt to student needs and includes 6th to 10th Grade Advisory, Junior Seminar, and Senior Seminar. CCR classes provide lessons around the path towards college completion, as well as structured time to gain differentiated support in completing school assignments. All students will frequently meet with a teacher who serves as their primary advocate throughout the school year to discuss academic and non-academic progress.
- **Flexible Grouping Structures** - The workshop model is used across subject areas, which allows for extensive personalization and support of learning to address whole class, small group, and individual learning needs.
- **Differentiated Learning Groups** - Twice each week, teachers in Math and English classes pull small groups for 20-30 minutes based on prerequisite skills necessary for mastery of grade-level standards.
- **Mandatory Office Hours** - All teachers have regularly scheduled office hours where they meet with students, either because it is a scheduled intervention or because students elect to receive additional help or clarification from a teacher. DCP's culture encourages students and families to use Office Hours for face-to-face communication. The Assistant Principal or designee may schedule students in mandatory office hours if they are not making progress on their own in the courses necessary to be on track for promotion. This typically happens on a quarterly basis after grades are released.
- **Family Conferences** - Family Conferences are held for all students 2x year where families meet with the student's teachers to discuss progress toward meeting learning targets.
- **After School Tutoring** - Students will have access to after school tutoring, where they will work with teachers, peers, or community-based volunteers on particular skill gaps or assignments in

courses that students need to be on-track for promotion or graduation. The Assistant Principal or designee may assign and track students to after school tutoring and offer the service to other students based on tutor availability.

- **Summer School** - Students who do not successfully complete coursework to maintain UC/CSU eligibility are referred to summer school where they will receive additional instruction to ensure that they can successfully complete the DCP graduation requirements including A-G courses in order to be UC/CSU eligible.
- **Computer-Based Interventions** - The use of computer-based software allows the staff to quickly and accurately diagnose a student's needs so that intervention/enrichment can be targeted to the optimal learning challenge or zone of proximal development.
- **Social-emotional Counseling** - Counseling is provided for students in both individual and group settings, as resources and staffing allow, to support social-emotional development and address areas of emerging need (e.g. healthy relationships, gang violence). DCP employs a Social Worker who oversees two to three social work/counseling interns. Collectively they make up the team that provides these services to students.
- **Guided Studies Class** - For students with significant identified learning needs, a Guided Studies Class is offered. Student-teacher ratios in guided studies are typically 10:1 or lower to ensure students receive individualized support. The course is taught by an Education Specialist. Students receive individualized instruction and support in core academic content areas, as well as their Individualized Education Plan goals. Students are also provided support with skills around Executive Functioning, which consists of time management, study skills, and organizational skills to foster their ability to succeed independently.

These opportunities are used to support all students, including but not limited to: Students Who Are Not Meeting Pupil Outcomes, Students Achieving Above Grade Level/Gifted Students, English Learners, Socio-economically Disadvantaged Students, and Students with Special Needs.

SERVING STUDENTS NOT MEETING PUPIL OUTCOMES

Approximately two-thirds of DCP's students are historically identified as academically low-achieving when they first enter DCP. Students scoring below grade level in either reading or math in the prior year SBAC and/or current year Fall NWEA are identified as academically low-achieving. These students will have access to diverse instructional strategies and practices that will accelerate their academic growth. The most significant among them is access to differentiated instruction across the content areas. For most of these students, their academic limitations extend beyond learning habits and behaviors. They need access to literacy and math instruction specific to their instructional level. DCP's use of Reading and Writing Workshop, along with differentiated expository reading using online tools, will aggressively close the literacy gap. Differentiated instruction, in combination with strategic interventions, will progress low-achieving students to grade level. In addition, these students will automatically be placed in a series of academic interventions (described more fully above) to both accelerate and motivate the learner, including mandatory office hours and after school tutoring. All students will also have an opportunity to cycle out of these interventions at various benchmark assessment periods.

Throughout the year, students in Middle School Humanities and High School English classes take a variety of formative assessments, such as NWEA, SBAC ICAs and IABs, MAC assessments, and Writing Performance Assessments (WPAs). Following each assessment, teachers meet together to score the

assessments (when necessary) and to engage in Analysis of Student Work (ASW). Through the ASW protocol, teachers identify areas of strength and areas of growth for the class as a whole and for individual students. By focusing on prerequisite skills for each unit's anchor standards, teachers identify those students needing extra support and pull them into small Differentiated Learning Groups (DLGs).

Differentiated Learning Groups take place, at a minimum, twice a week. During student work time, teachers pull small groups of students for 20-30 minutes, based on the prerequisite skills necessary for mastery of grade-level standards. During this time, other students practice with prerequisite and/or grade-level standards, or will be provided with enrichment activities that extend beyond grade-level expectations. Sites share their schedules for DLGs with Ed Specialists to allow them to push in and provide additional support during some of these times.

While DLGs are specific to math and literacy, all classes include a focus on targeted differentiated instruction. This helps to ensure that every student can grow, that every student knows where they are on a learning progression, and that every student knows what they need to do in order to move to the next level.

All students, regardless of performance, have access to interventions and enrichment programming to personalize and customize their learning experience. The DCP Career and College Readiness program is an example of such customized support, where teachers meet with all students to review academic and personal goals. Teachers work with their CCR students to apply and participate in additional academic and non-academic enrichment opportunities to build student engagement. Teachers identify students who are disengaged academically or socially to participate in activities outside of the classroom. The MESA (Mathematics, Engineering, Science Achievement) club is one such example in the middle grades. MESA encourages students to become engineers, scientists and other math-based professionals through a unique combination of enrichment activities, hands-on competitions, academic support, industry involvement and a supportive community environment. MESA is nationally recognized for its innovative and effective academic development program for science, technology, engineering and math (STEM) fields. The Hidden Villa Leadership Program is an example of such experiences in the high school, where ninth grade students participate in an environmental education program with trained facilitators and stay overnight to lead reflections and team-building exercises. DCP is also a partner with JUMA ventures that targets 10th grade low-income, first-generation students who are below a 3.0 GPA to work in the Levi's Stadium, develop financial literacy skills, and provide matching college savings accounts.

SERVING STUDENTS ACHIEVING ABOVE GRADE LEVEL/GIFTED STUDENTS

Approximately one-third of DCP's students historically qualify as high achieving. Students scoring Advanced in either reading or math in the prior year SBAC, spring NWEA, or current year Fall NWEA, are identified as academically high-achieving. At the middle school level, the needs of these students are largely addressed through differentiated learning groups and the differentiation teachers provide within their classrooms. At the high school level, these students may be placed in one or more of the following advanced courses in ninth grade: Physics, Spanish 2, PLTW Engineering Essentials, PLTW Computer Science Essentials, or an elective course such as Ethnic Studies. Students who are academically advanced beyond Integrated Math 1 in ninth grade will be on track to take advanced coursework such as Statistics, AP Calculus, or dual-enrollment mathematics by the time they are in twelfth grade. DCP also offers Advanced Placement (AP) courses that provide an accelerated college-level curriculum in a subject area approved by the University of California system and The College Board. AP and/or Honors courses are offered to any student who wishes to take a rigorous academic course load and who has successfully completed courses in the subject sequence and/or has been recommended by a teacher. DCP will plan to

increase its AP course offerings in response to any of the following indicators as long as resources are available: increase in the number of high-achieving students, teacher expertise and interest, and/or general student interest in an AP subject area. The AP courses currently offered at DCP are: AP English Language & Composition, AP English Literature & Composition, AP Calculus A/B, AP Spanish Literature, and AP Spanish Language and Culture.

DCP now offers dual enrollment courses starting during the 2019-20 school year as a result of a partnership with the San José Evergreen Community College District. San José City College (SJCC) has offered one UC/CSU-transferable course every semester for juniors and seniors who are seeking to challenge their academic skills, gain college credit, and explore the college-going process. The courses offered include Ethnic Studies 30: Chicana/o Culture, Psychology 10: Introduction to Psychology, and Communications 10: Interpersonal Communications. These courses are offered on the DCP campus with SJCC faculty. Students seeking to challenge themselves in other areas are also supported to take concurrent enrollment courses at their local community college after school and in the summer.

Similar to low-achieving students, high-achieving students have access to differentiated instruction across the content areas. Teachers modify assignments and projects to ensure students are working at their optimal challenge level. Blended Learning plays a significant role in providing meaningful content to engage and accelerate high-performing students. High-performing students also have the privilege of serving as a content-area tutor, which reflects and reinforces DCP's value of positive interdependence within the learning community. Finally, DCP's implementation of Design Thinking provides additional opportunities to support high-achieving student creativity, innovation, and collaboration through authentic, experiential learning that connects to real world applications.

Teachers also use the CCR period to support students' academic and personal goals as well as apply to accelerated academic opportunities and enrichment experiences. Examples of programs and partnerships developed for academically advanced and/or motivated students include: CIEE Study Abroad program, Girls Who Code, Santa Clara University Arts and Writing courses, and community college concurrent enrollment. Teachers in specific content areas also work to target and support students in applying to advanced academic summer opportunities sponsored by regional colleges and universities. Examples of accelerated academic programs that students apply to include: Stanford Medical Youth Summer Program (Stanford University), Science Internship Program (University of California, Santa Cruz), COSMOS (University of California, Santa Cruz), Summer Math and Science Honors Academy (Stanford University and University of California, Berkeley). As such, DCP helps match academically advanced/gifted students with academic opportunities beyond its course and program offerings.

SERVING ENGLISH LEARNERS

While ELs enter with various degrees of language proficiency, the Charter School believes they are capable of high-level thinking and cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic and academic support. DCP's program for meeting the needs of English Learners was described earlier in **Element A**.

SERVING STUDENTS WITH SPECIAL NEEDS

OVERVIEW

The Charter School 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"), Title II of the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement

Act of 2004 ("IDEA"), and any other civil rights law enforced by the U.S. Department of Education Office for Civil Rights.

The Charter School shall be categorized as a public school of the Santa Clara County Office of Education for purposes of special education in accordance with Education Code Section 47641(b).

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

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

SECTION 504 OF THE REHABILITATION ACT

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

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

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

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

SERVICES FOR STUDENTS UNDER THE "IDEA"

The specific manner in which special education and related services are provided and funded is set forth in a Memorandum of Understanding ("MOU") agreed to by both parties, delineating the respective responsibilities of the Charter School and SCCOE. The following provisions are meant to summarize the Charter School's understanding of the current manner in which special education instruction and related services are provided by the Charter School and SCCOE and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in SCCOE.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of SCCOE for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of SCCOE, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from SCCOE for special education students enrolled in the Charter School in the same manner as is provided to students in other SCCOE schools. The Charter School follows SCCOE and SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School complies with SCCOE protocol as to the delineation of duties between SCCOE central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and SCCOE to review special education policies, procedures, protocols, and forms of SCCOE and the SELPA and SCCOE protocol, will ensure that the Charter School and SCCOE have an ongoing mutual understanding of SCCOE protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of SCCOE solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then DCP anticipates that a Memorandum of Understanding (“MOU”) would be renewed between SCCOE and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to SCCOE policies. As a public school of SCCOE, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from SCCOE for special education students enrolled in the Charter School in the same manner as is provided to students in other SCCOE schools.

The Charter School acknowledges the importance of cooperating with SCCOE so that SCCOE can provide special education services to Charter School students. The Charter School agrees to promptly respond to all SCCOE inquiries, to comply with reasonable SCCOE directives, and to allow SCCOE access to Charter School students, staff, facilities, equipment and records as required to fulfill all SCCOE obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between SCCOE and its school sites.

STAFFING

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

It is the Charter School’s understanding that SCCOE is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The Charter School shall ensure at all times that it directly employs at least one (1) special education teacher with a mild/moderate credential to oversee the provision of special education and related services as necessary to entitle the Charter School to receive apportionment pursuant to Education Code Section 47612.5(e). This credentialed employee shall be an employee of the Charter School, not an employee of a contract services provider. Should any student who requires moderate/severe services seek admittance, Charter School shall immediately hire an employee with a moderate/severe credential or seek support from SCCOE and pay any and all additional costs for the student's alternative placement. In no event shall any student with a disability be turned away or denied admission to Charter School because Charter School does not have an employee(s) with the appropriate credential to provide services to the student. SCCOE may review the qualifications of all special education staff hired by the Charter School (with the agreement of the SCCOE) and may require pre-approval by SCCOE of all hires to ensure consistency with SCCOE and SELPA policies. SCCOE is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

NOTIFICATION AND COORDINATION

The Charter School follows County policies as they apply to all SCCOE schools for responding to implementation of special education services. The Charter School adopts and implements SCCOE policies relating to notification of SCCOE for all special education issues and referrals.

The Charter School follows SCCOE policies as they apply to all SCCOE schools for notifying SCCOE personnel regarding the discipline of special education students to ensure SCCOE pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to SCCOE administrative policies relating to disciplining special education students.

IDENTIFICATION AND REFERRAL

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

It is the Charter School's understanding that SCCOE shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a SCCOE school. SCCOE shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

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

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

STUDENT STUDY TEAM

The Student Study Team (SST) is often the first step when there is a concern about a student's progress in school. The purpose of the SST is to design a support system for students having difficulty in the regular classroom.

The SST process emphasizes that early intervention for struggling students is a function of the general education program and not of special education. The SST is a school-based problem-solving team composed to reduce the underachievement of students. The Student Support Team's primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems.

The SST process provides an opportunity to share concerns and develop a plan. The interventions agreed upon will vary depending on the child's educational needs. If a student is struggling in school, the SST

team tries to determine if it is due to a specific learning disability or another cause including, but not limited to:

- Attendance concerns
- Social, emotional or behavioral difficulties
- Physical or psychological issues
- Medical conditions, including impaired vision or hearing
- Language barriers
- Other issues affecting the child's performance.

If interventions are implemented and minimal to no progress is made by the student during the SST process, the SST may make a recommendation for assessment under IDEA or section 504.

ASSESSMENTS

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. SCCOE will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with SCCOE's general practice and procedure and applicable law. The Charter School shall work in collaboration with SCCOE to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by SCCOE.

INSTRUCTION

DCP serves a wide range of needs when it comes to the special education demographic. DCP is committed to providing each student with the appropriate instruction to meet the student's needs in the least restrictive environment per IDEA. DCP offers a full inclusion model for our students with unique needs; as a result, most students are enrolled in general education classes for all academic courses. DCP also serves a small community of students who have moderate to severe needs, for which the general education curriculum is not the least restrictive to meet these student's needs. DCP adheres to all mandates under IDEA to ensure students with unique needs are able to access academic benefit. Depending on the student need, instruction is delivered through general education, guided studies and when necessary a modified curriculum or separated setting.

IEP MEETINGS

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

IEP DEVELOPMENT

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

The Charter School shall promptly notify SCCOE of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP IMPLEMENTATION

Pursuant to SCCOE policy and how SCCOE operates special education at all other public schools in SCCOE, SCCOE is responsible for all school site implementation of the IEP. The Charter School shall assist SCCOE in implementing IEPs, pursuant to County and SELPA policies in the same manner as any other school of SCCOE. SCCOE and Charter School shall be jointly involved in all aspects of the special education program, with SCCOE holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide SCCOE and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by SCCOE. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, transportation, and assistive technology unless directed otherwise by SCCOE. The Charter School shall comply with any directive of SCCOE as relates to the coordination of the Charter School and County for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify SCCOE of relevant circumstances and communications immediately and act according to County administrative authority.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, SCCOE and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time SCCOE and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of SCCOE within the same academic year, SCCOE and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and SCCOE agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, SCCOE and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until SCCOE conducts and assessment pursuant to paragraph (1) of

subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by SCCOE, and develops a new IEP, if appropriate that is consistent with federal and state law.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES

SCCOE shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of SCCOE. The Charter School shall immediately notify SCCOE of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

NON-DISCRIMINATION

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

PARENT/GUARDIAN CONCERNS AND COMPLAINTS

The Charter School shall follow County policies as they apply to all County schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to SCCOE unless otherwise directed by SCCOE. The Charter School shall immediately notify SCCOE of any concerns raised by parents. In addition, the Charter School and SCCOE shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

SCCOE's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow SCCOE access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and SCCOE shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. SCCOE, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with SCCOE's decision.

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

DUE PROCESS HEARINGS

SCCOE may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if SCCOE determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with SCCOE in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, SCCOE and the Charter School shall work together to defend the case. In the event that SCCOE determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of SCCOE's choosing, unless it is

determined that there is a conflict of interest. If SCCOE's legal counsel represents the parties, the cost of said legal counsel shall be equally shared by the SCCOE and the Charter School. If the Charter School objects to the joint representation and retains its own legal representation for a due process proceeding or action, the SCCOE and the Charter School will be respectively responsible for the cost of the respective party's legal representation.

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

SELPA REPRESENTATION

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

FUNDING

The Charter School understands that the MOU with SCCOE governs Special Education funding. For purposes of the Charter Petition, the Charter School anticipates, based upon State and Federal law, that the fiscal relationship is summarized as follows:

RETENTION OF SPECIAL EDUCATION FUNDS BY SCCOE

SCCOE retains all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and is entitled to count Charter School students as its own for all such purposes. The SCCOE shall obtain state and federal special education funding allocated for Charter School students through the SELPA. Once obtained, the SCCOE will pass on all applicable state and federal special education funding to the Charter School, and the Charter School shall submit to the SCCOE special education office invoices for special education expenses incurred by the Charter School. At the end of the fiscal year, the SCCOE shall obtain from the Charter School any remaining special education funds attributable to the Charter School and shall pass on to SELPA those remaining funds less any payments due to the SCCOE for services provided to the Charter School. Should there not be enough remaining special education funds to cover all costs owed by the Charter School to the SCCOE, the Charter School shall remit payment within thirty (30) days of receipt of an invoice from the SCCOE.

Pursuant to California Education Code Section 47646(c), a charter school shall contribute an equitable share of resources to support districtwide special education instruction and services. The Parties acknowledge that there are currently no SELPA-wide special education expenditures calculated annually by the SELPA and charged by the SELPA to all SELPA members. However, in the event such SELPA-wide charges for an equitable share should arise, it is agreed that the Charter School's obligation to fund special education services in excess of special education revenues generated by Charter School is deemed to be Charter school's "equitable share" under Education Code section 47646(c).

RETENTION OF ADA FUNDS BY SCCOE FOR NON-PUBLIC PLACEMENTS

The Parties acknowledge that SCCOE may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other County schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at County expense, SCCOE shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

SERVING YOUTH WHO ARE HOMELESS

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters,

public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
7. Parents/guardians and unaccompanied youth are fully informed of all transportation, services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the School, a copy of the Charter School's complete policy shall be provided at the time of enrollment and at least twice annually.

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES (LOCAL CONTROL AND ACCOUNTABILITY PLAN - LCAP)

Pursuant to Education Code Section 47605(c)(5)(A)(ii), DCP has identified annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. These priorities include:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards, with support for ELs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

The complete LCAP table with a reasonably comprehensive description of these annual goals and actions as required by Education Code Section 47605(c)(5)(A)(ii), as well as the measurable outcomes as required by Education Code Section 47605(c)(5)(B), are fully detailed together in **Element B** of this charter. The complete LCAP itself is included in **Appendix 1 – Strategic Plans**.

ELEMENT B | MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

DCP MISSION AND MEASURABLE STUDENT OUTCOMES

The single most important measure of Downtown College Prep's overall success is the number of DCP alumni who graduate from a four-year college or university. From that broad goal, there are numerous intermediate benchmarks and student outcomes that will serve as indicators of the extent to which students are on track to meet that goal from 6th through 12th grades. DCP has mapped a set of College Success Indicators in the following areas: College Persistence, College Matriculation, College Acceptance, College Eligibility, and College Readiness and College Commitment.

These key metrics are aligned with the DCP definition of What It Means to Be an Educated Person in the 21st Century, as detailed in **Element A** and repeated here, the Eight State Priorities, and the DCP Strategic Plan.

What It Means to Be an Educated Person in the 21st Century

- An educated person possesses academic knowledge, concepts, and skills, demonstrated by the ability to:
 - Read and write effectively for a variety of purposes, across a variety of genres, and for a variety of audiences.
 - Analyze and think critically about texts.
 - Solve problems, use logic, and reason abstractly and quantitatively.
 - Analyze past and present events through multiple perspectives.
 - Engage in inquiry, analysis, and interpretation of information using scientific methods.
- An educated person knows how to learn and create, demonstrated by the ability to:
 - Study and process information in order to engage in new learning.
 - Use technology and resources to seek out new information.
 - Demonstrate intellectual curiosity.
 - Engage in creative thinking and innovation
- An educated person has the character traits that support personal and professional success:
 - Ganas - The desire, grit, and tenacity to persist through challenge and adversity
 - A Growth Mindset - The belief that one's traits and abilities can be changed and developed through effective effort
 - Self-Control - The ability to regulate one's thoughts, emotions, and behaviors
- An educated person contributes meaningfully to the community, demonstrated by the ability to:
 - Articulate ideas effectively through various forms of communication.
 - Operate effectively within a partnership or team.
 - Hold a sense of personal responsibility to contribute in a positive, meaningful way to the world beyond the self.

These key metrics are aligned with the eight State Priorities, national and state standards for college completion, and the DCP Strategic Plan, which is attached as **Appendix 1**. Highlights of these priorities are as follows:

EIGHT STATE PRIORITIES:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and Implementation of the Common Core State Standards, with support for ELs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

During the 2018-19 school year, DCP engaged in a system-wide strategic planning process to identify “Key Results” that will shape our improvement efforts over the next five years. The organization identified ten total Key Results but prioritized four for focused attention during the 2019-20 school year with each directly linking to strategic aims in DCP Alum Rock’s LCAP and SIP. **Figure B.1** below provides a high-level overview of these critical priority areas.

Figure B.1- DCP Strategic Plan Objectives

1. **Objective: Completion**-DCP students achieve a four-year college degree.

<p>Key Result 1: Academic Progress 100% of students demonstrate progress toward mastery of grade-level standards to ensure academic readiness for college</p> <p><u>Key 2019-20 Strategies:</u></p> <p>A. <i>Professional Development</i>- District and site professional development is designed to support teachers in implementing the Instructional model</p> <p>B. <i>Data Utilization</i>- Analysis of common assessments and student work is used to inform instruction and provide feedback to teachers, students, and families</p> <p>C. <i>Supporting Student Needs</i>- Instruction is differentiated to engage and meet the needs of students</p>
<p>Key Result 2: 5/6-12 Pathways 80% of middle school students and families matriculate to DCP high schools</p>
<p>Key Result 3: College Competitiveness: 90% of students graduate meeting or exceeding UC/CSU eligibility</p> <p><u>Key 2019-20 Strategies:</u></p> <p>A. <i>On-trackness</i>- Monitor “on track-ness” and support academic and metacognitive growth</p> <p>B. <i>Stakeholder Understanding</i>- Build staff, student, and family understanding of eligibility requirements</p>

C. *Competitiveness Resources*: Generate resources and support to increase competitiveness and access.

2. **Objective: Persistence**-DCP students, families and staff understand the barriers to first-generation college success and commit to the personal and professional growth necessary to achieve the mission.

Key Result 4: Minimizing Bias: 100% of staff uncover our unconscious bias and work to mitigate its impact in service of first-generation families

Key Result 5: Teacher Effectiveness: 60% of teachers achieve a rating in the top two levels of performance (Established Effective and Highly Effective) on DCP T/L Framework

Key Result 6: Teacher Retention: 60% of teachers (by FTE assignment) have 4+ years experience at DCP

Key 2019-20 Strategies:

A. *Data Reviews*-

- a. Understand why teachers stay and go in DCP by school
- b. Annual review of salary and benefits

B. *New Teachers*- Refine recruitment, hiring, and on-boarding procedures

C. *PD & Evaluation*- Support teachers to develop skills so they feel more successful in their work

D. *DEI*-Implement Diversity, Equity and Inclusion (DEI) efforts to improve workplace satisfaction and belonging

Key Result 7: Graduating our Kids 75% of enrolled high school students and families graduate from DCP

3. **Objective: Beyond**-DCP expands the national movement for educational equity and is an exemplar for first-generation college success.

Key Result 8: College Persistence 75% of graduates persist in and complete college

- A. 100% of students and their families have a financial plan to matriculate to and graduate from a four-year university (KR 4)
- B. 60% of DCP alumni are engaged in the DCP Alumni Network (Formerly KR 10)

Key Result 9: Alumni Impact- alumni graduates are employed in the field for which they studied

or/are enrolled in post-graduate coursework

4. **Objective: Financial**-DCP attracts and stewards financial resources in order to meet its obligations and seize opportunities

Key Result 10: Fiscal Sustainability Establish a budget that is financially stable

Key 2019-20 Strategies:

1. *Budget Management* - Identify process, outcomes and oversight
2. *Enrollment* - Attract, retain and promote target student
3. *Parent Engagement* - Engage parents as leaders of mission.
4. *Philanthropy* - Promote donor engagement with mission.

OUTCOMES IN ALIGNMENT WITH LCAP

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), **Figure B.2** provides a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), and consistent with the Charter School's LCAP. The Charter School shall comply with all applicable laws and regulations related to the LCAP and LCFF, as they may be amended from time to time, including all requirements pertaining to pupil outcomes for students overall and for all numerically significant subgroups.

Toward this end, five core goal areas have been identified. Within each of these long-term goals the following have been identified: anticipated average annual outcomes, metrics for assessing progress, and actions and services to support achievement of the goals. These Goals, Outcomes, Metrics/Measures, and Actions/Services as listed shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include "a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics" in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard shall not be considered a material revision to the charter, shall be submitted to the chartering authority on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5, and shall be maintained by the Charter School at the school site.

In accordance with Education Code Section 47605(c)(5)(B), the Charter School's pupil outcomes are set related to increases in pupil academic achievement, both schoolwide and for all groups of pupils served by the Charter School, as that term is defined in Education Code Section 52052(a). Toward that end:

- As detailed in **Element A**, these subgroups include: Latino (88.9%), Low-income (71.9%), English Learners (28.6%), "Ever English Learners" (67.7%) and "unduplicated pupils" (77.1%)
- The Charter School is a "minority majority" school in terms of serving low-income and Latino youth, as well as students who speak English as a second language, meaning that these subgroups are in fact the vast majority of the population.

- Given the student composition, the Charter School’s program in its entirety has been designed to serve these populations of students - leveraging their assets and addressing their needs. This specifically includes providing differentiated and scaffolded instruction for all students in alignment with their learning needs and language levels, including Students with Special Needs and English Learners.

Figure B.2 provides the goals, pupil outcomes, and actions in alignment with the eight state priorities both schoolwide and for all groups of pupils served by the Charter School. The Charter School holds the same bar for students overall as it does for students within each numerically significant subgroup. As such:

- “Overall and for all numerically significant subgroups” specifically means that the goal is held for students overall and for each subgroup as detailed above.
- In the case where a goal is specific to a subgroup, as is the case in developing English fluency for English Learners, only the specific subgroup is listed.

The fact that the Charter School holds the same goal for its subgroups as it does for the overall student population should in no way be interpreted as not having goals for each subgroup.

In setting goals for student achievement, DCP has taken into consideration the California School Dashboard and its desire to see ever improving results for students. In cases where DCP is meeting or exceeding the standard for a particular measure, goals are set that maintain that level of accomplishment. In areas where DCP is not yet meeting the standard, for example in mathematics, goals are established that replicate the minimum level of progress to be classified as having growth each year from the state’s 5 x 5 grids.

Figure B.2 Goals, Outcomes, Actions, and Alignment to State Priorities	
Goal 1 - Quality Teachers, Curriculum, and Facilities	
Goals	Outcomes
Goal 1: Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers. This work is aligned to the following State Priorities: 1. Quality Teachers, Curriculum, and Facilities This work is aligned to the following DCP Strategic Priorities: 1. Completion 2. Persistence	100% of teachers have appropriate credentials or permits in accordance with State requirements
	School provides standards-aligned materials and technology for all courses.
	Teachers participate in professional development with a focus on instructional planning and differentiation strategies
Actions	
The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual	

revision as defined in the school LCAP:

All Students

1. Provide Common Core State Standards (CCSS) aligned textbooks and instructional materials in English and Math; Next Generation Science Standards (NGSS) aligned materials in Science; materials aligned with Common Core in Social Studies and Science to support teachers in those content areas.
2. Purchase computer and technology equipment to ensure a 21st century classroom.
3. Provide elective course offerings in order to ensure access to a variety of courses.
4. Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.
5. Complete an annual assessment of curricular scope and sequence, including materials, making adjustments as needed to ensure continued innovation and alignment with the CCSS, NGSS, and English Language Development Standards (ELDS).

Students Who Are English Learners

6. Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.

Students from Low-income Families

7. Provide student materials for low-income families to support access to the educational program and content.

Goal 2 - Academic Achievement

Goals	Outcomes
Goal 2: Students will be on track to being academically prepared for college success.	100% of teachers participate in professional development to support student achievement
This work is aligned to the following State Priorities:	Student proficiency in ELA as measured by the SBAC will either be Met on the California School Dashboard or the Distance From Standard will decrease at an annual average of 10 scale points over the course of the charter term, overall and for all statistically significant subgroups.
<ol style="list-style-type: none"> 2. Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELs and other subgroups 4. Student Achievement 7. Course Access and Enrollment 	Student proficiency in Math as measured by the SBAC will either be Met on the California School Dashboard or the Distance From Standard will decrease at an annual average of 10 scale points over the course of the charter term, overall and for all statistically significant subgroups.
This work is aligned to the following DCP Strategic Priorities:	Student proficiency in Science as measured by the CAST will either be Met on the California School Dashboard or the Distance From Standard will decrease at an annual average of 10 scale points over the course of the charter term, overall and for all statistically significant subgroups.
<ol style="list-style-type: none"> 1. Completion 2. Persistence 	Graduates who completed A-G courses will be 85% or higher, overall and for all significant subgroups, as measured by annual audit of transcripts conducted by Leadership Team.
	Graduates who enrolled in at least one AP class will increase on average by 1% annually, overall and for all significant subgroups, as measured by audit of transcripts by Leadership team.

	Students will achieve a four-year graduation rate of 70% or higher, overall as measured by SARC. Five-year graduation rates will be 80% or higher overall.
	The percent of English Learners making annual progress toward English fluency will either be at or above 75% or increase at an average annual rate 1.5% over the course of the charter term, as measured by the English Language Proficiency Assessments for California (ELPAC) and California School Dashboard.
Actions	
<p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <p>All Students</p> <ol style="list-style-type: none"> 1. Implement a research-based advisory program to prepare students to successfully enter and complete college. 2. Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program. 3. Provide ongoing observation, feedback, and coaching for all teachers via an individual instructional coach, to support quality implementation of academic programs and data-informed instruction. 4. Develop and implement professional development plans for all faculty and staff, aligned to their functional areas of influence, to advance institutional goals 5. Work collaboratively with teachers and staff to analyze a wide variety of data, including formal indicators and surveys as well as observations from classroom and school walk-throughs, to inform the development of new goals, actions to achieve goals, measurable outcomes, and methods of measurement for these outcomes. <p>Students from Low-income families, Foster Youth, and Ever English Learners</p> <ol style="list-style-type: none"> 6. Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Learners, foster youth, and reclassified students. 7. Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development. 8. Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals. 9. Provide intensive workshops for subject area teachers in the use of EL strategies, such as QTEL, to support EL students within their classroom instruction. 	
Goal 3 - School Culture and Climate	
Goals	Outcomes
Goal 3: School environment will be safe and welcoming for all students.	Facilities are rated as Good or better, as measured using the Facilities Inspection Tool (FIT).
<p>This work is aligned to the following State Priorities:</p> <ol style="list-style-type: none"> 5. Student Engagement 6. School Climate 8. Student Outcomes <p>This work is aligned to the following DCP</p>	<p>The suspension rate as measured by discipline audit will either be at or below 6% or decrease at an annual average rate of 0.3% over the course of the charter term, overall and for each statistically numerically significant subgroups.</p> <p>The expulsion rate as measured by discipline audit will either be at or below 1% or decrease at an annual average rate of 0.5% over the course of the charter term.</p>

Strategic Priorities: 1. Completion 2. Persistence	The percent of families who positively rate school climate as measured by survey will either be at or above 80% or increase at an average annual rate of 1% over the course of the charter term, overall and for each statistically numerically significant subgroups.
	The percent of students who positively rate school climate as measured by survey will either be at or above 80% or increase at an average annual rate of 1% over the course of the charter term, overall and for each statistically numerically significant subgroups.
Actions	
The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP: School 1. Ensure the safety and good condition of the facilities through ongoing maintenance and repair. All Students 2. Implement Restorative Practices and Response to Intervention (RtI) to support students' academic, social, emotional, and behavioral growth. 3. Utilize support staff to ensure a safe and welcoming environment for students and parents. 4. Provide professional development to teachers in classroom management. Students from Low-income families, Foster Youth, and Ever English Learners 5. Provide socio-emotional counseling services to students and families on a referral basis. 6. Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.	
Goal 4 - Family Engagement	
Goals	Outcomes
Goal 4: Parents and students will be engaged in a culture of college success. This work is aligned to the following State Priorities: 3. Parental Involvement 5. Student Engagement 6. School Climate 8. Student Outcomes This work is aligned to the following DCP Strategic Priorities: 1. Completion 2. Persistence 4. Financial	The average student attendance rate as measured by attendance audit will either be at or above 95% or increase at an annual average rate of 0.25% over the course of the charter term, overall and for each statistically numerically significant subgroups.
	The chronic absenteeism rate as measured by attendance audit will either be at or below 10% or decrease at an average annual rate of 0.5% over the course of the charter term, overall and for each statistically numerically significant subgroups.
	The dropout rate as measured by enrollment audit will either be at or below 1% or decrease at an average annual rate of 0.5% over the course of the charter term, overall and for each statistically numerically significant subgroups.
	The percent of families who report being meaningfully engaged with the school as measured by survey will either be at or above 80% or increase at an average annual rate of 1% over the course of the charter term, overall and for each statistically numerically significant subgroups.

Actions	
<p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <p>Students from Low-income families, Foster Youth, and Ever English Learners</p> <ol style="list-style-type: none"> 1. Implement College Success Programming to support a college going environment and culture 2. Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community. 3. Utilize technology to facilitate home-school communication and student/parent engagement. 4. Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission. <p>Foster Youth and Ever English Learners</p> <ol style="list-style-type: none"> 5. Provide staff training on how to meet the needs of foster youth and non-citizen college-goers (AB540 . <p>Ever English Learners</p> <ol style="list-style-type: none"> 6. Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school. 7. Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path. 	
Goal 5 - Sound Organization	
Goals	Outcomes
<p>Goal 5: DCP Alum Rock Middle and High School is an operationally-sound organization with the capacity to carry out Goals 1-4.</p> <p>This work supports all eight State Priorities.</p> <p>This work is aligned to the following DCP Strategic Priorities:</p> <ol style="list-style-type: none"> 3. Beyond 4. Financial 	<p>Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.</p>
Actions	
<p>The Charter School will engage in actions to support achievement of the goal, as set forth and subject to annual revision as defined in the school LCAP:</p> <p>School</p> <ol style="list-style-type: none"> 1. Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions. 2. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations. 3. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support. 4. Maintain depreciating capital as necessary to support strong school operations. 5. Fund district oversight, contracted district services, and special education encroachment as required to 	

maintain a sound organization under state law.
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In addition to the goals stated above, the Charter School will develop additional outcomes to meet state and federal accountability requirements as they may be developed in the future, as applicable to the Charter School.

ANNUAL UPDATE

Annually, the Charter School shall review and update the goals and actions identified in the LCAP to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis, and shall be maintained by the Charter School at the school site.

GRADUATION AND PROMOTION

For a detailed account of the Promotion and Graduation Requirements at DCP, please see **Element A**.

WASC ACCREDITATION

DCP Alum Rock maintains its WASC Accreditation (**Appendix 3- Curriculum and Instruction**) by participating in the standard review process. To aid in coherence, goals for WASC interest with our LCAP goals and reinforce critical attributes for improvement. Current WASC areas for follow up include:

- Establish and Maintain a Mastery Grading System.
- Establish and Maintain valid formative assessments across all content areas.
- Establish effective academic and behavioral intervention structure using the response to Intervention model.
- Establish a Standards Based Summer School.
- Find more ways to engage parents, students, and the community in the self-study process.
- Continue to provide professional development that will help teachers meet the educational needs of students with varying educational backgrounds and meet the needs of the emerging

senior class, for example, find ways to expand the partnerships, resources, time and staff needed to fulfill the College Success Framework.

- Continue to work on establishing Curriculum Maps and vertical articulation in all content areas in order to better provide a systematic way for teachers to share best practice, including assessing proficiency scales, differentiating instruction, effective use of technology, developing robust models of teacher as coach, the use of formative assessment and utilization of assessment data to improve instruction, and the training of students to self-monitor, track and reflect on their learning outcomes and needs on a regular basis in order to continue to provide successful learning experiences for all students.

CHARTER RENEWAL CRITERIA

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

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

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

The Charter School fits into the middle tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).

CALIFORNIA DASHBOARD AND ACCOUNTABILITY SYSTEM

The California Dashboard provides summary evaluations for California’s accountability system whenever a school has 30 or more students in each year.⁴ For student group data, for example Latino or students who are English Learners, evaluations are also supplied when there are at least 11 students. Schools receive ratings based on their current level of performance and how that performance compares to the prior year through a series of 5x5 or 3x5 grids. Color ratings are shown below in **Figure B. 3**:

Figure B.3- California Dashboard Color Scale



Below **Figure B4** shows DCP Alum Rock’s performance on the California Dashboard for the last two years. Data for the 2019-20 school year would normally be published in December of 2020, too late to be included in a renewal petition submitted in the fall in a regular school year. In this year, many state metrics will not be available due to the COVID closure. The full California Dashboard Reports are available in **Appendix 2- Research and Performance Data**.

Figure B4- Summary of DCP-Alum Rock CA Dashboard Data		
Criteria	2017-18	2018-19
	Dashboard Color	Dashboard Color
Academic Indicators		
English Language Arts Assessment	Orange	Yellow
Mathematics Assessment	Red	Yellow
College/Career Readiness	Orange	Green
English Learner Progress	N/A	Low*
Other Indicators		
Chronic Absenteeism	Red	Yellow
Graduation Rate	Orange	Green
Suspension Rate	Green	Red

Source: <https://www.caschooldashboard.org/>

*The percentage of students meeting the progress criteria would have resulted in a rating of “medium” but the threshold for assessing students was missed resulting in a score reduction to low.

⁴ <https://www.cde.ca.gov/ta/ac/cm/>

As stated above, in accordance with Education Code Section 47607.2(b)), the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators and the performance of the charter school on the local indicators, and the chartering authority shall provide greater weight to performance on the measurements of academic performance in determining whether to grant a charter renewal. In the last two years, DCP-Alum Rock has shown an increase in student performance on its measurements of academic performance. Specifically, DCP has demonstrated steady performance improvement in English Language Arts, substantial improvement in Mathematics and College and Career Readiness Indicator. DCP-Alum Rock is currently performing at average or higher in each of the academic indicators. This is reflected in the change in CA Dashboard color in these state indicators between 2017-18 to 2018-19.

In regard to the non-academic state indicators, DCP-Alum Rock has also shown substantial improvement in Chronic Absenteeism and Graduation Rate for all students.

DCP ALUM ROCK AND COMPARISON DISTRICTS

While current law does not require comparisons to the state or other local districts for charter school renewal, DCP Alum Rock provides a comparison of DCP's performance on the state indicators in 2018-19 against the performance at ARUSD, ESUHD, and statewide. In all state indicators, except for Suspension Rate, DCP Alum Rock is performing similarly or better for all students than each entity. As described below in more detail, DCP is aware of the factors impacting the student suspension rate, and DCP has taken measures to improve school culture and implement additional counseling services and restorative practices.

Figure B.4 2019 California Dashboard Comparison Data				
Criteria	DCP Alum Rock	ARUESD	ESUHSD	CA
Academic Indicators				
English Language Arts Assessment	Yellow	Orange	Green	Green
Mathematics Assessment	Yellow	Orange	Green	Orange
College/Career Readiness	Green	N/A	Yellow	Yellow
English Learner Progress	Low*	Low	Low*	Medium
Other Indicators				
Chronic Absenteeism	Yellow	Orange	N/A	Orange
Graduation Rate	Green	N/A	Green	Green

Source: <https://www.caschooldashboard.org/>

*The percentage of students meeting the progress criteria would have resulted in a rating of "medium" but the threshold for assessing students was missed resulting in a score reduction to low.

ACADEMIC INDICATORS

While the schoolwide performance in each of the state indicators is an important element in describing school performance, it is also important to consider the specific outcomes for student groups served by DCP-Alum Rock. Below is a detailed breakdown of subgroup performance in the state indicators.

ENGLISH LANGUAGE ARTS

In **Figure B. 4**, DCP Alum Rock presents data from the California Dashboard for English Language Arts performance for the Charter School as a whole and for each reportable student subgroup and comparisons to the local districts our students would otherwise attend and the state. In 2017-18, DCP performance was significantly lower than the state and our comparison districts for all student groups. In 2018-19, while DCP students continue to have a gap between their average score and the standard (distance from standard), performance improved for all subgroups except for English Learner who performed similarly in both years. The dashboard rating for each group improved for most groups except for students with disabilities. DCP students' performance is on par with the comparison groups.

To address this critical skill area, DCP has modified our instructional program to provide more time for English Language Arts in both middle and high school. This new structure includes additional time for teachers to work with small groups of students to reteach, remediate and enrich student understanding of core skills and to accelerate their learning. This strategy will be described in greater detail in **Element A: Instructional Program**.

MATHEMATICS

In **Figure B. 5**, DCP Alum Rock presents data from the California Dashboard for mathematics performance for the school as a whole and for each reportable student subgroup and comparisons to the local districts our students would otherwise attend and the state. In both years, DCP Alum Rock performed lower for all students compared to others. However, when examining the student subgroups, DCP Alum Rock performs similarly or better than East Side Union High School District while lower than Alum Rock Union Elementary School District and the state. Over these two years, the size of the distance from standard increased significantly. For example, DCP Alum Rock's students with disabilities reduced their gap by nearly 38 points and economically disadvantaged students by 23 points. While there is still a need for continued improvement, DCP Alum Rock is heading in the right direction.

To address this critical skill area, DCP has modified our instructional program to provide more time for mathematics in both middle and high school. This new structure includes additional time for teachers to work with small groups of students to reteach, remediate and enrich student understanding of core skills and to accelerate their learning. This strategy is described in greater detail in **Element A: Instructional Program**.

Figure B. 5 – English Language Arts Ratings and Scores on the CA Dashboard

Student Group	Location	2017-18		2018-19	
		Dashboard Color	Distance from Standard	Dashboard Color	Distance from Standard
All Students	DCP Alum Rock	Orange	-42.3	Yellow	-34.8
	ARUESD	Orange	-29.2	Orange	-28.9
	ESUHSD	Yellow	+27.1	Green	+30.8
	California	Orange	-6.0	Green	-2.5
Latino	DCP Alum Rock	Orange	-45.8	Yellow	-37.0
	ARUESD	Orange	-41.8	Orange	-41.2
	ESUHSD	Orange	-26.6	Orange	-24.9
	California	Yellow	-31.3	Yellow	-26.6
English Learners	DCP Alum Rock	Orange	-65.1	Orange	-67.2
	ARUESD	Orange	-49.6	Orange	-51.5
	ESUHSD	Red	-79.8	Orange	-76.9
	California	Yellow	-47.1	Yellow	-45.1
Economically Disadvantaged	DCP Alum Rock	Orange	-50	Yellow	-42.8
	ARUESD	Orange	-36.6	Orange	-36.4
	ESUHSD	Orange	-12.5	Yellow	-0.6
	California	Yellow	-34.7	Yellow	-30.1
Students with Disabilities	DCP Alum Rock	Orange	-110.1	Red	-101.9
	ARUESD	Orange	-120.1	Orange	-106.4
	ESUHSD	Red	-120.8	Orange	-99.6
	California	Red	-95.5	Orange	-88.1

Source: <https://www.caschooldashboard.org/>

Figure B. 6 – Mathematics Ratings and Scores on the CA Dashboard					
Student Group	School	2017-18		2018-19	
		Dashboard Color	Distance from Standard	Dashboard Color	Distance from Standard
All Students	DCP Alum Rock	Red	-101.1	Yellow	-76.7
	ARUESD	Orange	-49.6	Orange	-51.7
	ESUHSD	Yellow	-35.9	Green	-28.4
	California	Orange	-36.4	Orange	-33.5
Latino	DCP Alum Rock	Red	-106.4	Yellow	-81.6
	ARUESD	Orange	-64.8	Orange	-66.9
	ESUHSD	Orange	-115.0	Yellow	-109.2
	California	Orange	-65.8	Yellow	-62.2
English Learners	DCP Alum Rock	Red	-117.8	Orange	-100.6
	ARUESD	Orange	-66.3	Orange	-70.0
	ESUHSD	Red	-125.7	Red	-131.3
	California	Orange	-69.9	Orange	-68.6
Economically Disadvantaged	DCP Alum Rock	Red	-109.2	Yellow	-86.2
	ARUESD	Orange	-57.6	Orange	-60.4
	ESUHSD	Orange	-80.5	Yellow	-69.8
	California	Orange	-67.4	Yellow	-63.7
Students with Disabilities	DCP Alum Rock	Orange	-188.0	Orange	-150.4
	ARUESD	Orange	-140.4	Orange	-129.4
	ESUHSD	Red	-198.6	Orange	-172.8
	California	Red	-125.3	Orange	-119.4

Source: <https://www.caschooldashboard.org/>

CAREER AND COLLEGE READINESS

In **Figure B.6**, DCP Alum Rock presents data from the California Dashboard for the College/Career Readiness indicator for the school as a whole and for each reportable student subgroup and comparisons to the local districts our students would otherwise attend and the state. In 2017-18, DCP Alum Rock performed lower than ESUHSD and the state for all students, but for our reportable student subgroups we performed similarly or better. The lower rates in this year was due to fewer students meeting the College/Career Readiness standard as a result of performance on state testing. In 2018-19, the percentage of students meeting the College/Career Readiness indicator increased substantially so that all students and every student group for DCP Alum Rock is outperforming ESUHSD and the state.

Figure B.6 – College and Career Ratings and Scores on the CA Dashboard					
Student Group	School	2017-18		2018-19	
		Dashboard Color	Percent	Dashboard Color	Percent
All Students	DCP Alum Rock	Orange	36.6%	Green	50%
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Green	47.9%	Yellow	47.9%
	California	Yellow	42.2%	Yellow	44.1%
Latino	DCP Alum Rock	Yellow	36.4%	Green	47.5%
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Yellow	28.8%	Orange	28.2%
	California	Orange	33.8%	Green	36.1%
English Learners	DCP Alum Rock	N/R	10.5%	N/R	43.5%
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Yellow	17.7%	Orange	14.6%
	California	Orange	14.5%	Yellow	16.8%
Economically Disadvantaged	DCP Alum Rock	Yellow	38.2%	Green	51.7%
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Green	39.8%	Yellow	39.0%
	California	Orange	33.7%	Green	35.8%

Figure B.6 – College and Career Ratings and Scores on the CA Dashboard

Student Group	School	2017-18		2018-19	
		Dashboard Color	Percent	Dashboard Color	Percent
Students with Disabilities	DCP Alum Rock	N/R	N/R	N/R	N/R
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Red	4.9%	Red	4.0%
	California	Red	9.2%	Orange	10.8%

Source: <https://www.caschooldashboard.org/>

N/A Measure Does not apply to this grade range

N/R Not reported because student group is fewer than 11 students

California has a wide variety of ways that students can meet the requirements to be Career/College Ready on the Dashboard. Among these methods are meeting measures that are used in conjunction with meeting the Early Assessment Program of UC/CSU. Specifically, the four most common ways for DCP students to show that they are Career/College Ready is 1) achieving a score of 3 or better on both Smarter Balanced assessments; 2) achieving a passing score on an Advanced Placement assessment (3 or higher); 3) meeting the A-G requirements and at least a 2 or better in one Smarter Balanced assessment and a 3 or better on the other; and 4) achieving the California Seal of Biliteracy. DCP Alum Rock's performance on these measures are included below in **Figure B.7**. Lastly, while meeting their A-G requirements for UC/CSU, DCP students also have the opportunity to take Dual Enrollment courses. We look forward to seeing this additional pathway to College/Career Readiness open even more doors for our students.

Figure B.7- DCP Alum Rock Performance on Associated CCI Indicators

	DCP Alum Rock		ESUHSD		CA	
	2018	2019	2018	2019	2018	2019
Number of Students	71	64	6,053	5,623	518,317	504,059
Smarter Balanced	14%	17%	35%	34%	26%	25%
AP 3 or Better	3%	8%	20%	21%	14%	15%
A-G Completion and Smarter Balanced Test Scores	37%	50%	40%	41%	34%	36%
Seal of Biliteracy	10%	11%	13%	13%	9%	10%

Source: <https://www6.cde.ca.gov/Californiamodel/>

Last, recent communication with Jessica Shillings, Academic Preparation Initiatives Specialist at San Jose State University, confirmed that in 2020, ten Alum Rock students enrolled at San Jose State College. Of

these students, 9 were assessed as “Ready!” by San Jose State and 1 student was assessed as “Support Required.” (email, September 17, 2020).

ENGLISH LANGUAGE PROFICIENCY

In **Figure B.8**, DCP Alum Rock presents data from the California School Dashboard for the English Learner Progress indicator for the Charter School. In 2017-18, there was no Dashboard rating or color due to the change assessments for English Proficiency. Thus, for 2017-18, the table below identifies the percentage of students who received scores of “well developed” or “moderately developed” (Levels 4 and 3) on the ELPAC, as reported on the Dashboard. In 2018-19, DCP Alum Rock’s achieved the English Learner Progress level of “Medium” (45-55%) however, due to fewer students testing than expected this rating was reduced to “low” per California accountability procedures. To continue to improve and accurately capture EL students’ progress and performance, DCP instituted new assessment protocols to ensure that all student ELPAC assessments will be completed appropriately.

FIGURE B.8 – ENGLISH LEARNER PROGRESS

Student Group	School	2017-18		2018-19	
		Dashboard Color	Percent	Dashboard Rating	Percent
English Learners	DCP Alum Rock	N/A*	69% Well Developed & Moderately Developed (Level 4 and Level 3)	Low	46.2% making progress towards English language proficiency
	ARUES	N/A	63.7%	Low	41.2%
	ESUHSD	N/A	61.6%	Low	45.7%
	California	N/A	65.2%	Medium	48.3%

Source: <https://www.caschooldashboard.org/>

*N/A: No Dashboard color or level available

OTHER INDICATORS

CHRONIC ABSENTEEISM

In **Figure B.9**, DCP Alum Rock presents data from the California Dashboard for the Chronic Absenteeism indicator schoolwide and for each student subgroup. In 2017-18, DCP Alum Rock received a rating of “red.” During 2018-19, the Charter School committed to new procedures and protocols in improving attendance at both the middle and high school levels. While the Dashboard captures only the middle school data, both campuses saw dramatic improvements and we continue to implement those procedures today. In 2018-19, DCP Alum Rock had a better rating than both ARUSD and the state for all student subgroups.

Figure B.9 - Chronic Absenteeism Ratings and Scores on the CA Dashboard

Student Group	School	2017-18		2018-19	
		Dashboard Color	Percent	Dashboard Color	Percent
All Students	DCP Alum Rock	Red	15.5%	Yellow	13.3%
	ARUESD	Orange	13.5%	Orange	14.0%
	ESUHSD	N/A	N/A	N/A	N/A
	California	Yellow	9.0%	Orange	10.1%
Latino	DCP Alum Rock	Red	16.7%	Yellow	13.9%
	ARUESD	Orange	15.0%	Orange	15.7%
	ESUHSD	N/A	N/A	N/A	N/A
	California	Yellow	9.7%	Orange	11.0%
English Learners	DCP Alum Rock	Orange	14.6%	Yellow	12.5%
	ARUESD	Orange	13.4%	Orange	14.0%
	ESUHSD	N/A	N/A	N/A	N/A
	California	Orange	8.6%	Orange	9.9%
Economically Disadvantaged	DCP Alum Rock	Red	16.4%	Yellow	15%
	ARUESD	Orange	14.7%	Orange	15.4%
	ESUHSD	N/A	N/A	N/A	N/A
	California	Orange	11.4%	Orange	12.9%
Students with Disabilities	DCP Alum Rock	Red	20.5%	Yellow	18.9%
	ARUESD	Red	22.3%	Red	23.3%
	ESUHSD	N/A	N/A	N/A	N/A
	California	Orange	15.1%	Orange	16.3%

Source: <https://www.caschooldashboard.org/>

DCP Alum Rock maintains a high average daily attendance rate over the course of the past three years as seen in **Figure ES.7** and a chronic absenteeism rate that, while higher than desired, is comparable to the rate found across the local landscape as seen in **Figure B.10**.

Figure B. 10--Average Daily Attendance			
	Average Daily Attendance		
	2017-18	2018-19	2019-20*
DCP Alum Rock	97.6%	94.0%	93.9%

Source: DCP Alum Rock data from P2 Attendance reports.

GRADUATION RATE

In **Figure B.11**, DCP Alum Rock presents data from the California Dashboard for the Graduation Rate state indicator schoolwide and for each student subgroup. Between these two years, California has changed how they evaluate graduation rates so that in 2018-19, students who completed their diploma in 5 years would also be reported. In 2017-18, DCP Alum Rock received a rating of “orange” and performance was lower than expected for all student groups. In 2018-19, DCP Alum Rock’s graduation rate improved substantially and is on par with East Side Union High School District for all students and each reportable student group.

However, the graduation rate does not fully capture that not only do DCP students graduate at a comparable rate to students at ESUHS and statewide, DCP students graduate more prepared to meet college entrance requirements, as reflected by their UC/CSU A-G completion rates.

DCP Alum Rock remains committed to the principle that in order to increase college-going rates for the first-generation, low-income students within Santa Clara County they must first be eligible to apply to college by completing A-G requirements. While increases have been made in the A-G requirements completion rate for low-income, Latino, or English Learners in Santa Clara County over the past four years, still only 2 in 3 students in each of these groups successfully completes this minimum requirement. For East Side Union High School District, student rates to complete A-G requirements are even lower. As demonstrated in **Figure B.12**, in 2018-19, 100% of the cohort graduates met the A-G requirements and were eligible to apply to UCs and CSUs.

DCP looks forward to continuing its partnership with SCCOE to improve college preparation rates for its students, overall and within these significant subgroups. Over the next charter term, DCP Alum Rock will graduate five cohorts of college-ready graduates.

Figure B.11– Graduation Rate Ratings and Scores on the CA Dashboard					
Student Group	School	2017-18		2018-19	
		Dashboard Color	Percent	Dashboard Color	Percent
All Students	DCP Alum Rock	Orange	78.9%	Green	85.3%
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Green	86.2%	Green	87.8%
	California	Yellow	83.5%	Green	85.9%
Latino	DCP Alum Rock	Orange	77.3%	Green	84.1%
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Yellow	79.3%	Green	81.5%
	California	Yellow	81.2%	Green	83.8%
English Learners	DCP Alum Rock	N/R	52.6%	N/R	85.2%
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Yellow	74.2%	Yellow	76.7%
	California	Orange	70.9%	Yellow	72.7%
Economically Disadvantaged	DCP Alum Rock	Orange	79.4%	Green	85.9%
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Green	82.4%	Green	84.5%
	California	Yellow	80.8%	Green	83.3%
Students with Disabilities	DCP Alum Rock	N/R	N/R	N/R	N/R
	ARUESD	N/A	N/A	N/A	N/A
	ESUHSD	Red	64.6%	Yellow	71.4%
	California	Orange	71.4%	Orange	70.7%

Source: <https://www.caschooldashboard.org/>

N/A Measure Does not apply to this grade range

N/R Schools do not receive a color rating if less than 30 students. The actual percentage is not reported if the student group has fewer than 11 students.

Figure B.12 - 2018-19 Cohort Graduates Meeting UC/CSU Course Requirements (A-G)					
	Overall	Low-income	Latino	EL	SPED
DCP Alum Rock	100%	100%	100%	100%	N/R
ESUHSD	54.4%	48.1%	39%	27%	15.4%
Santa Clara County	77.6%	66.9%	66.7%	68.9%	37.5%
California	50.5%	42.7 %	43.6 %	25.7 %	17.7 %

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

N/R Not reported because student group is fewer than 11 students

SUSPENSION RATE

In **Figure B.13**, DCP Alum Rock presents data from the Dashboard for the Suspension Rate state indicator schoolwide and for each student subgroup. In 2017-18, DCP Alum Rock received a rating of “green” and had similar rates of suspension to our comparison districts and the state. During 2018-19, the school was rated as “red” due to a substantial increase in the percentage of students suspended for one or more days.

DCP Alum Rock recently earned a rating of “Red” on the Dashboard with a 5.5% suspension rate. In 2018-19, DCP applied our suspension policies when students violated school rules that put themselves or others in danger or when attempts to correct behaviors that disrupted school events did not result in changes to student behavior. In particular, we saw significant increases in cyber-bullying behavior, substance use/possession, and vaping. In 2019-20, at the middle school, we re-instituted grade level advisory teams to increase student belonging and sense of community and dedicated an enrichment block to restorative practices to provide students with learning opportunities to improve school culture. We also introduced additional counseling services and programming related to anti-tobacco/vaping and anti-bullying.

Figure B. 13 – Suspension Rate Ratings and Scores on the CA Dashboard

Student Group	School	2017-18		2018-19	
		Dashboard Color	Percent	Dashboard Color	Percent
All Students	DCP Alum Rock	Green	3.4%	Red	5.5%
	ARUESD	Orange	3.4%	Green	2.0%
	ESUHSD	Green	3.9%	Green	3.4%
	California	Yellow	3.5%	Yellow	3.4%
Latino	DCP Alum Rock	Green	3.3%	Orange	5.1%
	ARUESD	Orange	3.6%	Green	2.2%
	ESUHSD	Green	5.9%	Green	5.2%
	California	Yellow	3.6%	Yellow	3.5%
English Learners	DCP Alum Rock	Yellow	4.7%	Red	7.6%
	ARUESD	Orange	3.4%	Green	2.0%
	ESUHSD	Yellow	6.1%	Green	5.0%
	California	Yellow	3.0%	Yellow	3.1%
Economically Disadvantaged	DCP Alum Rock	Green	3.0%	Red	6.0%
	ARUESD	Orange	3.9%	Green	2.2%
	ESUHSD	Green	4.9%	Green	4.4%
	California	Yellow	4.4%	Yellow	4.3%
Students with Disabilities	DCP Alum Rock	Green	4.3%	Green	2.5%
	ARUESD	Red	7.4%	Yellow	3.8%
	ESUHSD	Red	12%	Orange	10.1%
	California	Yellow	6.8%	Yellow	6.2%

Source: <https://www.caschooldashboard.org/>

LOCAL INDICATORS

In accordance with the charter renewal criteria, SCCOE shall also consider DCP Alum Rock's performance on the local indicators, which are evaluated as either Standard Met, Standard Not Met or Standard Not Met for two or more years.

Over the last two years, DCP Alum Rock has met all local indicators as shown in **Figure B. 14** below.

Figure B.14-- DCP Alum Rock Local Indicator Performance			
Category	Local Indicator	2018	2019
Academic Performance	Implementation of Academic Standards	Standard Met	Standard Met
Conditions and Climate	Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
	Parents and Family Engagement	Standard Met	Standard Met
	Local Climate Survey	Standard Met	Standard Met
Academic Engagement	Access to a Broad Course of Study	Standard Met	Standard Met

Source: <https://www.caschooldashboard.org/reports/43104390123257/2019>

MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

Charter Schools in the middle track must also meet the following requirement:

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

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).)

Ultimately, DCP measures its success based on its ability to support students in going to and completing college. The DCP Alum Rock program starts this work in 6th grade, to develop the knowledge, skills, and sense of identity necessary to support college success. Through its 6th through 12th grade pipeline, the DCP network has demonstrated success in increasing the percent of students from San Jose's low-income communities who are prepared to go to and through college.

Students and families come to DCP because they believe in its program and track record of success. They see the high level of student engagement and the college-going identity being developed, as well as the academic growth as students close gaps and work toward proficiency. And most importantly, they see the school's commitment to post-secondary outcomes. So, while the path to proficiency may have some ups and downs, they are crystal clear on the long-term goal - college eligibility and completion. That is what DCP offers - and the value it provides to students, their families, and the community.

INCREASE OF ACADEMIC ACHIEVEMENT

In addressing the academic achievement of students at DCP Alum Rock, we look to two metrics that while not yet approved by the Board of Education for assessment are well known tools for understanding student performance.⁵

SMARTER BALANCED ASSESSMENTS

In grades 3-8 and 11, students take the Smarter Balanced Assessments in English Language Arts and mathematics. Each student receives a score that indicates the distance between their performance and that of the standard.

Soon, the state will be producing actual growth scores to help understand student progress in sequential years. For now, DCP uses a modified version of the growth metric proposed by the state to capture a picture of student progress. For example, if a student scores -10 in distance from standard is 10 scale points below standard. If in the next year, the student scored -5 in distance from standard, they have made at least a year's growth from where they started and a bit more because the gap has closed. However, if a student scored -15 in distance from standard in the next year, they did not make at least a year's worth of growth and the gap has widened.

In **Figure B. 15** (ELA) and **Figure B.16** (Math), we show information depicting the percentage of students who have met such an annual growth target.

ENGLISH LANGUAGE ARTS

While DCP has not yet met our goals for student achievement in English Language Arts, our students are showing gains in their growth for two of three grade levels. For this year's current 9th and 10th grade students, more than 20% more students had one or more year's worth of growth on the state assessment in English Language Arts than the year before.

Our current 8th grade did not show similar gains. At the time, they were 6th grade students and during the testing window our network was hacked by entities outside the United States disrupting testing such that we frequently would open the assessment only to have to quit within 5 to 10 minutes. This repeated on multiple days, and it is possible that our students performed less well due to this disruption during their testing. We were hoping to see test results in 2019-20 to help us understand if this was an anomaly or not but with no state testing, we cannot clearly determine if this was indeed a factor that impacted student results.

⁵ CDE expects to adopt measures for this use in January 2021.

Figure B.15- Smarter Balanced Annual Growth, English Language Arts

Type of Growth	Academic Years	5th to 6th	6th to 7th	7th to 8th
Less Than One Year's Growth	16-17 to 17-18	33% ^a	63% ^b	51% ^c
	17-18 to 18-19	69% ^d	43% ^a	27% ^b
	Change (Goal is a negative number)	+36%	-20%	-24%
One or More Year's Growth	16-17 to 17-18	67% ^a	38% ^b	49% ^c
	17-18 to 18-19	31% ^d	57% ^a	73% ^b
	Change (Goal is a positive number)	-34%	+21%	+24%

Source: Internal analysis of individual student test data from the TOMS data platform, 9/11/2020. 2019-20 data not available due to COVID-19 closure.

^a Current 9th Grade Students

^b Current 10th Grade Students

^c Current 11th Grade Students

^d Current 8th Grade Students

MATHEMATICS

DCP has not yet met our goals for student achievement in mathematics, however, our students are showing gains in their growth for two of three grade levels. This year's current 9th (22%) and 10th grade (49%) students had one or more year's worth of growth on the state assessment in mathematics. These substantial gains reflect a commitment from our math instructors to a new standards based math curriculum and increased instructional coaching to support mathematics achievement.

Our current 8th grade did not show similar gains. At the time, they were 6th grade students and as stated above, due to the unexpected hacking of DCP's network during the testing window and the disruption this caused the testing process, it is possible that our students' performance was impacted.

Figure B.16 Smarter Balanced Annual Growth, Mathematics

	Testing Year Comparison	5th to 6th	6th to 7th	7th to 8th
Less Than One Year's Growth	16-17 to 17-18	33% ^a	54% ^b	84% ^c
	17-18 to 18-19	65% ^d	32% ^a	35% ^b
	Change (Goal is a negative number)	+32%	-22%	-50% ^c
One or More Year's Growth	16-17 to 17-18	67% ^a	46% ^b	16% ^c
	17-18 to 18-19	35% ^d	68% ^a	65% ^b
	Change (Goal is a positive number)	-32%	+22%	+49%

Source: Internal analysis of individual student test data from the TOMS data platform, 9/11/2020. 2019-20 data not available due to COVID-19 closure.

^a Current 9th Grade Students

^b Current 10th Grade Students

^c Current 11th Grade Students

^d Current 8th Grade Students

NWEA TEST DATA

As previously mentioned, DCP utilizes the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) to track student proficiency, as well as growth over time. In **Figure B. 17** (Reading) and **Figure B. 18** (Math), DCP Alum Rock displays the historical percentage of students meeting growth targets on the Fall assessments.

In reading, the percentage of students meeting their growth targets each year generally increases. In mathematics, the percentage of students making gains is not as large as desired. Notably, our students seem to have greatly increased the percentage of those making growth targets in reading after the COVID closure- for example, in 7th grade 64.4% of students made their target. Conversely, a substantial decline in students meeting math growth goals is noted.

Figure B. 19 Percentage of Students Meeting Growth Targets, Reading

Grade	Fall 16-17	Fall 17-18	Fall 18-19	Fall 19-20	Fall 20-21 *
7th Grade	30.4%	18.3%	41.6%	42.2%	64.4%
8th Grade	26.6%	43.6%	78.6%	53.3%	46.6%
9th Grade	71.9%	58.0%	57.5%	45.7%	N/A
10th Grade	46.4%	22.0%	54.0%	55.1%	N/A
11th Grade	53.7%	26.3%	72.7%	57.6%	N/A

Source: Internal data NWEA platform

*The year following COVID-19 Closures.

N/A= Not administered

Figure B.18 Percentage of Students Meeting Growth Targets, Mathematics

Grade	Fall 16-17	Fall 17-18	Fall 18-19	Fall 19-20	Fall 20-21 *
7th Grade	53.2%	32.1%	37.7%	38.7%	25.3%
8th Grade	52.3%	45.9%	65.5%	46.4%	40.0%
9th Grade	44.0%	51.8%	66.7%	63.8%	N/A
10th Grade	38.3%	53.1%	50.9%	51.6%	N/A
11th Grade	45.7%	61.4%	61.2%	53.1%	N/A

Source: Internal data NWEA platform

*The year following COVID-19 Closures.

N/A= Not administered

POST SECONDARY OUTCOMES

In the recently released California “College-Going Rate” data, DCP Alum Rock continues to demonstrate excellence in college attendance as seen in **Figure B.19**. The new data report describes the college-going rate of high school completers using publicly verifiable data which tracks two- and four-year college matriculation rates. In 2017-18, DCP Alum Rock had similar or slightly higher college going rates for all students compared to Santa Clara County and California. For students who are low-income or Latinx, DCP Alum Rock performed substantially better.

Figure B.19 - 2017-18 College-Going Rate, Overall and by Subgroup				
	Overall	Low-income	Latino	EL
DCP Alum Rock	66.7%	65.2%	65.4%	*
ESUHSD	73.8%	67.9%	62.4%	57.5%
Santa Clara County	60.3%	46.9%	49.2%	37.5%
California	64.4%	57.2%	57.6%	42.2%

Source: <http://data1.cde.ca.gov/dataquest/>

As shown in **Appendix 2- Research and Performance Data**, DCP Alum Rock's internal data suggests that 95% of our graduates in 2017-18 enrolled in a 2 or 4 year college. Our internal data is based on live interviews with all alumni and their self-reports whereas the state data relies on information obtained from the National Student Clearinghouse. It is not unusual for these sources of information to conflict, particularly for students who may be Dreamers. In 2018-19, our internal data again shows a 95% college enrollment rate and in 2019-20 a 94% enrollment rate. DCP Alum Rock expects to see that we again meet or exceed the college enrollment rates in comparison to the larger community.

DCP is proud of its accomplishments in increasing the rates of college readiness and success for the low-income communities of San Jose and their first-generation college-going students.

CONCLUSION

A charter petition renewed pursuant to Section 47607.2(b) (middle tier) may be granted a renewal term of 5 years.

As clearly demonstrated by the evidence above, the Charter School meets the renewal criteria for a middle tier school and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.

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ELEMENT C | MEASURES OF ASSESSMENT

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

THEORY OF ASSESSMENT

DCP Alum Rock leverages a diverse set of assessments and data points to inform and evaluate its program. With a lens toward using assessments “for” learning, data is used across stakeholder groups including students, families, teachers, and the broader community. All assessment at the Charter School is carefully aligned with the Charter School’s academic program, the Common Core State Standards , and the academic outcomes as identified in **Element A** and **Element B** of this charter.

ASSESSMENT “FOR” LEARNING VS. ASSESSMENT “OF” LEARNING

Given that learning is a highly complex process, a variety of methods of assessment are necessary to provide a comprehensive picture of a student’s learning. Students need more than one way to be able to demonstrate learning, and teachers need more than one data point to draw conclusions as to what a student might need to continue to progress toward summative learning goals.

In 2009, Stiggins noted the different purposes of assessment. Summative assessments often serve as assessments “of” learning. They provide important information as to the overall quality of the learning, as well as the extent to which goals were or weren’t met. They are best used by policy makers and program planners, and can be helpful in certifying competence or sorting and ranking students (and/or schools) by achievement. In contrast, assessments “for” learning serve the purpose of enhancing the learning process itself. These assessments serve as an integral part of the learning process that involves students in assessing their own achievement. These types of ongoing, formative assessments are used to inform instruction and target whole class, small group, and individual student needs.

At DCP, the goal, even with summative assessments (e.g. SBAC, end-of-unit assessments), is to use them as much as possible as assessments “for” learning. When students can understand and interpret all assessment results simply as feedback designed to help them reach important long-term outcomes, then they can develop a sense of control over their own academic path.

DATA-DRIVEN DECISION MAKING

At the core of DCP is the belief that the effective use of data provides a powerful lever to achieve strategic goals and inform decisions to continually improve outcomes at all levels.

When **teachers** have timely, valid, and useful data regarding the academic performance of their students, they can more effectively:

- Create individualized learning pathways for students,
- Group students for maximized learning outcomes,
- Adjust pacing and instructional delivery, and
- Collaborate with their colleagues to share best practices.

When **students** receive timely, clear data regarding their own learning, they can:

- Gauge their own progress towards learning goals,
- Develop intrinsic motivation that comes with this agency and empowerment, and
- Reflect on their own learning processes, identifying where they need help, and what help they might need.

Finally, **parents** are similarly empowered by being included in the data cycle—they can better understand their child’s needs, and how the school and home can support the student in meeting learning goals.

FORMS OF ASSESSMENT

STATE ASSESSMENT MEASURES

As mandated by Education Code 47605(d)(1), DCP will annually administer and/or report each of the following assessment measures under the CAASPP, or any equivalent statewide assessment system to all applicable students:

- Attendance and Discipline Data
- ELPAC
- CAST, or CAA as appropriate
- PFT
- SBAC, or CAA as appropriate

DCP will adjust this list, in accordance with any applicable legal updates, to ensure continued compliance with State Accountability as set forth in Education Code and Federal Accountability as authorized in the ESSA. Any changes in the assessments administered at DCP to comply with legal updates shall not be considered a material revision of the charter.

Test results for the prior year, if not provided directly to SCCOE by the State, will be provided by the Charter School to SCCOE no later than September 1 of each year.

INTERNAL ASSESSMENT MEASURES

As the State Assessments are primarily summative assessments, or assessments “of” learning, DCP complements the use of these tools with a variety of formative assessments, or assessments “for” learning. These tools assess student development across both academic and college-readiness indicators, and currently include the following:

- NWEA MAP and Skills for ELA and Mathematics
- Writing Performance Assessments (WPAs)
- MAC/MARS Assessments in Mathematics
- Interim Assessments from SBAC
- Common Formative Assessments
- Grades
- Student/Family Interview for incoming students
- Student Survey (e.g. Youth Truth or California Healthy Kids Survey)
- Family Survey
- PSAT and SAT or ACT

SCOPE AND SEQUENCE OF ASSESSMENT

To ensure that all students at DCP exit 12th grade college-ready, assessment at DCP will be consistent, formative, and based on the external and internal measures of evaluation shown below. Data for both state and internal assessment measures will be analyzed by teachers and administration, then used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning. **Figure C.1** provides a matrix of the state and internal assessment tools used across grade levels and content areas, as well as their purposes, analysis and use, and target performance levels.

Figure C.1 Scope and Sequence of Assessment Measures			
State Assessments			
Data Tool & Purpose	Grade, Subject, & Timeline	Analysis & Use	Target Performance Level
Attendance and Discipline Data Indicators of requisites for a healthy, positive learning environment.	6-12 College-readiness Ongoing	Determine behavioral interventions for students. Determine professional development and coaching needs of staff. Determine family-level and/or group level interventions needed to maintain excellent attendance.	95% Attendance
ELPAC Provide data on level of proficiency in English for English Learners.	6-12 ELD Across Subject Area Settings Upon enrollment, then annually until exited	Determine ELD needs of English language learners. Determine instructional needs and level of scaffolding required for Designated and Integrated ELD to enable students to access and express understanding of core content.	Level 3 or 4, Or meeting threshold for annual growth in English fluency
CAST (or CAA, as applicable) Provide data on mastery of grade level standards.	8, 10 Science Annually	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socioeconomic Status, Language Status, Disability Status, Gender, and Grade. Analysis by teachers and administrative team is conducted. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning.	Meets Standard
PFT Provide data on level of physical fitness.	7 & 9 Physical Fitness Annually	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socioeconomic Status, Language Status, Disability Status, Gender, and Grade. Analysis by teachers and administrative team is conducted. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning.	Physically fit in at least 4 of 6 areas
SBAC (or CAA, as applicable)	6-8, 11	Data is disaggregated by subgroup, including	Meets Standard

applicable) Provide criterion-based data on mastery of grade level standards and growth over time.	ELA Math Annually (may include baseline & Interim in future, when available & feasible)	but not limited to: Ethnicity, Socioeconomic Status, Language Status, Disability Status, Gender, and Grade. Analysis by teachers and administrative team is conducted. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning.	
Internal Assessments			
Data Tool & Purpose	Grade, Subject, & Timeline	Analysis & Use	Target Performance Level
Formative Assessments (e.g. exit tickets) Provide data as to the extent that each student reached the lesson objective.	All subjects and all grades Ongoing	Provide input for Analysis of Student Work. Determine instructional needs and the types of supports students will require to meet or exceed learning targets connected to CCSS. Guide curriculum design, including adjustment of pacing and instructional delivery as appropriate. Inform flexible student grouping, as well as focus for small group work and plan for differentiated instruction including both remediation and acceleration. Identify teacher coaching and professional development needs and foster department/grade collaboration.	Meeting grade level standard for subject areas, as demonstrated through GPA
Local Benchmarks Provide data as to student progress towards mastery of grade level standards.	6-12 Humanities STEM Enrichment ELA Math Science Social Studies Art Spanish Physical Education Ongoing, and at the end of each unit of study	Provide input for Analysis of Student Work. Determine instructional needs and the types of supports students will require to meet or exceed learning targets connected to CCSS. Guide curriculum design, including adjustment of pacing and instructional delivery as appropriate. Inform flexible student grouping, as well as focus for small group work and plan for differentiated instruction including both remediation and acceleration, including Differentiated Learning Groups (DLGs). Identify teacher coaching and professional development needs and foster departmental collaboration.	Meeting grade level standard, as demonstrated through GPA

NWEA Provide beginning of year snapshot of student academic levels. Monitor student growth over time in math and reading.	6-8 ELA Math Annually, in fall, winter, and spring	NWEA is vertically calibrated (SBAC is not), so student academic levels in math and reading can be identified and then growth can be tracked as they progress across grade levels. Data is disaggregated by subgroups and data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning to ensure each student is college ready by the end of grade 12.	High Growth and/or High Proficiency
SBAC ICA and IABs Provide beginning of year snapshot of student academic levels. Monitor student growth over time in math and literacy.	6-12 ELA/ Humanities Math/ STEM	The SBAC ICAs (Interim Comprehensive Assessment) and IABs (Interim Assessment Blocks) are standards-based and use the same platform as the CAASPP Assessments. Teachers engage in data analysis at class and student levels, and use the formative data to inform lesson design and delivery. Data helps Math and English teachers identify students who needs support through Differentiated Learning Groups, and helps teachers analyze the effectiveness of their interventions.	High Growth; meeting grade level proficiency
WPA (Writing/Reading Performance Assessments) Locally designed performance assessments aligned to particular Common Core State Standards in reading and writing that engage students in authentic, high-level work.	6-12 ELA Annually	Analytic scoring completed by teachers, using locally designed rubrics that clearly define mastery of standards. Provide data that supports teachers in carefully planning instruction that meets students where they are and moves them forward, including both whole class and small group instruction.	Meeting grade level standard and CCSS mastery
Performance Based Assessment (projects, products, MARS tasks, etc.) Provide students with authentic, interdisciplinary opportunities to demonstrate mastery of grade	6-12 Math Social Studies Science At the end of each semester or major unit of study	Analysis based on teacher-designed rubrics that clearly define mastery of standards. Students are involved in the reflection process following the task, to provide feedback on the quality of the rubrics. Community members are involved in assessing student work with the rubrics. Staff engage in analysis following performance-based assessments to determine ongoing program needs.	Meeting grade level standard

level content.			
ACT or SAT Measure student's college readiness and college eligibility	11-12 ELA Writing Math Annually	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socio-economic Status, Language Status, Disability Status, Gender, and Grade. Analysis by teachers and administrative team is conducted. Data may be used to guide college and scholarship eligibility, curriculum design, determine intervention and enrichment groups, and support individualized learning.	At the national norm
Student Survey (e.g. Youth Truth or California Healthy Kids Survey)	6-12	Determine the degree to which students feel safe, supported, and engaged in their learning and the school community.	4.0 – On a scale of 1-5
Family Survey	6-12	Determine the degree to which families feel their child is safe, supported, and engaged in their learning and the school community. Determine the degree to which families feel welcomed and engaged in the school community.	4.0 – On a scale of 1-5

USES OF ASSESSMENT

As discussed above under “Theory of Assessment,” the DCP assessment practices and data will be used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning. To achieve this goal, DCP collects, analyzes and disseminates data to students, teachers, parents, and its community so that all stakeholders may work together to achieve its mission.

STUDENT, TEACHER, AND SCHOOL USE OF DATA

The Charter School utilizes data in multiple ways, including but not limited to the following:

- Determine goals, actions, and measures at a school and grade level.
- Identify areas of strength and their underlying practice, in order to leverage these practices across the school as applicable.
- Identify areas of challenge and their possible causes, in order to develop action steps for remediation and provide the professional development that may be required.
- Identify small groups and individual students who require further enrichment or remediation, to maximize their development.
- Analyze student development toward college-readiness, then develop individual goals for each child in collaboration with students and parents during Student-Parent-Teacher Conferences.

DCP utilizes a Student Information System (SIS), currently Pearson’s PowerSchool, to create reports that allow performance data to be disaggregated, analyzed, and disseminated to staff, parents, students, and the charter authority. DCP continues to research the rapidly changing offerings in this area and may adopt alternate SISs in the next charter term, which shall not be considered a material revision of this charter.

In addition to PowerSchool, DCP has invested significant resources in building teacher and administrator skills in using data to inform instruction. DCP works in partnership with Schoolzilla to create a series of reports that assess performance on key metrics such as attendance, discipline, student performance on benchmark and summative assessments, and current grade performance. These metrics are collected in real time and updated each night. The data visualization tools and flexibility of filters allows school leaders to make strategic use of resources at the student, teacher and school level.

DCP has also implemented two streams of work to improve teacher's skills in analyzing student performance and applying the results of that analysis to instructional decisions. Using tools such as the NWEA dashboard, the Analysis of Student Work Tracker (DCP created) and Illuminate, DCP is leveraging several platforms to aid teachers in identifying trends in student performance and for identifying the specific needs of individual students. For example, during the 2020-21 school year, teachers will work in collaborative professional development sessions to analyze the results of the NWEA two times, local assessments two other times, and within their coaching sessions at least three additional times. Student performance data is a central lever in our improvement strategy.

Additionally, DCP has engaged in a strategic planning initiative with our Board of Directors to identify the most important interim benchmarks to track our collective achievement relative to our Key Results. This data will eventually form a local dashboard that shows our performance against these important goals. This effort is just launching in the Fall of 2019 as our charter is due, so its impact is not yet realized. However, DCP believes that by focusing closely on monthly and quarterly benchmarks we can concentrate personnel and financial resources to addressing our greatest needs.

SCHOOL AND FAMILY USE OF DATA-REPORTING TO CAREGIVERS

DCP is committed to empowering students and families by maintaining a continuous information stream on each student's progress through both formal and informal reporting structures. Informal reporting to parents may include face-to-face conversations, phone calls, text messages, emails, and written notes. Formal reporting to families includes Report Cards, Assessment Results, and Student-Parent-Teacher Conferences as detailed in **Figure C.2**. Reports are provided in both English and Spanish and designed to be easily accessible by families. In addition, parents have access to all internal assessments listed in **Figure C.1** upon request and at Student-Parent-Teacher conferences.

Figure C.2 Formal Reporting to Caretakers		
TYPE	PURPOSE	FREQUENCY
Progress Reports & Report Cards	<ul style="list-style-type: none"> Assessment Data Attendance Data College-readiness Grades in Subject Areas & Guiding Principles Progress toward promotion 	Report cards, every 6 weeks at the high school level and every 8 weeks at the middle school level Progress Reports, at midpoint and end of each semester
Mailings & Information Sessions	<ul style="list-style-type: none"> Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SBAC, ELPAC). 	Ongoing

	<ul style="list-style-type: none"> ● Provide information sessions to support families in understanding assessment results. 	
Student, Parent, and Teacher Conferences	<ul style="list-style-type: none"> ● Develop and revisit academic and college-readiness goals ● Review student work and measure progress toward mastery of learning targets, and ultimately, college-readiness. ● Share student performance and progress on state and internal assessment measures ● Develop agency and ownership of learning, for both the student and family ● Clearly articulate student progress toward grade-level promotion and graduation, alongside requisite steps and support to be college-ready 	Biannual at middle school; annual at high school level
Graduation Progress Check	Clearly delineate student progress toward graduation, alongside requisite steps and support to be college-ready	Annual

ACCOUNTABILITY

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

DCP will use multiple forms of data collected to assess progress toward the goals outlined in **Element A** of this charter. Pursuant to Education Code Section 47606.5, DCP will engage stakeholders and annually update and develop the LCAP to achieve the goals identified in **Element A** of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. DCP shall submit the LCAP to SCCOE annually on or before July 1, as required by Education Code Section 47604.33.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

DCP will compile data each academic year to produce a School Accountability Report Card. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). This report will include required school data for the chartering authority, parents, Board of Directors, and community at large.

ELEMENT D | GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D)

OVERVIEW

The governance structure of the Charter School will have the following components:

- California Non-Profit Public Benefit Corporation, Across the Bridge Foundation (“ABF”)
- Board of Directors, ABF
- Executive Director
- Principal
- School Site Council
- English Learner Advisory Committee

Board Members, Charter School Administration, faculty, families, and students will be involved in the decision-making process at the Charter School. ABF, as the nonprofit public benefit corporation operating the Charter School, is responsible for overseeing the operations of the Charter School. The ABF Board of Directors makes corporate and policy-level decisions and works with the Executive Director. In accordance with the corporate Bylaws, the Executive Director serves as the chief executive officer of the corporation and, subject to the control of the Board of Directors, supervises and controls the affairs of the corporation and the activities of the staff. In addition to the Executive Officer, the DCP Central Office has several positions designed to support the Principal in the management and operation of the Charter School.

The Principal reports to the Managing Director of Schools for day-to-day management issues at the site level. The Principal coordinates all campus-level planning and decision making that involves the Charter School’s professional staff, parents/guardians, and community members. The School Site Council and the English Learner Advisory Committee each communicate the positions of the Charter School community directly to the Principal.

Organizational Charts for the DCP Central Office are provided in full-page format in **Appendix 10 - Organizational Roles & Responsibilities**.

CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

In accordance with Education Code Section 47604(a), DCP Alum Rock shall be operated by the Across the Bridge Foundation, a California non-profit public benefit corporation, doing business as Downtown College Preparatory. The purpose of ABF is to manage, operate, guide, direct and promote one or more California public charter schools. ABF currently manages 3 charter schools located in San Jose: Downtown College Preparatory (DCP El Primero) and Downtown College Preparatory Middle School (DCP El Camino)—both authorized by San Jose Unified School District—and Downtown College Preparatory Alum Rock—authorized by SCCOE.

The Charter School 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, Bylaws, and Conflict of Interest Code for the Across the Bridge Foundation in **Appendix 7 - Corporate Documents**. The Conflict of Interest Code complies with

the Political Reform Act, Government Code Section 87100, Government Code Section 1090, as set forth in Education Code Section 47604.1, and applicable conflicts of interest restrictions required by the Corporations Code, and shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future.

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

All duties herein applying to DCP or the Charter School shall ultimately rest with ABF as its operating and governing entity.

BOARD OF DIRECTORS

The Charter School will be governed by the Board of Directors of the ABF, a policy-making board that oversees the fundamental aspects of the Charter School. The ABF Board will consist of directors from a variety of professional and academic backgrounds to ensure that the Charter School has the necessary expertise to maintain a high-quality program. This includes but is not limited to experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, public relations, or other qualifications.

The ABF Board of Directors is in the process of adding parent representation to the Board. In 2018-19, DCP added the role of Family Engagement Manager with the goal to increase and formalize parent engagement and leadership across DCP schools. Today, DCP has very active parent committees at all DCP schools. The COVID-19 pandemic has delayed DCP's efforts to onboard a parent leader to the ABF Board from the school-based parent committees. In Fall 2020, DCP will resume the process of working with parents to nominate and approve parent representation to the ABF Board of Directors based on the following timeline:

September 2020

At the September meeting of the Across the Bridge Foundation Board of Directors (ABF BOD):

- ABF Board President discusses a timeline for adding a parent representative to the ABF BOD
- Board President directs the Executive Director to develop a process for adding a parent member to the ABF BOD for consideration at the October meeting of the ABF BOD

October 2020

- Process for adding board a member is presented for approval at ABF BOD meeting
- Two or three ABF board members agree to serve on a staff committee led by the DCP Family Engagement Manager to review parent applications and recommend parent representatives to the ABF BOD

October-November 2020

- Applications are socialized among existing DCP parent leadership committees
- Applications are accepted

- Prospective candidates are encouraged to attend November ABF BOD meeting

November 2020

- Applications are reviewed by staff committee
- Candidates are interviewed
- Board members identify three candidates to recommend to ABF BOD, preferred candidate and two alternates

December 2020

- ABF board member nominates parent representative and alternate to ABF BOD for approval
- Parent board member installed on ABF BOD

COMPOSITION, TERM, SELECTION, AND ELECTION

The Board will consist of at least three and no more than twenty-one (21) members in accordance with the Corporate Bylaws, which are included as **Appendix 7-Corporate Documents**. Each Director shall hold office unless otherwise removed from office in accordance with these bylaws for a three (3) year term. Board members are eligible to serve for three consecutive terms, then may be re-appointed after leaving the Board for one (1) full year. Board terms are staggered to ensure continuity of leadership. No persons serving on the Board of Directors may be interested persons, as defined by the corporate Bylaws. In addition, in accordance with Education Code Section 47604(c), the chartering authority shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors shall be appointed by the Board, except for the chartering authority's representative, if any. A list of current Board Members, along with their professional experience, are included in the Executive Summary and in **Appendix 7 - Corporate Documents**. The DCP Executive Director will update SCCOE on changes to the ABF Board of Directors membership.

DCP's Executive Director or designee(s), will attend all monthly Board Meetings, and will be the conduit between the Board and the Charter School administration. The Board may form such other committees or advisory boards, as may from time to time be designated by resolution of the Board of Directors, which collaborate with Charter School staff and community members around particular mission-critical initiatives. As detailed in the Corporate Bylaws, committees or advisory boards shall act in an advisory capacity only to the board unless otherwise designated by the Board of Directors to have the ability to exercise specifically delegated powers. Meetings and actions of committees with decision-making authority shall be governed by, noticed, held and taken in accordance with the provisions of the Bylaws concerning meetings of the Board of Directors and in accordance with the Brown Act and Education Code Section 47604.1(c).

PROFESSIONAL DEVELOPMENT

The Board of Directors will conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act. In addition, the Board of Directors will collaborate with Downtown College Prep Central Office staff and outside support organizations on an on-going basis to seek out and provide additional opportunities for training, reflection, and program assessment for Board Members. Additional topics may include

academic achievement measures, school finance, facilities planning, administrative oversight, charter school law, and other trainings as needed or requested by Board Members.

DUTIES

The Board of Directors will be responsible for the operational and fiscal affairs of the Charter School, including but not limited to:

- Setting the enrollment and grade-level configuration for the Charter School
- Approving annual school budget, calendar, salary schedules, and major fundraising events
- Negotiating and approving a Memorandum of Understanding (“MOU”) with SCCOE, and/or other contracts
- Approving Board bylaws, resolutions, and policies and procedures for Charter School operation
- 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 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 the Charter School and taking necessary action to ensure that the Charter 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 Charter School
- Participating in Across the Bridge Foundation independent fiscal audits
- Participating in and approving Charter School programmatic audits, including annual independent fiscal audit, performance report, and Local Control and Accountability Plan (LCAP)
- Appointing an administrative panel or act as a hearing body and take action on recommended student expulsions
- 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 DCP 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

BOARD MEMBERS’ ROLES AND RESPONSIBILITIES

BOARD MEMBER

- Attend meetings, participate and show commitment to Board activities
- Be well-informed and prepared for meetings
- Contribute skills, knowledge and experience when appropriate
- Listen respectfully to other viewpoints
- Employ a constructive approach to problem solving
- Accept majority decisions of the Board
- Assume leadership roles in Board activities, including fundraising
- Represent Downtown College Prep to the public, businesses and the community
- Be knowledgeable about the needs of the students 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 Board’s activities, including committees
- Promote full participation by all Board 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
- Be well informed and prepared for meetings
- Listen respectfully to other viewpoints
- Employ a constructive approach to problem solving
- Accept majority decisions of the Board

MEETINGS

The Board of Directors will meet regularly to review and act on its responsibilities. Meetings will be held at the principal office of the corporation unless the Board of Directors designates another location in accordance with its Corporate Bylaws. The Board of Directors may also designate that a meeting be held within the physical boundaries of Santa Clara County. All meetings shall be called, held, and conducted in accordance with the ABF Corporate Bylaws and Ralph M. Brown Act (“Brown Act”), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation, and Education Code Section 47604.1(c) This includes, but is not limited to, the following:

- Regular meeting agendas will be publicly posted 72 hours prior to each meeting, to encourage community and family attendance.
- A two-way teleconference location shall be established at each school site.
- Meetings will be open to the public and held at a place accessible to the public.
- Meeting agendas will include time for community input with regard to Downtown College Prep.

However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Actions taken in closed session will be reported in open session at the conclusion of the closed session.

The Board President will lead the meetings of the Board of Directors.

EXECUTIVE DIRECTOR

The Executive Director (ED) is the chief executive officer of ABF and is responsible for organizational leadership and strategy, resource development and financial management, community outreach and

collaboration, and meeting the mission. The ED provides leadership and operational expertise in promoting and enhancing DCP's vision and mission. This includes creation and implementation of strategic plans, fundraising, program scaling, and board and staff development.

The ED's duties relating to the governance and operations of the school shall include but are not limited to:

- Engage with stakeholders to implement DCP's vision, and build consensus among the board, staff, key stakeholders, and the community to achieve it
- Lead the organization through development, implementation and monitoring of strategic roadmaps, along with policies and procedures, that translate the vision into action
- Deepen and expand relationships with diverse funding sources, including foundation, corporate and individual donors to secure additional resources to grow DCP's operating budget and impact
- Understand current and emerging climate in charter schools and K-12 education reform, and be able to respond creatively and effectively through DCP's programs
- Perform as effective spokesperson and ambassador for the organization, increasing DCP's visibility and effectiveness
- Develop, manage, and monitor organizational budgets, understanding that the funding of programs and initiatives reflects organizational priorities
- Enable the Board to carry out its governance duties by collaborating with the Board President and senior staff on the board meeting agendas in compliance with the Brown act, providing comments and recommendations regarding policies presented to the Board for consideration, ensuring the presentation of financial, audit, academic and other reports to the Board
- Hiring, supervising, evaluating, disciplining, and dismissing executive management employees in consultation with the Board of Directors and/or HR.

Additional information pertaining to the job description and responsibilities for the Executive Director position can be found in **Appendix 10 – Organizational Roles and Responsibilities**.

PRINCIPAL

The Principal oversees the Charter School's academic program and the overall day-to-day operations of the Charter School.

The Principal's duties relating to governance and operations shall include, but are not limited to:

- Articulate and create buy-in around decision-making processes and responsibilities for all stakeholders
- Ensure all stakeholders have avenues to give input through creation and management of effective governance structures such as School Site Council, English Learner Advisory Committee, and Associated Student Body groups and a Leadership Team
- Lead the site administrative team in fostering a culture of transparency, openness, responsiveness, and engagement as it relates to school leadership
- Hire, supervise, evaluate, discipline, and dismiss all Charter School employees (non-executive management employees) in consultation with the Human Resources Department and Executive Director
- Implement a discipline system that is consistent, transparent, accountable, and that seeks to encourage students and families to aspire to DCP's values and achieve its mission

- Articulate clear goals and outcomes for direct reports; provide consistent feedback and support to achieve goals
- Monitor and modify overall school operational calendars and provide support to direct reports in meeting reporting and other deadlines
- Work closely with support and Central Office staff to ensure operational compliance with processes and procedures
- Convene safety committees to review and update the School Safety Plan annually, ensuring the execution of safety drills as required by law, and providing for a safe learning environment in compliance with monthly DCP School Site Safety requirements
- Administer the Charter School budget in accordance with organizational policies and legal requirements
- Participate in the Leadership Team responsible for school oversight including student supervision, student activities, and parent outreach.
- Attend and supervise schoolwide events on a rotating basis
- Be accountable for school site attendance reporting and all the attendance policy requirements
- Work with support and Central Office staff to manage the National School Breakfast & Lunch Program in accordance with applicable requirements.

Additional specific information pertaining to the job description and responsibilities for the Principal position can be found in **Appendix 10 – Organizational Roles and Responsibilities**.

PARENT & FAMILY INVOLVEMENT

Parent and family engagement is critical to the Charter School's ability to meet its mission. Parent and family engagement help to ensure student academic success, create and sustain a college-going culture, and provide vital governance and accountability for the Charter School.

As indicated in the Family Engagement Policy included in the **Appendix 6- Family Engagement**, DCP views family engagement as a shared responsibility where DCP actively engages families in meaningful ways while focusing on student learning, development, and community. However, DCP recognizes that parents/guardians may need to be involved at different levels due to unique circumstances. Regardless of each family's particular needs, we encourage every parent/guardian to play a role in supporting their child's education and as such, DCP offers different ways for parents/guardians to be involved in the Charter School's governance. These include, but are not limited to, providing input on the development of school policies, reviewing current school performance data and providing input during the development of our Local Control Accountability Plan and Title I, III programs, and more.

Parent and family involvement, among other things, creates a culture of community, demonstrates to students that their parents care about their education, and enables parents to be a part of the movement to get every student to and through college. DCP staff actively create an environment where parents feel comfortable being on DCP's campus and participating in school activities. Specifically, parents can participate in DCP advisory committees; attend classes related to high school transition and college readiness; and participate in academic events, school assemblies and community field trips.

Parent feedback is discussed with staff in an effort to maintain a high level of parent engagement. Opportunities to capture this feedback include surveys, regular parent meetings for all grade levels, on-campus volunteer opportunities, parent field trips, seminars and open houses.

DCP employs a Family Engagement Manager to engage with and involve parents in the school community by working with the principal, school staff, school leadership team, parent associations, community groups, and parent advisory councils.

While the Charter School may encourage parental involvement and provide various opportunities for parents to be involved, in accordance with Education Code Section 47605(n), the Charter school shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School

Please see **Appendix 6 – Family Engagement** for the DCP Family Engagement Policy and job description for the Family Engagement Manager.

SCHOOL SITE COUNCIL

PURPOSE

The DCP Alum Rock School Site Council (“SSC”) is an advisory committee that works together to support DCP Alum Rock’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.

FUNCTION

- **Membership:** SSC members will be elected by their respective constituents and will consist of 2 parents from the Parent Leadership Committee (“PLC”), 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; 1-year commitment
- **Capacity and Scope:** Advisory
- **Sample Responsibilities:**
 - Reports and updates about various school programs from school staff and leadership communities
 - Monitors various school programs: e.g., lunch program
 - Reviews, provides input on, and evaluates:
 - Student and campus safety proposals
 - Student and parent proposals as submitted by the Associated Student Body and the Parent Leadership Committee
 - Staff proposals as prepared by Leadership Team
 - Reviews, provides input on, and tracks progress toward school level goals in Single Plan for Student Achievement (“SPSA”), Local Control and Accountability Plan, and WASC commitments
 - Provides input on school calendar
- **Procedures:** Monthly meetings, part of each meeting will be open to students, staff, and parents

ENGLISH LEARNER ADVISORY COMMITTEE

PURPOSE

If there are 21 or more ELs enrolled at the Charter School DCP Alum Rock will maintain an English Learner Advisory Committee (“ELAC”).

FUNCTION

- **Membership:** Open to all families. Parents of ELs shall comprise at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population. Elections take place during the second meeting of the year, after all parents are informed of the meetings and information is sent home.
- **Capacity and Scope:** Advisory
- **Sample Responsibilities:**
 - Be informed stakeholders, through regular Principal Reports on Enrollment, Budget, and Strategic Priorities (Academics, Culture, College Success).
 - Advise the Principal and staff on programs and services for English learners.
 - Advise the School Leadership on the development of the Local Control and Accountability Plan as it relates to English Learners.
 - Help make parents aware of the importance of regular school attendance.
- **Procedures:** Monthly meetings; part of each meeting will be open to students, staff and parents. Agendas are built based on feedback from families and the ELAC President, with the approval of the Principal. ELAC agendas are posted online, on the website, 72 hours prior to the meeting.

ELEMENT E | EMPLOYEE QUALIFICATIONS

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

PHILOSOPHY AND WORK CULTURE

DCP employees share a common vision and a passion for the mission of DCP Alum Rock. This passion is evidenced by their stated reasons for joining the Charter School, which can be summarized as a desire to help students change the course of their future. This desire stems from a belief that through education, students can change their lives and those of their families and communities. As a result, employees share a sense of ownership of the organization’s mission and engage in ongoing dialogue with one another to determine the best practices to advance DCP’s mission and core values, and in turn, serve its students. In addition, 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.

Finally, employees value authenticity—doing what they say, saying what they mean, admitting and learning from missteps, clarifying what they do not 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 DCP demands intelligence, compassion, flexibility, and the ability to reframe issues and information in ways that are meaningful for students and other stakeholders. Employees need to be competent, mission-driven, and committed to their own continuous personal and professional growth. Employees must also hold high ethical standards, respect the dignity of every individual, and honor the value of every DCP position.

SELECTION PROCESS

DCP provides equal employment opportunity for all qualified applicants and staff. Employment decisions are based on qualifications, abilities, and work performance. DCP does not discriminate against any applicant on the basis of his/her 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, gender identity, gender expression, or any other basis protected by federal, state, or local laws or prohibited by Education Code Section 220.

Selection and appointment of employees at DCP will be the exclusive prerogative of DCP. As such, the ABF Board of Directors shall set the terms and conditions of employment by establishing personnel policies. Decisions relative to the selection, employment, and release of the Executive Director rest with the Board of Directors. Decisions relative to the selection, employment, and release of the executive management employees rest with the Executive Director in consultation with the Board of Directors as needed, and decisions relative to the selection, employment, and release of all remaining employees rest with the Principal or the Director/Manager of the functional area, in consultation with the Human Resources (HR) Department and Executive Director.

EMPLOYMENT QUALIFICATIONS

All teachers and staff must meet the legal requirements for employment, including relevant credentialing requirements, background checks, tuberculosis (“TB”) risk assessment and examination (if needed), immunizations, and any additional position-specific requirements. This includes a fingerprint background check for all employee candidates who have been offered a position in compliance with Education Code Sections 45125.1 and 44237.

The HR department maintains on file current copies of:

- Teacher credentials, as required by position
- Documentation of TB clearance
- Verification of state and federal criminal background check clearance
- Criminal background summaries, which will be maintained by the HR Department in a confidential secured file separated from personnel files, as required by law
- Documentation of legal employment status, most commonly in the form of an I-9 Employment Eligibility Verification form and acceptable forms of identification
- All other relevant employment documentation

For further details on employee qualifications as they relate to the health and safety of students and staff, please see **Element F**.

Following are the qualifications for the key academic positions within the Charter School to be employed at the specific site. For full Job Descriptions of these Charter School staff, as well as the DCP Central Office leadership, please see **Appendix 10 – Organizational Roles and Responsibilities**.

PRINCIPAL

The Principal is a strong, innovative leader who sees opportunities and challenges and aligns people and resources to realize a vision. The Principal is also a team player, collaborating with staff at other DCP school sites and the Central Office as a part of his/her learning and as a way to contribute to the success of the entire organization.

Qualifications for the Principal position include:

- Experience as a Principal or school administrator; or equivalent leadership experience managing programs and staff
- Background in a coaching or similar school leadership role
- Experience working with DCP’s target student population
- Ability to lead teachers in a demanding work environment
- Deep familiarity with the Common Core Standards
- Bachelor’s Degree Required; Master’s Degree in Education or a related field preferred
- Strong analytical and communication skills
- Administrative Credential preferred
- Fluent in written and spoken Spanish highly preferred

More specifically, DCP Alum Rock seeks a leader who has:

- Unwavering commitment to the mission of DCP, its students, families, and staff
- Demonstrated success developing and cultivating productive relationships with students
- An energetic, innovative style that combines intellectual curiosity with strong analytical skills

- Demonstrated skill in communicating with a wide variety of stakeholders both in public and individual settings
- Proven ability to mobilize and sustain people behind a clear set of priorities and long-range goals
- Background and experience in the development and implementation of effective programs with strong vision and well-defined outcomes
- Proven ability to grow excellent organizations through metrics such as attracting and retaining talent and achievement of programmatic goals
- Demonstrated ability to function effectively in a team-oriented environment
- An ability to engage the natural conflict that arises in organizational settings and use that conflict to move the organization forward
- Proven ability to coach teachers to excellence through the use of various pedagogical, motivational, and classroom management strategies
- Commitment to build a Professional Learning Community characterized by cross-discipline collaboration, standards-based, data-driven instruction, and a relentless focus on increasing student learning

TEACHER QUALIFICATIONS

In a DCP research study that looked at the factors necessary for students to thrive in college, one of the key findings was that every teacher is a college counselor. This was particularly a factor for first generation students who typically do not have access to college-educated professionals. Thus, their interactions with teachers “shape their ambitions and vision for their education and lives.” As a result, “lack of faith in students can have a lifelong detrimental impact on their educational and life ambitions.” Therefore, it takes a particular kind of teacher to succeed in this environment, one who is constantly working to maintain the balance between unwaveringly high expectations and the personal, supportive connection that students need with their teachers. DCP teachers have the skills and knowledge to reach students far below grade level and do the slow, painstaking work of building their core skills and content knowledge to the point where graduates go off to college confident and prepared to thrive.

Due to DCP’s commitment to social justice, it recognizes that there are certain traits that a DCP teacher must possess in order to have the greatest impact on its students and the community at large. These traits include:

- The ability to connect to others
- Being reflective, flexible and responsive
- Being driven and eager to take charge
- Not being afraid of conflict

There are also skills and knowledge that come from technical qualifications. As such, must hold the Commission on Teacher Credentialing certificate, permit, or other documents required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Teachers of English Learners in core courses will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at DCP and shall be subject to periodic inspection by SCCOE.

Additional qualifications include:

- At least a Bachelor's Degree from an accredited institution of higher education
- Commitment to working in a fast-paced environment
- Demonstrated commitment to the mission and vision of DCP
- Professional, flexible and committed work ethic
- Ability to manage multiple tasks
- Passionate about working with DCP students and families
- Experience working in an urban school setting

OTHER INSTRUCTIONAL STAFF

Pursuant to Education Code Section 47605(l), as amended, charter schools have flexibility in teacher credentialing with regard to non-core, non-college preparatory classes for teachers employed by charter schools during the 2019-20 school year. Any teachers employed by charter schools, including DCP, during the 2019-20 school year have until July 1, 2025 to obtain the certificate required for their certificated assignment. In accordance with this requirement, DCP may continue the employment of non-certificated instructional staff (who were employed by a charter school during the 2019-20 school year) in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities. DCP determines qualifications for these types of positions based on the needs of each unique position, and qualifications include, at a minimum, demonstrated subject matter-competence. DCP will ensure that these teachers achieve the required credentialing on the timeline established by the state. In addition, DCP may use local assignment options authorized in law for the purpose of assigning teachers in the same manner as the school district. DCP shall ensure that such instructional staff obtain the certificate required for their certificated assignment by July 1, 2025.

COLLEGE SUCCESS STAFF

In 2013-14, DCP transitioned its college success staffing model to one that meaningfully integrates teachers, who were already serving in the role of advisors, in the college guidance process. The change in strategy was in response to the report DCP published in 2013, *I Am the First: DCP College Success Report* (excerpt in **Appendix 2-Research and Performance Data**) where DCP alumni ranked teachers as the main source inspiration in defining their college journeys. The purpose of changing the model allows teachers, college guidance and alumni counselors, and administrators to work collaboratively to implement the College Success Framework. Teachers continue to play the role of advisors and partner with the college guidance team as DCP transitioned from Advisory periods to include College and Career Readiness ("CCR") Courses for high school Juniors and Seniors.

Toward this end:

- The College Guidance and Alumni Success Counselors collaborate most directly with teachers in Junior Seminar and Senior Seminar (College and Career Readiness [CCR] Courses) who are trained and supervised by the College Guidance Counselor throughout the college admissions process. The counselor meets with Senior Seminar teachers at least twice per month to prepare for the college application and matriculation process and monitors all data and online tracking systems to ensure that deadlines are met.
- The Director of College Success manages the College Success Team that includes the College Guidance Counselor, Alumni Success Counselor, Family Engagement Manager, and college interns when available. The director works across sites to ensure the 6-12th grade college success

programming is properly aligned to DCP's mission and the College Success Framework. The College Success Team collaborate around Professional Development workshops for all teachers at least once per quarter. The director also provides individualized support for seniors applying to private and competitive colleges.

- The Alumni Success Counselor's duties are focused to support all alumni and DCP seniors transition from high school to college enrollment. The Alumni Success Counselor holds weekly drop-in hours for both alumni and seniors, organizes workshops, and outreaches to alumni in college. The counselor spends most of the spring semester advising all seniors about the community college process and outreaching directly to seniors who may not meet the four-year college admissions process.

For required qualifications for the College Success Staff, please the job descriptions attached as **Appendix 10 - DCP Roles & Responsibilities**.

STUDENT SERVICES STAFF

DCP also now operates a Student Services Team that works to integrate efforts to support our students in their academic, behavioral and social-emotional development. This includes, but is not necessarily limited to Assistant Principals and School Mental Health Counselors/Social Workers (who differ in their role from counselors assigned to the college success team).

Toward this end:

The Student Services Team collaborates with teachers to ensure that staff are supported in implementing our Restorative Practices, lifting up counseling needs and attending to 504, SST and intervention endeavors.

The Director of Student Services provides coaching and technical assistance to the Student Services Team. The director works across sites to ensure the 6-12th grade student services programming is properly aligned to DCP's mission. The Director of Student Services meets with each team member on an individual basis approximately 2-4 times per month and as a team 1-2 times per month.

ASSISTANT PRINCIPAL

The Assistant Principal is viewed as a future principal leader. As such, the Assistant Principal role is intended to provide a wide range of experiences that will successfully prepare individuals to eventually serve as principal. The Assistant Principal is an instructional leader of the school with three broad areas of responsibility: supporting a rigorous college preparatory program with the appropriate interventions, coaching and evaluating teachers, and promoting a school culture that reflects DCP's mission

Qualifications for the Assistant Principal position include :

- Experience in coaching or a similar school leadership role
- Classroom teaching experience in secondary grades (6-12), especially in urban high schools and with experience in teaching reading, writing, and/or math
- Deep familiarity with the Common Core Standards
- Experience working with the DCP target student: underserved, first-generation college-bound students of color
- Fluent in written and spoken Spanish highly preferred
- At least a Bachelor's Degree from an accredited institution of higher education

More specifically, DCP Alum Rock seeks a leader who has:

- Demonstrated success developing and cultivating productive relationships with students
- Demonstrated ability to facilitate analysis of student data and development and monitoring of intervention plans to support the development of all students
- Demonstrated ability to coach and support teachers toward achievement of individual and institutional goals through the use of various pedagogical, motivational, and classroom management strategies
- A style that leads by example to shape the culture of the school, amongst students and adults, in support of the mission.

SCHOOL SITE NON-INSTRUCTIONAL STAFF

Other staff member qualifications depend on the open position but at a minimum, candidates must demonstrate experience or a strong desire of working with first-generation low-income students and most positions require a bachelor's degree or higher.

Also, all employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description.

OPERATIONS STAFF

DCP employs a school operations staffing model designed to ensure that school has strong operations and functions, while also ensuring Principals and Assistant Principals are able to focus on the academic, socio-emotional, and behavioral program. Toward this end, DCP employs:

- A School Operations Manager ("SOM") at each school site. The SOM acts as a third administrator who specifically oversees non-academic portions of school programming, allowing Principals and Assistant Principals to focus on supporting teachers and students in the classroom. The SOM oversees school operations, finances, assessment logistics, and other critical aspects of school compliance.
- The school may also have an Office Manager and/or a Bilingual Clerk. The Office Manager & Bilingual Clerk work closely with the SOM to support Charter School operations. In addition, the Office Manager runs a welcoming and efficient front office and supports the site administrators on a variety of tasks. The Office Manager focuses on attendance and truancy and also serves as the translator for IEP and other meetings.

For required qualifications for the Operations Staff, please see the job descriptions attached as **Appendix 10 - DCP Roles & Responsibilities**.

PROCESS FOR STAFF SELECTION

DCP has broad visibility in San Jose and throughout Santa Clara County among educators and non-profit professionals, which aids in DCP's recruitment efforts. Furthermore, DCP has established relationships with local Universities and Teacher Preparation Programs such as San Jose State University's Connie L. Lurie Department of Education, Sanford College of Education at National University, and University of Santa Clara's School of Education and Counseling Psychology. DCP has also established relationships with organizations including, but not limited to, Teach for America, The Santa Cruz/Silicon Valley New Teacher Project, and Innovate Public Schools' Start-up Schools Fellowship in order to ensure a pipeline of qualified candidates for open positions. Principals and other instructional leaders also attend teacher fairs at the

Santa Clara County Office of Education, National University, Stanford and other universities in the San Francisco Bay Area. DCP accepts applications for employment throughout the year. Open positions are posted on the organization's website, www.DCP.org, Edjoin, LinkedIn and other relevant job posting sites. They are also posted internally via email to all staff to ensure that existing staff are aware of opportunities. The organization recruits both externally as well as from within. Teachers or staff currently employed at another DCP campus may apply for, but are not guaranteed, positions at other DCP campuses.

DCP seeks to hire and retain talented, energetic, and committed staff members. The organization values staff and community involvement in the hiring process. To ensure the selection of the highest quality staff, DCP implements the following selection process:

1. Request resumes, cover letters and written responses to prompts that include mission-specific topics.
2. Review submitted materials in order to filter quality candidates.
3. Conduct a preliminary interview, generally following a site visit during which the candidate has the opportunity to interact with students and staff.
4. Conduct a final interview, often with a panel, including a sample teaching lesson with DCP students or other demonstration of job-related abilities. For school site positions, panel members include teachers, students, parents and site administrators.
5. Verification of credentials, past employment, employment eligibility requirements, and professional and personal reference checks.
6. Make selection and provide verbal offer.
7. Finalize agreement and extend offers of employment, contingent on passing state and federal background checks.

During the hiring process, the Human Resources (HR) department checks teaching candidate credentials before an offer is made. If a teacher is subsequently assigned to teach a subject in an area in which he or she is not credentialed or which was not an area of a major or minor preparation in college, the HR department works with SCCOE and the teacher to apply for a general limited assignment permit for that subject. The HR department then works with the teacher (and their principal) to ensure they are aware and on track to acquire the competency required either by exam or through additional coursework within one year of the issuance of the permit. The HR department also monitors credentials compliance and tracks expiration and renewal dates. Finally, the HR department assists teachers in updating credentials, for example from preliminary to clear, after the completion of the required qualifications.

Written job descriptions are created for each position. The job descriptions are reviewed and modified as needed 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. Please see **Appendix 10 - DCP Roles and Responsibilities** for samples of job descriptions for certificated and classified positions.

The staffing at DCP is based on enrollment. Consequently, as DCP grows the staffing levels change and the Organizational Chart evolves to reflect those changes. For the current Organizational Chart, please see **Appendix 10 - DCP Roles and Responsibilities**.

COMPENSATION AND BENEFITS

The DCP Board of Directors recognizes that fair employee compensation is critical to hiring and retaining quality staff. The salary for the Executive Director is established by the Board of Directors and is reviewed annually during the Executive Director's performance evaluation.

The Executive Director, or a designee, works with the organization's Chief Operating Officer and the Finance Committee of the Board, to establish 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 the medical and dental benefit plans as outlined in the Employee Handbook. All other benefits are granted to employees according to the policies outlined in the Employee Handbook. The Employee Handbook shall be distributed annually and read and signed by all employees and is included as **Appendix 11 - Handbooks**.

PROFESSIONAL EXPECTATIONS

MANAGEMENT

Each 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. At school sites, staff members are typically managed by the Principal or another member of the school leadership team.

DCP managers can best be described as advocates for teachers, staff and students. To this end, they encourage creativity, support innovation, provide useful feedback, follow through on commitments, celebrate successes and encourage professional development. They also provide ongoing performance feedback and communicate clearly when performance is not up to par. They guide and coach teachers and staff in preparing significant proposals to the leadership team. Managers are also expected to graciously accept and act on constructive feedback on their own performance from all DCP community members.

In addition, managers play a critical role in maintaining everyone's focus on the mission and goals. Managers use their leadership role to help create a culture of respect, professionalism, collegiality, and openness to ideas and opinions. Managers also provide opportunities and channels for all DCP constituents to express ideas and opinions. Managers must be exceptionally mindful of how their individual actions impact others, including students, staff, and external constituents. They should also 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 communicate that to the relevant constituents. If managers' responses to teachers or staff members will be delayed because they want to consult with others, managers should keep everyone informed as to the status of their decision-making process.

Furthermore, since managers work for the good of students and employees, managers' styles should be characterized by openness, honesty, integrity, transparency, and good judgment. They are expected to solicit ideas and input from all DCP constituents. They are also expected 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 communication. As a result, managers are expected to be exemplary and shoulder the heaviest leadership responsibility both within and outside the school.

ALL STAFF

DCP employees are expected to contribute specific skills and expertise and have the ability to listen, reflect, and innovate. They are also expected to maintain equilibrium while juggling multiple competing priorities and projects. They are expected to plan what needs to be done, anticipate roadblocks, and solve problems before they become bigger issues. Although they are not expected to do so, employees often become confidants for members of the DCP community who experience frustration or face trying circumstances. 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 to recognize when someone just needs to blow off steam.

PROFESSIONAL DEVELOPMENT

DCP cannot meet its mission without qualified personnel. It is the organization's goal to attract, recruit, support, and retain excellent teachers and staff who possess the knowledge base, skills, experience, and dedication necessary to work toward its mission.

In addition, the organization is dedicated to creating new and challenging opportunities so staff can fully employ their talents and improve their skills. Leadership—at all levels of the organization—is valued, encouraged, and supported. The professional development efforts target three major subgroups: school leaders, teachers, and non-teaching staff.

DEVELOPING SCHOOL LEADERS

Site administrators play a vital role in setting the direction for successful schools and the organization as a whole. Principals and Assistant Principals derive substantial benefit from meeting with their peers in learning communities structured to enhance their knowledge about effective instruction, school operations and culture/climate. DCP therefore devotes quality time to the crucial work of developing its site administrators through:

- 1:1 coaching and supervision meetings for Principals by the Managing Director of Schools and coaching for Assistant Principals by the Director of Student Services
- Principal Team meetings, for network-wide professional development and strategic planning with the Managing Director of Schools. As needed other Directors may join these meetings.
- Regular DCP Leadership Meetings, which are attended by site administrators and generally facilitated by the Central Office staff with a focus on instruction, operations, and culture/climate.
- Two annual Leadership Retreats, which include Site Administrators, Site Leaders, and Central Office Staff

During these times together, site administrators have the chance to deepen their understanding and practice in areas such as:

- Instructional Leadership
- Effective coaching and evaluation of teachers
- Supporting the implementation of DCP's Instructional model
- Calibrating expectations and use of the DCP Framework for Teaching and Learning
- Calibrating expectations around student engagement and restorative practices
- Using data to inform instruction and practice
- Understanding the DCP College Success framework
- Engaging in data-driven strategic planning

Throughout the year, input from site administrators is solicited in order to inform the design of meeting agendas.

DEVELOPING TEACHERS

Teacher professional development at DCP happens on an ongoing basis and through a variety of grouping structures, in which teachers meet as a whole staff, in content teams, in grade level teams, by experience level, or by interest. This is described in detail in Element A.

PERFORMANCE EVALUATION

NON-TEACHING STAFF

The first step in DCP's evaluation process is goal development whereby managers meet with individual employees to set goals for the year. Thereafter, managers have regular check-in meetings with individual employees to discuss progress toward goals, provide feedback and make changes as necessary. All DCP staff receive at least one summative evaluation each year, which encompasses the following:

- Goal/key results attainment, as articulated either in specific goals plan or in their job description.
- Behavior Competencies that lead to success at DCP and which consist of what employees do (applying technical knowledge, skills, and abilities) and how they do it (the consistent behaviors they demonstrate and choose to use).
- The Manager Competencies, behavior competencies that lead to success as DCP Managers/Leaders and which consist of what employees do (applying technical knowledge, skills, and abilities) and how they do it (the consistent behaviors they demonstrate and choose to use).

Additionally, staff members may also complete 360° feedback surveys on managers, site leaders and other administrative personnel.

TEACHERS

At the beginning of the year, the site administrator works with all teachers to develop a growth focus for the year based on the DCP Framework for Teaching & Learning. It is the role of the site administrator to ensure that each teacher receives observation and coaching support on a one-on-one basis by the Principal, Assistant Principal, Induction Mentor, and/or Instructional Coach. Most teachers will participate in "deep coaching" cycles at least twice during the school year, which will enable them to work with a coach as they engage in a cycle of inquiry. As part of these deep coaching cycles, teachers identify an inquiry question based on their goal(s) for the year; over a four to six-week period, the teacher and coach co-plan, co-teach, and debrief a series of lessons, plus engage in an analysis of student work.

Teachers and staff are encouraged to collaborate with their manager or other managers regarding interested areas of individual growth and leadership. That said, it is the responsibility of managers to support and encourage growth and development, identify new opportunities to learn, and set reasonable expectations for staff regarding development.

During the formal evaluation process for the year, teachers engage with their administrators/managers in the following sessions:

- **Pre-Observation Conference** - This highly collaborative session provides the opportunity for the teacher to review the current unit and a sample lesson with the administrator, who can offer extra guidance if needed.

- **Formal Classroom Observation** - Formal observations are a minimum of 45 minutes in length. The administrator is responsible for collecting verbal and nonverbal evidence of teacher and student actions and interactions. The evidence is tagged to DCP Framework for Teaching & Learning components for Domain 2 (The Classroom Environment) and Domain 3 (Instruction) in preparation for the debrief that takes place during the post-observation conference.
- **Post-Observation Conference** - This session focuses on debriefing the observed lesson by reflecting on both evidence collected by the administrator and additional data that the teacher shares. The post-observation conference ends with suggestions for improving teacher practice and a revised professional learning plan.
- **End-of-Year Summative Evaluation Conference** - The EOY Evaluation Summary provides the perfect opportunity for a teacher and administrator to reflect on his/her practice for the year and the impact it has had on students. It allows a teacher and evaluator to determine final ratings based on all the evidence gathered for the year (including artifacts provided by the teacher) and gives them a chance to make decisions about goals for the following school year. The EOY Evaluation Summary includes data for *teacher performance* and *student performance*. *Student Performance* data is collected throughout the year during the coaching sessions that target the analysis of student work, which allows the administrator/coach to learn about a teacher's ability to reflect and make instructional decisions based on the student data before them.

Goals become the foundation for formative evaluations through regular and ongoing observations, meetings and professional development that occur throughout the school year. Classroom observations lead to coaching opportunities, modeling, evidence and reflection. Data gathered in the process helps inform coaching support to teachers and is also used to gather evidence for the summative evaluation process. Teachers also have the opportunity to observe each other as part of peer observation with the goal of providing mutual positive feedback and opportunities for reflection on individual teaching practice. During formal evaluation cycles and summative evaluations, teachers receive evidence-based ratings on the DCP Framework for Teaching and Learning. Please see **Element A** for detail on the DCP Framework. Please see **Appendix 5 – Professional Development and Evaluation** for further detail on the professional development and evaluation practices at DCP.

For other employment policies including termination, please see the Employee Handbook in **Appendix 11**.

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ELEMENT F | HEALTH AND SAFETY PROCEDURES

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

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282-

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

OVERVIEW

DCP aims to provide a safe learning and working place for its students and staff. Toward this end, the DCP Board of Directors has adopted and implements full health and safety procedures and risk management policies at the Charter School facilities in consultation with its insurance carriers and risk management expert which include:

Health and Wellness Policies, addressing immunizations, pandemic response, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters

A Comprehensive School Safety Plan, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of a pandemic, fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster

These policies and procedures govern the behavior of both students and staff to ensure the safety of both. They are 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 are maintained at the Charter School facilities, available for County review on an ongoing basis, and incorporated into the Student/Parent and the Employee Handbooks, which are included in Appendix 11 - Handbooks. The Charter School shall ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

The following is a summary of the health, wellness, and safety policies and procedures of the Charter School. In addition, please see Appendix 8 - Health, Wellness, and Safety Plans for the Comprehensive School Safety Plan.

HEALTH AND WELLNESS

IMMUNIZATIONS

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

DCP shall require all employees, and any volunteer contractor who may have frequent or prolonged contact with students, to undergo a risk assessment and be examination (if necessary), and be determined to be free of active tuberculosis within the period of 60 days prior to commencing employment/service and working with students, or otherwise meet the requirements of Education Code section 49406. Employees shall be required to undergo the risk assessment and examination (if necessary) at least once each four years thereafter. DCP shall maintain TB clearance records and certificates on file.

VISION, HEARING, AND SCOLIOSIS

DCP shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq. and SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by the Charter School. DCP shall maintain student immunization, health examination, and health screening records on file.

DIABETES

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

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

MEDICATION IN SCHOOL

DCP shall adhere to Education Code Section 49423 regarding administration of medication in school.

EMERGENCY EPINEPHRINE AUTO-INJECTORS

DCP shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and Business and Professions Code section 4119.2, as they may be amended from time to time.

BLOOD BORNE PATHOGENS

DCP meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. DCP has 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. The Blood Borne Pathogen Exposure Plan is included in Appendix 8 - Health, Wellness, and Safety Plans.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

DCP is dedicated to promoting the health and wellness of its students. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

ATHLETICS

DCP shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

DRUG, ALCOHOL, AND SMOKE-FREE ENVIRONMENT

DCP maintains a drug-, alcohol-, and smoke-free environment.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

SAFE PLACE TO LEARN ACT

DCP shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

DCP, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

SUICIDE PREVENTION POLICY

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

FEMININE HYGIENE PRODUCTS

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

SAFETY

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of DCP will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. DCP shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Chief Operating Officer shall monitor compliance with this policy and report to the DCP Board of Directors at least once per year. The Executive Director shall monitor the fingerprinting and background clearance of the Chief Operating Officer. The President of the Board shall monitor the fingerprinting and background clearance of the Executive Director.

Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus at any time students are present.

SCHOOL SAFETY PLAN

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

PREVENTION OF HUMAN TRAFFICKING

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race,

religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Misconduct of this nature is very serious and will be addressed in accordance with DCP policy and procedures.

DCP has established a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the school, in order to prevent and immediately remediate any concerns about discrimination or harassment at DCP (including employee to employee, employee to student, and student to employee misconduct). Under the direction of the DCP Board of Directors, the Executive Director and/or the Chief Operating Officer or designee shall be responsible for investigation, remediation, and follow-up on matters submitted to DCP through this procedure. The DCP Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms is included in the Employee Handbook and the Student and Family Handbook, which are available in Appendix 11 - Handbooks.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils. A sample of the poster is available in Appendix 8- Health, Wellness and Safety Plans.

BULLYING PREVENTION

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

FACILITY SAFETY

DCP shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Pursuant to the California Building Standards Code, the facilities will be deemed seismically safe.

DCP 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. DCP shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the respective school districts (if at district facilities).

DCP affirms that it will comply with the federal Americans with Disabilities Act access requirements and other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance and facility inspection records; and that the site will be secured with an appropriate Certificate of Occupancy.

EMERGENCY PREPAREDNESS

DCP maintains an emergency plan in its School Safety Plan appropriate for each site (on file for review), which specifies responses to varied emergency situations including, but not limited to, a pandemic, assault and fighting, blood borne pathogens, bomb threats, campus unrest, chemical spills, shooter on campus, earthquake, explosions, utilities failure, fallen aircraft, fire, hostage situation, medical, severe weather et cetera. Emergency team roles and responsibilities are described in the plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator and the Central Office responsible officials. Other roles include team leaders for the site communications, assembly area, first aid, food and water, search and assessment, student release, traffic and security, utilities and hazards teams.

Emergency plans are maintained on file and available for inspection. DCP adheres to these plans to address the needs of each school site. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios. Staff shall be provided training on emergency and first aid response. The training shall be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually. The DCP Alum Rock Middle School and DCP Alum Rock High School Safety Plan is included in Appendix 8 - Health, Wellness, and Safety Plans.

ELEMENT G | STUDENT POPULATION BALANCE

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

ASSURANCES

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

RECRUITMENT EFFORTS

DCP seeks to recruit first-generation college-bound students, while also striving to achieve a balance of racial and ethnic students, special education students, and English Learners that is representative of the general population residing within the territorial jurisdiction of ESUHSD. Because of the Charter School's specific target student and location, however, the Charter School's racial and ethnic balance may vary somewhat from ESUHSD as a whole in that it may serve higher concentrations of traditionally underserved youth. This is a similar pattern as found in ESUHSD, with higher concentrations of traditionally underserved youths located in neighborhoods within ESUHSD.

As such, DCP recruitment efforts factor in a number of variables including, but not limited to, the following (Any such strategies will comply with all federal and state laws and DCP policies prohibiting discrimination in admissions).

- **ESUHSD Boundaries** - DCP focuses its community outreach strategy on neighborhoods residing within ESUHSD boundaries, with a focus on the Alum Rock Unified School District and Eastside Union High School Districts in which the DCP Alum Rock campuses are located (see heat maps in Element A).
 - DCP participates in middle school fairs, informational sessions, and education forums at both district and charter schools serving our target population as opportunities arise (these vary year by year).
 - DCP hosts presentations on elementary and middle school district and charter school campuses serving our target population, with the priority of presenting to the entire 5th grade class (rather than a predetermined subgroup).
 - To address the Districts' large Latino population, DCP translates all printed materials, website, communication, and meetings in Spanish.
 - DCP also conducts outreach to the Vietnamese community in partnership with Vietnamese speaking families of current DCP students.

- **Geographic Proximity** - To support families for whom transportation is a factor, DCP recruits in the neighborhoods surrounding the campus and with convenient access via public transportation.
- **1st Generation College-Bound Students** - As this is its mission, DCP works collaboratively with ARUSD and ESUSD school and district office staff, staff of charter schools in ARUSD and ESUSD serving our target population, and parent groups to identify and recruit first-generation college-bound students from throughout the district boundaries.

In order to achieve enrollment targets, DCP:

- Utilizes an enrollment process that allows sufficient time for families throughout ESUSD to learn about the DCP program and make an informed decision.
- Publicizes enrollment events, key dates, and application procedures on the DCP website.
- Translates all printed materials, website, communication, and meetings in Spanish.
- Works collaboratively with ARUSD and ESUSD school and district office staff as well as the staff of charter schools operating in those districts serving our target population, as discussed above, to share information on DCP with prospective students and families. Then, DCP, follows up with each family that expresses interest to share more about DCP and its mission.
- Works with local churches, community centers, and other community organizations to hold informational meetings intended to reach out to all sectors of the population.
- Distributes bilingual informational brochures, publicizes, and schedules bilingual public information meetings for parents, and coordinates home visits with families unable to attend an information meeting.
- Offers centralized enrollment processing, which enables DCP to inform families of their choices within the DCP family of schools. One of the top priorities for DCP is encouraging families to enroll in their district school - to that end DCP offers priority enrollment to in-district families.
- Provides families opportunities to meet the campus by participating in either Shadow Day (for the student), Principal's Coffee Chat (parents), or Open House (family).

In order to strive to achieve/maintain student population balance DCP will:

- Develop and distribute any additional promotional and informational materials needed to reach out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the District.
- Develop and distribute informational materials that describe DCP's programs for students with special needs.
- Annually reassess the school's demographics to determine if recruitment processes need to be adjusted to address imbalances.

ELEMENT H | ADMISSION POLICIES AND PROCEDURES

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

ASSURANCES

DCP schools are open to all students and we encourage all students to apply. Specifically, the Charter School shall:

- Be open to any students wishing to attend the Charter School, subject only to capacity.
- Be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.
- Not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).
- Have no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) aside from residence in California. No test, interview, or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.
- Not require mandatory parental volunteer hours as a criterion for admission or continued enrollment, in accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv).
- Comply with all laws establishing minimum and maximum age for public school attendance in charter schools.
- Not determine admission according to the place of residence of the pupil, or of his or her parent or guardian, within the state, except in the case of a public random drawing.
- Not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to verify admission preferences set forth in this Charter.
- Not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
- Adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard contact number for access to additional information regarding enrollment.

- Comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. The Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.
- Ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with the charter.
- Maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to SCCOE upon request.

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

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

The only circumstance under which a student may not be admitted is if he/she is currently under an expulsion order from another school district or charter school or recently completed the term of expulsion. The Charter School will review the offense listed in the expulsion order to make a determination and may either deny admission or schedule a meeting with the Principal or designee to consider admission, consistent with the Readmission process in the Suspension and Expulsion Policy and Procedures.

APPLICATION REQUIREMENTS

Charter School shall require students who wish to attend the Charter School to complete an application form. Applications are available online or in hard copy form in both English and Spanish. The application is comprised of the following:

- Basic contact information
- Grade level
- Eligibility for preferences, as detailed below (sibling, current DCP student)

RECRUITMENT AND APPLICATION PROCESS

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year.

As discussed in Element G, DCP implements a recruitment process designed to target first-generation college-bound students residing within the Alum Rock Unified School District and East Side Unified High School District. In order to achieve enrollment targets, DCP typically works collaboratively with local middle schools, high schools and community centers, as well as hosts events on campus, including but not limited to: Open House, Enrollment Night, New Family Night, Summer Program Orientation, Shadow Day, Campus Tours, and Coffee Chats with the Principal. DCP has a number of community-based recruitment efforts, including but not limited to: participating in community events, seeking out opportunities for tabling/visibility in the community, establishing relationships with community entities and managing parent recruitment volunteers.

Also, beginning in November, applications for the Charter School are available and will be distributed to target students and interested families. Bilingual parent meetings are organized to answer questions and provide information. Applications are due no later than in late February or early March of each year. The exact deadline shall be published on the applications and the Charter School website. If the number of applicants exceeds the number of available spaces, we hold a public random drawing in accordance with Education Code Section 47605(e)(2)(B). All applicants are informed of the date and location of the public random drawing, as detailed below. See Appendix 9- Student Recruitment, Admissions and Enrollment for the application form, which specifies all information to be requested on any application.

PUBLIC RANDOM DRAWING

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. All applicants will be notified via letter and phone call, and the date and time are posted publicly on the Charter School website. This notification will also include information about the rules to be followed during the lottery. Families will be invited to attend the lottery, but are not required to do so in order to secure their spot. Unless families are notified otherwise in writing, the lottery will be held at the Charter School's facilities and by remote meeting.

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

1. Students who attend, or reside in the attendance area of, the public elementary school where the Charter School site is located.⁶
2. Siblings of students admitted to or attending the Charter School, who reside within the District
3. Siblings of students admitted to or attending the Charter School, who reside outside of the District
4. Students currently attending other DCP charter schools
5. Students residing within the district boundaries
6. All other applicants

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

⁶ This preference shall only be utilized if the Charter School seeks rent reimbursement through the Charter School Facility Grant Program, and does not qualify for the Program based on its own enrolled student population.

Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level.

There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year. Complete and accurate records of the annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, will be maintained by the Charter School and made available to SCCOE upon request.

ENROLLMENT PROCESS

After admission, students are required to submit an enrollment packet, which shall include the following:

- Student Registration Form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records⁷
- Participation in designated student services

With regard to immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to submit records of all legally required immunizations will be denied enrollment until the such records are provided. Exceptions are allowed under the conditions provided in SB 277 (2015).

Please see Appendix 9 – Student Recruitment, Admissions, & Enrollment for sample recruitment timelines, outreach flyers, recruitment presentations, application forms, and enrollment forms.

⁷ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT I | FINANCIAL AUDITS

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(l)

An annual independent fiscal audit of the books and records of DCP will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of DCP will be kept in accordance with generally accepted accounting principles, and as required by applicable law, 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 Controller's K-12 Audit Guide. 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.

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.

The annual audit will be completed and forwarded to the SCCOE Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The DCP Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the DCP Board of Directors with recommendations on how to resolve them. The Board will submit a report to SCCOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of SCCOE along with an anticipated timeline for the same.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of DCP will be a public record to be provided to the public upon request. The last Fiscal Audit is included in Appendix 12 - Financial Documents.

ELEMENT J | PUPIL SUSPENSION AND EXPULSION

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

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

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

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

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

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

THEORY OF ACTION

DCP is committed to developing college-ready behaviors in all of its students. As such, DCP employs a proactive and restorative approach to discipline, supporting students in examining the impact of their actions on self and others in order to promote reflection, remediation, and in turn, agency. Student discipline at DCP includes, but is not limited to, the following:

- Ongoing monitoring and analysis of student behavior in the DCP school database
- Family involvement and engagement, to address areas of concern and leverage areas of strength
- Action plans in the form of behavior contracts, which clearly delineate goals, actions, supports, and scaffolds.
- Ongoing collaboration, with students, parents, advisors, teachers, administrators, counselors, and law enforcement (as needed).

Through this approach, DCP supports students in developing ownership of their actions while also leveraging supports for the student from a wide range of constituencies. Recognizing that, at times,

infractions may result in suspension or expulsion, DCP has developed a Suspension and Expulsion Policy that details these infractions and the corresponding procedures.

ALTERNATE RESPONSES TO STUDENT BEHAVIOR

A student may be suspended or expelled for any of the enumerated offenses listed in the Suspension and Expulsion Policy and Procedures described below. However, the Charter School reserves the right to engage in alternate responses and means to correct student behavior for incidents that do not rise to the level of any of the enumerated offenses for suspension and expulsion, and/or any of the enumerated offenses for discretionary suspension or expulsion. Such alternate responses may include, but are not limited to, the following:

- a. A conference between school personnel, the pupil's parent or guardian, and the pupil.
- b. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- c. Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- d. Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- e. Enrollment and/or participation in a program for teaching prosocial behavior or anger management.
- f. Participation in a restorative justice intervention and/or program.
- g. A positive behavior support approach with tiered interventions that occur during the school day on campus, such as but not limited to a behavior contract.
- h. After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- i. Community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

POLICY OVERVIEW

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

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

and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

PROCEDURES

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

B. ENUMERATED OFFENSES

A pupil shall not be suspended from school or recommended for expulsion, unless the principal or the principal's designee of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of the enumerated offenses listed below

1. Discretionary Suspension Offenses:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any grades 9-12, inclusive.
- l. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students, as defined in Education Code sections 48900.2 [sexual harassment], 48900.3 [hate violence], or 48900.4 [harassment and intimidation], which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable student or students in fear of harm to that student’s or those students’ person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A message, text, sound, or image.
 - A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more

of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- iii. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of the pupil’s age, or for a person of the pupil’s age with the pupil’s exceptional needs.
- r. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision 1(b).
- s. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this 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 the person threatened reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family
- t. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Intentionally harassed, threatened or intimidated school personnel, school volunteers, and/or a student or group of students, in a sufficiently severe and pervasive manner to have the actual and reasonably expected effect of materially disrupting class work,

creating substantial disorder and invading the rights of school personnel, volunteers, and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

2. Non-Discretionary Suspension Offenses

- a. Unless the principal or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the principal or designee shall suspend and recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds:
- Causing serious physical injury to another person, except in self-defense.
 - Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (A) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or (B) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - Robbery or extortion.
 - Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

If the principal or designee makes a determination not to recommend expulsion, as described in paragraph 2(a), above, he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

- b. The principal or designee shall suspend and recommend for expulsion a student when it is determined the student:
- Possessed, sold, or otherwise furnished a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school. The term “firearm” has the same meaning as described in Section 921 of Title 18 of the United States Code.
 - Brandishing a knife at another person.
 - Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - Possession of an explosive. The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

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

3. Discretionary Expulsion Offenses

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students, as defined in Education Code sections 48900.2 [sexual harassment], 48900.3 [hate violence], or 48900.4 [harassment and intimidation], which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- A message, text, sound, or image.
 - A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - An act of cyber sexual bullying.
 - c. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - d. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- iii. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- q. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision 3(b).
- r. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family
- s. 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.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated school personnel, school volunteers, and/or a student or group of students, in a sufficiently severe and pervasive manner to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of school personnel, volunteers, and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

As stated above, unless the principal or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the principal or designee shall suspend and recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds:

- Causing serious physical injury to another person, except in self-defense.

- Possession of any knife or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (A) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or (B) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- Robbery or extortion.
- Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

If the principal or designee makes a determination not to recommend expulsion, as described in paragraph 2(a), above, they are encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

4. Required Expulsion Offenses

The principal or designee shall suspend and recommend for expulsion a student when it is determined the student:

- Possessed, sold, or otherwise furnished a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school. The term “firearm” has the same meaning as described in Section 921 of Title 18 of the United States Code.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive. The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

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

The Charter School will use the following definitions:

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

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (iA) bomb;; (iiB) grenade;; (iiiC) rocket having a propellant charge of more than four ounces;; (ivD) missile having an explosive or incendiary charge of more than one-quarter ounce;; (vE) mine;; or (Fvi) device similar to any of the devices described in the preceding clauses.

C. SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Principal or the Principal’s designee with the student and the pupil’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the pupil and shall be given the opportunity to present their version and evidence in their defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent/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, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date when the student may return to school following the suspension. In addition, the notice may state the 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 Limits/Recommendation for Expulsion

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

Prior to a recommendation for expulsion, the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents/guardian, unless the student and the student's parents/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. This meeting may take place separate from or as part of the suspension conference explained above.

4. Homework Assignments During Suspension

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

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

D. AUTHORITY TO EXPEL

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel. The Administrative Panel should consist of at least three (3) members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's Board. The Director of Student Services or other administrator identified by the Board, shall appoint panel members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. EXPULSION PROCEDURES

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) 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 pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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.

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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 the complaining witness's right to (a) receive five days' notice of the complaining witness's scheduled testimony, (b) have up to two (2) adult support persons of the complaining witness's choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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 their 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 public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. RECORD OF HEARING

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

H. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or

Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. EXPULSION DECISION

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

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

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

J. WRITTEN NOTICE TO EXPEL

The 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: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Charter School shall also send notice to the student's district of residence, as required by Education Code section 47605(d)(3).

K. DISCIPLINARY RECORDS

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

L. NO RIGHT TO APPEAL

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

M. EXPELLED PUPILS/ALTERNATIVE EDUCATION

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. READMISSION OR ADMISSION OF PREVIOUSLY EXPELLED STUDENT

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

P. NOTICE TO TEACHERS

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above. The Charter School shall provide the information to the teacher based upon any records the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

Q. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of the District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education

curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment 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/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may

request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law 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.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parent/guardians; 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.

ELEMENT K | EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security. Education Code Section 47605(c)(5)(K)

STAFF RETIREMENT SYSTEMS

All full-time eligible and any part time eligible employees participate in a qualified retirement plan including but not limited to: the State Teachers' Retirement System ("STRS") for certificated employees; or the Public Employees' Retirement System ("PERS") and the federal social security system for eligible employees. All part-time staff will participate in the federal social security system unless they participate in STRS. The Charter School shall comply with all applicable provisions of Education Code Section 47611, including informing applicants of the retirement system options available at the Charter School.

Employees may also have access to additional DCP-sponsored retirement plans according to policies developed by the Board of Directors and adopted as DCP's employment policies. DCP's Chief Operating Officer is responsible for processing all employee benefits, including but not limited to ensuring that appropriate arrangements for coverage of retirement systems is made. DCP will develop a mix of salaries and benefits, commensurate with location and experience, necessary to attract and retain well-trained teachers and other staff.

Additional details about the process for resolving complaints or grievances are provided in Element N- Dispute Resolution. Additional details on applicable credentials and qualifications for employee positions, staff recruitment, selection, evaluation, compensation and termination are provided in Element E- Employee Qualifications and/or the Employment Handbook in Appendix 11- Handbooks

Employee calendars, holidays, vacations, work day and year are determined annually based on the Instructional Calendar, the requirements of positions including full time equivalency and the nature of employee roles at DCP. The COO works collaboratively with the CAO and other members of the leadership team to determine calendars and other work schedule details, which are incorporated into employment agreements and/or the Employee Handbook.

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ELEMENT L | PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L)

No student may be required to attend DCP Alum Rock. Therefore, students who reside within ESUHSD who opt not to attend the Charter School may attend school within ESUHSD according to ESUHSD policy, or at another school district or school within ESUHSD through the district's intra- or inter-district transfer policies. Enrollment at DCP does not give a student an automatic right to admission in a particular school or program of any district or other LEA, ESUHSD, SCCOE or in other DCP campuses, except to the extent that such a right is extended by the local education agency. Parents and/or guardians of each student enrolled in DCP Alum Rock will be informed of such on admission forms on an annual basis.

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ELEMENT M | EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M)

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

All staff at the Charter School shall be considered employees of ABF and shall have no automatic right to employment or reemployment at SCCOE. Existing SCCOE employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with SCCOE policies and procedures and applicable collective bargaining agreements. .

Sick or vacation leave or years of service credit at SCCOE will not be transferred to DCP or back to SCCOE unless otherwise agreed upon by SCCOE. Employment by DCP provides no rights of employment at any other entity, including any rights in the case of closure of DCP. Employees are informed of this right through articulation in Employment Agreements.

Additional information on employee rights regarding salary, terms of employment, and benefits can be found in **Element E -Employee Qualifications** and **Element K-Employee Retirement Systems**.

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ELEMENT N | DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)

INTENT

The intent of the DCP Alum Rock Dispute Resolution Process is to:

- Resolve disputes within the Charter School pursuant to the Charter School's policies.
- Minimize the oversight burden on SCCOE.
- Ensure a fair and timely resolution to disputes.

Should any section of this element pertaining to resolving disputes, be in conflict with SCCOE policies or desired protocols, then the Charter School is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

DISPUTES BETWEEN DCP AND SCCOE

The Charter School and SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of SCCOE and the Charter School.

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

1. Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and SCCOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.
2. In the event that SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a pre-requisite to SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.
3. If the violation or issue in question does not constitute a severe and imminent threat and SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to SCCOE Superintendent and Charter School Executive Director, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss

and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon in writing by both parties. SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Executive Director or Executive Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon in writing at this meeting, the parties may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

4. If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and this MOU and may pursue any alternative legal options for resolution, including, SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

INTERNAL DISPUTES

The Charter School Board has adopted policies and processes for airing and resolving disputes, other than those between SCCOE and the Charter School, which are covered above. Parents, students, Board members, volunteers and staff at the Charter School will be provided with a copy of the Charter School's policies and internal disputes process, as part of the Staff and Student/Family Handbooks, available in **Appendix 11 - Handbooks**.

SCCOE will refer all disputes or complaints it receives not related to a possible violation of the Charter, the MOU or law, or to the operation of the Charter School or SCCOE's oversight obligations to the Charter School's Executive Director for resolution according to the Charter School's internal dispute resolution process. SCCOE may choose to submit disputes it receives that are related to possible violations of the Charter or the MOU or the law or to the operation of the Charter School or SCCOE's oversight obligations to the Charter School's Executive Director for resolution according to the Charter School's internal dispute resolution process. Should SCCOE receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide SCCOE with updates regarding the Charter School's investigation and resolution of the matter upon request from SCCOE and upon resolution of the complaint or issue. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, SCCOE agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter the MOU or law or to the operation of the Charter School or SCCOE's oversight obligation.

ELEMENT O | SCHOOL CLOSURE PROCEDURES

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

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

CLOSURE NOTIFICATIONS

The DCP Board of Directors will promptly notify parents and student of DCP, the Santa Clara County Office and Board of Education, DCP's SELPA, the retirement systems in which the Charter 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 closure as well as the effective date of the closure. 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 inquiries may be made regarding the closure;
- The districts of residence for pupils; and
- How parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. The notification will also include information on assistance in transferring the student to another appropriate school and, as stated below, a process for the transfer of all student records.

The Charter School 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.

As applicable, the Charter School will provide parents, students and SCCOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. Parents will be provided with a certified packet of student information that will include the closure notice, grade reports, discipline records, immunization records, etc. For high school students, the information should include specific information on completed courses and credits that meet graduation requirements and college entrance requirements. This will facilitate transfer to another school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. DCP will ask SCCOE to store original records of DCP students. All records of DCP shall be transferred to SCCOE upon School closure. If SCCOE will not or cannot store the records, DCP shall work with SCCOE Office of Education to determine a suitable alternative location for storage. All state assessment results,

special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

NOTIFICATION TO RECEIVING DISTRICTS

DCP shall provide any school district responsible for providing education services to the former students of DCP with copies of all appropriate student records to assist in facilitating student transfers, as may be requested and permitted by each school district. All transfers will be made in compliance with the FERPA.

FINANCIAL CLOSEOUT

As soon as reasonably practicable, the Charter School will prepare final financial records. DCP 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 Charter School. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to SCCOE promptly upon completion. The purpose of the audit is to determine the net assets or net liabilities of the Charter School. The assessment should include an accounting of all DCP assets, including cash and accounts receivable, and an inventory of property, equipment and supplies. It will also include an accounting of the Charter School's liabilities including any accounts payable, 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 DCP. The cost of the audit and the close out shall be considered a liability of DCP and shall be paid for by reserve funds or any remaining assets.

In addition to a final audit, DCP will submit any required year-end financial reports to the CDE and SCCOE 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 Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Across the Bridge Foundation, , a nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net asset shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from SCCOE or SCCOE property will be promptly returned upon Charter School closure to SCCOE. 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.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. Upon completion of the closeout audit, DCP will develop a plan for the repayment of any liabilities. To the extent feasible, any assets of DCP will be liquidated to pay off any outstanding

liabilities. All liabilities remain the responsibility of DCP.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

DCP will utilize the reserve fund, as allocated in the budget and as necessary, to undertake any expenses associated with the closure procedures identified above.

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MISCELLANEOUS CHARTER PROVISIONS

ADMINISTRATIVE SERVICES

*Governing Law: The manner in which administrative services of the charter school are to be provided.
Education Code Section 47605(h)*

The DCP Executive Director or designee will be responsible for ensuring appropriate administrative services are in place for DCP through its internal office personnel and if necessary, contracts with appropriate third-party contractors. The DCP Executive Director will be responsible for overseeing the day-to-day administrative operations of the Charter School.

Subject to availability and agreement between DCP and SCCOE, DCP may request SCCOE services on a fee-for-service basis.

Neither DCP nor SCCOE is obligated to contract with one another. Any services requested from SCCOE 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 DCP and SCCOE, prior to commencing services under the agreement.

POTENTIAL CIVIL LIABILITY EFFECTS AND COUNTY IMPACT STATEMENT

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district.
Education Code Section 47605(h)*

The Charter School 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(d), 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 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. DCP shall work diligently to assist SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure SCCOE shall not be liable for the operation of DCP.

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

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

As stated below, insurance amounts will be determined by recommendation of SCCOE and DCP's insurance company for schools of similar size, location, and student population. SCCOE shall be named an additional insured on the general liability insurance of DCP.

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

BUDGET AND FINANCIAL PLAN

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

To support review of this renewal petition, the following documents have been included in *Appendix 12 – Financial Documents*

- DCP Alum Rock Budget, in as 12.2-DCP Alum Rock Three-Year Projected Budget
- DCP Alum Rock Cash Flow, as 12.3 DCP Alum Rock Three-Year Projected Cash Flow
- DCP Alum Rock Budget Narrative, as 12.4 DCP Alum Rock Budget Narrative and Assumptions

Additionally, the DCP Alum Rock LCAP, is included in Appendix 1-Strategic Plans.

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and includes many key assumptions, as outlined in the annotated budget narrative.

STATUTORY FINANCIAL REPORTS

DCP will annually prepare and submit reports to SCCOE in accordance with Education Code Section 47604.33 as follows:

- By July 1st, a board approved preliminary budget for the current fiscal year.
- By July 1, an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15th, an interim financial report for the current fiscal year that reflects changes to the preliminary budget through October 31st. Additionally, on December 15, a copy of DCP's annual, independent fiscal audit report for the preceding fiscal year shall be delivered to SCCOE, State Controller, and California Department of Education.
- By March 15th, a second interim financial report for the current fiscal year that reflects changes to the preliminary budget through January 31st.
- By September 15th, a final non-audited financial report for the prior full fiscal year. The report submitted to SCCOE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

OTHER FINANCIAL REPORTS

With regard to other financial reports, DCP will:

- Implement an attendance recording and accounting system that complies with state law and District requirements
- Be a directly funded charter school. DCP will deposit its funds in a non-speculative and federally insured bank account for use by the Charter School
- Provide other reports required by law including the California Basic Educational Data System ("CBEDS"), CALPADS reporting, Annual Student Service Identifier ("SSID") maintenance, actual Average Daily Attendance reports, SARC, and the Federal Civil Rights Data Collection ("CRDC").

FINANCIAL PROCESS

DCP employs a full-time Controller to perform many of the accounting and budgeting operations of the Charter School. The Controller reports directly to the Executive Director. The Controller's primary

responsibilities are to establish, implement, coordinate, control, and maintain the Charter 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. DCP outsources some financial services such as payroll processing and uses a competitive bid process to select vendors with experience in charter school or other public finance.

DCP will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure ("SACS") for all reports to SCCOE including the First and Second Interim Reports, Adopted Budgets, and Unaudited Actuals as required by the Education Code. DCP will also provide an annual audit, including financial schedules in the aforementioned formats to the SCCOE Superintendent of Education, the California Department of Education and to any other official or entity as required by law.

Annually, no later than December 15th, DCP shall supply SCCOE 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, DCP shall submit a separate document to SCCOE containing this information.

INSURANCE

DCP will secure and maintain commercially reasonable general liability, workers' compensation, and other necessary insurance coverage of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by SCCOE and the Charter School's insurer. DCP will secure and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or VII" by A.M. Best Insurance Rating Guide, or in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as outlined in the Memorandum of Understanding with the Santa Clara County Office of Education.

The Charter School will provide evidence of its insurance coverage to SCCOE. These amounts may be altered upon recommendation of the Insurer or as required by agreement between SCCOE and DCP.

FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h)

DCP operates its middle school and high school programs at two different sites within the boundaries of East Side Union High School District.

In May 2014, DCP executed a 30-year land lease agreement (plus three 5-year term options to renew) with Alum Rock Union Elementary School District for 2888 Ocala Avenue, San Jose. This enabled DCP to build a long-term facility for DCP Alum Rock Middle School. As a result, in 2015, DCP built nine additional stand-alone classrooms to add to the existing five classroom portables included in the long term lease. DCP also constructed restrooms, an outdoor courtyard, amphitheater, and an outdoor lunch shelter. In addition, in 2019, DCP completed construction on a multipurpose/gym building that includes a STEM lab, a regulation size gym, a kitchen, restrooms and administrative spaces DCP also has access to fields and other outdoor spaces in accordance with terms and conditions set in the long-term lease agreement with ARUESD.

DCP Alum Rock High School is currently located at Independence High School, at 1776 Educational Park Drive, San Jose, in sixteen classrooms and one administrative space via a five-year Prop 39 facilities use agreement with the Eastside Union High School District (ESUHSD). DCP is actively working with East Side Union High School District on a Prop 39 facility for 2021-22 and beyond. The Charter School shall notify SCCOE of the facilities to be used by the DCP Alum Rock High School.

ALTERNATIVES TO A DISTRICT FACILITY

In the event that DCP does not come to an agreement with ESUHSD regarding the lease of a district facility, DCP will identify and lease facilities that meet the requirements of Education Code Section 47610 and the American Disabilities Act prior to the site being used by DCP. If DCP has to lease non-District facilities it would be eligible to claim SB 740 rental reimbursement at \$750/ADA or 75% of the lease costs, whichever is lower. Thus, the amount assumed under the financial plan and the SB 740 reimbursement would avail DCP of an adequate budget to lease such non-district facilities.

TRANSPORTATION

DCP 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 DCP and SCCOE.

DCP may provide transportation to and from its middle school and high school facilities to assist families with students attending DCP at both facilities. If DCP provides such transportation, DCP shall comply with all applicable legal requirements and provide parents/guardians appropriate notice regarding such transportation offerings.

ATTENDANCE ACCOUNTING

As detailed in Element A, DCP will implement a student attendance recording and accounting system which complies with state law, to ensure contemporaneous record keeping, support for state average daily attendance claims, and to satisfy audits related to attendance that may be conducted.

OVERSIGHT

Pursuant to California law, SCCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), SCCOE may charge for the actual costs of supervisorial oversight of DCP not to exceed one (1) percent of the revenue of DCP. SCCOE may charge up to three (3) percent of the revenue of DCP if DCP is able to obtain substantially rent free facilities from SCCOE. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

CONCLUSION

By approving this charter, SCCOE will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with SCCOE to establish the highest bar for what a **charter** school can and should be. To this end, the Petitioners pledge to work cooperatively with SCCOE to answer any concerns over this document and to present SCCOE with the strongest possible proposal requesting a renewal charter term from July 1, 2021 through June 30, 2026.

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Appendix 1- Strategic Planning



1.1 DCP Strategic Plan

1.2 DCP Alum Rock LCAP 2019-20

1.1 DCP Strategic Plan



DCP Strategic Plan and Key Results 2020-21

Over the last several years, staff and our Board of Directors have been refining DCP's strategic plan. Our strategic plan is designed to prepare us for a future where we will continue to be competitive in attracting first-generation families and ensuring that through those efforts we achieve our mission. We cannot achieve this by maintaining our current successes, we must identify places for improvement and work to achieve those goals over the next five years. Over time, we have narrowed the Key results from fifteen to ten critical areas. We have further refined our focus so that in 2020-21 we will target four Priority Focus Key Results.

Key Result 1- Academic Progress: Critical to our success as an organization is our ability to help first generation students gain the academic skills necessary to thrive in college. Many students arrive at DCP having not yet gained the academic skills expected for their grade level in all subjects. We welcome them and we believe that we can help them build their skills and accelerate their learning so that they are ready upon graduation. This doesn't happen in a month or a year. It takes a full commitment over the student's DCP career. For that reason, we are committed to supporting 100% of our students in demonstrating progress towards those grade-level standards to ensure academic readiness for college.

In 2020-21 we are adopting three critical strategies to focus our energies on lifting up this important Key Result.

- A. We are leveraging our **professional development**, both at the school and DCP level, to reinforce and deepen our skills with the DCP Instructional Model. By increasing our collective skills to deliver standards-aligned instruction we increase student experiences with learning opportunities that provide appropriate rigor, engagement and opportunities to learn.
- B. Secondly, we continue to develop our **data utilization** skills in using common assessments and student work to inform instructional decisions for students. By working collaboratively, we create a shared understanding of expectations and strategies for assisting students who have not yet demonstrated mastery and those students who have demonstrated mastery and are ready to grow even further. This data helps us to understand student progress in real time and to adjust our instruction in response to those results. Such responsive teaching leads to better learning for students.
- C. Lastly, we are dedicating much of this year to improving our ability to **support student needs** by providing differentiated instruction in response to specific student needs. Our first focus will be in identifying and implementing strategies that specifically support our students who are learners of English, from those who are just beginning that journey to those who have recently become English-proficient. These strategies help us to identify necessary scaffolds for students that lead to increased autonomy while holding expectations high for all.

Project Lead: Lynnette Hawkins
Team

Executive Sponsor: Amy Fowler

Curriculum & Instruction Leadership

Key Result 2- 5/6-12 Pathways: DCP strongly believes that we will see the greatest success when we can work with our students and families from 5th or 6th grade through graduation. While this is an important value, we felt that other Key Results require an immediate and deep focus. We plan to collect this data and begin thinking about future strategies through our work in Key Result 10-Financial Stability.

Key Result 3-College Competitiveness: One of the critical factors that sets DCP apart is our focus on supporting first-generation college students to enroll and persist in college. In order for DCP students to have the confidence and opportunity to access all postsecondary options, we must ensure that our students have the types of experiences, coursework, and guidance to meet this goal. For this reason, we are committed to ensuring that 90% of students graduate meeting or exceeding UC/CSU eligibility.

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In 2020-21 we are adopting three critical strategies to focus our energies on lifting up this important Key Result.

- A. Our College Success Team is working with CCR and Advisory programming to develop ways of understanding student **“on-trackness”** at regular and consistent intervals so that students make appropriate progress in completing or exceeding the requirements for UC and CSU admission. Additionally, they will share tools developed over the last year to support student’s academic growth and metacognitive development beyond academic skills.
- B. Second, the College Success Team will work with our staff, students and families to build ***stakeholder understanding*** of UC/CSU eligibility and the many ways that students can achieve and exceed these benchmarks. As we build an understanding of these requirements, we increase our collective ability to support students in achieving them.
- C. Lastly, we are committed to generating additional student ***competitiveness resources*** and support. For example, we continue to look for increased student opportunities such as new dual enrollment community college courses, engineering and STEM, internships, summer enrichment, and other such opportunities. Through these meaningful experiences, students build a competitive admissions profile, and in the process, see themselves as autonomous learners and community leaders who are ready for college.

Project Lead: Edgar Chavez Executive Sponsor: Tom Madson Curriculum & Instruction Leadership Team

Key Result 4- Minimizing Bias: DCP strongly believes that we all must work to minimize the impact of bias and systemic inequalities in DCP and the larger society. When we looked at the available resources in terms of time and financial commitment, we were unable to dedicate a sufficient amount of either to do this work well. We believe that this work is a foundational piece of our mission, that all who chose to be a member of the DCP family are committed to this work and together we will continue to improve our skills in this area, perhaps more purposely in a future year.

Key Result 5- Teacher Effectiveness: Increasing our collective teaching skills is a high value for DCP. In discussion, the leadership team felt that of the two teacher focused Key Results, our first effort should be towards increasing retention of our teachers before turning our attention to this Key Result in future years.

Key Result 6- Teacher Retention: The research is clear that teachers gain in skill substantially from their 1st to 4th year. These skills have immediate and profound impacts on student learning, the culture of the school and the satisfaction of peers. DCP aims to have at least 60% of teachers (by work assignments) with 4 or more years of experience at DCP.

In 2020-21 we are adopting four critical strategies to focus our energies on lifting up this important Key Result.

- A. Our Human Resources Team will engage in two ***data*** reviews. First, they will analyze the results of exit and “stayer” interviews to understand why DCP teachers leave or stay. Second, they will conduct annual compensation and benefit reviews to determine how competitive we are as an employer. Both studies will be used to inform needed improvements.
- B. Our Human Resources Team, Instructional Team and site leaders will work to refine our current recruitment, hiring and on-boarding activities so that we find, hire and prepare our ***new teachers*** for long careers in DCP. By investing in these early experiences, we will consistently recruit the best candidates and form stronger connections for staff with DCP.
- C. Our principals are working as a team to calibrate shared expectations for teacher observations and ***evaluation***. We know our staff is dedicated to doing excellent work and by providing timely, authentic feedback and job embedded ***professional development*** on a regular basis we can support all teachers in developing their sense of success at work. Being efficacious, to know that we are making a difference for our students, is one of the leading factors in teacher longevity.
- D. DCP is launching a specific ***Diversity, Equity and Inclusion*** initiative in partnership with the Promise 54 organization. Through this work, DCP will continue to hone our efforts to support increased diversity in our

Appendix 1.1 DCP Strategic Plan

collective team, be equitable in employment and compensation efforts, and provide authentic opportunities for inclusion in our community with shared responsibility for our vision.

Project Lead: Michelle Icenogle

Executive Sponsor: Ruth Wamuyu Schriver

Climate & Operations Team

Key Result 7- Graduating our Kids: IDCP is committed to graduating each and every 9th grade student who enters our schools. While we want to improve the percentage of students who stay and graduate from us, in the short term we believe that we can monitor this through our focus on Key Result 3- College Competitiveness.

Key Result 8- College Persistence: Increasing the percentage of our students who persist through college to graduation is also an important priority and the College Success Team will continue its effort on this work through our strong alumni counseling and our Advancement Team will continue to generate resources for financial support efforts.

Key Result 9- Alumni Impact: DCP's mission doesn't end with a college degree for each of our alumni. We aim to have each of our alumni contribute in meaningful ways to their communities and to find employment that can uplift themselves and their families. By working with alumni to consider the impact of college majors and career choices we can help them to make decisions that will lead to those productive outcomes.

Key Result 10- Fiscal Sustainability- Living in California, we all know that the public contribution to education is insufficient to meet the many needs of our students. As a community, DCP must establish a budget that is financially stable in order to create stability in programming, commitments to families and our staff.

In 2020-21 we are adopting four critical strategies to focus our energies on lifting up this important Key Result.

- A. First, we are undertaking a significant review of our **budget management** so that leaders better understand the process of developing our budget and that we have a shared understanding of the outcomes we will meet for our students and equitable experiences across our campuses.
- B. Second, we must ensure that our student **enrollment** meets or exceeds the targets we set by attracting students who are first-generation and then holding on to those students and families. The revenue we have to spend from state and federal dollars is entirely tied to the number of students we serve- enrollment drives the resources we have to spend on our programming.
- C. A critical component to attracting high enrollment is to ensure high-quality **parent engagement**. Parents who are our partners in leading the mission of DCP serve as valuable ambassadors to families we have not yet met and work ardently to support their children in achieving their own college dreams. Through efforts to engage our parents, we increase our impact exponentially.
- D. Lastly, DCP relies on **philanthropy** to support efforts to expand engineering, alumni counseling, scholarships for students and many programmatic efforts. If we can increase our donor portfolio with those who are engaged with our mission, we can amplify our work and have resources to do work that the meager state and federal funding simply won't cover.

Project Lead: Joyce Noble

Executive Sponsor: Paula Gallant &

Climate & Operations Team

Jen Andaluz

1.2 Alum Rock LCAP 2019-20

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Downtown College Preparatory Alum Rock

CDS code:

43 10439 0123257

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Downtown College Preparatory Alum Rock (DCP Alum Rock) participates in the following programs:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A

Sections for only these programs are completed on the following pages.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Downtown College Preparatory Alum Rock (DCP Alum Rock) has developed a comprehensive plan informed by stakeholder input for serving all students. This plan is reflected across accountability documents – the LCAP, LCAP Federal Addendum, and Element B of the Charter Petitions – to ensure alignment. The five applicable goal areas are as follows:

The DCP LCAP focuses on four core areas of work, in alignment with its strategic plan and the eight state priorities. These are:

Goal 1: Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.

Goal 2: Students will be on track to being academically prepared for college success.

Goal 3: School environment will be safe and welcoming for all students.

Goal 4: Parents and students will be engaged in a culture of college success.

In addition, it holds a fifth foundational goal as follows:

Goal 5: DCP is an operationally sound organization with the capacity to carry out Goals 1 - 4

Specific actions are identified within the five goal areas, with federal funds used to supplement and enhance the base funding levels of actions within each goal area that are aligned with each Federal Program. These primarily occur as follows:

- **Title I, Part A** – Additional staffing to meet the needs of all learners, with focused differentiation and intervention for our target population of first generation college going Latino youth from low-income families.
- **Title II, Part A** – Supports data-driven instruction and targeted professional development for teachers and administrators through external partnerships.
- **Title III, Part A** – Supports Integrated and Designated ELD for ELs.
- **Title IV, Part A** – Supports enrichment efforts in alignment with the College Success program.

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Downtown College Preparatory Alum Rock (DCP Alum Rock) has developed a comprehensive plan informed by stakeholder input for serving our population of students – first generation college-going Latino students from low-income families. This plan is reflected across accountability documents – the LCAP, LCAP Federal Addendum, and Element B of the Charter Petitions – to ensure alignment. State and Local Funds, as well as Federal Funds, are identified by source in the LCAP Expenditures for each Action they support.

The LCAP process is used on an ongoing basis to monitor actions and expenditures in support of goals, including the aligned allocation of all revenue streams.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory Alum Rock (DCP Alum Rock) actively engages families in the life of the school, both in terms of their child's education and involvement in decision-making.

As detailed in the LCAP, students and families at DCP Alum Rock are engaged in service of supporting students' overall development and well-being. Specific to supporting parent and family engagement:

- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college. This work is completed in conjunction with families, as students are predominantly first generation college-going.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified

students. Again, this work is completed in conjunction with families, as students are predominantly first generation college-going.

- **Action 2f** - Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development. A key piece of this work, based on DCP Research, is taking the family on college visits as well.
- **Action 3c** - Utilize support staff to ensure a safe and welcoming environment for students and parents. DCP campuses are staffed with a bi-lingual clerk, to ensure all families have ready and easy access to their child's school.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4c** - Utilize technology to facilitate home-school communication and student/parent engagement.
- **Action 4d** - Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.
- **Action 4f** - Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.
- **Action 4g** - Provide workshops to ensure that AB 540 students and families are aware of their rights and of available resources to support a college-going path.

The school is not qualified for CSI or TSI, so family engagement in development of those plans is not addressed.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory Alum Rock (DCP Alum Rock) actively monitors disaggregated data for students, then provides differentiated supports to ensure ALL students receive support and achievement gaps are addressed for our population of students – first generation college-going Latino students from low-income families.

As detailed in the LCAP, DCP Alum Rock serves students who have been served poorly by the traditional system. Specific to identification and serving of these students:

- **Action 1e** - Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.
- **Action 1f** - Provide student materials for low-income families to support access to the educational program and content.

- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- **Action 2d** - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.
- **Action 2f** - Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.
- **Action 3b** - Implement Restorative Practices school wide, to support social, emotional, and behavioral learning.
- **Action 3c** - Utilize support staff to ensure a safe and welcoming environment for students and parents.
- **Action 3e** - Provide socio-emotional counseling services to students and families on a referral basis.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.
- **Action 4b** - Provide athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community.
- **Action 4c** - Utilize technology to facilitate home-school communication and student/parent engagement.
- **Action 4e** - Provide staff training on how to meet the needs of foster youth and AB540 students.
- **Action 4g** - Provide workshops to ensure that AB 540 students and families are aware of their rights and of available resources to support a college-going path.

DCP Alum Rock does not operate a Targeted Assistance Program for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs, so those portions of the prompt are not applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory Alum Rock (DCP Alum Rock) supports homeless students and families in the application and enrollment process, to ensure barriers do not exist for these children. To support success, the following Goals and Actions are in place.

- **Action 1f** - Provide student materials for low-income families to support access to the educational program and content.
- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.

- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- **Action 2d** - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students. This also includes Homeless youth.
- **Action 3b** - Implement Restorative Practices school wide, to support social, emotional, and behavioral learning.
- **Action 3c** - Utilize support staff to ensure a safe and welcoming environment for students and parents.
- **Action 3e** - Provide socio-emotional counseling services to students and families.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient. This also includes Homeless youth.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.
- **Action 4b** - Provide athletics and extracurricular activities to maximize opportunities for students to be meaningfully engaged in the school community.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory Alum Rock (DCP Alum Rock) actively works to develop student agency, that will promote success of our incoming middle school students in high school, then from high school to college and career. The DCP 5/6 – 12 pipeline was developed to specifically address to support students in successful middle to high school transitions. Likewise, the College Success program has been designed to specifically support students in the transition from high school to college and career.

- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.

- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.
- **Action 4e** - Provide staff training on how to meet the needs of foster youth and AB540 students.
- **Action 4f** - Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory Alum Rock (DCP Alum Rock) actively monitors disaggregated data for students, then provides differentiated supports to ensure ALL students progress at their optimal pace including gifted and talented students. Specific to identification and serving of these students, as detailed in the LCAP:

- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- **Action 2d** - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

Alternative PIDCP Alum Rockments

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative pIDCP Alum Rockments for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

[The school does not participate in Title I, Part D]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory Alum Rock (DCP Alum Rock) actively supports teachers in their professional development and improvement. As detailed in the LCAP, teacher professional development is supported as follows:

- **Action 1d** - Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.
- **Action 2c** - Provide training and professional development for teachers to support academic programs.
- **Action 3c** - Utilize support staff to ensure a safe and welcoming environment for students and parents. This includes supporting teachers in their development working with students and families.
- **Action 3d** - Provide professional development to teachers in classroom management.
- **Action 4e** - Provide staff training on how to meet the needs of foster youth and AB540 students.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and

improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Not applicable to charter schools]

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory Alum Rock (DCP Alum Rock) actively supports teachers in their professional development and improvement. As detailed in the LCAP:

- **Action 2d** - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.

All teachers at DCP Alum Rock provides are regularly observed and provided feedback by an Instructional Coach. This frequent, actionable feedback based on observation and analysis of student outcomes (student work and data) supports development of teacher practice. Summer onboarding ensures all teachers are prepared prior to beginning instruction.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory Alum Rock (DCP Alum Rock) actively supports teachers in their professional development and improvement, to serve all learners including ELs. As detailed in the LCAP, teacher professional development is supported as follows:

- **Action 1d** - Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.
- **Action 2c** - Provide training and professional development for teachers to support academic programs.
- **Action 3d** - Provide professional development to teachers in classroom management.
- **Action 4e** - Provide staff training on how to meet the needs of foster youth and AB540 students.

Action 4e - Provide staff training on how to meet the needs of foster youth and AB540 students. Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As detailed in the LCAP, DCP Alum Rock serves students who have been served poorly by the traditional system, including ELs. Specific to enhanced instructional opportunities for immigrant children and youth:

- **Action 1d** - Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.
- **Action 1e** - Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.
- **Action 1f** - Provide student materials for low-income families to support access to the educational program and content.
- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- **Action 2c** - Provide training and professional development for teachers to support academic programs.
- **Action 2d** - Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.
- **Action 2f** - Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.
- **Action 2g** - Utilize student data systems to support college success programming (e.g. Naviance, Beyond12)
- **Action 3d** - Provide professional development to teachers in classroom management.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.
- **Action 4c** - Utilize technology to facilitate home-school communication and student/parent engagement.
- **Action 4d** - Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.
- **Action 4e** - Provide staff training on how to meet the needs of foster youth and AB540 students.
- **Action 4f** - Provide translation services and staff support to ensure that Spanish speaking parents (and any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.
- **Action 4g** - Provide workshops to ensure that AB 540 students and families are aware of their rights and of available resources to support a college-going path.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As detailed in the LCAP, DCP Alum Rock serves students who have been served poorly by the traditional system, including ELs. Specific to enhanced programs and activities for immigrant children and youth:

- **Action 2a** - Implement a research-based advisory program to prepare students to successfully enter and complete college.
- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- **Action 2e** - Design and implement College Success programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.
- **Action 4a** - Implement College Success Programming to support a college going environment and culture.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As detailed in the LCAP, DCP Alum Rock serves students who have been served poorly by the traditional system, including ELs. Specific to enhanced English proficiency and academic achievement for immigrant children and youth:

- **Action 2b** - Implement academic interventions during and outside of school in order to support students that enter below grade level and/or are making insufficient progress in the regular program.
- **Action 2d** - Utilize assessments systems (Illuminate & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.
- **Action 2g** - Utilize student data systems to support college success programming (e.g. Naviance, Beyond12)
- **Action 3f** - Provide ongoing outreach through College Success programs to students and families that are designated as one or more of the following categories: low income, foster youth, English learner, or redesignated fluent English proficient.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Downtown College Preparatory Alum Rock (DCP Alum Rock) receives \$10,000 in Title IV monies.

DCP Alum Rock is committed to providing a well-rounded education for our population who are first-generation Latino students from low-income families. Funds are used to enrich the school program, through the College Success program.

Appendix 2- Research and Performance Data



2.1 California Dashboard Data 2018

2.2 California Dashboard Data 2019

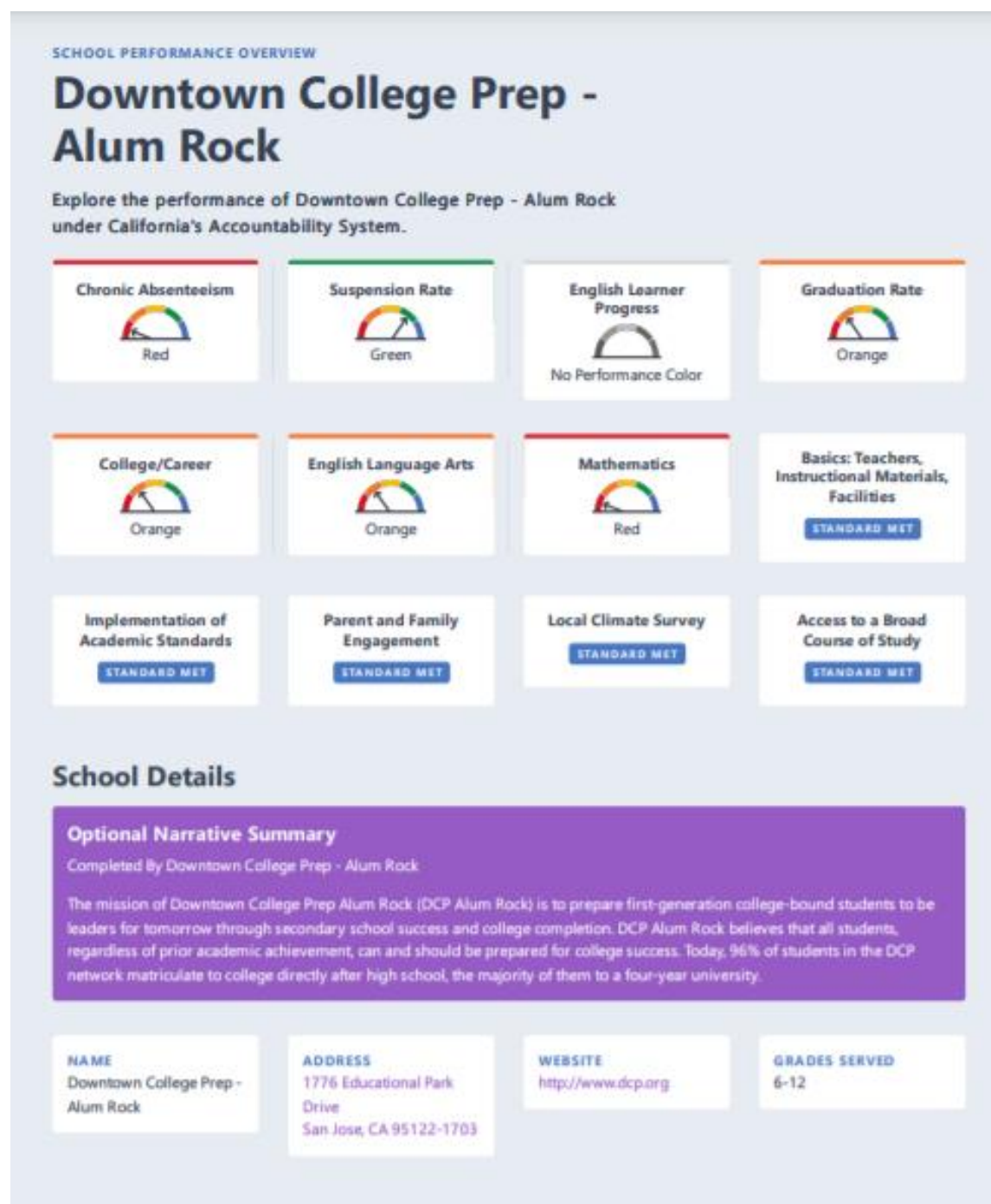
2.3 Excerpts from *I Am The First*

2.4 UCSC-DCP Transitions Study (In Progress)

2.5 DCP First-Generation College Student Theory

2.6 DCP College Matriculation, Persistence, Graduation

2.1 California Dashboard Data, 2018



DOWNTOWN COLLEGE PREP - ALUM ROCK

Student Population

Appendix 22- DCP Alum Rock California Dashboard Report 2018

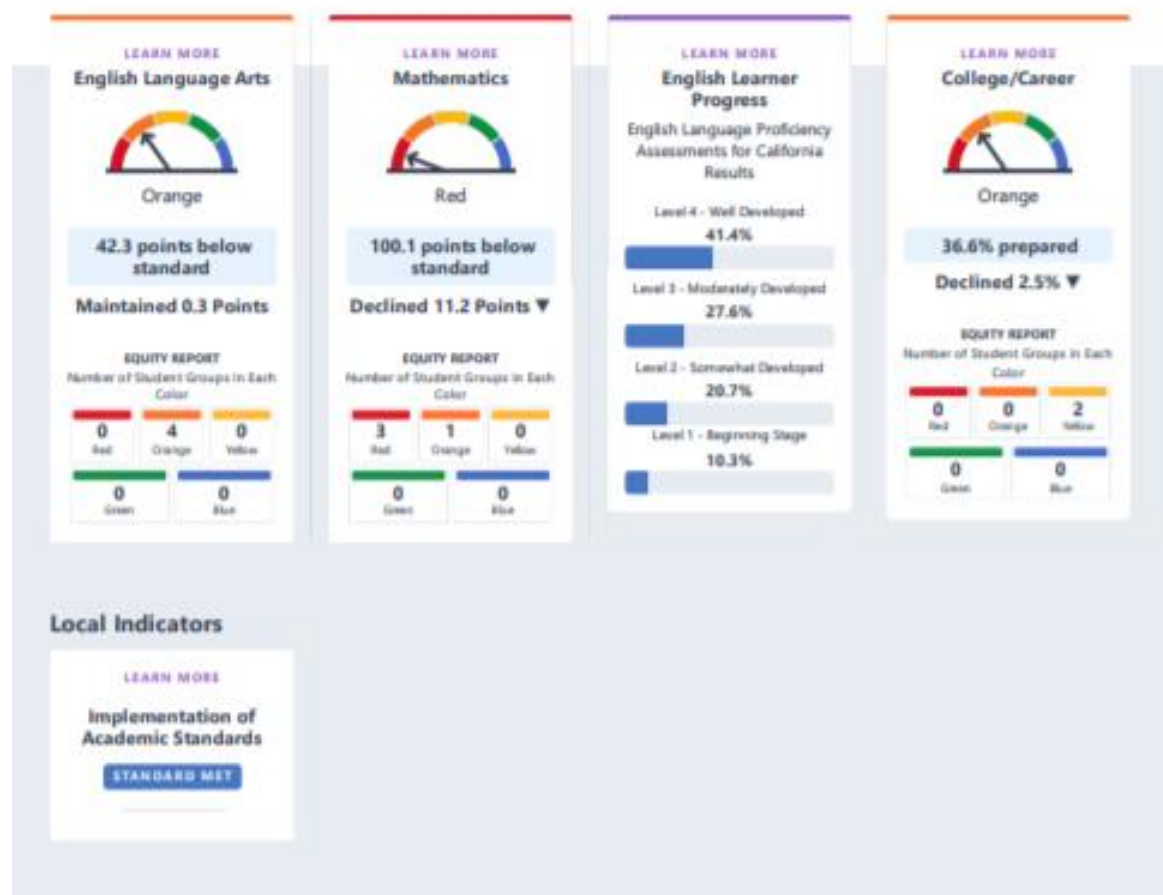
Explore information about this school's student population.



DOWNTOWN COLLEGE PREP - ALUM ROCK

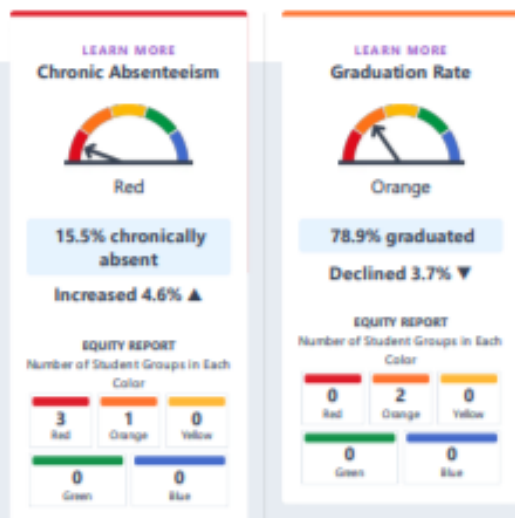
Academic Performance

View Student Assessment Results and other aspects of school performance.

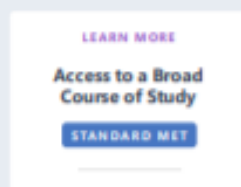


Academic Engagement

See information that shows how well schools are engaging students in their learning.



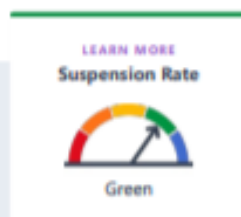
Local Indicators

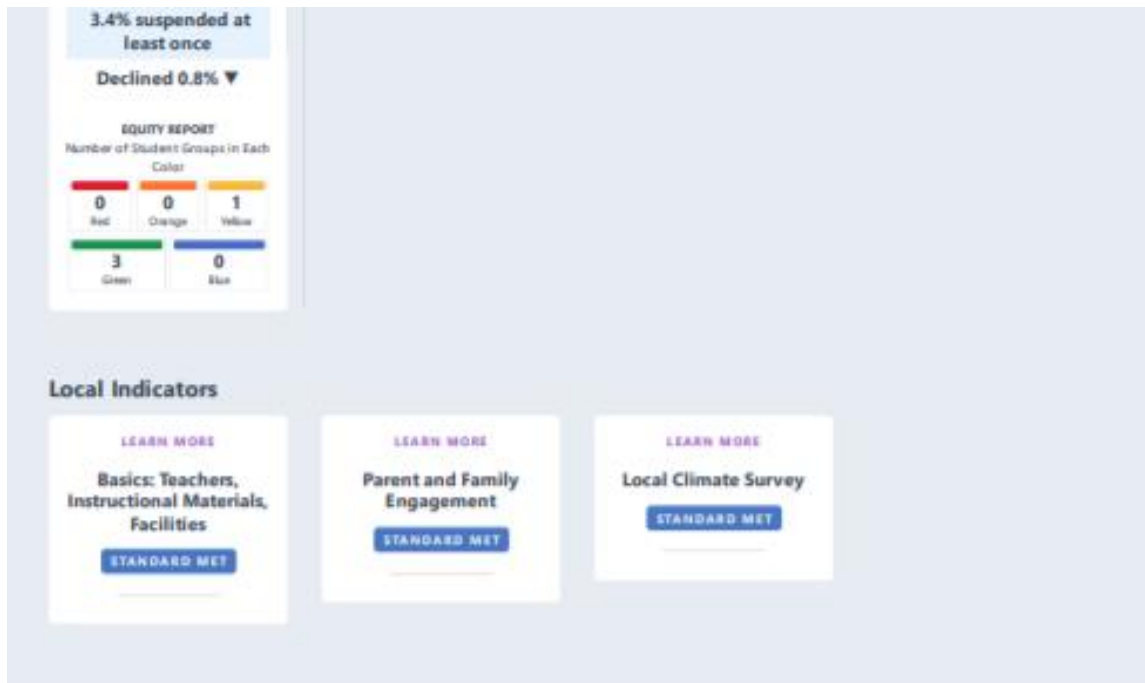


DOWNTOWN COLLEGE PREP - ALUM ROCK

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.





Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



42.3 points below standard

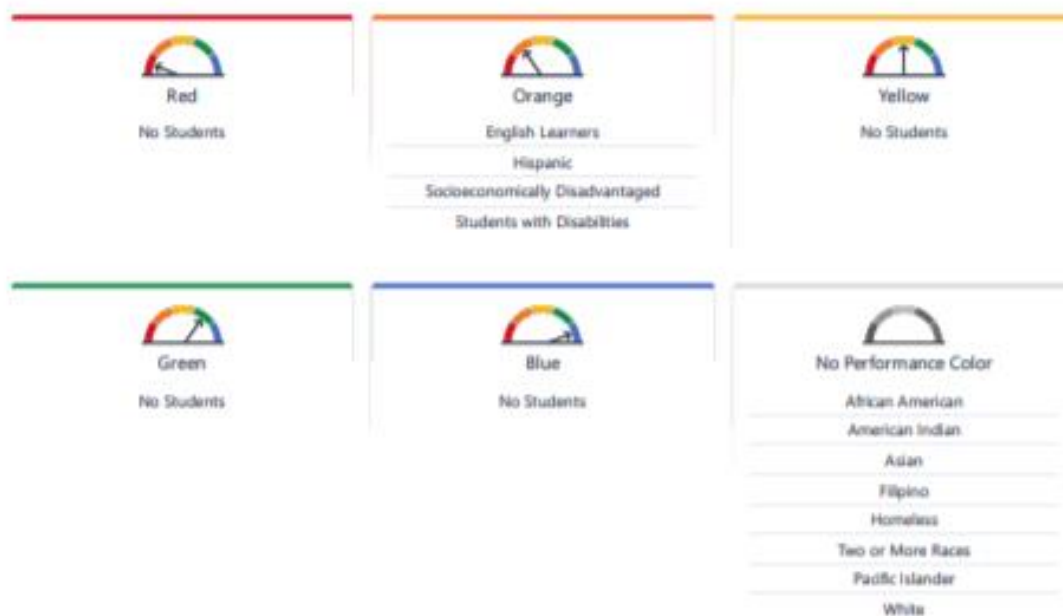
Maintained 0.3 Points

Number of Students: 409

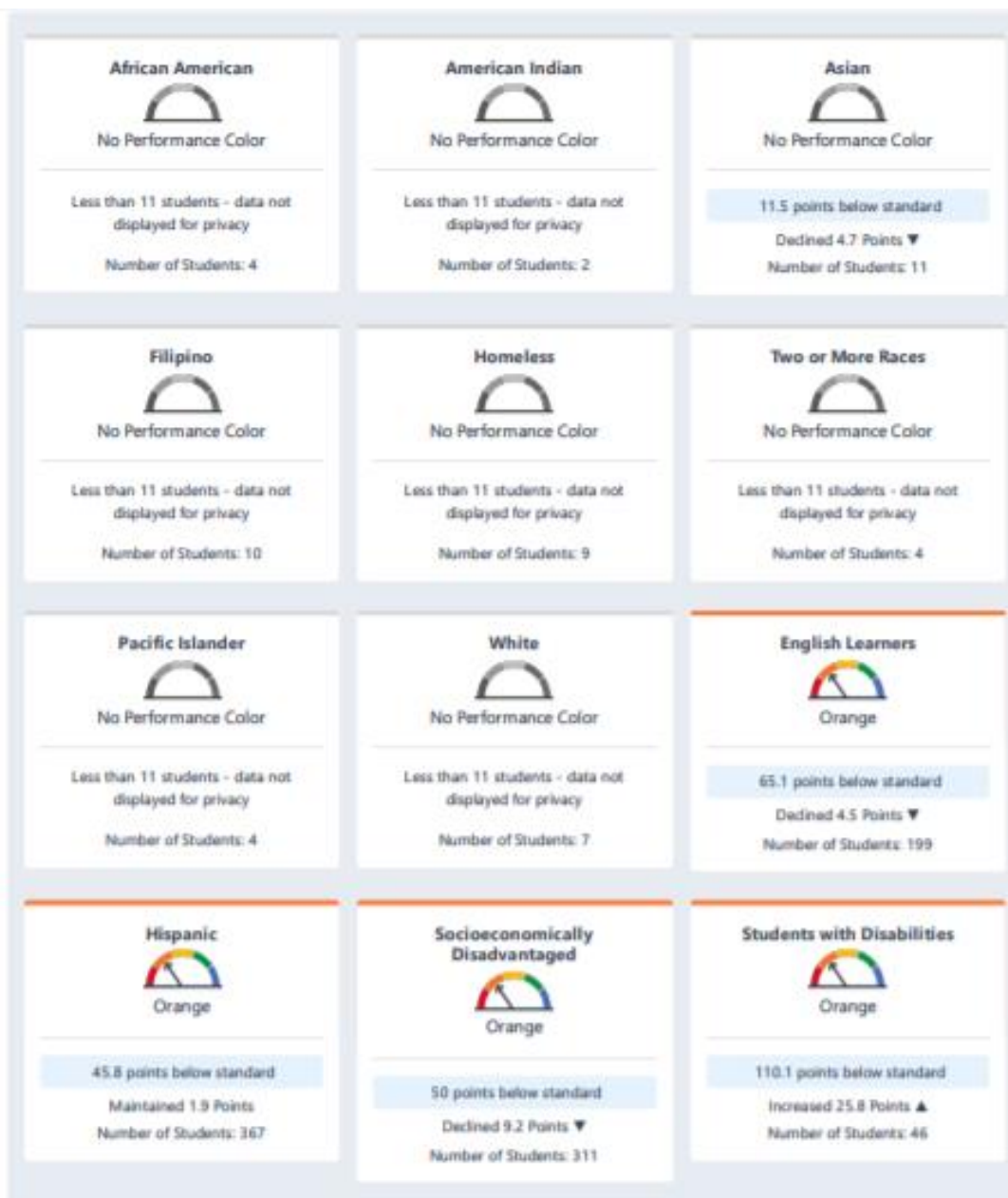
Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



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English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
108.6 points below standard Increased 10.6 Points ▲ Number of Students: 100	21.2 points below standard Maintained 0.4 Points Number of Students: 99	42.6 points below standard Increased 7.7 Points ▲ Number of Students: 130

Mathematics

All Students

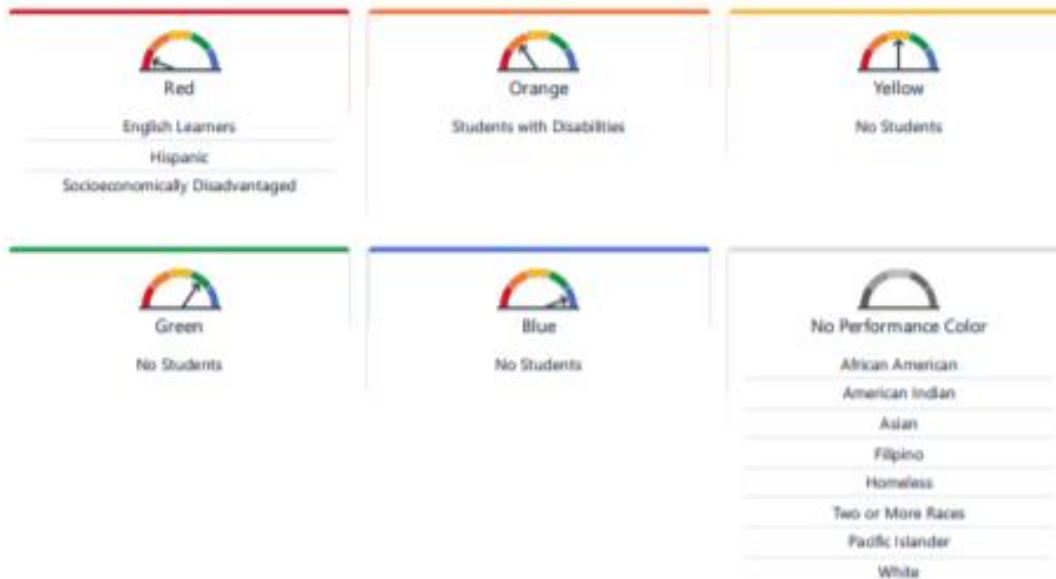
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



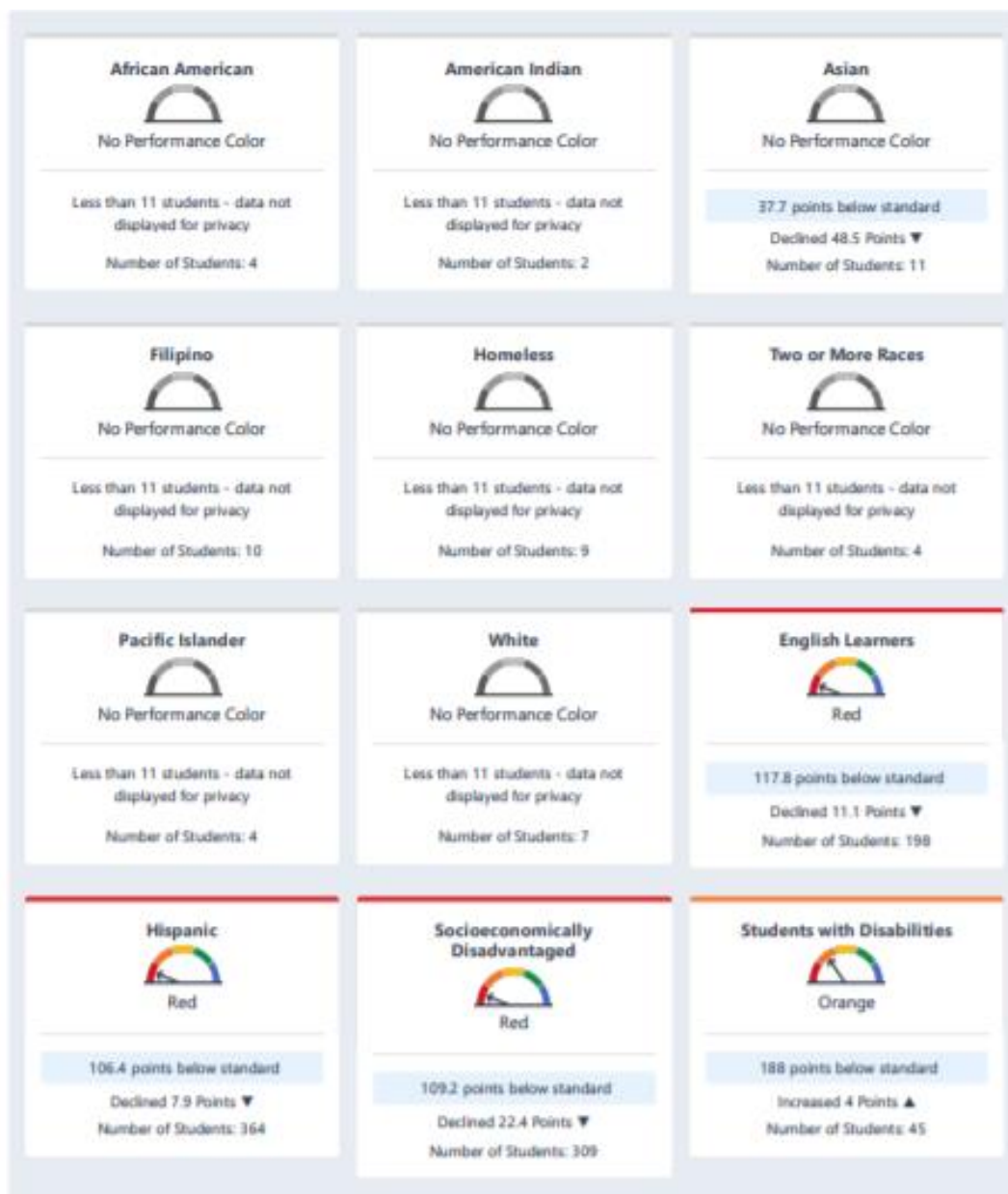
Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



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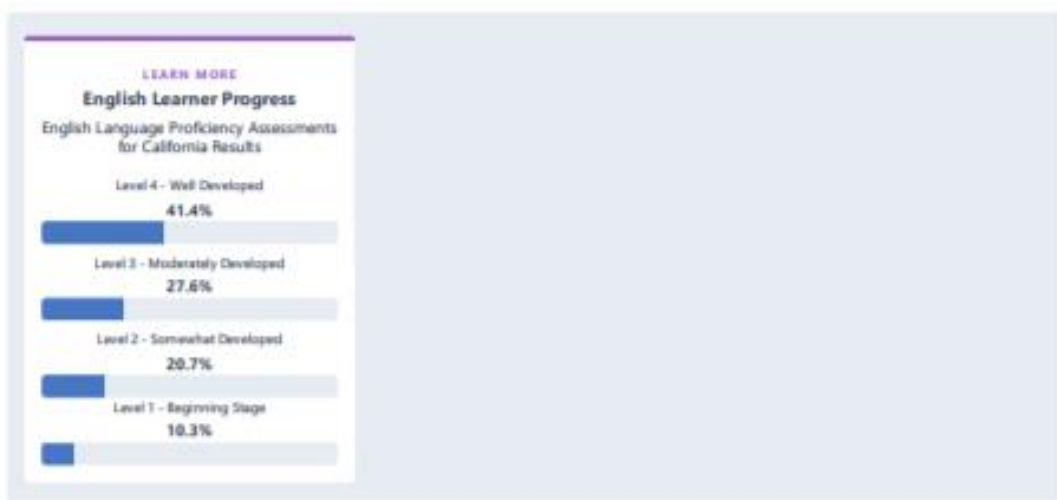


Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



English Learner Progress



College/Career

All Students

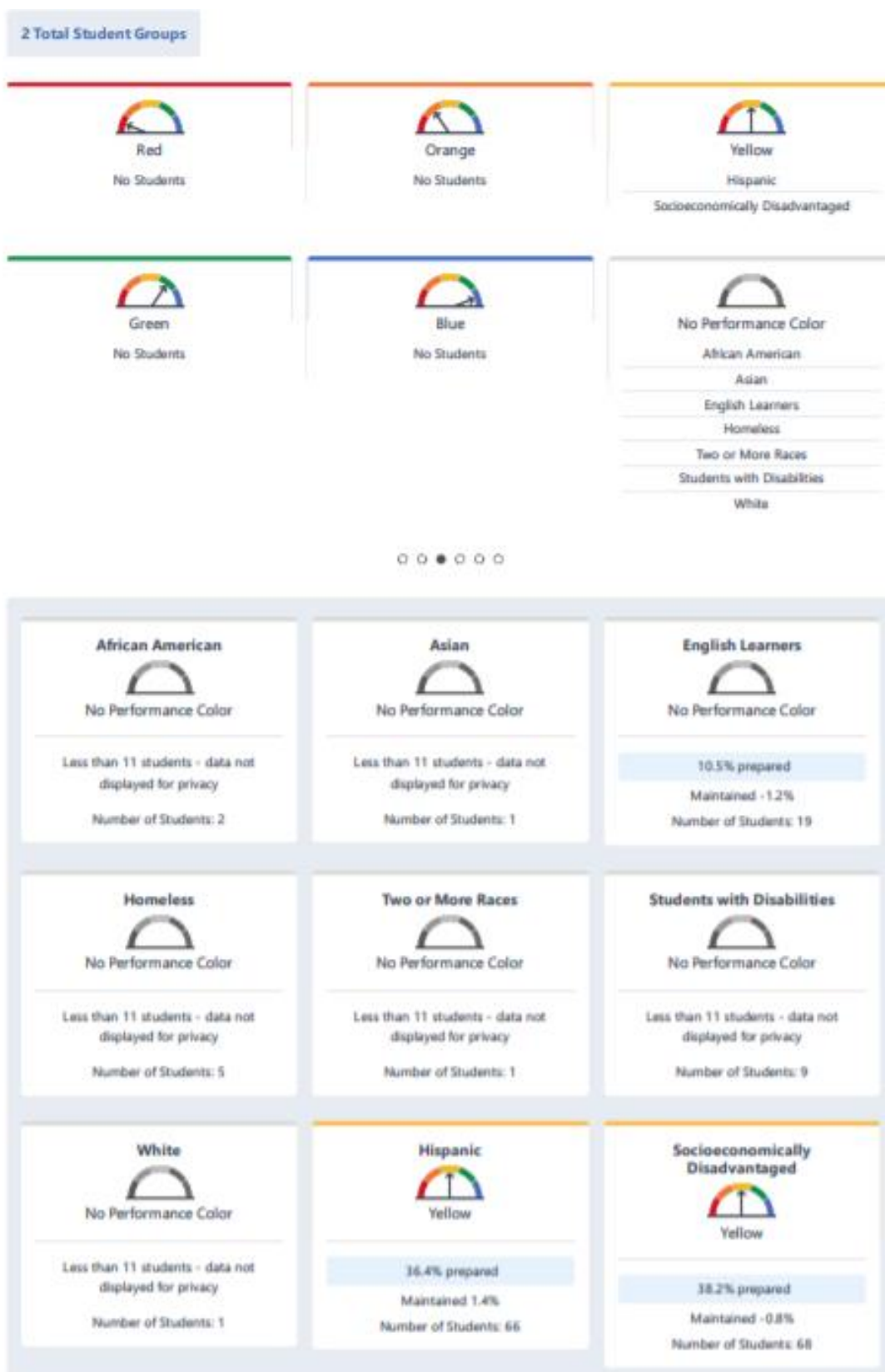
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Student Group Details

All Student Groups by Performance Level

Appendix 22- DCP Alum Rock California Dashboard Report 2018



Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

GOAL: Downtown College Prep Alum Rock is committed to ensuring its curriculum is aligned to the state academic standards adopted by the State Board of Education. Toward that end, it holds the goal that students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.

ACTIONS: DCP Alum Rock engages in the following actions to support this goal: 1) Provide standards aligned curriculum and instructional materials, 2) Provide computer and technology equipment, 3) Offer enrichment and elective courses, 4) Support teacher credentialing, 5) Provide supplementary materials for students who are ELs and/or living in poverty, and 6) Provide professional development to teachers to support practice.

ASSESSMENT: DCP Alum Rock assesses its progress in this goal area through 1) ongoing review of teacher credentialing and placement, coupled with supports as needed to avoid misassignments; 2) annual audit of curriculum for standards alignment, with adoption of new curriculum as needed to ensure alignment to new standards, and 3) annual assessment of teacher practice and development of professional development to support teacher practice in alignment with state standards.

2017-18 PROGRESS: DCP Alum Rock achieved progress in this goal area as follows:

CURRICULUM - The CCSS aligned Illustrative Math curriculum was adopted for the Middle School in Interactive Math for the High School and will be implemented in 2018-19. The ELD3 program has been adopted and will be implemented in 2018-19 to support newcomers with language acquisition at the High School.

STANDARDS ALIGNMENT - Every high school teacher has a scope and sequence and unit plans, designed backwards from standards and final assessments. Mastery grading is employed across classrooms, so students have a clear understanding of where they stand in their classes. Students have multiple opportunities to pass the standard, including on the final.

PROJECT BASED LEARNING - Middle School teachers collaborated to develop cross-curricular and multi-grade level projects, that provided horizontal and vertical cohesion to the curriculum. PBL units often integrated a focus on social justice, which made them relevant and engaging to students.

DIFFERENTIATED INSTRUCTION - Middle school NWEA results are now linked to Khan Academy in Math, enabling the creation of differentiated playlists and workstations.

PROFESSIONAL DEVELOPMENT - At the Middle School, a focus was held on the workshop model, supporting a 1:3 ratio of instruction to application. This included whole staff PD, learning labs, model lessons, and expert coaching. At the High School, two primary foci were held: increasing and refining standards based grading, to ensure students have multiple opportunities to demonstrate understanding in multiple ways, and developing a strong school culture, including building classroom communities of learners.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



15.5% chronically absent

Increased 4.6% ▲

Number of Students: 368

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Students with Disabilities

Hispanic

Socioeconomically Disadvantaged



English Learners



No Students



No Students



No Students



American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White



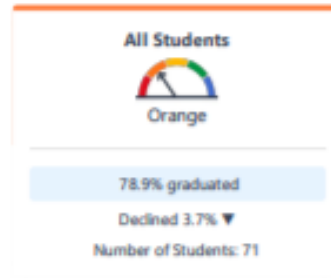
Appendix 22- DCP Alum Rock California Dashboard Report 2018



Graduation Rate

All Students

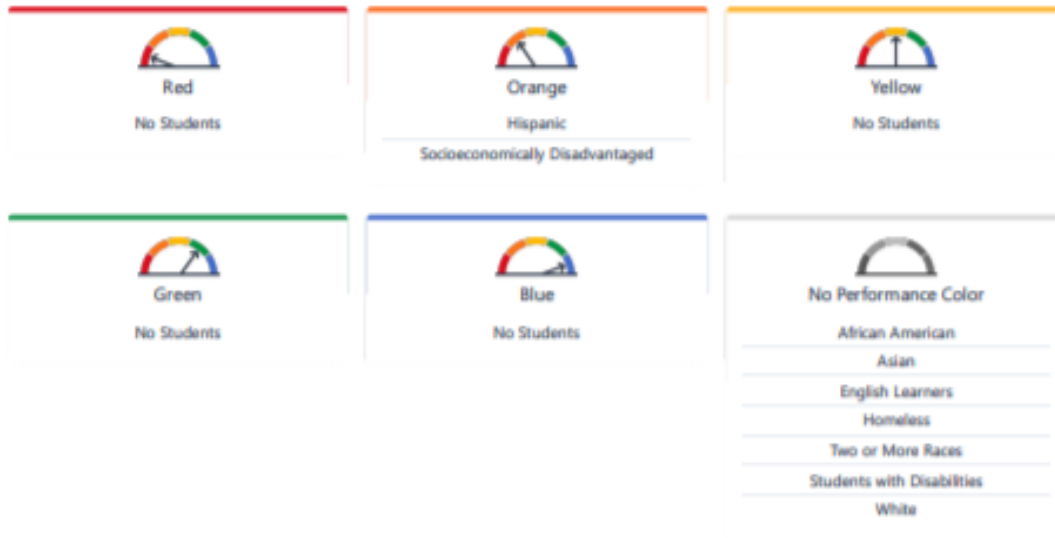
Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



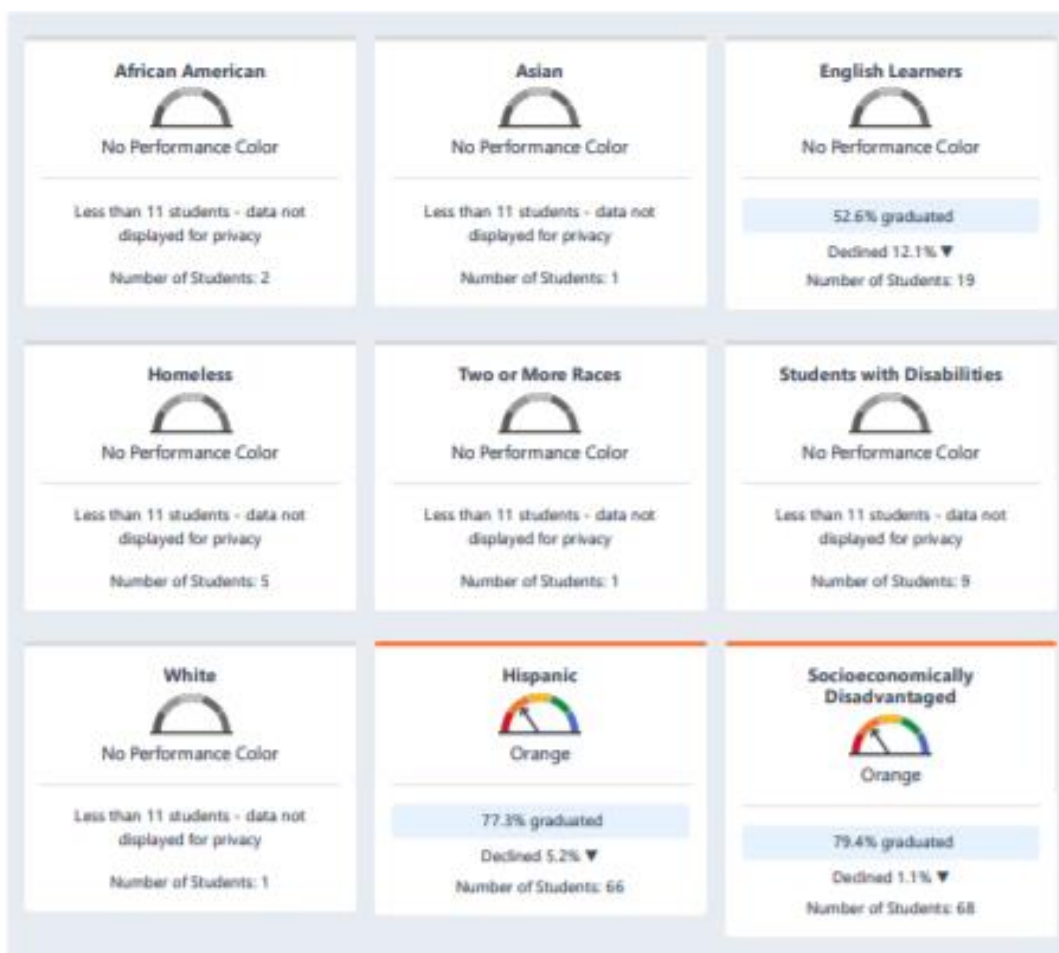
Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



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Five Year Graduation Rate

The percentage of students who entered 9th grade for the first time in the 2013-14 school year who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.



Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

All students at Downtown College Prep Alum Rock (DCP Alum Rock) enroll in a broad course of study appropriate for grades six through twelve, which are also aligned to the UC/CSU A-G Requirements in grades nine through twelve, and that include: English Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, World Languages, Academic Electives, and Health and Physical Education. The school Leadership Team reviews the school and grade level course offerings and curriculum maps on an annual basis, to ensure a broad course of study is offered (in which all students are enrolled). The Leadership Team, Central Office, and Board of Directors monitor A-G completion rates, disaggregated by subgroup, to ensure access and enrollment by all.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

At the middle school level, all students are enrolled in the same common curricular sequence in core classes, ensuring all students have access to and are enrolled in this broad course of study. As all enrichment courses are in alignment with the non-core areas.

middle school students are able to exercise choice while still maintaining access and enrollment in a broad course of study. At the high school level, all students are enrolled in A-G aligned classes, ensuring all students have access to and are enrolled in this broad course of study. As all enrichment courses are in alignment with A-G, students are able to exercise choice in these areas while still maintaining access and enrollment in a broad course of study.

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no differences in access nor enrollment by subgroups. As there are no barriers, no revisions, decisions, or new actions are required.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

DCP Alum Rock will continue its work to ensure all students have access to and enroll in a broad course of study in 2018-19, regularly monitoring transcripts and disaggregating data to ensure all students across all subgroups are accessing this broad course of study.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

3.4% suspended at least once

Declined 0.8% ▼

Number of Students: 716

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners



Green

Hispanic
Socioeconomically Disadvantaged
Students with Disabilities



Blue

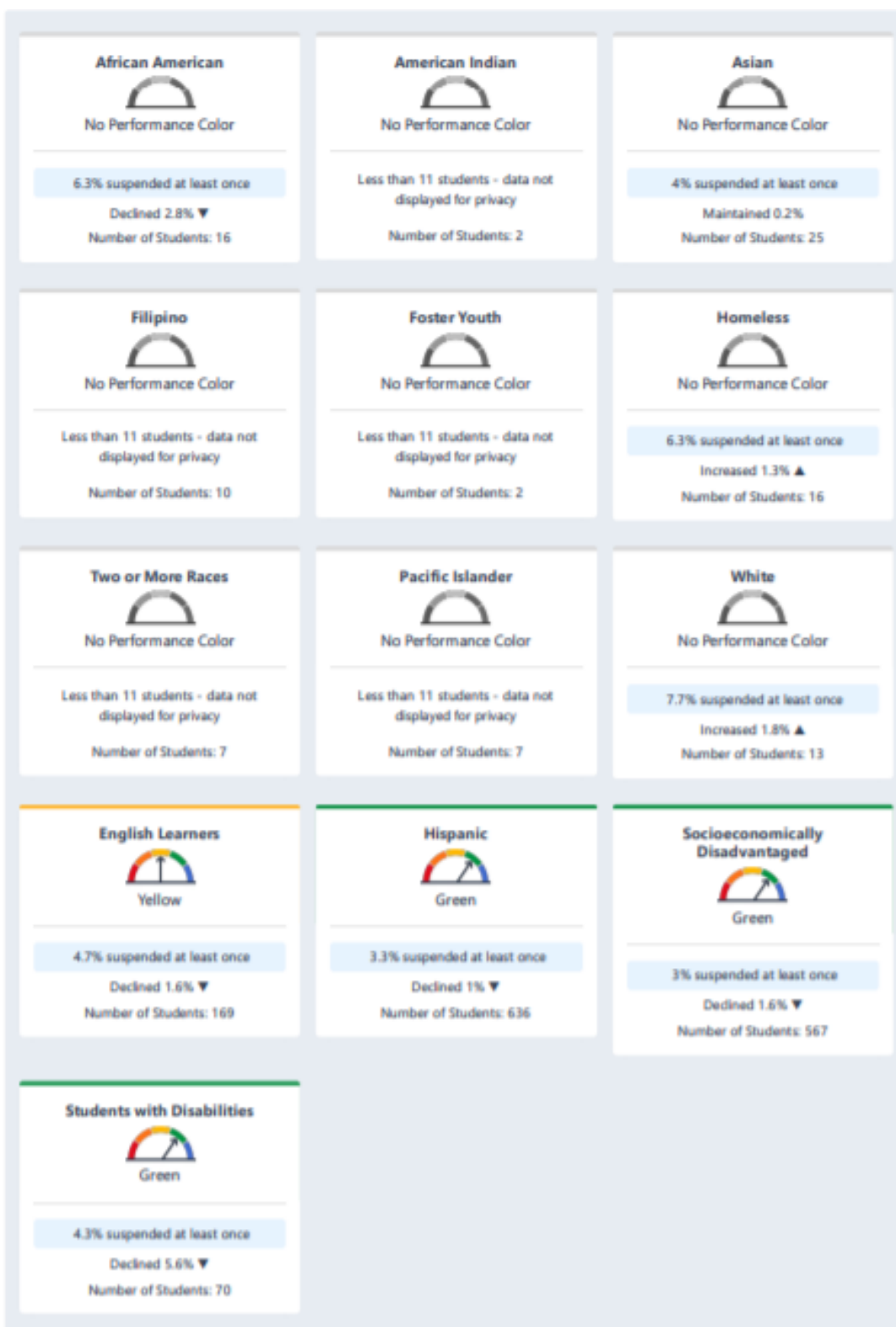
No Students



No Performance Color

African American
American Indian
Asian
Filipino
Foster Youth
Homeless
Two or More Races
Pacific Islander
White

Appendix 22- DCP Alum Rock California Dashboard Report 2018



Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

1 /30, 3.3%

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0/0%

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

GOAL: Downtown College Prep Alum Rock (DCP Alum Rock) is committed to ensuring parent engagement. Toward that end, it holds the goal that parents, as well as students, will be engaged in a culture of college success.

ACTIONS: DCP Alum Rock engages in the following actions to support this goal: 1) Continue implementation of a College Success program, 2) Provide sports and club offerings, 3) Utilize technology to support home-school communication and connection, 4) Provide family education to support college knowledge and readiness, and 5) Support students and families in knowing their rights as AB 540 students and/or foster youth.

ASSESSMENT: DCP Alum Rock assesses its progress in this goal area through 1) Family rating of voice on the annual survey, 2) Attendance rate, 3) Chronic absenteeism rate, and 4) Drop out rate.

ANALYSIS: DCP Alum Rock had a relatively high attendance rate of 94.2%, indicating a level of parent buy-in and satisfaction with the program. In addition, the average score of families reporting they are meaningfully engaged in the life of the school was 3.98 for the Middle School and 4.11 for the High School.

2017-18 PROGRESS: DCP Alum Rock Middle School achieved progress in this goal area:

FAMILY ENGAGEMENT - Cafecitos have been successful in supporting families, helping them to understand the program and be partners in their child's education. Parent expertise was leveraged, with parents presenting on topics in addition to community partners and a parent leadership academy was offered. Parents feel that their children are attending a strong school, as seen in the survey data (in 80th percentile or higher across categories).

STUDENT ENGAGEMENT - Sports include flag football, basketball, soccer, volleyball, and softball. About a dozen clubs are offered, which are student-generated and have included MESA, Chess, Gaming, Gardening, and Yearbook.

2017-18 PROGRESS: DCP Alum Rock High School achieved progress in this goal area:

COLLEGE AND CAREER - The school continues to add club and enrichment offerings that expand college and career knowledge, including the addition of a Summer High School Academic Program for Engineers (SHAPE) chapter connecting kids with others who look like them. A DREAMers club and social justice club operated, to support students and families with DACA.

FAMILY ENGAGEMENT - Cafecitos have been successful in supporting families, helping them to understand the program and be partners in their child's education. Parent expertise was leveraged, with parents presenting on topics in addition to community partners and a parent leadership academy was offered. Multiple events were held for families, including an Orientation and Back to School night.

STUDENT ENGAGEMENT - Sports include volleyball, flag football, softball, and basketball. Clubs include dance, mock trial, recycling, environmental, Italian, social justice (immigration and documentation events), and a student athlete club.

Local Measures

GOAL: Downtown College Prep Alum Rock (DCP Alum Rock) is committed to ensuring a positive school culture. Toward that end, it holds the goal that the school environment will be safe and welcoming for all students.

ACTIONS: DCP Alum Rock engages in the following actions to support this goal: 1) Provide clean and safe facility, 2) Implement Restorative Practices, 3) Utilize support staff to ensure a safe and welcoming environment, 4) Provide professional development to teachers to implement Restorative Practices, 5) Provide socio-emotional counseling, and 6) Support families in being actively involved in their child's education and the school.

ASSESSMENT: DCP Alum Rock assesses its progress in this goal area through 1) Student and family ratings of school climate on the annual survey, 2) Suspension rate, 3) Expulsion rate, and 4) Facility rating.

ANALYSIS: On the annual survey, parents rated school climate at 4.32 in the Middle School and 4.23 in the High School, while students rated it at 3.89 at the Middle School and 3.69 at the High School on a scale of 1 - 5. The school will continue efforts, as detailed below, to cultivate a strong school culture for students.

2017-18 PROGRESS: DCP Alum Rock Middle School achieved progress in this goal area as follows:

RESTORATIVE PRACTICES - Engaged on training by the SEEDS Community Resolution Center in the summer, with follow up training on site throughout the year to support implementation of restorative practices.

SOCIO-EMOTIONAL WELLNESS - On site individual and small group counseling was provided by a part time counselor.

SUMMERBRIDGE - 6th grade students start on a college campus and learn what the ARMS culture is for them

2017-18 PROGRESS: DCP Alum Rock High School achieved progress in this goal area as follows:

RESTORATIVE PRACTICES - Engaged in training by the SEEDS Community Resolution Center in the summer, with follow up training on site throughout the year to support implementation of restorative practices.

SOCIO-EMOTIONAL WELLNESS - On site individual and small group counseling was provided by a part time counselor.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

GOAL: Downtown College Prep Alum Rock (DCP Alum Rock) is committed to ensuring a positive school culture. Toward that end, it holds the goal that the school environment will be safe and welcoming for all students.

ACTIONS: DCP Alum Rock engages in the following actions to support this goal: 1) Provide clean and safe facility, 2) Implement Restorative Practices, 3) Utilize support staff to ensure a safe and welcoming environment, 4) Provide professional development to teachers to implement Restorative Practices, 5) Provide socio-emotional counseling, and 6) Support families in being actively involved in their child's education and the school.

ASSESSMENT: DCP Alum Rock assesses its progress in this goal area through 1) Student and family ratings of school climate on the annual survey, 2) Suspension rate, 3) Expulsion rate, and 4) Facility rating.

ANALYSIS: On the annual survey, parents rated school climate at 4.32 in the Middle School and 4.23 in the High School, while students rated it at 3.89 at the Middle School and 3.69 at the High School on a scale of 1 - 5. The school will continue efforts, as detailed below, to cultivate a strong school culture for students.

2017-18 PROGRESS: DCP Alum Rock Middle School achieved progress in this goal area as follows:

RESTORATIVE PRACTICES - Engaged on training by the SEEDS Community Resolution Center in the summer, with follow up training on site throughout the year to support implementation of restorative practices.

SOCIO-EMOTIONAL WELLNESS - On site individual and small group counseling was provided by a part time counselor.

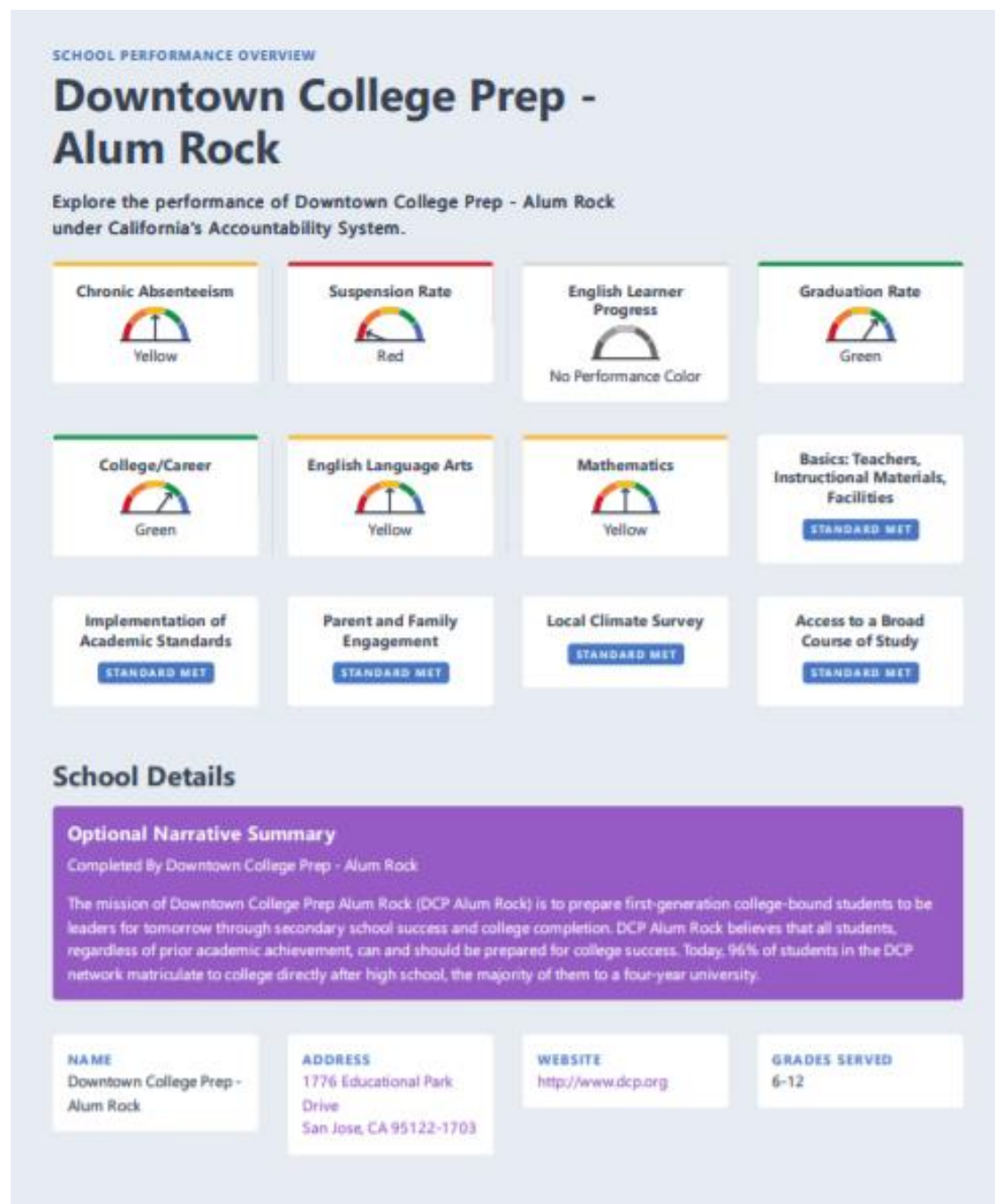
SUMMERBRIDGE - 6th grade students start on a college campus and learn what the ARMS culture is for them

2017-18 PROGRESS: DCP Alum Rock High School achieved progress in this goal area as follows:

RESTORATIVE PRACTICES - Engaged in training by the SEEDS Community Resolution Center in the summer, with follow up training on site throughout the year to support implementation of restorative practices.

SOCIO-EMOTIONAL WELLNESS - On site individual and small group counseling was provided by a part time counselor.

2.2 California Dashboard Data, 2019



DOWNTOWN COLLEGE PREP - ALUM ROCK

Student Population

Appendix 22- DCP Alum Rock California Dashboard Report 2019

Explore information about this school's student population.



DOWNTOWN COLLEGE PREP - ALUM ROCK

Academic Performance

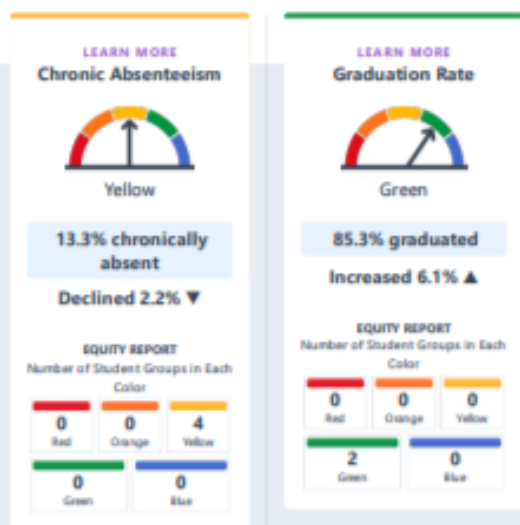
View Student Assessment Results and other aspects of school performance.



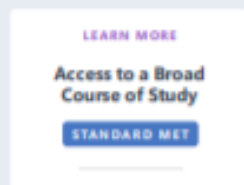
DOWNTOWN COLLEGE PREP - ALUM ROCK

Academic Engagement

See information that shows how well schools are engaging students in their learning.



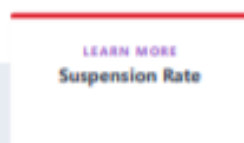
Local Indicators

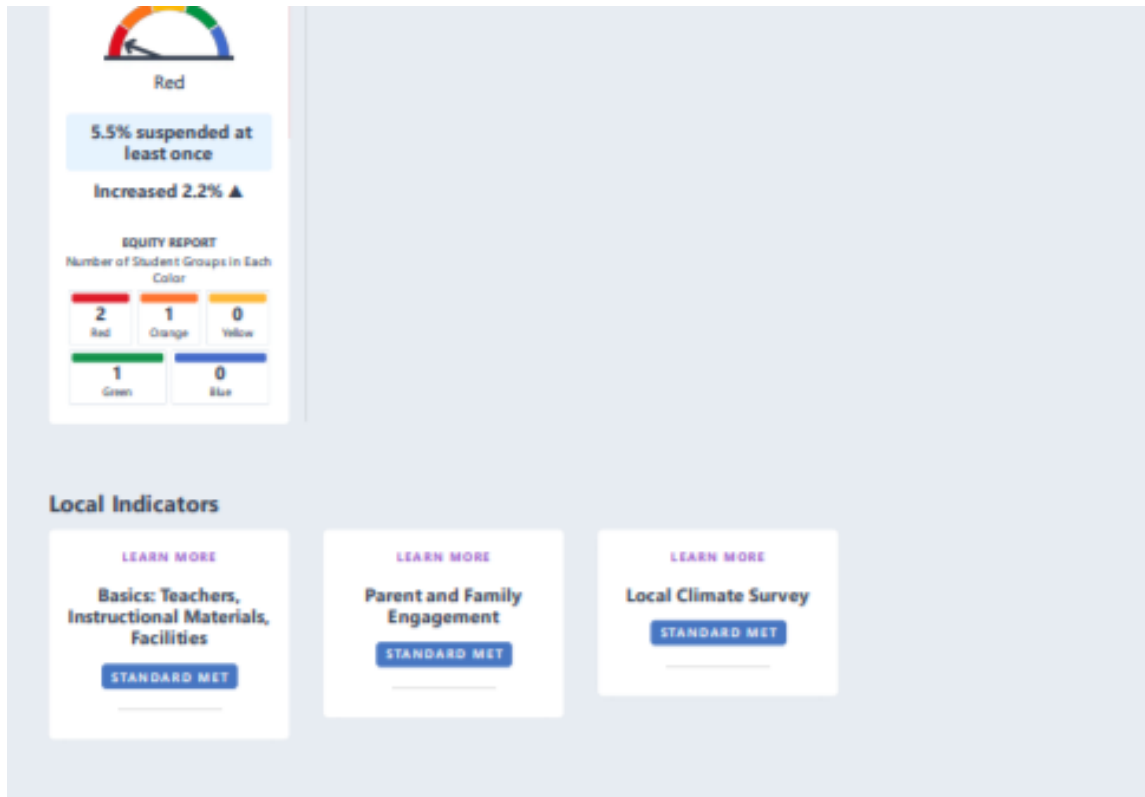


DOWNTOWN COLLEGE PREP - ALUM ROCK

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.





Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



35.8 points below standard

Increased 6.3 Points ▲

Number of Students: 420

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

Students with Disabilities



Orange

English Learners



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

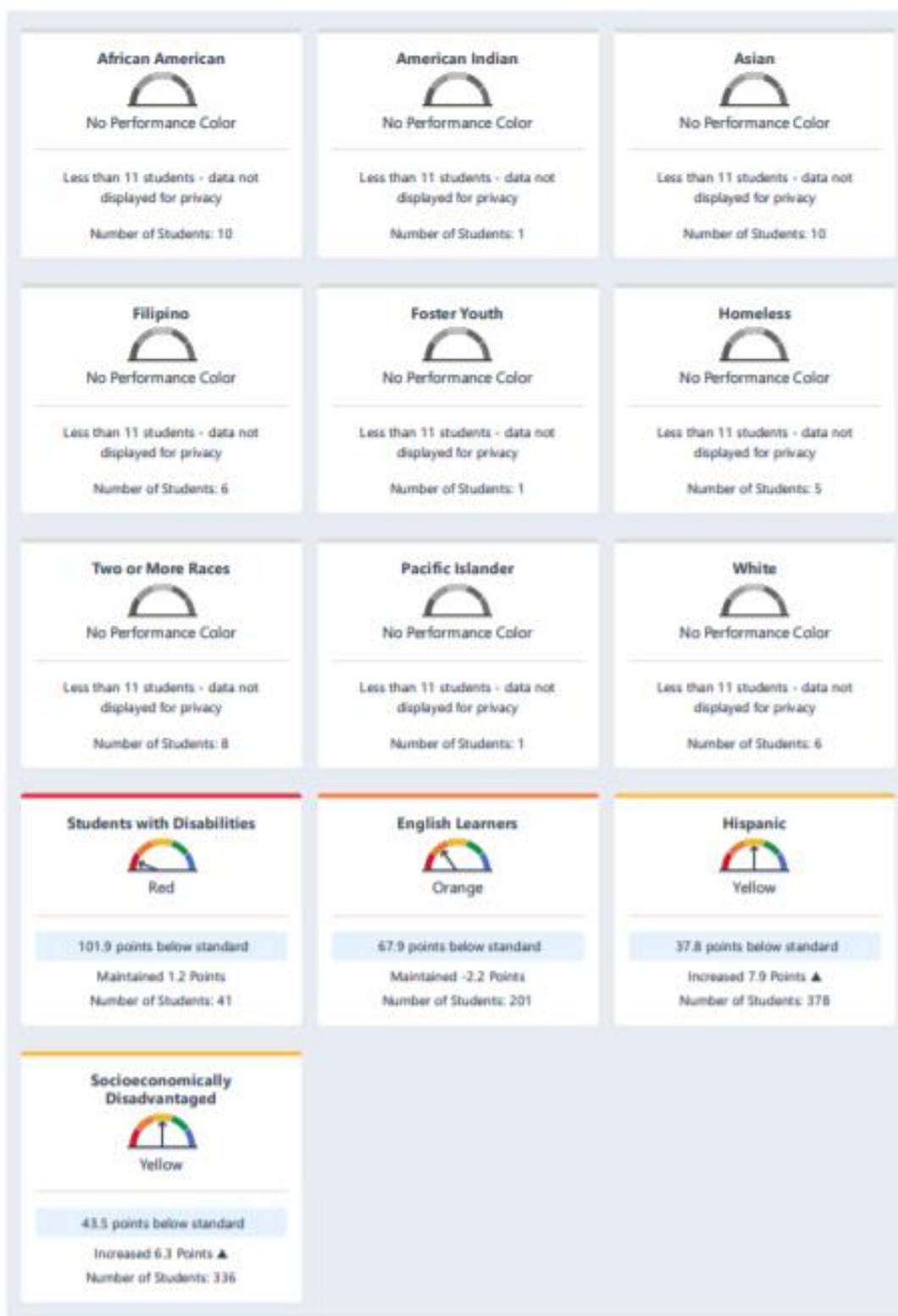
Homeless

Two or More Races

Pacific Islander

White

Appendix 22- DCP Alum Rock California Dashboard Report 2019



English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
109.4 points below standard	25.1 points below standard	30.3 points below standard
Maintained -2.1 Points	Maintained -2.7 Points	Increased 11.6 Points ▲
Number of Students: 102	Number of Students: 99	Number of Students: 120

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



76.7 points below standard

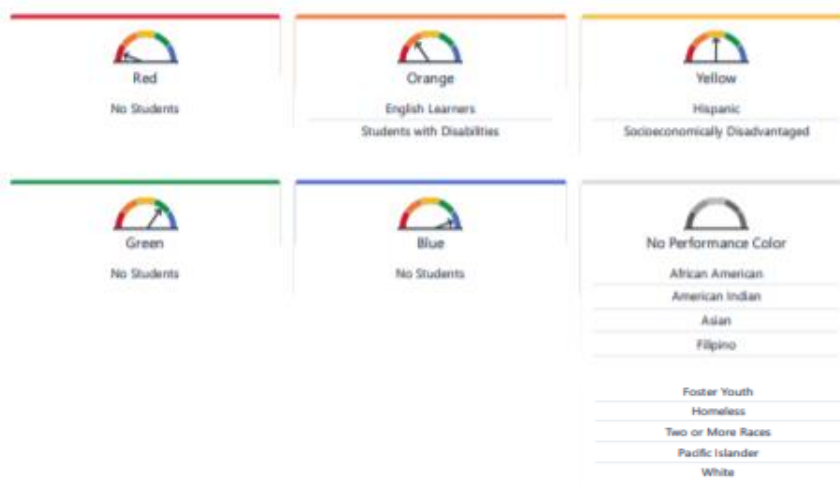
Increased 23 Points ▲

Number of Students: 421

Student Group Details

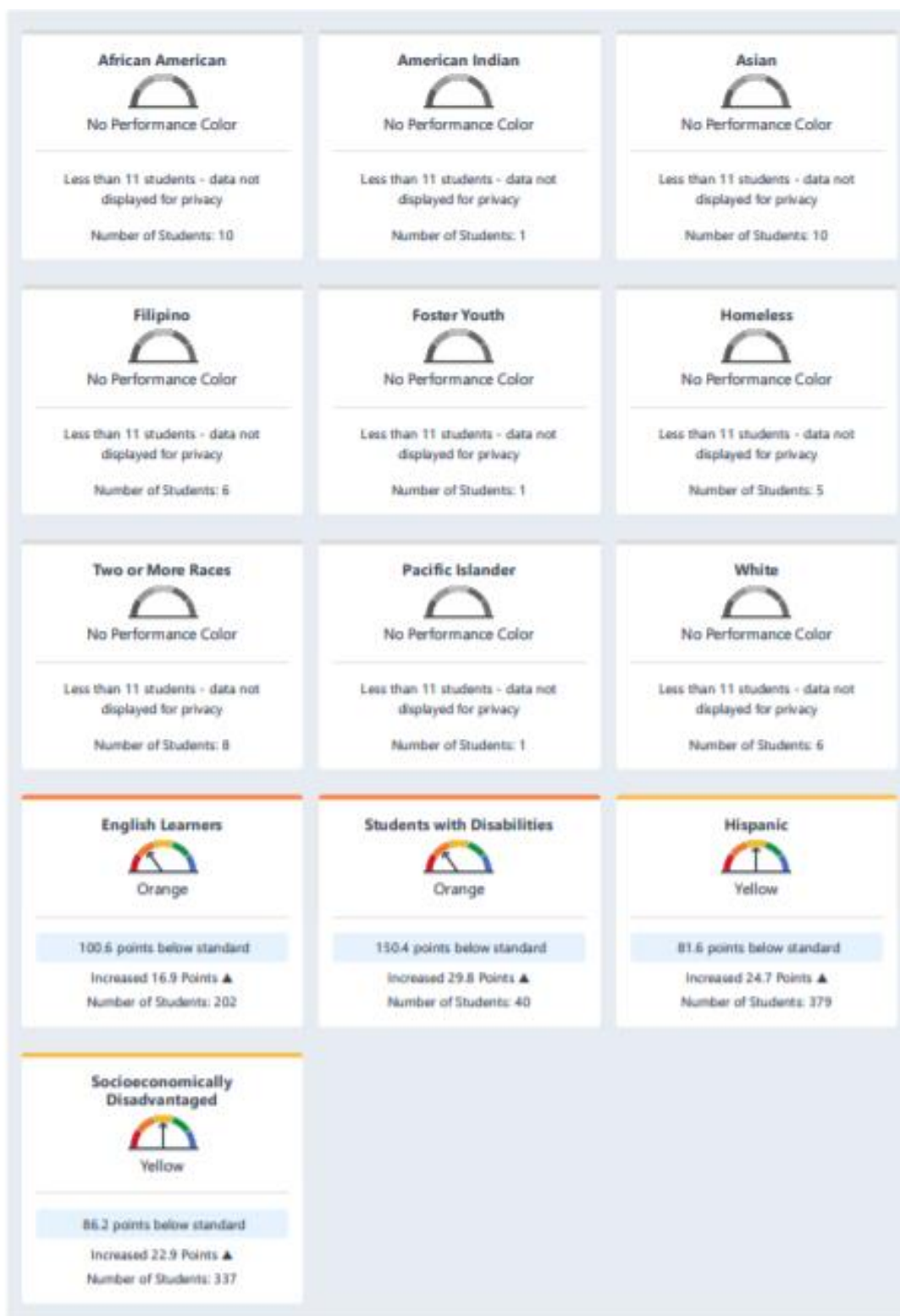
All Student Groups by Performance Level

4 Total Student Groups



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Appendix 22- DCP Alum Rock California Dashboard Report 2019



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
146.8 points below standard	53.4 points below standard	62.6 points below standard
Increased 7.2 Points ▲	Increased 26.4 Points ▲	Increased 35.8 Points ▲
Number of Students: 102	Number of Students: 100	Number of Students: 120

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

46.2% making progress towards English language proficiency

Number of EL Students: 143

Performance Level

Low

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

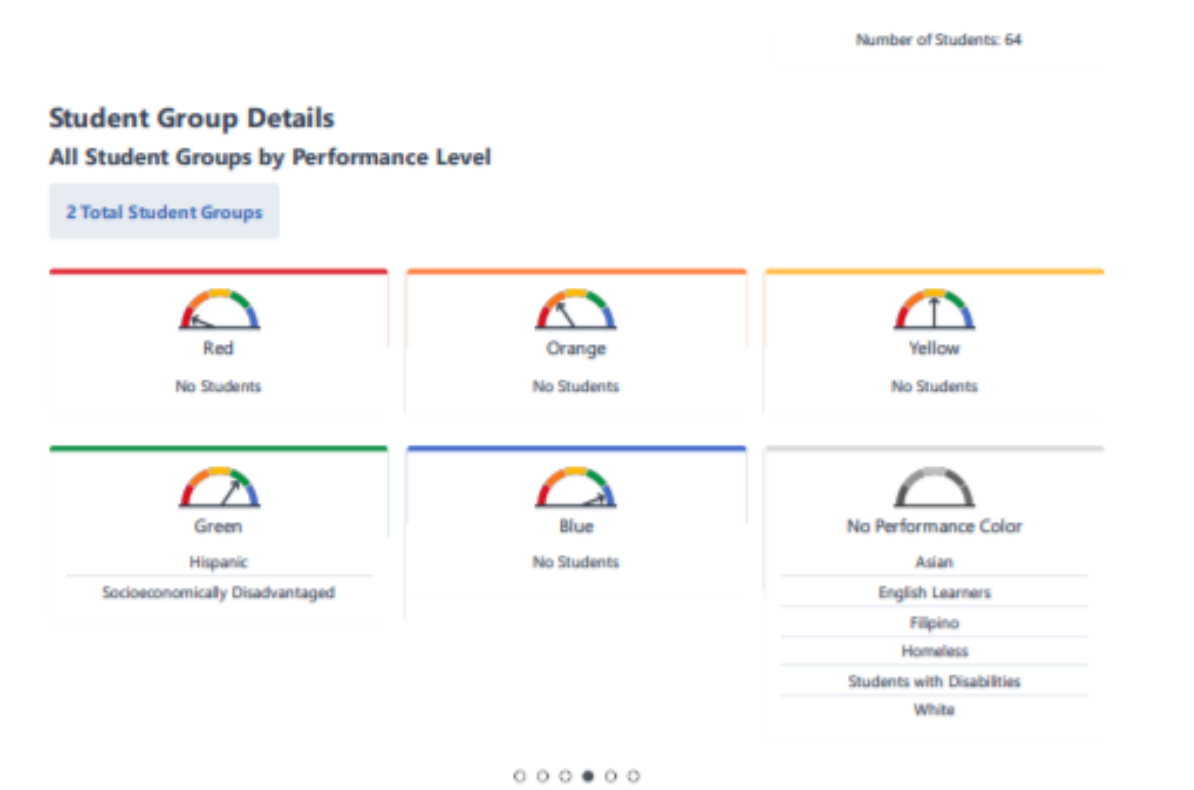
All Students

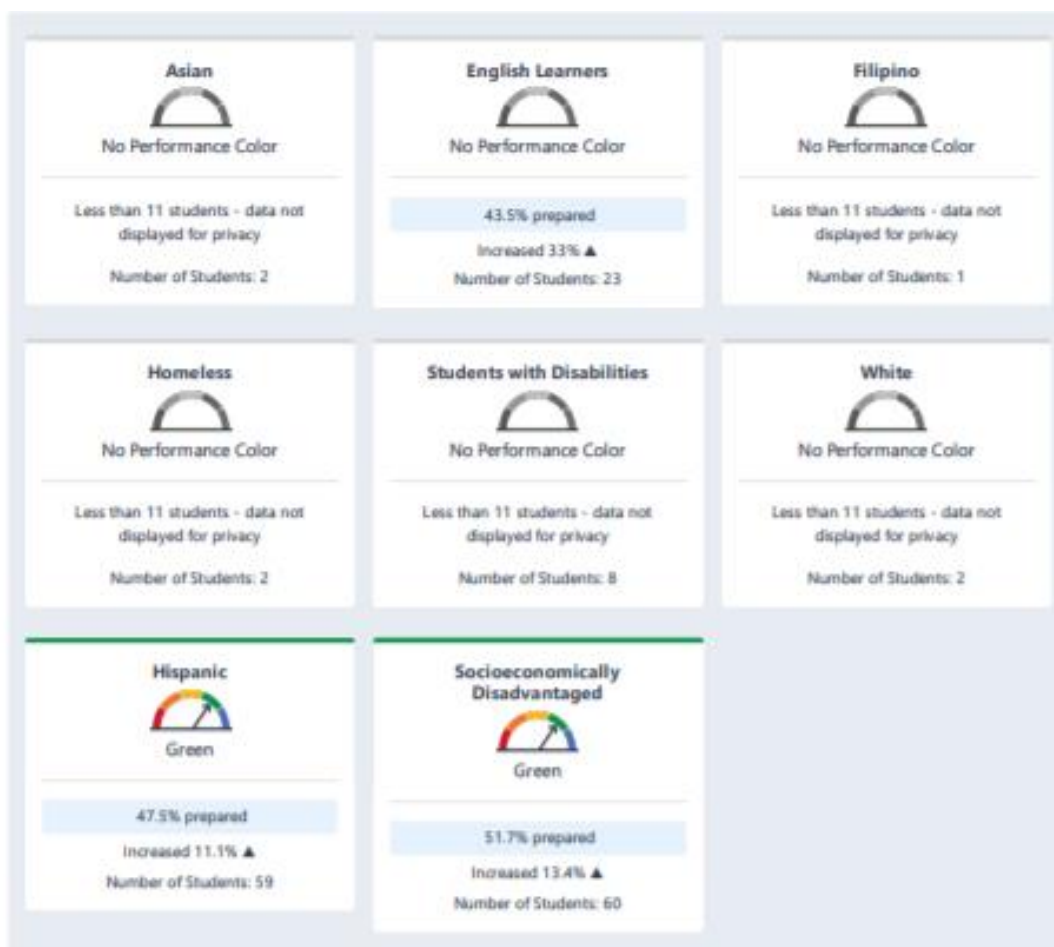


Green

50% prepared

Increased 13.4% ▲





Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

Appendix 22- DCP Alum Rock California Dashboard Report 2019

GOAL: Downtown College Prep Alum Rock (DCP Alum Rock) is committed to ensuring its curriculum is aligned to the state academic standards adopted by the State Board of Education. Thus, it holds the goal that students will have access to state-adopted standards aligned curriculum, materials, and technology, and take courses taught by appropriately credentialed teachers.

ACTIONS: DCP Alum Rock supports this goal as it: 1) Provides standards aligned curriculum and instructional materials, 2) Provides computer and technology equipment, 3) Offers enrichment and elective courses, 4) Supports teacher credentialing, 5) Provides supplementary materials for students who are ELs and/or living in poverty, and 6) Provides professional development to teachers to support practice.

ASSESSMENT: DCP Alum Rock assesses progress through 1) ongoing review of teacher credentialing and placement, coupled with supports to avoid misassignments; 2) annual audit of curriculum for standards alignment, with adoption of new curriculum as needed to ensure alignment to new standards, and 3) annual assessment of teacher practice and development of professional development to support teacher practice in alignment with state standards.

2018-19 PROGRESS: DCP Alum Rock achieved progress in this goal area as follows:

CURRICULUM - The CCSS aligned Illustrative Math curriculum (MS) and Interactive Math (HS) was implemented for the first year. The ELD3 program was adopted and will be implemented in 2019-for newcomers in gaining language acquisition at the High School. A NGSS aligned Science curriculum was developed through collaborative teacher planning and is being fully implemented in 2019-20. Social Studies and English teachers developed CCSS aligned scope and sequence units to deepen student learning experiences. Engineering courses were implemented to enhance elective course offerings.

STANDARDS ALIGNMENT - At the high school, mastery grading is employed across classrooms, so students have a clear understanding of where they stand in their classes. Students have multiple opportunities to pass the standard, including on the final.

PROJECT BASED LEARNING - Middle School teachers collaborated to develop cross-curricular and multi-grade level projects, that provided horizontal and vertical cohesion to the curriculum. PBL units often integrated a focus on social justice, which made them relevant and engaging to students.

DIFFERENTIATED INSTRUCTION - Middle school NWEA results are linked to Khan Academy in Math, enabling the creation of differentiated playlists and workstations.

PROFESSIONAL DEVELOPMENT - At the Middle School, we continue developing the workshop model, supporting a 1:3 ratio of instruction to application. This included whole staff PD, learning labs, model lessons, and expert coaching. At the High School, we focused on standards-based grading, and developing a strong school culture, including building classroom communities of learners.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



13.3% chronically absent

Declined 2.2% ▼

Number of Students: 368

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



No Students



No Students



Students with Disabilities
English Learners
Hispanic
Socioeconomically Disadvantaged



No Students

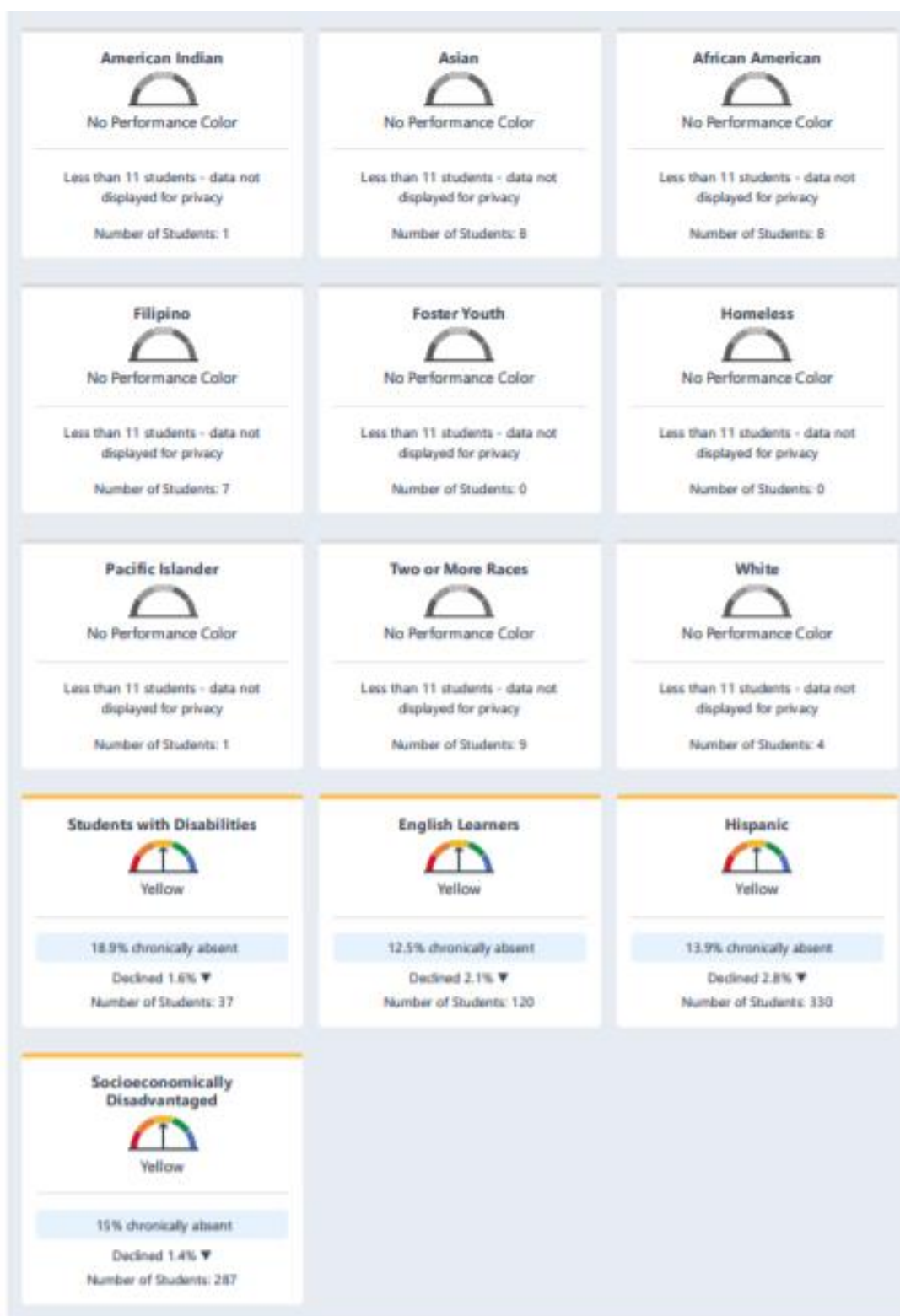


No Students



American Indian
Asian
African American
Filipino
Foster Youth
Homeless
Pacific Islander
Two or More Races
White

Appendix 22- DCP Alum Rock California Dashboard Report 2019



Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

All Students



85.3% graduated

Increased 6.1% ▲

Number of Students: 68

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Hispanic
Socioeconomically Disadvantaged



Blue

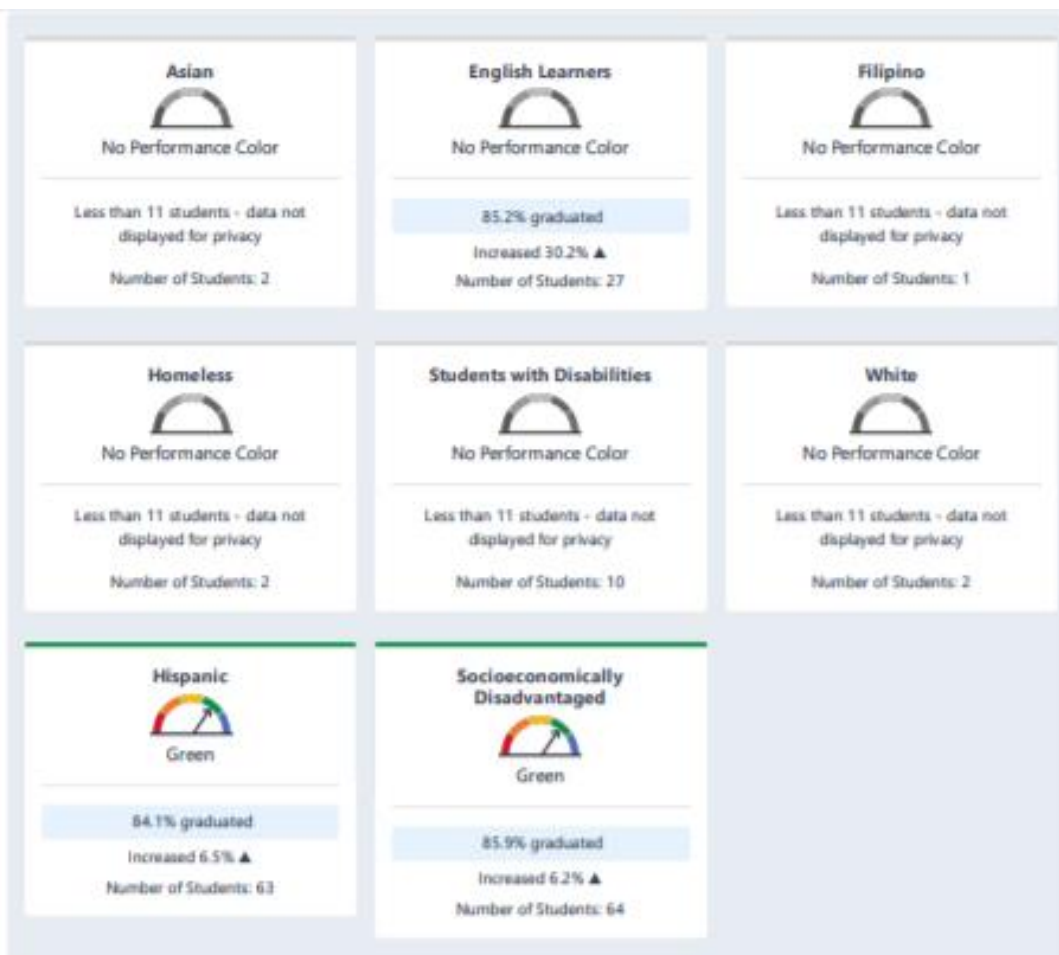
No Students



No Performance Color

Asian
English Learners
Filipino
Homeless
Students with Disabilities
White





Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

All students at Downtown College Prep Alum Rock (DCP Alum Rock) enroll in a broad course of study appropriate for grades six through twelve, which are also aligned to the UC/CSU A-G Requirements in grades nine through twelve, and that include: English Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, World Languages, Academic Electives, and Health and Physical Education. The school Leadership Team reviews the school and grade level course offerings and curriculum maps on an annual basis, to ensure a broad course of study is offered (in which all students are enrolled). The Leadership Team, Central Office, and Board of Directors monitor A-G completion rates, disaggregated by subgroup, to ensure access and enrollment by all.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

At the middle school level, all students are enrolled in the same common curricular sequence in core classes, ensuring all students have access to and are enrolled in this broad course of study. As all enrichment courses are in alignment with the non-core areas, middle school students are able to exercise choice while still maintaining access and enrollment in a broad course of study. At the high school level, all students are enrolled in A-G aligned classes, ensuring all students have access to and are enrolled in this broad course of study. As all enrichment courses are in alignment with A-G, students are able to exercise choice in these areas while still maintaining access and enrollment in a broad course of study.

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no differences in access nor enrollment by subgroups in the middle level courses. At the high school level, there are no differences in access nor enrollment by subgroups for students by ethnicity, socio-economic status or gender. Students with disabilities as noted by an IEP or those who are still learning English are not represented in honors/AP classes in the same percentage as their population at school. Analysis of the reasons for individual student choice in course taking reveal that there are no systematic barriers that prevent enrollment by these students but rather that their decision to not take the more rigorous course is based on their understanding of the demands inherent in such a course. As a result, no revisions, decisions, or new actions are required.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

DCP Alum Rock will continue its work to ensure all students have access to and enroll in a broad course of study in 2019-20, regularly monitoring transcripts and disaggregating data to ensure all students across all subgroups are accessing this broad course of study.

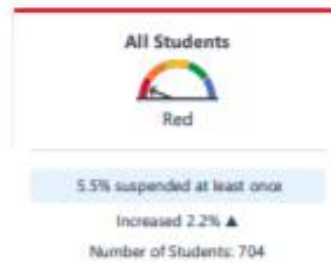
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

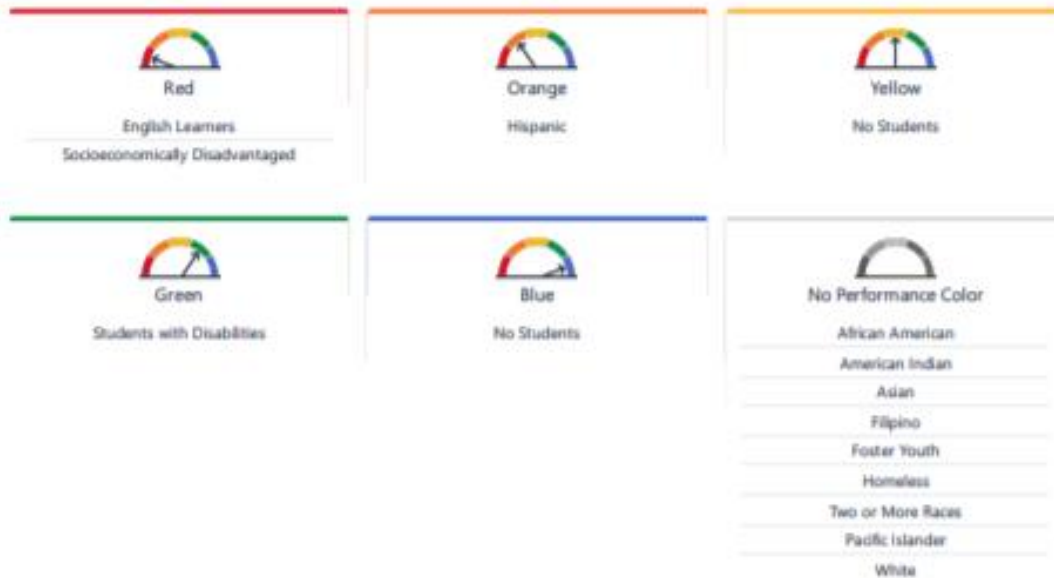
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



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Appendix 22- DCP Alum Rock California Dashboard Report 2019



Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners
0/32 0%
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0%
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

Additional Comments

DCP is committed to providing students with qualified teachers, appropriate learning materials and buildings that are in good repair. We utilize hiring practices that ensure applicants meet minimum qualification standards. Curriculum materials are aligned to standards in age and content-appropriate ways. The Middle School occupies a portion of the Ocala Middle School campus and is kept in good working condition. The High School occupies part of the Independence High School campus and is in good working condition.

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Initial Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to

engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Downtown College Prep Alum Rock School (DCP Alum Rock) is committed to ensuring parents are partners in their students' academic journey toward college completion. In the last year, DCP Alum Rock has expanded family education opportunities by offering workshops on college readiness, STEM learning, and special education. These educational workshops provide families and staff with academic resources and information to advocate and support their students at school, in the community, and at home. The schools have also increased participation in parent-teacher conferences. The Central Office also developed a family engagement framework to support site leaders to facilitate opportunities for family communication, education, and leadership at all levels. Moving forward, DCP Alum Rock is working to develop a professional learning plan for school leaders and work towards increasing the number of families attending programs, accessing grades, and monitoring their students' college eligibility and academic proficiency.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Beginning Development

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Downtown College Prep Alum Rock School (DCP Alum Rock) is committed to building strong relationships with families that support a college-going culture. DCP Alum Rock has developed strong parent, administrator, and teacher relationships where families feel comfortable approaching teachers (79% positive responses) and administrators (87% positive responses) and families feel their identities, regardless of race, ethnicity or gender are respected (87% positive responses) as evidenced in our annual survey. Relationships are built through annual parent conferences, weekly newsletters, principal-led coffee chats, showcases, community gatherings, and college success workshops. The school is working to expand professional development opportunities for teachers and staff to better understand the unique needs and strengths of English Learner families to ensure they have the resources and communication tools to support students on their path to college eligibility. The Central Office has developed a research-based framework to support our administrators around six core domains for family engagement that will help DCP Alum Rock assess and deepen their practices.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement

activities at school and district levels.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Downtown College Prep Alum Rock School (DCP Alum Rock) is committed to including parents as co-leaders in the development of policies and programs that support student learning. DCP Alum Rock has expanded its efforts to engage families in School Site Council, principal coffee chats and English Learner Advisory Committee (ELAC) by responding to family meeting time preferences and modeling communication strategies such as weekly newsletters. The Central Office has engaged parent leaders at DCP Alum Rock to review family feedback survey data, update the family engagement policy, and access leadership training opportunities. Parents are taking a larger leadership role on campus to organize around community events, and reach out to other families. The school will work on increasing the number of families who are engaging with the Family Engagement Policy and Parent-School compact to increase parent awareness of the role and responsibilities of families and staff to effectively work together to support the college success journey for all DCP Alum Rock students.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Appendix 22- DCP Alum Rock California Dashboard Report 2019

GOAL: Downtown College Prep Alum Rock (DCP Alum Rock) is committed to ensuring a positive school culture. Toward that end, it holds the goal that the school environment will be safe and welcoming for all students.

ACTIONS: DCP Alum Rock engages in the following actions to support this goal: 1) Provide clean and safe facility, 2) Implement Restorative Practices and alternatives to suspension, 3) Utilize support staff to ensure a safe and welcoming environment, 4) Provide professional development to teachers to implement Restorative Practices, 5) Provide socio-emotional counseling, and 6) Support families in being actively involved in their child's education and the school.

ASSESSMENT: DCP Alum Rock assesses its progress in this goal area through 1) Student and family ratings of school climate on the annual survey, 2) Suspension rate, 3) Expulsion rate, and 4) Facility rating.

ANALYSIS: On the annual survey, parents rated school culture at 4.04 in the Middle School and 4.08 in the High School, while students rated it at 3.48 at the Middle School and 3.4 at the High School on a scale of 1 - 5. The school will continue efforts, as detailed below, to cultivate a strong school culture for students.

2018-19 PROGRESS: DCP Alum Rock Middle School achieved progress in this goal area as follows:

RESTORATIVE PRACTICES - Alum Rock Middle School continues to implement elements of restorative practices and alternatives to suspension when appropriate.

SOCIO-EMOTIONAL WELLNESS - On site individual and small group counseling was provided by a part time counselor.

SUMMERBRIDGE - 6th grade students start on a college campus and learn what the ARMS culture is for them.

2018-19 PROGRESS: DCP Alum Rock High School achieved progress in this goal area as follows:

RESTORATIVE PRACTICES - Alum Rock High School continues to implement elements of restorative practices and alternatives to suspension when appropriate.

SOCIO-EMOTIONAL WELLNESS - On site individual and small group counseling was provided by a part time counselor.

CO COACHING OF AP: The Director of Student Services Position was added to provide coaching and culture support to Assistant Principals.

2.3 *I am The First* College Research

Selected pages

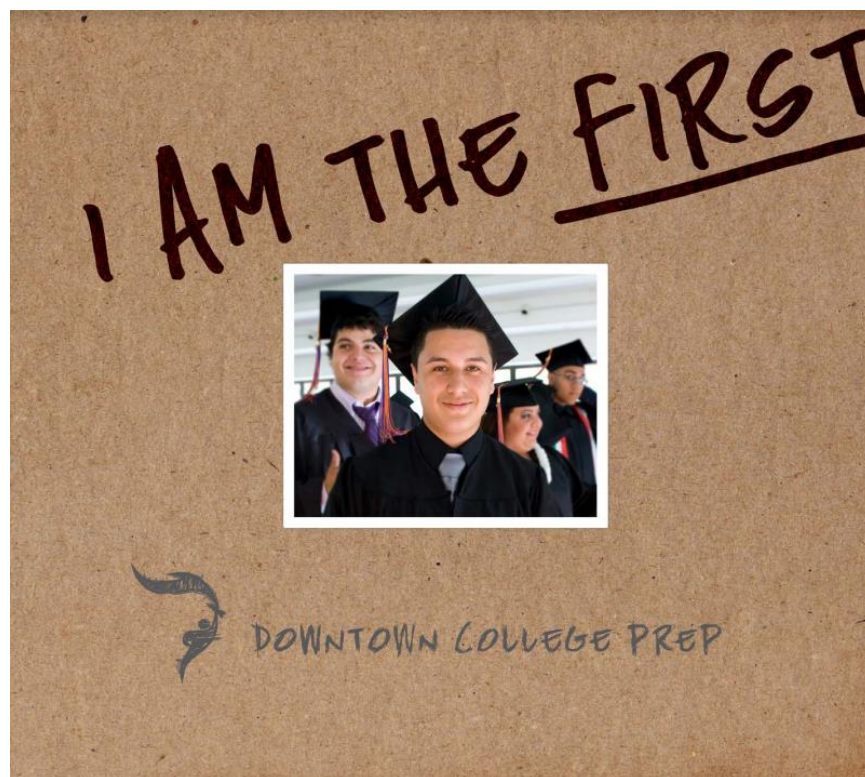
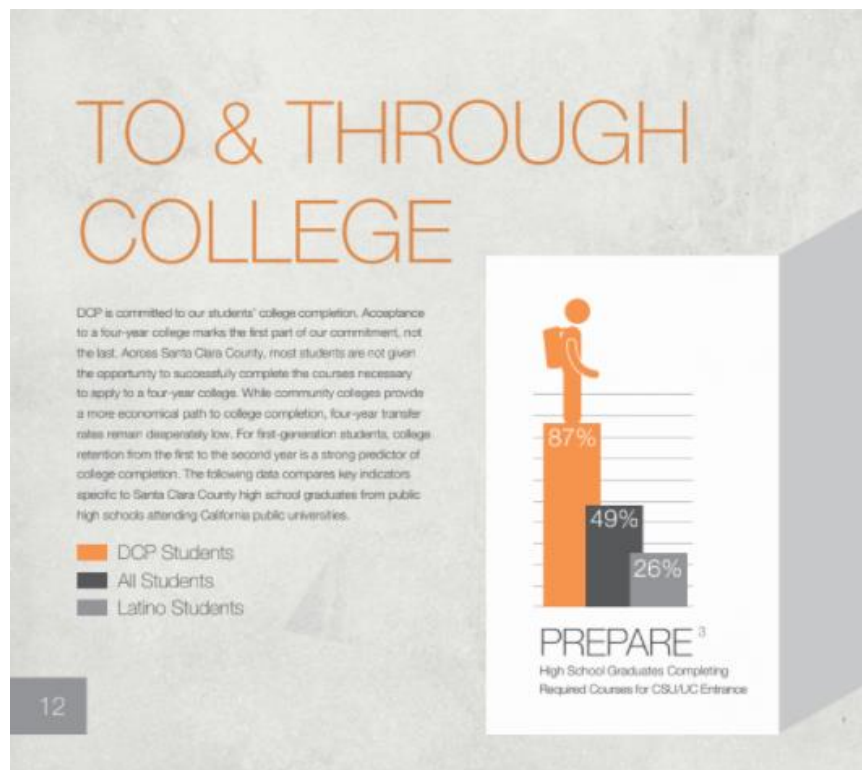
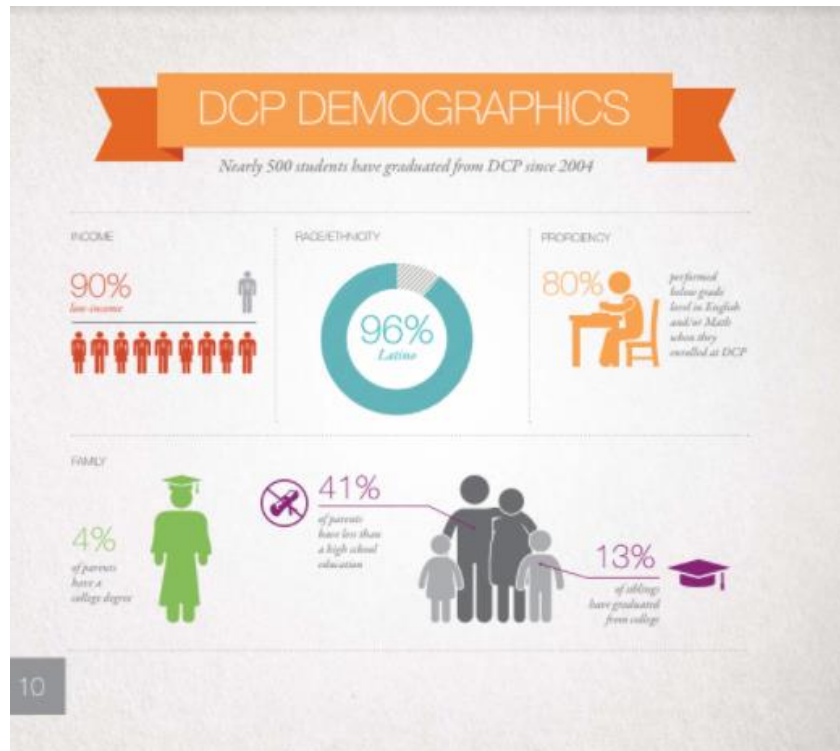
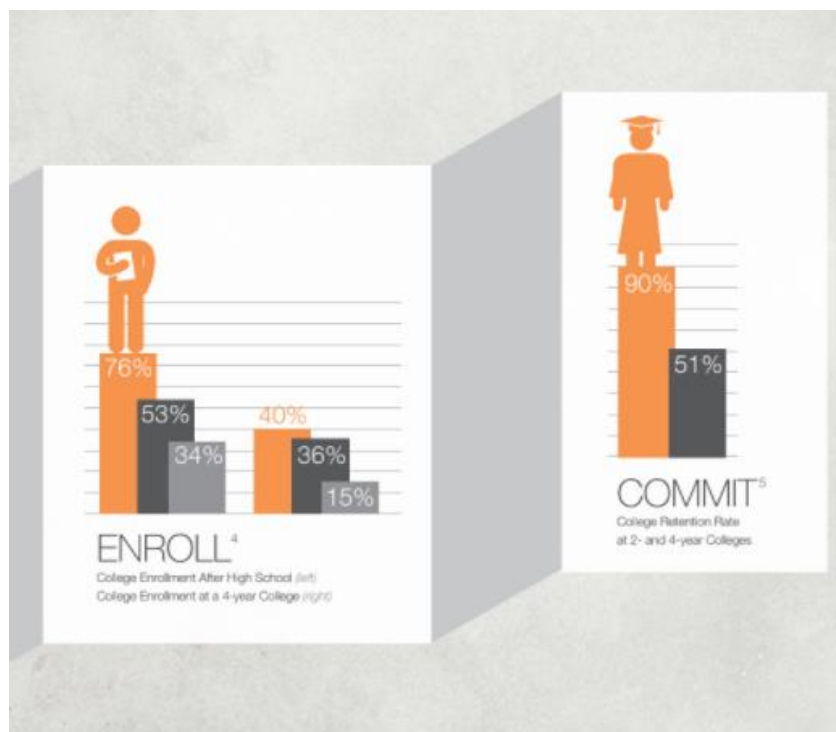




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OUR INVESTIGATION

With nearly 500 alumni, DCP recognized an opportunity to research the factors that influence our students' college success.

Our findings are the result of a two-year investigation into the patterns of success and struggle our alumni experience as they pursue a college degree.

The findings reflect aspects of the current literature regarding academic success and college completion for underserved youth but from the perspective of students. Our graduates identified the relationships, experiences, and key learnings that have the greatest influence in shaping their college journey, thereby creating an authentic framework for first-generation college readiness.

We've built on this framework by identifying what we've learned, questions to ask, and strategies for building a robust program and vision. This framework reflects the complexities of school and home life, and the challenge of integrating the dual worlds our students' navigate as they forge a path to their future.

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KEY FINDINGS AT A GLANCE

Though our students' college journeys vary, dominant factors influencing college success for first-generation students emerged from our research. Through surveys, first-person interviews, and a comprehensive review of academic performance data, the key findings provide a refreshed look into DGP's mission. We know that to prepare our students to successfully complete college we must create an environment that fosters these key findings:

- 1 EMPOWER STUDENTS**
"I have to be responsible for my own education."
- 2 COLLEGE AND CAREER GO TOGETHER**
"College helped me realize that I want to be a health educator."
- 3 EVERY TEACHER A COLLEGE COUNSELOR**
"Every one of my teachers believed in me. They never gave up on me."
- 4 TAKE THE FAMILY TO COLLEGE**
"I wouldn't have made it this far without my mom and my brothers supporting me."
- 5 A COLLEGE PLAN MUST INCLUDE A FINANCIAL PLAN**
"Living at home is the only way my family could afford college."
- 6 COLLEGE IS AN INSIDE GAME**
"Once I knew how college worked I could advocate for what I needed."

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Key Finding #1

EMPOWER STUDENTS

The journey of most first-generation college students is **not linear** and rarely follows traditional models of college completion.

With a personal commitment to college success, first-generation students are at a decreased risk of stopping or dropping out. Confidence and drive are critical to college completion.

Key Finding #1

STRATEGIES

LET STUDENTS LEAD

- Allow students to help establish the expectations and consequences for student engagement in the program.
- Promote thoughtful and productive questioning of policies and practices within the program.
- Create opportunities within and outside the program for students to develop their leadership skills.
- Establish practices that allow students to coach and mentor other students.
- Model self-advocacy skills and provide coaching.

RECOGNIZE RESILIENCE

- Establish practices where students are recognized for growth and resilience in the face of challenges.

HONOR PERSONAL NARRATIVE

- Be consistent when administering consequences.
- Provide emotional support/counseling services.
- Regularly engage students in self-reflection.
- Encourage students to understand and value their personal and family histories.
- Provide opportunities for students and families to identify significant milestones in their lives.
- Create opportunities for students to acknowledge how their role in the family shapes their college path.
- Establish a culture where students and families can dialogue openly about what college means to the family.

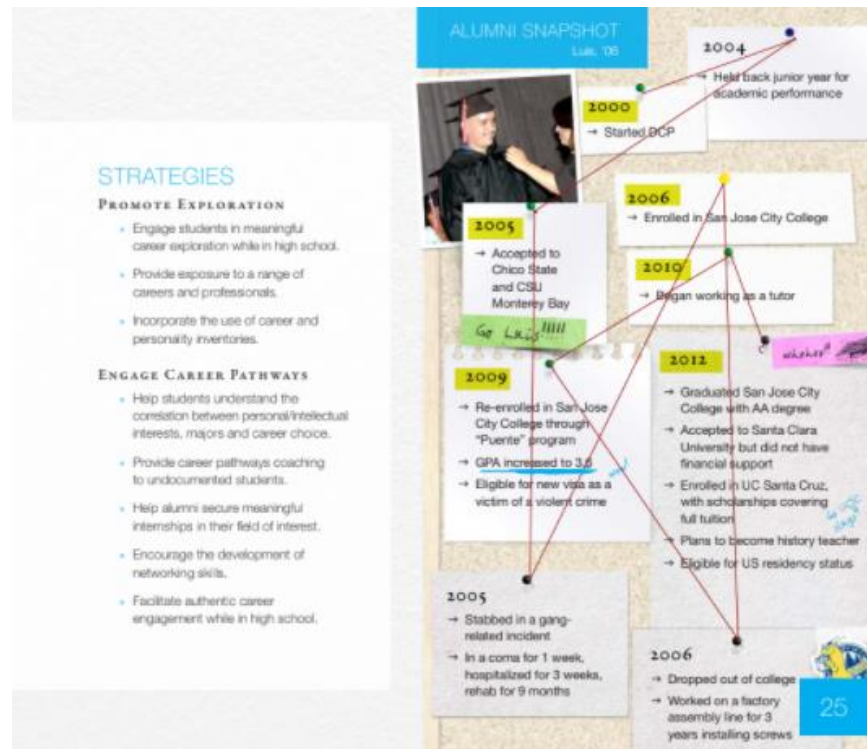
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Key Finding #2

COLLEGE & CAREER

Low-income, first-generation college students are motivated by their desire to inspire change, possess influence, and have greater career opportunities.

For those students living in poverty, their parents have not had the opportunity to pursue meaningful careers. Therefore, college provides access to a vast realm of career options. Students with a clear sense of career purpose are much more likely to complete their education.



Key Finding #3

EVERY TEACHER A

Given the extent of personal connection and longevity of relationship and trust, **dedicated teachers are among the most influential and inspirational adults in a student's college journey.**

Particularly for first-generation students, who have limited access to college-educated professionals, the proximity to teachers shapes their ambitions and vision for their education and lives. Conversely, teachers' lack of faith in students can have a lifelong detrimental impact on their educational and life ambitions.





STRATEGIES

TAKE THE FAMILY TO COLLEGE

- Arrange early-stage college tours to get the entire family excited and bought-in to the college vision.
- Organize family visits to college campuses in the summer after high school graduation.
- Help families familiarize themselves with their child's college campus.

CULTIVATE PEER FAMILY SUPPORT

- Create parent support groups and offer activities, such as making care packages to send students.
- Develop a culture of celebration and trust among parents.
- Build community among parents who share a similar college stage, particularly senior year of high school.
- Give alumni parents an opportunity to share their experiences with younger families.

INCLUDE FAMILY IN THE PLAN

- Work with families to develop a college completion plan.
- Help parents to understand and own their role in their students' college completion.
- Work with families to discuss individual family situations and set clear expectations around financial responsibilities and caretaking.



60% of graduates live at home while attending college



2006
→ Had to take time off for 2 quarters for lack of funding

2007
→ Graduated Santa Clara University
→ Went to Mexico for six months
→ Started work for Google Maps

Congrats Sara!

Sara

35

Key Finding #5

A COLLEGE PLAN MUST INCLUDE A

Finances are the most important factor in determining where students will attend college, often limiting their choices

based on affordability rather than competitiveness. Finances are also the primary cause for reverse transferring and time off from college. Concerns about college affordability can be both real and perceived.

STRATEGIES

ADDRESS THE MYTHS

- Debunk the popular myths around college cost, safety and often.
- Engage in honest dialogue about fears and concerns around paying for college.

ADVISE STUDENTS ON FINANCIAL AID

- Teach students and families the true cost of college and the cost of student loans.
- Students and families should become fluent in financial aid and other college financing options.
- Help students manage the multi-step financial aid process.
- Offer financial aid application workshops.
- Use tools like the FAFSA4Caster to help families predict their Expected Family Contribution.
- Provide estimates of out-of-pocket expenses to help families set savings goals.

MAXIMIZE AID

- Counselors/advisors/teachers should be well versed in every step of the financial aid process and should attend financial aid counselor conferences if available.
- Develop partnerships with community programs and connect with additional community resources such as matching savings programs.
- Assist students in applying for private scholarships.
- Offer financial literacy curriculum and learning opportunities.

ALUMNI SNAPSHOT

Autumn '08

2005 → Started DCP (Parents said it was DCP or boarding school in India)

2007 → DCP Junior Trip: "the greatest thing the school does" - touring 7 different California colleges
 ← 18 per sept!
 → Parental expectations to become doctor or lawyer
 → 2.3 GPA

2008 → Joined fire fighting training course
 → Advised by fire chief: "Get a college degree."

2009 → Graduated DCP
 → Enrolled at Humboldt State with full-ride scholarships
 → Difficult first year, culture shock
 ← Congratulations!

2010 → Hired with volunteer fire department

2013 → GPA now 3.5; will graduate in 2014
 ← Help Out!

39

Key Finding #6

COLLEGE IS AN INSIDE GAME

Colleges are complex systems and students must learn the inside codes if they are to succeed.

Students' college attainment is as much dependent on learning these codes and developing social capital as it is on academic achievement. While college provides access to personal transformation and social mobility, first-generation students begin as outsiders on campus.

STRATEGIES

TREAT COLLEGE AS A SECOND LANGUAGE

- Provide and promote early and frequent exposure to college campuses.
- Continue to serve alumni, particularly in the critical summer transition phase between high school and college.
- Use social media to stay in touch and plan regular check-ins with alumni.
- Encourage students to participate in Prospective Student Days and Summerbridge programs.

NURTURE PEER SUPPORT

- In large and small settings, host first-generation college students to share their stories, highlighting different obstacles they faced and how they overcame them.
- Use alumni networks to create stronger peer supports on campuses.
- Enlist alumni to share their experiences and mentor new college-bound students.

DEVELOP PARTNERSHIPS

- Develop partnerships with local colleges and programs committed to supporting first-generation college students.
- Create opportunities to share best practices and challenges in supporting students and families along this path.

PROMOTE AGENCY

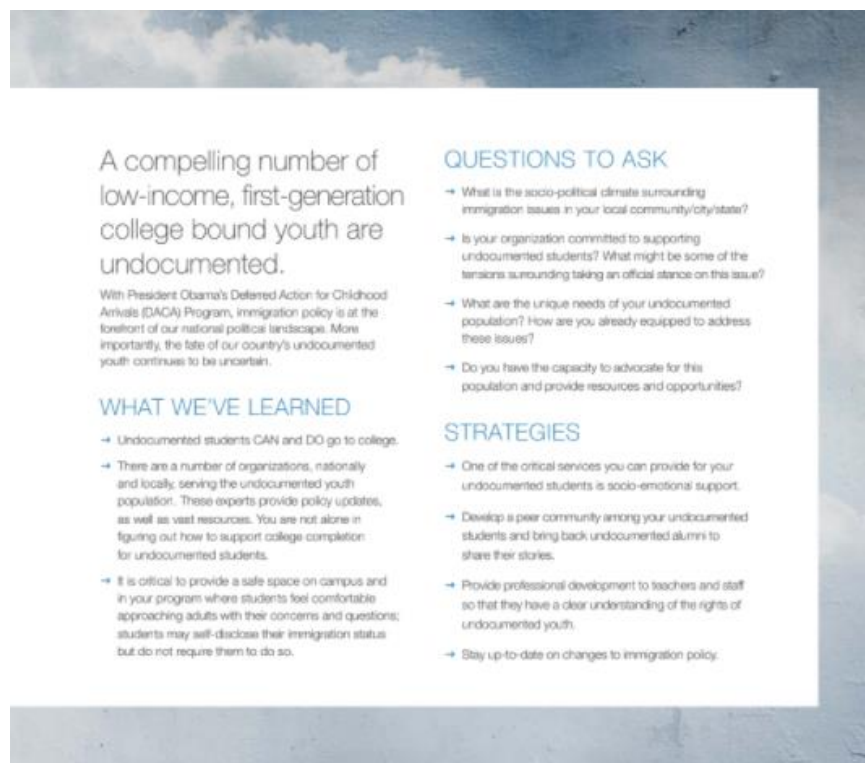
- Be intentional to celebrate and build awareness around key personal skills that lead to student success.
- Encourage students to know the details; this is where they can get lost.

78%

of students indicated that understanding how college works is a challenge

43





A compelling number of low-income, first-generation college bound youth are undocumented.

With President Obama's Deferred Action for Childhood Arrivals (DACA) Program, immigration policy is at the forefront of our national political landscape. More importantly, the fate of our country's undocumented youth continues to be uncertain.

WHAT WE'VE LEARNED

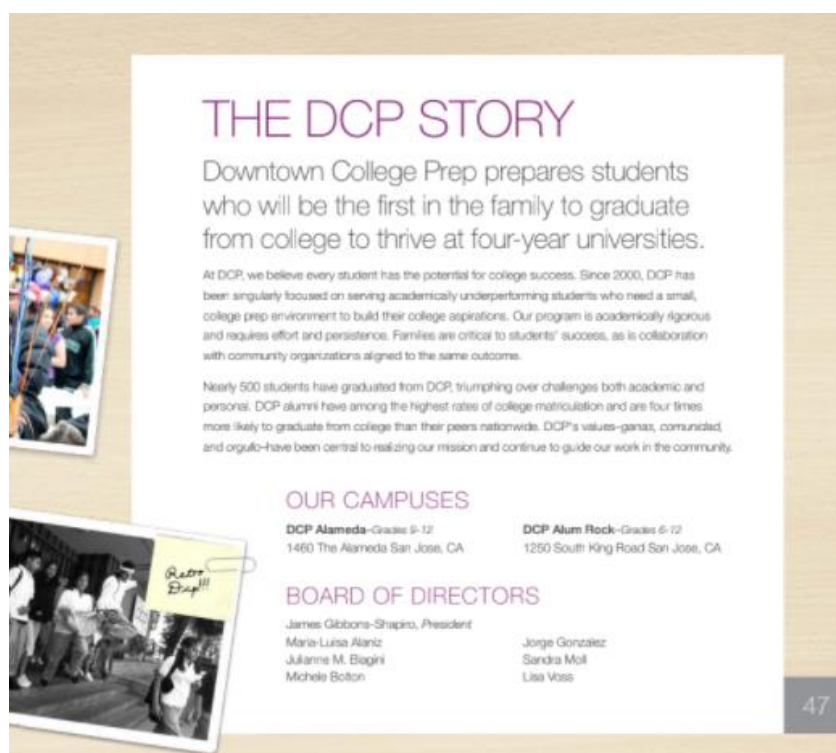
- Undocumented students CAN and DO go to college.
- There are a number of organizations, nationally and locally, serving the undocumented youth population. These experts provide policy updates, as well as vast resources. You are not alone in figuring out how to support college completion for undocumented students.
- It is critical to provide a safe space on campus and in your program where students feel comfortable approaching adults with their concerns and questions; students may self-disclose their immigration status but do not require them to do so.

QUESTIONS TO ASK

- What is the socio-political climate surrounding immigration issues in your local community/city/state?
- Is your organization committed to supporting undocumented students? What might be some of the tensions surrounding taking an official stance on this issue?
- What are the unique needs of your undocumented population? How are you already equipped to address these issues?
- Do you have the capacity to advocate for this population and provide resources and opportunities?

STRATEGIES

- One of the critical services you can provide for your undocumented students is socio-emotional support.
- Develop a peer community among your undocumented students and bring back undocumented alumni to share their stories.
- Provide professional development to teachers and staff so that they have a clear understanding of the rights of undocumented youth.
- Stay up-to-date on changes to immigration policy.



THE DCP STORY

Downtown College Prep prepares students who will be the first in the family to graduate from college to thrive at four-year universities.

At DCP, we believe every student has the potential for college success. Since 2000, DCP has been singularly focused on serving academically underperforming students who need a small, college prep environment to build their college aspirations. Our program is academically rigorous and requires effort and persistence. Families are critical to students' success, as is collaboration with community organizations aligned to the same outcome.

Nearly 500 students have graduated from DCP, triumphing over challenges both academic and personal. DCP alumni have among the highest rates of college matriculation and are four times more likely to graduate from college than their peers nationwide. DCP's values—*ganapas*, *comunidad*, and *orgullo*—have been central to realizing our mission and continue to guide our work in the community.

OUR CAMPUSES

DCP Alameda —Grades 9–12 1460 The Alameda San Jose, CA	DCP Alum Rock —Grades 6–12 1250 South King Road San Jose, CA
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BOARD OF DIRECTORS

James Gibbons-Shapiro, <i>President</i>	Jorge Gonzalez
Maria-Luisa Alaniz	Sandra Moll
Julianne M. Biagini	Lisa Voss
Michelle Bolton	

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OUR GRADUATES: WHERE ARE THEY NOW?

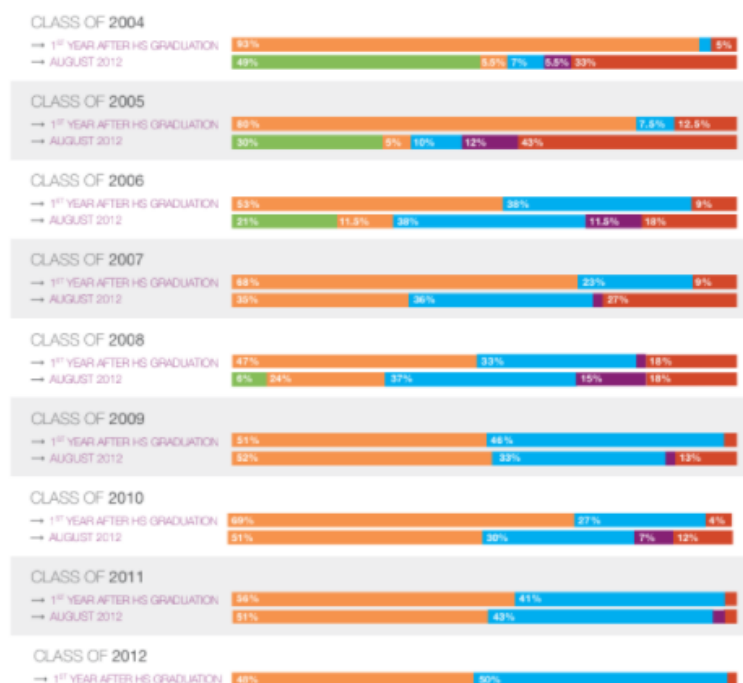
DCP is proud to have been part of the educational journeys of our alumni. Each of them has a powerful story of perseverance and commitment to their family and community.

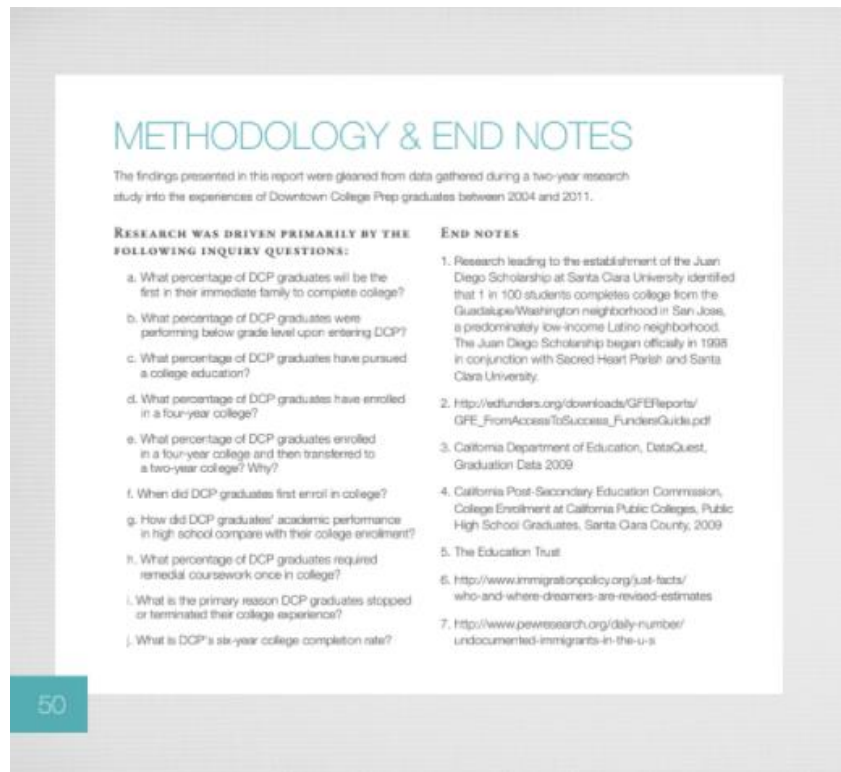
We value all DCP graduates whether they have pursued college graduation or an alternate career path. Their example and leadership has created opportunity for thousands of students across San Jose.

Documenting and reporting college completion data for our graduates is fundamental to our mission. We validate college completion data using tools such as the National Student Clearinghouse. DCP's scholarship program also provides data from colleges and universities validating student enrollment and graduation.

- Graduated
- 4-Year Enrolled
- 2-Year Enrolled
- Alternate Program
- Not Enrolled

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2.4 UCSC-DCP Transitions Study (In Progress)

UCSC IRB PROTOCOL FOR RESEARCH INVOLVING THE USE OF HUMAN SUBJECTS

Project Title: DCP College Transitions Project

OVERVIEW AND CORE RESEARCH QUESTIONS

University enrollment of first-generation (FG) to college students is increasing (Gramlich, 2017; Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012), yet sociocultural challenges undermine their success (Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012). Culture mismatch theory posits that when universities privilege independence (e.g., self-expression), students who value interdependent familial connections, like Latinx FG students, experience negative outcomes (Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012). For example, FG students reported feeling guilt for “leaving family behind” to pursue individual interests in college (Covarrubias & Fryberg, 2015). To date, no study has identified when a cultural mismatch begins for students. To address this gap, we explore 3 research questions in partnership with a local bay area charter school:

1. When does a cultural mismatch become salient for FG students?
2. What is the impact on psychological (e.g., guilt) and academic outcomes?
3. What are the contributing sociocultural factors?

METHODOLOGY

Questionnaires.

Surveys will be administered during the following 4 time points: spring of senior year (June; T1), beginning of the first year in college (week 4; T2), mid-academic year (February; T3), and end of first year (June; T4).

Focus Groups and/or Individual Interviews. The purpose of the focus groups is to add depth to participant survey responses. Five focus groups with 6-8 participants each will be conducted during T1 and T4. Students will be given the option of participating in individual interviews, if they do not feel comfortable in a group interview. Interviews will be conducted either at the local high school or via video chat, depending on student availability. Principal investigators will code the focus group transcripts according to major themes found related to our research questions.

PROCEDURE

Questionnaires.

Participants will be informed that the study involves completing surveys at 4 time points: spring of senior year (June; T1), beginning of the first year in college (week 4; T2), mid-academic year (February; T3), and end of first year (June; T4). See Appendix B for survey versions.

Participants will complete the surveys through the online program, Qualtrics, which will be configured to not collect personally identifying information (e.g., IP addresses). The surveys will last no more than 30 minutes.

Because we have to link responses across all four time points, we will collect private information, including name, email address and telephone number. Survey responses and consent forms will be assigned an arbitrary ID number.

Participants will be told that they may choose not to answer any question. Participants will be informed that they will be compensated at each survey time point in which they participate. They

will be informed that their participation is voluntary, and that they may refuse to answer any questions or withdraw from the study at any time.

Focus Groups.

The purpose of the focus group portion of this study is to add depth to participant survey responses. Five focus groups with 6-8 participants each will be conducted during T1 and T4. Students will be given the option of participating in individual interviews, if they do not feel comfortable in a group interview. Interviews will be conducted either at the local high school in a private room or via video chat, depending on student availability. We will use the Zoom video chat platform, which does not require students to have an account.

Participants who participate in the survey will be invited to participate in focus groups. The invitation will be included at the end of the survey, see Appendix B. Only those who express interest in participating will be included in the study. We will send interested participants a copy of the consent form for review. Those who express further interest will be scheduled for a focus group or interview, depending on their preference.

The principal investigators will schedule and conduct all interviews. Following a script, participants will be re-introduced to the study, will be given a consent form for review, and will answer a series of questions. See Appendix C for interview script. Focus group interviews will take approximately 45-90 minutes. We plan to conduct interviews during the Summer of 2018 (T1) and the Summer of 2019 (T4). Participants will receive \$40 cash for their participation. Snacks will be provided.

Once at the interview, participants will be reminded that their involvement is voluntary, that they are welcome to leave at any time without penalty, and that the interview will be audio-recorded. Participants will also be informed that confidentiality will be maintained to the extent possible but that there are risks associated with sharing information in a group setting.

Focus groups will be recorded on a small digital audio-recorder in order to ensure accurate transcriptions. All participants will choose a pseudonym before beginning the focus group. No real names will appear in the transcripts; pseudonyms will appear instead. We will identify the interview transcripts using both an arbitrary ID number and a pseudonym.

Participants will be asked if they would like to be contacted after the completion of the study to check themes for accuracy. This is a preferred method in qualitative analysis to ensure accurate portrayal of participant voice (Patton, 1999).

Note about Obtaining Consent

For in-person focus group interviews, students will provide written consent to participate. For online surveys and video-chat interviews, we are requesting a waiver of the requirement for a signed consent form.

RECRUITMENT

Only students who are considered first-generation college students (i.e., neither parent received a 4-year degree), are over the age of 18, and have been accepted into a 2-year or 4-year college or university will be invited to participate in this study. Students must have been enrolled in one of the two participating high schools in San Jose (DCP El Primero High School and DCP Alum Rock High School). These schools serve a majority low-income, first-generation, Latinx population, so the study will likely reflect this population. Although, all first-generation college students are eligible for the study.

Appendix 2.4 UCSC-DCP Transitions Study (In Progress)

School officials will send a recruitment email (see Appendix A) to eligible students. Students will then complete a brief RSVP form indicating their interests and permission to be contacted by the researchers. The researchers will not have access to any participant contact information until invited participants initiate contact.

Interested students will be given a link to the online survey. At the end of the online survey, students will receive an invitation to participate in focus group interviews (see Appendix B). Only those who express interest in participating will be included in the focus groups. We will send interested participants a copy of the consent form for review. Those who express further interest will be scheduled for a focus group or interview, depending on their preference.

APPENDIX A

DCP Transitions Recruitment Email

Subject: You are invited to participate in the DCP Transitions Project!

Dear DCP Graduating Senior,

In our mission to support you along your journey, we wanted to reach out to you with an important opportunity. Going to college is an exciting time, but at times it can also be challenging. We want to support our alumni during their successes and challenges. To do this, we need to have an understanding of your experiences, and how we can better support you.

We are beginning a research study, called the DCP Transitions Project (UCSC IRB #HS3172), to better understand first-generation college students' perspectives of and experiences after graduating from DCP. We plan to follow a select number of graduating seniors through their first year of college. Your voice is the most valuable tool for understanding how to best support our alumni.

To participate, we would invite you to complete an online survey at four different times throughout the year. The surveys will take no more than 30 minutes. We will also invite you to participate in voluntary focus group interviews or individual interviews, that lasts 45-90 minutes, to learn more about your experiences. The interviews will take place at DCP or through video chat, depending on your preference. All surveys and interviews are voluntary and you will be paid for your participation.

The researchers who will be conducting the research study are Dr. Rebecca Covarrubias from UC Santa Cruz and her doctoral student, Ibetle Valle. Both are first-generation college graduates and are committed to supporting first-generation college students through their research. To learn more about the study and the process for participating, please respond to this email. If you have any questions, feel free to reach out to us or to one of the leader researcher, Ibetle Valle (ibvalle@ucsc.edu).

Click here to [RSVP!](#)

Thank you for considering participating in this project!

Best Wishes,

[DCP Staff name, phone number, email]

[DCP Staff title, phone number, email]

2.5 DCP First-Generation College Student Theory

First-Generation College Student Theory (Version 1) Downtown College Prep

Defining First-Generation Students

First-generation students (FGS) are students with parents or guardians who may have attended two or four-year colleges but did not earn a four-year college degree and are likely to come from an underrepresented ethnic group and/or low-income families.

College students with at least one parent or guardian who earned a four-year college degree are often referred to as “continuing generation” students (CGS). FGS are less likely than CGS to take college admissions tests, apply to college, and enroll in college (Zuo et al, 2018). Currently, about one in six students at 4-year colleges and universities in the United States are FGC students (Saenz, Hurtado, Barrera, Wolf, & Yeung, 2017).

Defining First-Generation College and Career Readiness

While the goal for any college and career ready student is to have the academic self-efficacy, content knowledge, and learning strategies to enroll and graduate from a four-year college with a career plan, first-generation students must also build on their non-cognitive competencies, mindsets, and relationships to navigate the unique set of institutional social, political and cultural challenges that impact their ability to attend and persist in any college and career environment.

Key Supporting Research

Non-Cognitive Competencies	Mindsets	Relationships
<p>Non-Cognitive Variables FGS have nontraditional academic and personal experiences that are difficult to assess through traditional measurements such as high school testing and grades. Research has identified eight key non-cognitive measures that better predict the success of nontraditional students in college (Sedlacek, 1993).</p> <p>Academic Self-Efficacy: Academic self-efficacy - a students’ belief that he or she can succeed in academic tasks - is a psychosocial trait that has been</p>	<p>Growth Mindset Growth Mindset is the belief that one’s intelligence is not fixed and can be cultivated over time with practice, which is believed to shift one’s interpretation of failure to one of mastery and growth (Dweck, 2006). Teachers who model a growth mindset encourage learning beyond grade acquisition and supports student academic growth (Nicoll, 2014).</p> <p>The Belonging Mindset Nontraditional students with minority identities who feel valued by faculty, staff and peers may experience greater connectedness</p>	<p>Faculty Support FGS see student-faculty interactions where faculty are engaged beyond lectures, build rapport, and take an interest in their academic and career aspirations as vital to their successful academic and social integration (Astin, 1984; Nettles 1991).</p> <p>Family Support “Practitioners are often unprepared to deal with the cultural conflicts that arise for young people and their families around going to college, such as the clash between families’ cultural values for interdependence among family members and an ethos in American higher education that emphasizes</p>

Appendix 2.5 DCP First-Generation College Student Theory

<p>found to provide the most consistent prediction of GPA in college above traditional high school testing and grades. (Zuo, et al. 2018; Dennehy, et al, 2018)</p> <p>Socio-Emotional Learning: “Acquisition of social-emotional competencies equips students with abilities and habits of mind that enhance their value not only as students, but also as members of a larger community (Nicoll, 2014; Feldman et al, 2018).</p>	<p>to their college community, which has shown to close the gap in achievement, retention, and resilience (Walton & Cohen, 2007).</p>	<p>moving away from home and acting independently” (Savitz-Romer & Bouffard, 2012).</p>
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Research on Institutional Challenges Faced by First-Generation Students
<p>Psychological Well-Being</p> <p>“FGCS report relatively lower levels of support from family and friends, higher levels of stress related to personal and traumatic events (e.g., a serious accident, parents’ divorcing), and lower life satisfaction (Jenkins, Belanger, Connaly, Boals, & Durón, 2013). Jenkins et al., (2013) also found that these effects were more pronounced in first-generation women than in first-generation men. Perhaps because of these circumstances, Barry Hudley, Kelly, and Cho (2009) found that FGCS experience greater levels of institutional and class-related stresses, and at the same time they are less likely to disclose and discuss these stressful experiences” (Zuo et al, 2018).</p> <p>“Thus, compared with their peers, [First-Generation College Students] FGCS may have higher demands on their emotional and cognitive resources, this type of adaptive coping might consume more significant time, energy, and psychological resources (e.g. working memory capacity and self-regulatory resources) that FGCS could otherwise be dedicated to performance on academic and social tasks.there are also experiences that are unique to specific races or ethnicities and gender groups” (Zuo et al, 2018).</p> <p>Multiple Identities and College-Going</p> <p>“A major goal of practitioners’ work should be to provide opportunities for youth to reflect on how the various dimensions of their identities are or can be consistent with college-going, even if they do not initially see them that way.Without asking questions about identity and really listening to the answers, the adults may make false assumptions; sometimes the default reaction is to assume that his socioeconomic status is in conflict with college attendance. Because identity development is such an individual process, this kind of reflective conversation is essential.When practitioners shift their understanding to recognize multiple kinds of college-going identities, they can make a paradigm shift that allows more youth to incorporate college-going into their visions for themselves in the present and the future.” (Savitz-Romer & Bouffard, 2012).</p> <p>“Negatively stereotyped identities are not necessarily mutually exclusive. People have multiple identities, some, or all of which may be associated with negative stereotypes, creating the potential for multiple experiences of threat. For example, as discussed earlier, there is considerable overlap between social class and first-generation college student status.Thus, a student may easily have multiple stereotyped identities. For instance, if a first-generation African American college student also comes from a working-class family, he would hold three identities that are negatively stereotyped in academic environments...Students may also possess negatively stereotyped identities that are invisible or are based on membership in nonascribed categories (e.g., a history of mental illness, a religious affiliation that may evoke stereotype threat and interact with other identities (Quinn et al, 2004, Rios et al, 2015)</p>

(Dennehy et al, 2018, p. 320).

Stereotype Threat

“Drawing from social psychological research and theory (e.g. Cohen & Garcia, 2008; Dasgupta, 2011, Steele, Spencer, and Aronson, 2002), we propose that the first year of college is a time of unique vulnerability for students who have to contend with negative stereotypes that cast doubt on their ability and intelligence while they simultaneously navigate the typical academic and social challenges faced by all first-year college students. The extra burden of negative expectations increases *stereotype threat*, a phenomenon in which students’ worries about confirming others’ negative expectations lead them to underperform relative to their actual potential, thus creating a self-fulfilling prophecy (Steele & Aronson, 1995). (Dennehy et al, 2018, p. 309).

Cultural Mismatch

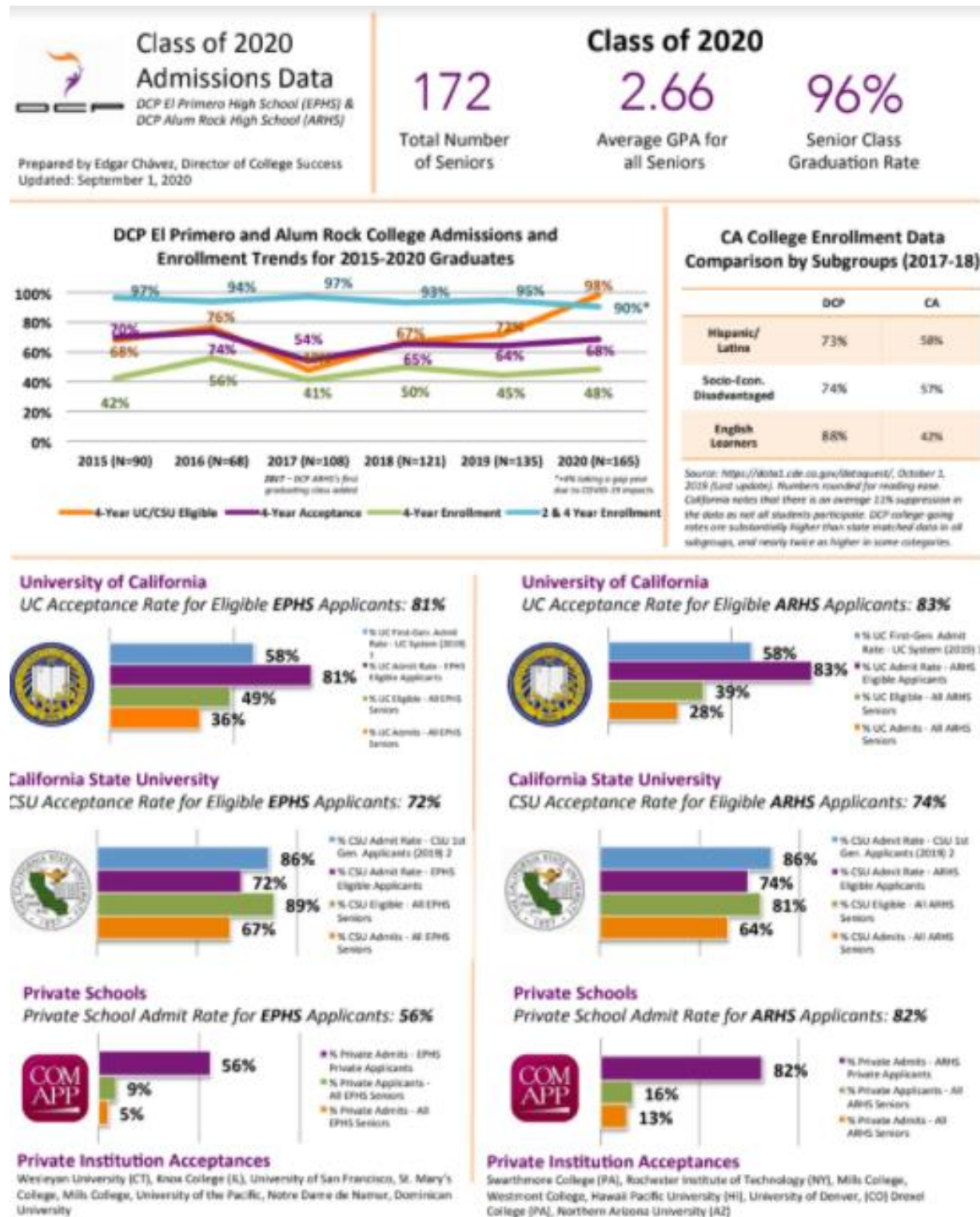
“According to *cultural mismatch theory*, FGCS might perceive differences between the mainstream college culture and their own personal values and beliefs. In turn, this perception could generate psychological discomfort that interferes with academic performance and other indicators of success in college” (Stephens et al, 2012). As part of a study of the top 75 universities and top 50 liberal arts colleges in the United States that were surveyed in a study, “most American universities and colleges encourage and reflect independent cultural norms (e.g. individual self-development, interest exploration), which are more commonly found in [continuing generation college students], as opposed to interdependent norms (e.g. helping family, contributing to community), which are more commonly found among [first-generation college students]. Interestingly, the endorsement of more interdependent motives for attending college was found to be associated with lower GPA. These findings were qualified by a cultural effect exerted at the institutional level: colleges with more independent culture accentuated these gaps, and colleges with more interdependent cultures reduced them” (Zuo et al, 2018, p. 64).

Social Capital Deficit

“Economists would call [FGCS lack of basic postsecondary access knowledge compared to CGCS] a *social capital deficit* where the parents of FGCS themselves, at a general and cumulative level, lack firsthand knowledge and experience in areas such as applying to college, adjusting to college life, and succeeding in college, therefore are less able to serve as college role models to their children (Bradbury & Mather, 2009; York-Anderson & Bowman, 1991)” (Zuo et al, 2018).

“In all communities, the intersections of students’ race, ethnicity, gender, and socioeconomic status influence how opportunities are presented by educators; college counselors may shape how perceptions, high school context and local community are constructed and internalized (Bryan, Holcomb-McCoy, Moore-Thomas, & Day-Vines, 2009; Deli-Amen & Tevis, 2010; McDonough & Calderone, 2006; Stephan & Rosenbaum, 2013). The intersectionality of students’ background is especially salient in low-income and under-resourced schools, where college readiness is not typically cultivated by high schools until students reach their junior or senior year, whereas high-income communities discuss college-planning from nearly birth (Deli-Amen & Tevis, 2010; Klugman, 2012; Mullen, 2010)” (Huerta, 2015).

2.6 DCP College Matriculation, Persistence, Graduation



Sources: 1. University of California-Presbyterian Fall Admissions Summary (Fall 2018) [Link](#)
2. California State University Admissions Dashboard (Fall 2018) [Link](#)

Downtown College Prep - Class of 2020

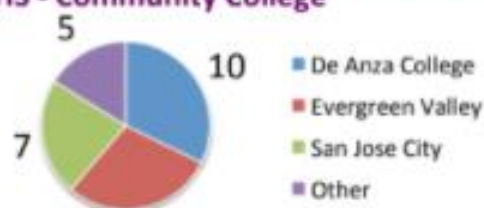
Fall 2020 College Enrollment of DCP Graduates

Enrollment by Institution	EPHS	ARHS
4-Year Enrollment	48/98 (49%)	32/67 (48%)
<i>CSU Enrollment</i>	26/48	20/32
<i>UC Enrollment</i>	22/48	11/32
<i>Private Enrollment</i>	0/48	1/32
2-Year Enrollment	38/98 (39%)	31/67 (46%)
Other (i.e. vocational)	1/98	0/67
Not Enrolled – Gap Year	7/98	1/67
Not Enrolled	4/98	3/67
2 and 4 Year Enrollment	86/98 (88%)	63/67 (94%)

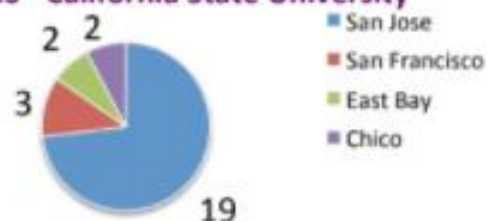
EPHS - Community College



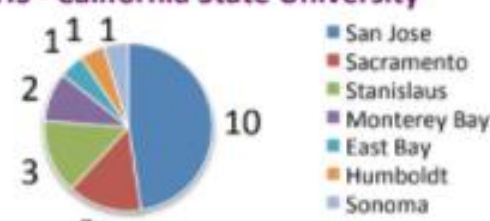
ARHS - Community College



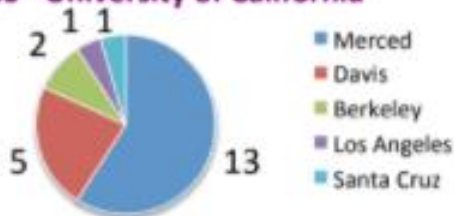
EPHS - California State University



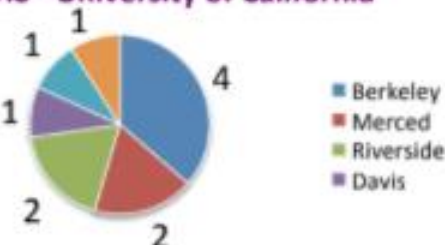
ARHS - California State University



EPHS - University of California



ARHS - University of California

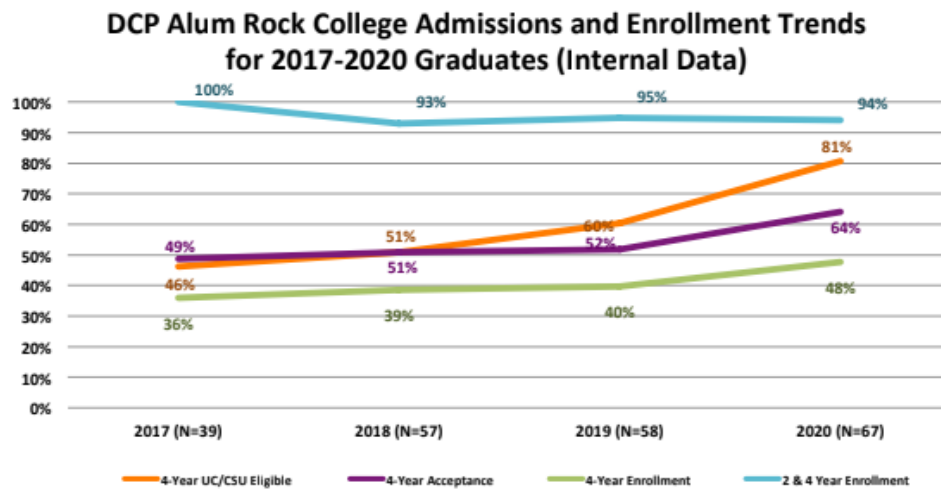


EPHS - Private Institutions:

N/A

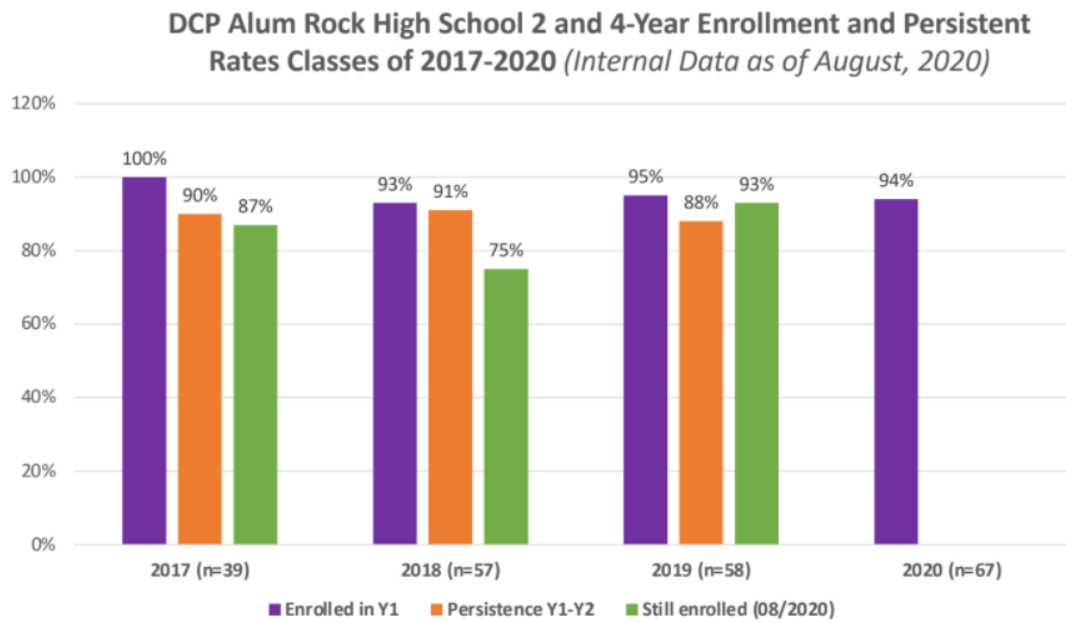
ARHS - Private Institutions:

Swarthmore College (Questbridge Scholar)



Average College Admissions Rates (2017-2020)	
4-Year UC/CSU Eligible	62%
4-Year Acceptance	55%
4-Year Enrollment	41%
2 & 4-Year College Enrollment	95%

Data Updated: EC 09.04.2020



Summary of Average Rates	
Enrollment in Y1 (2017-20)	= 96%
Persistency Y1-Y2 (2017-19)	= 90%
Still Enrolled (2017-19)	= 85%

Appendix 3-Curriculum and Instruction



- 3.1 Workshop Model Description
- 3.2 DCP Alum Rock Scope and Sequence
- 3.3 WASC Accreditation
- 3.4 UC Doorways A-G Course Approvals for DCP Alum Rock
- 3.5 DCP Curriculum Overview by Subject Area
- 3.6 DCP Advisory and CCR Sample Scope and Sequence
- 3.7 College Going Identity Categories and Case Studies
- 3.9 DCP Promotion Appeals Process
- 3.9 DCP Alum Rock Graduation Action Plan and Appeal Rubric
- 3.10 Independent Study

3.1 Workshop Model Description

Classroom environments are most effective when they are literate and purposeful, organized and accessible, and, most of all, authentic. The following are instructional strategies, methods, and elements that are part of a DCP workshop classroom:

- Daily independent work, with students engaged in the work for the majority of the class period.
- Differentiated reading/writing/math strategies are taught, as well as literary analysis instruction
- Classroom libraries consisting of leveled books of interest for the student population, grade level texts, and content texts
- Student choice
- Routines and procedures designed to foster independence, create a community of learners, and allow for differentiated instruction by the teacher
- Opportunities for academic discourse/talk, designed as a distinct part of the curriculum and implemented daily (i.e. partner, whole class, book club)
- Individual conferences and small group instruction, where the teacher works with students one on one in conferences tailored to that student's specific need as well as forms and instructs small groups based on common assessed needs (i.e. writing strategy, reading level work, mathematical strategy)
- Support for EL students embedded in learning targets with clear goals for students and a plan for gradual release (i.e. frames, prompts, stems)
- Summative and formative assessments given regularly, that are designed and implemented to inform instruction and clarify the differentiation needed for student learning
- Essential Questions that guide inquiry
- Long term and supporting learning targets connected to essential questions and the summative project (called the "make")
- Students driving their own learning, with a distribution of students "doing the work" for two-thirds of the class period.
- Curriculum that is relevant to students
- Authenticity in curriculum and instruction
- Reflection and feedback
- Ongoing formative assessment that drives instruction

WORKSHOP MODEL - LESSON DESIGN

The workshop model is built upon the following lesson components:

- Mini Lesson
 - Teacher shows students both WHAT and HOW to do the work during work time.
- Independent Work Time
 - Students: read, write, talk, and/or think to get smarter about content and the learning goal.
 - Teacher: confers with individuals and small groups to get smarter about his or her students and their needs.
- Mid Workshop Interruption (catch)

Appendix 3.1 Workshop Model Description

- A quick, whole-class “time-out” from work time to model or share a strategy that will help them re-engage in work.
 - Planned in advance: to scaffold multiple tasks or texts in a lesson in support of the learning goal.
 - Unplanned: to clarify confusion, misconceptions, or share thinking the teacher noticed as she/he confers with students.
- More Independent Work Time (release)
 - Students: read, write, talk, and/or think to make meaning of content and get smarter.
 - Teacher: Confers with individuals and small groups to learn about students, to both individualize and differentiate instruction

Appendix 3. 2 DCP Alum Rock Scope and Sequence

3.2 DCP Alum Rock Scope and Sequence

Middle School Scope and Sequence

Humanities	Humanities 6	Humanities 7	Humanities 8
STEM	STEM 6	STEM 7	STEM 8
Enrichment Options	Health & Wellness Physical Education STEM Elective	Health & Wellness Physical Education STEM Elective	Health & Wellness Physical Education STEM Elective
College Readiness	Advisory 6	Advisory 7	Advisory 8

High School Scope and Sequence

Offerings within each department align to state and national scopes and sequences, as well as being informed by student and family input. These offerings may adjust over time to meet both state requirements and student and family need. charter.

Department	9th Grade	10th Grade	11th Grade	12th Grade
English	English I	English II	At least one of the following: English III AP English Language & Composition AP English Literature & Composition	At least one of the following: English IV/CSU Expository Reading & Writing Course ERWC Or previous classes
Math	Integrated Math 1	Integrated Math 2	Integrated Math 3	Calculus AB Statistics
Science	Physics in the universe	Chemistry in Earth Systems	The Living Earth: Integrating Biology and Earth Science	AP Environmental Science AP Biology
History		World History or AP World History	US History or AP US History	American Government Economics

Appendix 3.2 DCP Alum Rock Scope and Sequence

Department	9th Grade	10th Grade	11th Grade	12th Grade
World Languages	Students test into highest appropriate level of Spanish typically Spanish I- Spanish I - Native Speakers	Students test into highest appropriate level of Spanish typically Spanish II Spanish II - Native Speakers	Students take next level of appropriate Spanish AP Spanish Language & Culture	If applicable, students take next level of appropriate Spanish
Visual and Performing Arts	Media Art Studio Art	Media Art Studio Art	Media Art Studio Art	Media Art Studio Art
Academic Electives	Students select from: Introduction to Engineering Design Computer Science Ethnic Studies	Students select from: Creative Writing Introduction to Engineering Design Computer Science Ethnic Studies	Students select from: Creative Writing Law and Criminal Justice Introduction to Engineering Design Computer Science Ethnic Studies	Students select from: Creative Writing Law and Criminal Justice History of the Americas Environmental Science Introduction to Engineering Design Computer Science Ethnic Studies
Intervention	Guided Studies Mandatory Office Hours	Guided Studies Mandatory Office Hours	Guided Studies Mandatory Office Hours	Guided Studies Mandatory Office Hours
Advisory/Career and College Readiness	Freshman Forum	Sophomore Forum	Junior Seminar	Senior Seminar

Appendix 3.3. WASC Accreditation

3.3 WASC Accreditation

The screenshot displays the WASC Accrediting Commission for Schools website. The header features a blue navigation bar with links: Home, **Directory of Schools**, Contact, Directory of Schools, Document Upload, News, School Portal, and Member Portal. Below the header is the WASC logo and the text "Accrediting Commission for Schools Western Association of Schools and Colleges". A yellow navigation bar contains links: About ACS WASC Accreditation, Getting Started, School Process, Calendar & Training, Visiting Committees, and International Schools.

The main content area shows a search result for "Downtown College Prep - Alum Rock". The details are as follows:

- Grades: **6-12**
- ACS WASC Accreditation Code: **43 10439 257**
- Category: **Charter School**
- 1776 Educational Park Drive, Building H
- San Jose, California 95133
- United States
- Main Phone: 408-384-4554
- Website: www.dcp.org
- Status: **Accredited**

At the bottom of the search results, there are links for "Back to Search Results" and "New Search".

The footer of the website includes the WASC logo, the text "Accrediting Commission for Schools Western Association of Schools and Colleges", and the address: "533 Airport Boulevard, Suite 200 Burlingame, CA 94010-2009 650.696.1060".

The browser's address bar shows the URL: <https://www.acswasc.org/international-accreditation-process/>. The Windows taskbar at the bottom shows the search bar, task view button, and several application icons. The system clock indicates 1:09 PM on 9/15/2020.

3.4 UC Doorways A-G Course Approvals for DCP Alum Rock

<div>Public 054750</div> <div> Downtown College Prep Alum Rock San Jose, CA <div>Website</div> Comprehensive High School (Grades 9-12) Site-Based/Traditional, Charter School </div> <div> Course List Manager Mayra Garcia (408) 384-4554 mgarcia@dcp.org </div>		
Filter Course List (Clear all) <div> <input type="text" value="Course title or transcript abbreviations"/> <div>Show more filter options ▾</div> </div>		
<div> <div>◀ 2018-19 2019-20 <input checked="" type="radio"/> 2020-21</div> <div>Last Updated: Sep 15, 2020</div> </div>		
Course	Discipline	Learning Environment
A History / Social Science 2 years required ?		
American Government	Civics / American Government	Classroom-based
U.S. History	U.S. History	Classroom-based
World History	World History / Cultures / Historical Geography	Classroom-based
World History (a-g)	World History / Cultures / Historical Geography	Online
B English 4 years required ?		
★ AP English Language and Composition	English	Classroom-based
CSU Expository Reading and Writing	English	Classroom-based
English I	English	Classroom-based
English II	English	Classroom-based
English III	English	Classroom-based
English Language Development III Reading	English as a Second Language (ESL) / English Language Development (ELD)	Classroom-based

Appendix 3.4 UC Doorways A-G Course Approvals for DCP Alum Rock

C Mathematics 3 years required, 4 years recommended ?		
★ AP Calculus AB	Calculus	Classroom-based
Integrated Mathematics 1	Mathematics I	Classroom-based
Integrated Mathematics 2	Mathematics II	Classroom-based
Integrated Mathematics 3	Mathematics III	Classroom-based
Precalculus	Advanced Mathematics	Classroom-based
D Science 2 years required, 3 years recommended ?		
Biology I	Biology / Life Sciences	Classroom-based
Biology, Part 1	Biology / Life Sciences	Online
Biology, Part 2	Biology / Life Sciences	Online
Chemistry I	Chemistry	Classroom-based
Chemistry, Part 1	Chemistry	Online
Chemistry, Part 2	Chemistry	Online
★ Honors PLTW Principles of Engineering	Engineering	Classroom-based
Physics	Physics	Classroom-based
PLTW Computer Science Essentials	Computer Science	Classroom-based
PLTW Engineering Essentials	Engineering	Classroom-based
E Language Other than English 2 years required, 3 years recommended ?		
★ AP Spanish Literature and Culture	LOTE Level 4+	Classroom-based
Spanish I	LOTE Level 1	Classroom-based
Spanish II	LOTE Level 2	Classroom-based

Appendix 3.4 UC Doorways A-G Course Approvals for DCP Alum Rock

F Visual & Performing Arts 1 year required ?		
Media Art 1	Visual Arts	Classroom-based
Studio Art II	Visual Arts	Classroom-based
G College-Preparatory Elective 1 year required ?		
Economics	History / Social Science	Classroom-based
Environmental Ethics	History / Social Science	Classroom-based
Ethnic Studies	History / Social Science	Classroom-based
Junior Seminar	Interdisciplinary	Classroom-based
Leadership	Interdisciplinary	Classroom-based
Senior Seminar	English	Classroom-based

Source: <https://hs-articulation.ucop.edu/agcourselist/institution/4659>

3.5 DCP Curriculum Overview by Subject Area

ELA CURRICULUM AND ASSESSMENT

COURSE	CURRICULUM	ASSESSMENT
6th Grade English	<p>Using the pedagogy and architecture of Reader's and Writer's Workshop (see pages...), the interpretation work in 6th grade deepens significantly as the curriculum gives extra support to students in developing close reading skills and continued support with volume and stamina. There is a focus on studying the complexity of texts and synthesizing texts across much larger amounts of pages. Students will be immersed in the skills that will enhance their use of persuasive and opinion writing and response. The model allows the teacher to help remediate some students' reading abilities, and it allows students already reading at and above grade-level to continue to advance their reading skills. The model allows the teacher to help remediate some students' reading abilities, and it allows students already reading at and above grade-level to continue to advance their reading skills.</p> <p>Teachers develop curriculum drawing from a variety of authentic texts, such as: <i>The Giver</i>, <i>Petey</i>, <i>Okay for Now</i>, <i>Out of my Mind</i>.</p>	<p>Writing assignments, reader response both written and verbal. Ongoing formative assessment that informs instruction (e.g., inner voice sheets, dialogue journals, writing long to expand on ideas and thinking, reading logs) Student self-assessments of literacy skills and learning. Independent reading assessment, running records, miscue analysis. Reading level benchmarks. Many of the teaching methods utilized in ELA classrooms are also opportunities for assessment. These methods include one on one conferences designed to differentiate for each student and small flexible groupings designed to target the teaching and learning of students with similar needs (e.g., guided reading, shared reading, strategy lesson groups) Writing Performance Assessments (Common-core aligned local benchmarks)</p>
7th Grade English	<p>Using the pedagogy and architecture of Reader's and Writer's Workshop (see pages...), the interpretation work in 7th grade moves students toward higher-level synthesis work, personal responsibility and self-initiation as readers and writers. There is a focus on the continued development of close reading skills and interpretation work that students will need as they are tackling more and more complex texts. Students will also be immersed in the work of evidenced based argument in writing and reading. The model allows the teacher to help remediate some students' reading abilities, and it allows students already reading at and above grade-level to continue to advance their reading skills.</p> <p>Teachers develop curriculum drawing from a variety of authentic texts, such as: <i>The Outsiders</i>, <i>The Absolutely True Diary of a Part-Time Indian</i>, <i>Esperanza Rising</i>.</p>	<p>Writing assignments, reader response both written and verbal. Ongoing formative assessment that informs instruction (e.g., inner voice sheets, dialogue journals, writing long to expand on ideas and thinking, reading logs) Student self-assessments of literacy skills and learning. Independent reading assessment, running records, miscue analysis. Reading level benchmarks. Many of the teaching methods utilized in ELA classrooms are also opportunities for assessment. These methods include one on one conferences designed to differentiate for each student and small flexible groupings designed to target the teaching and learning of students with similar needs (e.g., guided reading, shared reading, strategy lesson groups) Writing Performance Assessments (Common-core aligned local benchmarks)</p>
8th Grade English	<p>Using the pedagogy and architecture of Reader's and Writer's Workshop (see pages...), the interpretation work in 8th grade moves students toward evaluating and sharpening their analytical skills. Teaching students to notice more in the texts they read, considering why events occur the way they do. Reading for ideas, but also for how the craft and structure of the texts forwards those ideas. In reader's and writer's workshop students will practice evidence-based argument, debating their interpretations,</p>	<p>Reader response both written and verbal. Reader response both written and verbal. Writing assignments, reader response both written and verbal. Ongoing formative assessment that informs instruction (e.g., inner voice sheets, dialogue journals, writing long to expand on ideas and thinking, reading logs) Student self-assessments of literacy skills and learning. Independent reading assessment, running records, miscue analysis. Reading level benchmarks. Many of the teaching</p>

Appendix 3. 5 DCP Curriculum Overview by Subject Area

	<p>weighing the best evidence to support their claims, comparing and contrasting texts.</p> <p>The model allows the teacher to help remediate some students' reading abilities, and it allows students already reading at and above grade-level to continue to advance their reading skills.</p> <p>Teachers develop curriculum drawing from a variety of authentic texts, such as: <i>Butter</i>, <i>The Hobbit</i>, <i>Making up Megaboy</i>, <i>Hunger Games</i>, <i>Monster</i>.</p>	<p>methods utilized in ELA classrooms are also opportunities for assessment. These methods include one on one conferences designed to differentiate for each student and small flexible groupings designed to target the teaching and learning of students with similar needs (e.g., guided reading, shared reading, strategy lesson groups)</p> <p>Writing-Reading Performance Assessments (Common-core aligned local benchmarks)</p>
<p>English I (9th Grade)</p>	<p>Curriculum focuses on Reader's and Writer's Workshop model, with students developing habits such as reading stamina and active reading.</p> <p>Essential questions explored include the themes of change and transformation, college, and prejudice.</p> <p>Teachers develop curriculum drawing from a variety of authentic texts, such as: "The Lottery," <i>Absolutely True Diary of a Part Time Indian</i>, and various public domain short stories of different genres.</p>	<p>Quizzes, dialectical journals, writing assignments, reader response both written and verbal, Writing-Reading Performance Assessments (Common-core aligned local benchmarks)</p>
<p>English II (10th Grade)</p>	<p>Curriculum utilizes the Reader's and Writer's Workshop model to differentiate the teaching of reading comprehension and analysis. The model allows the teacher to help remediate some students' reading abilities, and it allows students already reading at grade-level, to continue to advance their reading skills.</p> <p>Essential questions explored include the themes of communities, power, and moral responsibility (in conjunction with World History).</p> <p>Teachers develop curriculum drawing from a variety of authentic texts, such as: <i>I Know Why the Caged Bird Sings</i>, <i>Death of a Salesman</i>, <i>Fahrenheit 451</i>, <i>Lord of the Flies</i> and R/W Workshop Model</p>	<p>Weekly quizzes on texts, vocabulary and reading/writing concepts/skills (short answer).</p> <p>Reader response both written and verbal.</p> <p>Unit writing assessments on the four main types of writing.</p> <p>Writing-Reading Performance Assessments (Common-core aligned local benchmarks)</p>
<p>English III (11th Grade)</p>	<p>Curriculum focuses on Reader's and Writer's Workshop and traditional literary lenses, as well as critical thinking and social justice lenses. Additionally, it addresses the college essay.</p> <p>Essential questions explored include the themes of oppression, racism and classism, and the American dream (in conjunction with US History).</p> <p>Teachers develop curriculum drawing from a variety of core texts that range from scholarly articles and excerpts, to social commentary and fictional short stories. Examples include: <i>The Psychology of Prejudice</i>, <i>Stereotyping, and Discrimination</i> by Plous, <i>Internalized Racism and Latinos</i> by Padilla; excerpts from <i>Ideas for Action</i> by Kaufman, <i>Why Are All the Black Kids Sitting Together in the Cafeteria?</i> by Tatum; <i>Privilege 101</i> from everyday feminism, <i>Four Ways to Push Back Against Your Privilege</i> from Black Girl Dangerous; <i>Coming to an Awareness of Language</i> by Malcolm X, and excerpts from <i>Woman Hollering Creek</i> by Cisneros.</p>	<p>Reading quizzes, re-takable skills-based quizzes, differentiated vocabulary quizzes.</p> <p>Reader response both written and verbal.</p> <p>Book Projects (a collection of 7 assignments, focusing on analysis of the literature as well as students' own reading habits).</p> <p>Personal statement essay.</p> <p>Writing-Reading Performance Assessments (Common-core aligned local benchmarks)</p>

Appendix 3. 5 DCP Curriculum Overview by Subject Area

English IV CSU Expository Reading and Writing Course (ERWC) (12th Grade)	<p>Teachers use the adopted ERWC course modules and curriculum.</p> <p>The modules include: 1. "What's Next? Thinking About Life After High School?" 2. "The Rhetoric of the Op-Ed Page: Ethos, Pathos, and Logos" 3. "Racial Profiling" 4. "The Value of Life" 5. "Good Food / Bad Food" 6. "Into the Wild" 7. "Bring a Text You Like to Class: Bridging Out of School and In-School Literacies" 8. "Juvenile Justice" 9. "Language, Gender, and Culture" 10. "1984" 11. "Brave New World" 12. "Bullying: A Research Project"</p>	<p>Chapter quizzes</p> <p>Annotating and responding to Op-Ed articles</p> <p>Expository essays, analytical essays, persuasive essays, literary analysis essays, and research essays.</p> <p>Reader response both written and verbal.</p> <p>Writing-Reading Performance Assessments (Common-core aligned local benchmarks)</p>
Creative Writing	<p>Curriculum focuses on the Writing Workshop model, with a focus on preparing students for college for college and graduate-school writing.</p> <p>Teachers develop curriculum drawing from a variety of core anchor texts, as well as activities and exercises detailed in <i>The Creative Writing Guide</i> by Candace Schaefer and Rick Diamond, and <i>Three Genres</i> by Stephen Minot.</p>	<p>Regular workshops and feedback sessions, quizzes, performance tasks, research assignments, and regular daily writing prompts</p>
AP English Language & Composition	<p>Courses follow the curriculum recommendations from the College Board for AP English Language</p>	<p>Regular workshops and feedback sessions, quizzes, performance tasks, research assignments, and regular daily writing prompts</p>
AP English Literature & Composition	<p>Courses follow the curriculum recommendations from the College Board for AP English Literature</p>	<p>Regular workshops and feedback sessions, quizzes, performance tasks, research assignments, and regular daily writing prompts</p>

Appendix 3. 5 DCP Curriculum Overview by Subject Area

HISTORY/SOCIAL STUDIES CURRICULUM AND ASSESSMENT

Course	Curriculum	Assessment
Social Studies 6	Teachers use the California History/Social Science Standards and Framework alongside the Common Core State Standards for Literacy to focus on developing foundational skills of social studies (i.e. Map Reading, primary/secondary sources) etc. while introducing students to the discipline of social studies. Teachers incorporate discussion activities, vocabulary development, and collaborative projects, including Project-Based Learning, along with strategies for supporting English learners. Supplementary materials include TCI texts and SHEG lessons.	Project based assessments Unit tests and quizzes Formative and summative projects Written responses
Social Studies 7	Teachers use the California History/Social Science Standards and Framework alongside the Common Core State Standards for Literacy to focus on developing foundational skills of social studies (i.e. Map Reading, primary/secondary sources) etc. while introducing students to the discipline of social studies. Teachers incorporate discussion activities, vocabulary development, and collaborative projects, including Project-Based Learning, along with strategies for supporting English learners. Supplementary materials include TCI texts and SHEG lessons.	Project based assessments Expository and persuasive essays Individual and group presentations Individual portfolios and conferences based on competencies Small group work
Social Studies 8	Teachers use the California History/Social Science Standards and Framework alongside the Common Core State Standards for Literacy to focus on developing foundational skills of social studies (i.e. Map Reading, primary/secondary sources) etc. while introducing students to the discipline of social studies. Teachers incorporate discussion activities, vocabulary development, and collaborative projects, including Project-Based Learning, along with strategies for supporting English learners. Supplementary materials include TCI texts and SHEG lessons.	Unit tests and quizzes including short answer written responses Project based assessments Research Presentations Artistic representations of unit knowledge (i.e. flip books, poster projects) Argumentative Essays
World History	Teachers use the California History/Social Science Standards and Framework alongside the Common Core State Standards for Literacy. Teachers develop curriculum, drawing from a variety of primary and secondary sources, as well as novels, such as <i>All Quiet on the Western Front</i> and <i>Night</i> .	Unit exams, including multiple choice, short answer, and written response. Unit essays and projects.
US History	Teachers use the California History/Social Science Standards and Framework alongside the Common Core State Standards for Literacy. Teachers utilize the Teacher's Curriculum Institute (TCI) <i>United States History</i> text/lessons as resources. In addition, they incorporate resources from the UC Davis History Project Common Core Curriculum, Stanford History Education Group Primary Source Analysis, Teacher Developed Primary Source/Discussion Activities, Gilder-Lehrman Institute, and EDSITEment.	Essay exams that require evidence-based arguments based on primary and secondary source texts. Multiple-Choice quizzes, oral presentations. Group discussions, including socratic seminars.

Appendix 3. 5 DCP Curriculum Overview by Subject Area

		<p>Research paper on historical topic.</p> <p>Document based questions.</p> <p>Analysis of historical political cartoons. Students make their own political cartoons using PC techniques and their historical knowledge.</p>
AP US History	<p>Teachers use the California History/Social Science Standards and Framework alongside the Common Core State Standards for Literacy. Teachers utilize the <i>American Pageant 13th edition, AP version</i> as the core text. In addition, they draw from AMSCO APUSH text, primary readings, SHEG, and Gilder Lehrman Institute.</p>	<p>Document-based questions, short answers, essays, multiple choice - all modeled after College Board's AP exam.</p>
American Government	<p>Teachers use the California History/Social Science Standards and Framework alongside the Common Core State Standards for Literacy. Teachers develop curriculum, drawing from a variety of primary and secondary sources.</p> <p>Curricular focus is on the three branches of federal government, foundations of government (roots of Democracy, causes of American Revolution, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights), criminal justice system, special interests, and state-wide elections and issues</p>	<p>Three research projects on public policy topic covering background, pros and cons, legislation, executive branch responsibility, White House position and campaign finance.</p> <p>Research assignment on CA ballot initiatives.</p> <p>Writing assignment on Electoral College, Supreme Court cases. Tests. Quizzes.</p>
Economics <i>(Academic Elective)</i>	<p>Teachers use the California History/Social Science Standards and Framework alongside the Common Core State Standards for Literacy. Teachers utilize TCI's <i>Economics Alive</i> and resources from <i>Virtual Economics 4.0</i> by the Council for Economics Education, Visa's <i>Financial Literacy</i>, and PwC's <i>Earn Your Future Curriculum</i>.</p>	<p>Quizzes.</p> <p>Unit tests.</p> <p>Research assignments.</p>
History of the Americas <i>(Academic Elective)</i>	<p>Teachers develop curriculum, drawing from a variety of primary and secondary sources, as well as novels, such as <i>Motorcycle Diaries</i>, <i>Enrique's Journey</i>, and <i>Born in Blood and Fire</i>. Resources used from various universities including CLACS (Cornell) and SCLAC (Tulane).</p> <p>Units focus on: US Interventions in Latin America 1945-Present, Indigenous Latin America, Drug Wars in Latin America, The Cold War in Latin America, The Latino experience in the United States, and United States Immigration Policy.</p>	<p>Group Presentations on Topics, Participation in Debates, Group discussions, including Socratic Seminars.</p> <p>Analysis of texts, Annotating text and developing critical thinking questions.</p> <p>Written critique on such topics as immigration policy.</p>
Law and Criminal Justice <i>(Academic Elective)</i>	<p>Teachers use an adaptation of the curriculum from <i>EDC Law and Justice: Foundations in Law/Foundations in Criminal Justice</i>. In addition, they incorporate resources from Street Law Textbook and Constitutional rights foundation Mock Trial Materials.</p>	<p>Fact development from Case Material, Legal Reasoning Essay based on precedent legal cases, Mock Criminal Trial, Persuasive Letter on local issue, Legal Case Analysis.</p> <p>Group Discussions, Socratic Seminar</p> <p>Multiple Choice and Short Essay exams based on various topics covered during course.</p> <p>Rules of Evidence quiz.</p> <p>Reading quizzes and short answer questions.</p>

Appendix 3. 5 DCP Curriculum Overview by Subject Area

Mock Trial <i>(Academic Elective)</i>	Curriculum is teacher developed and based on the Constitutional Rights Foundation, who produce the Mock Trial packets/curriculum for Santa Clara County.	Oral presentations of Mock Trial case.
Ethnic Studies <i>(Academic Elective)</i>	<p>This Ethnic Studies course is designed to develop students' ability to look at the world for themselves and to understand why and how people of color have organized and continue to organize to achieve an equitable status in the United States. In this course students will explore and analyze their experiences as individuals and as members of a community in the local, national and global level in order to study power, and how it impacts, harms, and empowers people based on race and ethnicity, gender, sexuality, class, and nationality.</p> <p>The course objective is three-fold:</p> <ol style="list-style-type: none"> 1) For students to be empowered by forming a strong identity as a person of color or an ally, 2) be encouraged to engage in self-determination and community involvement. 3) prepare students to use knowledge and skills attained in this course to excel inside and outside of school. 	<p>Group Presentations on Topics, Participation in Debates, Group discussions, including Socratic Seminars.</p> <p>Analysis of texts, Annotating text and developing critical thinking questions.</p> <p>Written critique on such topics as immigration policy.</p>

Appendix 3. 5 DCP Curriculum Overview by Subject Area

MATHEMATICS CURRICULUM AND ASSESSMENT

Course	Curriculum	Assessment
Math 6	<i>Illustrative Math – Grade 6</i>	Exit tickets Khan Academy playlists NWEA MARS tasks & IABs Projects & Presentations (rubric)
Math 7	<i>Illustrative Math – Grade 7</i>	Exit tickets Khan Academy playlists NWEA MARS tasks & IABs Projects & Presentations (rubric)
Math 8	<i>Illustrative Math – Grade 8</i>	Do Nows (Number Talks) Exit tickets Khan Academy playlists NWEA MARS tasks & IABs Projects & Presentations (rubric)
Integrated Math 1	<u>Interactive Math Program</u> THE OVERLAND TRAIL Students look at mid-19th-century Western migration in terms of the many linear relationships involved. THE PIT AND THE PENDULUM Exploring an excerpt from this Edgar Allan Poe classic, students use data from experiments and statistical ideas, such as standard deviation, to develop a formula for the period of a pendulum. SHADOWS Students use principles about similar triangles and basic trigonometry to develop formulas for finding the length of a shadow. COOKIES In their work to maximize profits for a bakery, students deepen their understanding of the relationship between equations and inequalities and their graphs. ALL ABOUT ALICE The unit starts with a model based on Lewis Carroll’s Alice’s Adventures in Wonderland, through which students develop the basic principles for working with exponents.	Do Nows (Number Talks) Exit tickets NWEA MARS tasks & IABs Projects & Presentations Portfolios
Integrated Math 2	<u>Interactive Math Program</u> FIREWORKS The central problem of this unit involves sending up a rocket to create a fireworks	Do Nows (Number Talks)

Appendix 3. 5 DCP Curriculum Overview by Subject Area

	<p>display. This unit builds on the algebraic investigations of Year 1, with a special focus on quadratic expressions, equations, and functions.</p> <p>GEOMETRY BY DESIGN provides students with historical knowledge about how people created mathematics, and in particular, geometry. Students use the ancient tools of straightedge and compass to do constructions, and ruler and protractor to make accurate drawings. The classical deductive system consisting of Euclid’s postulates and theorems is introduced to prove theorems about triangles and quadrilaterals.</p> <p>THE GAME OF PIG Students develop a mathematical analysis for a complex game based on an area model for probability.</p> <p>DO BEES BUILD IT BEST? Students study surface area, volume, and trigonometry to answer the question, “What is the best shape for a honeycomb?”</p> <p>SMALL WORLD, ISN'T IT? Beginning with a table of population data, students study situations involving rates of growth, develop the concept of slope, and then generalize this to the idea of the derivative.</p>	<p>Exit tickets</p> <p>NWEA</p> <p>MARS tasks & FALS</p> <p>Projects</p> <p>Presentations</p> <p>Portfolios</p>
Integrated Math 3	<p><u>Interactive Math Program</u></p> <p>PENNANT FEVER Students use combinatorics to develop the binomial distribution and find the probability that the team leading in the pennant race will ultimately win the pennant.</p> <p>ORCHARD HIDEOUT Students study circles and coordinate geometry to determine how long it will take before the trees in a circular orchard grow so large that someone standing at the center of the orchard cannot see out.</p> <p>HIGH DIVE Using trigonometry, polar coordinates, and the physics of falling objects, students model this problem: When should a diver on a Ferris wheel aiming for a moving tub of water be released in order to create a splash instead of a splat?</p> <p>THE WORLD OF FUNCTIONS In this unit, students explore families of functions in terms of various representations—tables, graphs, algebraic representations, and situations they can model; they also explore ways of combining functions using arithmetic operations and composition.</p> <p>IS THERE REALLY A DIFFERENCE? Students build on prior experience with statistical ideas from IMP Years 1 and 2, expanding their understanding of statistical analysis.</p>	<p>Do Nows (Number Talks)</p> <p>Exit tickets</p> <p>NWEA</p> <p>MARS tasks & FALS</p> <p>Projects</p> <p>Presentations</p> <p>Portfolios</p>
AP Calculus	<p>Courses follow the curriculum recommendations from the College Board for AP Calculus</p>	<p>Do Nows (Number Talks)</p> <p>Exit tickets</p> <p>NWEA</p> <p>MARS tasks & FALS</p> <p>Projects & Presentations</p>
AP Statistics	<p>Courses follow the curriculum recommendations from the College Board for AP Statistics</p>	<p>Do Nows (Number Talks)</p> <p>Exit tickets</p> <p>NWEA</p> <p>MARS tasks & FALS</p> <p>Projects & Presentations</p>

SCIENCE CURRICULUM AND ASSESSMENT

Course	Curriculum	Assessment
Science 6 Earth Science	Teacher developed using the Next Generation Science Standards Middle School Earth Sciences and various sources such as Newsela, CK-12, as well as other texts to support concepts learned in class.	Weekly benchmarks Summative Assessments Lab reports and writing assessments of varying length Performance assessments Group projects, utilizing collaborative project based learning
Science 7 Life Science	Teacher developed using the Next Generation Science Standards Middle School Life Sciences and various sources such as Newsela, CK-12, as well as other texts to support concepts learned in class.	Weekly benchmarks Summative Assessments Lab reports and writing assessments of varying length Performance assessments Group projects, utilizing collaborative project-based learning
Science 8 Physical Science	Teacher developed using the Next Generation Science Standards Middle School Physical Science. Teachers use CK-12 as the core text, supplementing with various sources such as Newsela, as well as other texts to support concepts learned in class.	Weekly benchmarks Summative Assessments Bi-weekly Lab reports and writing assessments of varying length Performance assessments Group projects, utilizing collaborative project-based learning
Environmental Science <i>(Academic Elective)</i>	Teachers develop curriculum using resources from California Environmental Education Initiative curriculum (www.Californiaeei.org) as a baseline, while using text to teach concepts, such as "Silent Spring" by Rachel Carson and "The Ohlone Way" by Michael Margolin.	Bi-weekly benchmarks Performance assessments Project based assessments
Physics in the Universe	1 Forces and Motion 2 Forces at a Distance 3 Energy Conversion 4 Nuclear Processes 5 Waves and Electro-magnetic Radiation 6 Stars and the Origin of the Universe	Weekly benchmarks Summative Assessments Lab reports and writing assessments of varying length Performance assessments Group projects, utilizing collaborative project-

Appendix 3. 5 DCP Curriculum Overview by Subject Area

		based learning
Chemistry in Earth Systems	1 Combustion 2 Heat and Energy in the Earth System 3 Atoms, Elements, and Molecules 4 Chemical Reactions 5 Chemistry of Climate Change 6 Dynamics of Chemical Reactions and	Weekly benchmarks Summative Assessments Lab reports and writing assessments of varying length Performance assessments Group projects, utilizing collaborative project-based learning
The Living Earth: Integrating Biology and Earth Science	1 Ecosystem interactions and energy 2 History of Earth's Atmosphere: Photosynthesis and Respiration 3 Evidence of Evolution 4 Inheritance of Traits 5 Structure, Function, and Growth 6 Ecosystem Stability & the Response to Climate Change	Weekly benchmarks Summative Assessments Lab reports and writing assessments of varying length Performance assessments Group projects, utilizing collaborative project-based learning
AP Biology	Courses follow the curriculum recommendations from the College Board for AP Statistics	Weekly benchmarks Summative Assessments Bi-weekly Lab reports and writing assessments of varying length Performance assessments Group projects, utilizing collaborative project-based learning
AP Environmental Science	Courses follow the curriculum recommendations from the College Board for AP Statistics	Weekly benchmarks Summative Assessments Bi-weekly Lab reports and writing assessments of varying length Performance assessments Group projects, utilizing collaborative project-based learning

WORLD LANGUAGES CURRICULUM AND ASSESSMENT

Course	Curriculum	Assessment
Spanish 1 Native Speakers	Teachers develop curriculum, utilizing a variety of resources such as the novel <i>Cajas de Cartón</i>	Oral presentations Essays and projects Quizzes with multiple choice and short answer responses
Spanish 1 Non-Native Speakers	Teachers use Descubre 1 as the core text.	Oral presentations Essays and projects Quizzes with multiple choice and short answer responses
Spanish 2 Native Speakers	Teachers develop curriculum, utilizing a variety of resources such as the novels <i>Sueños del lado este</i> , <i>Como agua para chocolate</i> , <i>La jornada hacia el future</i> , and <i>Don Quixote</i> . For grammar, teachers use <i>Abriendo Paso</i> textbook.	Quizzes on reading and vocabulary Book Projects (focus: reading comprehension/ interpreting text, learning how to make inferences and how to annotate, students' own reading habits)
Spanish 2 Non-Native Speakers	Teachers use Descubre 1 as the core text.	Oral presentations Essays and projects Quizzes with multiple choice and short answer responses
AP Spanish Language & Culture	Teachers use the AP Spanish Language and Culture Exam Preparation Workbook as the core text, supplementing with <i>Abriendo Paso Lectura</i> to support development of reading comprehension.	AP Practice Tests Bi-weekly reading comprehension quizzes

Appendix 3. 5 DCP Curriculum Overview by Subject Area

VISUAL AND PERFORMING ARTS CURRICULUM AND ASSESSMENT

Course	Curriculum	Assessment
Studio Art	Teachers develop curriculum according to California State Content Standard for the Visual Arts	Individual and group art project-based assessment using teacher-created rubrics Visual journal Final exam
Media Art	Teachers develop curriculum using California State Content Standards for Media Arts.	Performance assessment using teacher created rubrics at the end of each unit. Vocabulary quizzes Journal entries Project based assessments each semester.

PHYSICAL EDUCATION CURRICULUM AND ASSESSMENT

Course	Curriculum	Assessment
Physical Education	Teachers develop curriculum using California state standards, Five for Life Curriculum, and Teaching Personal and Social Responsibility (TPSR) model for physical education.	Daily physical assessments based on personal goals, effort and improvement. Monthly health related fitness exams from Five for Life fitness curriculum.
Dance <i>(Also offered under Visual and Performing Arts)</i>	Teachers develop curriculum using California State Standards and <i>Dance Teaching Methods and Curriculum Design</i> by Gayle Kassing and Danielle M. Jay.	Performance assessment using teacher created rubrics at the end of each unit. Vocabulary quizzes Journal entries Project based assessments each semester.

Appendix 3. 5 DCP Curriculum Overview by Subject Area

Sample Overview of College Readiness Topics and Programming Across Grades and Domains

	Academic Knowledge	College Knowledge	Personal Knowledge
6th Grade	Using planners Knowing how to access their grades and progress online	College tour to local private universities Exploring the concept of “first in family”	Exploring relevant texts on identity College Camp teambuilding activities at Santa Clara University <i>Brainology</i> Growth Mindset Curriculum Community building activities (read-alouds, community circle, reflection, etc.)
7th Grade	Organization rubrics (backpacks and binders) How to ask teachers for support	College tour to a local California State Universities College speakers - “People who look like me” series	Exploring their family’s stories Ropes course teambuilding at Mount Hermon Exploring Habits of Mind Exploring themes of gratitude and socio-emotional health Community building activities (read-alouds, community circle, reflection, etc.)
8th Grade	Presentation research process Presentation technology skills	College tour to a University of California Administration of the PSAT 8/9 A-G requirements and high school academic planning	Self-assessment on college-going identity Strength-based leadership assessments Portfolio project and presentation Community building activities (read-alouds, community circle, reflection, etc.)
9th Grade	Basic organization strategies (planners, backpacks, binders, etc.), understanding grades/GPA and A-G requirements	Local college tour, college research, PSAT registration, college admissions overview	Community building activities (read-alouds, community circle, reflection, etc.), enrichment program application, learning styles inventory
10th Grade	SBAC support, review basic study strategies (note taking, office hours, study groups, etc.)	PSAT registration, regional college tours, understanding college matching (reach, target, and safety)	Roadtrip Nation curriculum for career exploration, community building activities (read-alouds, community circle, reflection, etc.), enrichment program application
11th Grade	SAT/ACT prep, personal statement essay writing, understanding admissions data, EAP testing	College research project, SAT/ACT overview and registration, southern California college tour	Meyers-Briggs Assessments, career interest inventory, internship, and enrichment program opportunities, resumes, Junior Class Ceremony
12th Grade	Understanding college math/ELA placement testing (EAP and 2-year testing)	4-year college application, SAT/ACT retakes, scholarship searches, financial aid and literacy, college selection and matriculation	Engaging parents in college options, self-assessment of college readiness, individual sessions with college guidance counselor, Alumni Induction Ceremony

3.6 DCP Advisory and CCR Sample Scope and Sequence

Middle School Advisory Sample Scope and Sequence					
		5	6	7	8
College and Career Knowledge	Prefers long-range goals to short term or immediate needs <ul style="list-style-type: none">ADV.1C. Demonstrate skills related to achieving personal and academic goals.ADV.3B. Apply decision-making skills to deal responsibly with daily and social situations.	ADV.1C.1a. Describe why school is important in helping students achieve personal goals. ADV.3B.2a. Identify and apply the steps of systematic decision making. ADV.1C.1b. Identify goals for academic success and classroom behavior. ADV.3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	ADV.1C.3a. Set a short-term goal and make a plan for achieving it. ADV.3B.3a. Analyze how decision-making skills improve study habits and academic performance. ADV.1C.2b. Monitor progress on achieving a short-term personal goal. ADV.3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.		
	Understands Habits that Lead to Success <ul style="list-style-type: none">ADV.1A Identify and manage one's emotions and behaviorsADV.1B. Recognize personal qualities and external supportsADV.1C Demonstrate skills related to achieving personal and academic goals.ADV.3B Apply decision-making skills to deal responsibly with daily and social situations	ADV.1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals. ADV.3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions. ADV.1C.4b. Apply strategies to overcome obstacles to goal achievement. ADV.3B.4b. Apply decision-making skills to establish responsible social and work relationships.	ADV.1C.5a. Set high school goals with action steps, timeframes, and criteria for evaluating achievement. ADV.3B.5a. Analyze how present decision making affects high school, college and career choices. ADV.1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria. ADV.3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.		
		ADV.1A.3a. Analyze factors that create stress or motivate successful performance. ADV.1A.3b. Apply strategies to manage stress and to motivate successful performance. ADV.1C.2c Explore and utilize academic & professional skills such as organization, note-taking, prioritization and time management.			
	COVID: Navigating Hybrid and Distance Learning <ul style="list-style-type: none">ADV.6B Demonstrate skills related to productive online learning	ADV.6B.1a Understand how to Identify distance learning logistical and technological needs and connect to support for those needs ADV.6B.1b Identify distance learning success skills ADV.6B.1c Evaluate one's own logistical, technological and individual supports and strengths related to distance learning ADV.6B.1d Evaluate and ask for support in areas of logistical, technological and individual skill needs related to distance learning			
Self-Knowledge	Positive Self-Concept or Confidence <ul style="list-style-type: none">ADV.4A Explore and value personal and social identity	ADV.4A.1a Develop positive social identities based on membership in multiple groups in society ADV.4A.1b Develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups ADV.4A.1c Recognize that people's multiple identities interact and create unique and complex individuals ADV.4A.1d Express pride, confidence and healthy self-esteem without denying the value and dignity of other people ADV.4A.1e Recognize the traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.			

Appendix 3.6 DCP Advisory and CCR Sample Scope and Sequence

	Realistic Self-Appraisal <ul style="list-style-type: none">ADV.1B. Recognize personal qualities and external supportsADV.4A Explore and value personal and social identity	ADV.1B.2a. Describe personal strengths and interests that one wants to develop.	ADV.1B.3a. Analyze how personal qualities influence choices and successes.	
		ADV.4A.1f Examine and articulate individual needs related to learning, emotions and interpersonal connections; highlight strengths and learn how to grow in areas that are important to each individual		
	Building Healthy Coping Skills <ul style="list-style-type: none">ADV.1A Identify and manage one's emotions and behaviorsADV.3C Contribute to the well-being of one's school and communityADV.5A Build healthy coping skills for social emotional wellness	ADV.1A.2a. Describe a range of emotions and the situations that cause them. ADV.1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner. ADV.5A.1a Identify emotions within themselves and scenarios where these emotions often occur ADV.5A.1b Identify current ways of dealing with hard emotions and analyze outcomes ADV.5A.1c Broaden and practice skill set of resilience and coping skills for difficult emotions		
	Online Safety and Responsible Use <ul style="list-style-type: none">ADV.3A. Consider ethical, safety, and societal factors in making decisions.ADV.5C Manage responsible, empathetic and safe online presences	ADV.3A.2a. Demonstrate the ability to respect the rights of self and others. ADV.3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior. ADV.5C.1a Understand and utilize appropriate and kind language online ADV.5C.1b Understand strategies for guarding against identity theft and scans	ADV.2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences. ADV.3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. ADV.5C.1c Understand their digital footprint and what it means. ADV.5C.1d Distinguish between cyberbullying and other online language	ADV.2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences. ADV.3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. ADV.5C.1d Distinguish between cyberbullying and other online language
		ADV.5C.2a Understand how their online presence matters and carries benefits and risks ADV.5C.2b Understand healthy and unhealthy ways to interact online ADV.5C.2c Analyze safety and legitimacy of sites, information and online situations		
	COVID: Understand and Utilize Coping Skills Specific to Pandemic Impact on Social Supports & Mental Health <ul style="list-style-type: none">ADV.1A. Identify and manage one's emotions and behaviorsADV.6C Identify and manage COVID specific social needsADV.6D Identify and manage COVID specific mental health needs	ADV.3A.2a. Demonstrate the ability to respect the rights of self and others. ADV.3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior. ADV.6A.1c Identify coping skills for managing impact of COVID related behavior requirements on physical, social and mental wellness ADV.6D.1a Understand the general impact of shelter in place and social distancing on mental health wellness ADV.6D.1b Understand and utilize skills for positively coping with mental health impact of shelter in place and social distancing requirements		

Appendix 3.6 DCP Advisory and CCR Sample Scope and Sequence

Inter personal Knowledge	Community Building <ul style="list-style-type: none"> ADV.2A. Recognize the feelings and perspective of others. ADV.2D. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways. ADV.4C Understand and utilize Restorative Practices as a vehicle for building community understanding and accountability 	ADV.2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. ADV.2A.2b. Describe the expressed feelings and perspectives of others ADV.4C.1a Understand the underlying principles of Restorative Practices, their history and cross cultural relevance ADV.4C.1b Use restorative circles to build community and build understanding of our advisory group's diverse stories and commonalities	ADV.2A.3a. Predict others' feelings and perspectives in a variety of situations. ADV.4C.2a Understand the principles of Restorative Practices to resolve conflict ADV.4C.2b Utilize the principles of Restorative Practices to independently resolve conflict	ADV.2A.3b. Analyze how one's behavior may affect others. ADV.4C.3a Facilitate restorative conversations and circles with peers ADV.4C.3b Lead restorative practices learning with family and community
	Building Healthy Relationship <ul style="list-style-type: none"> ADV.5B Build healthy relationships across multiple relationship frames (e.g. friendship, familial and romantic) 	ADV.5B.1c Form and maintain healthy, committed relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.		
		ADV.5B.1a Describe a range of relationship types and the characteristics for healthy and unhealthy relationships ADV.5B.1b Identify prosocial actions and proactive ways to build friendships ADV.5B.2a Understand how our own language and actions can be detrimental to the building of healthy relationships		
	Availability of strong support person <ul style="list-style-type: none"> ADV.1B. Recognize personal qualities and external supports 	ADV.1B.1b. Identify family, peer, school, and community strengths. ADV.1B.1c Identify ways that different individuals can help or hinder us in our goals.	ADV.1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. ADV.1B.2c Analyze those in support roles and whether their support is helping or hindering our progress	
	Understands and Confronts Individual Prejudice and Systemic Oppression <ul style="list-style-type: none"> ADV.2B. Recognize individual and group similarities and differences. ADV.4A Explore and value personal and social identity ADV.4B. Understand the systemic and social forces related to oppression ADV.4D Understand ways to take action to make their world a more equitable place for everyone 	ADV.2B.2a. Identify differences among and contributions of various social and cultural groups. ADV.4A.1c. Demonstrate ability to express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias	ADV.2B.2b. Demonstrate how to work effectively with those who are different from oneself. ADV.4A.1d Build empathy, respect, understanding and connection in response to diversity ADV.4B.1a Recognize unfairness on the individual level and injustice at the institutional or systemic level.	ADV.2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. ADV.4D.2B. Analyze the impact of bias and injustice on the world, historically and today.
		ADV.4D.3a. Plan and carry out collective action against bias and injustice in the world ADV.4D.3b. Evaluate what strategies were most effective in acting for justice		
	Demonstrates Understanding of Community Interconnectedness	ADV.4D.1a Recognize their own responsibility to stand up to exclusion, prejudice and injustice (including bullying) ADV.4D.1b Demonstrate principled decision making about when and how to take a stand against bias and injustice in their everyday lives ADV.4D.1d Identify and utilize proactive and reactive strategies for maintaining positive mental and physical health when dealing with prejudice and systemic oppression	ADV.3C.2a. Identify and perform roles that contribute to the school community.	ADV.3C.3a. Evaluate one's participation in efforts to address an identified school need. ADV.3C.2b. Identify and perform roles that contribute to one's local community. ADV.3C.3b. Evaluate one's participation in efforts to address an identified need in

Appendix 3.6 DCP Advisory and CCR Sample Scope and Sequence

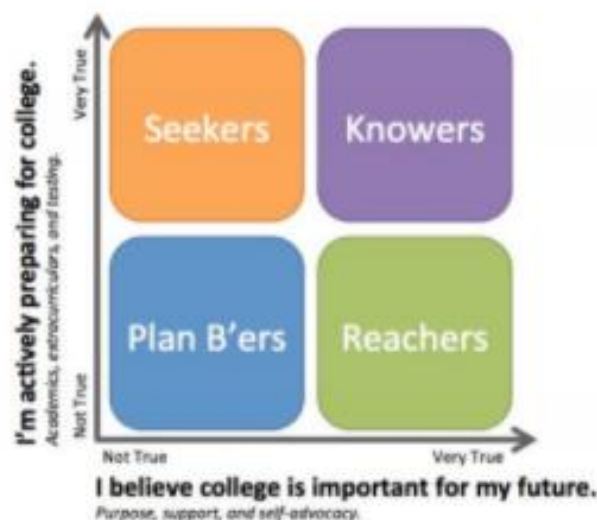
	<ul style="list-style-type: none"> • <i>ADV.3C. Contribute to the well-being of one's school and community.</i> 			one's local community.
	<ul style="list-style-type: none"> • <i>ADV.5C Manage responsible, empathetic and safe online presences</i> 	ADV.5C.2b Understand healthy and unhealthy ways to interact online		
	<p><i>COVID: Understand and Implements Systems Related to Pandemic Wellness</i></p> <ul style="list-style-type: none"> • <i>ADV.3C. Contribute to the well-being of one's school and community</i> • <i>ADV.6A. Respond responsibly to COVID related requirements</i> 	<p>ADV.3C.2a. Identify and perform roles that contribute to the school community.</p> <p>ADV.3C.2b. Identify and perform roles that contribute to one's local community.</p> <p>ADV.6A.1a Identify and understand COVID related behavior requirements (e.g. social distancing, mask wearing requirements, etc.)</p> <p>ADV.6A.1b Identify impact of COVID related behavior requirements on physical, social and mental wellness (e.g. social distancing: positives related to physical wellbeing, but possible negatives to social and mental wellness)</p> <p>ADV.6A.1c Identify coping skills for managing impact of COVID related behavior requirements on physical, social and mental wellness</p>		

* Depending on length of COVID concerns, COVID specific scope and sequence measures may extend into future years.

3.7 College Going Identity Categories and Case Studies



College-Going Identity Categories and Case Studies College Success Programs



- **Knowers** are youth whose plans to go to college have never been in question, have a purpose and support system for pursuing college, and are actively preparing through their academic and extracurricular activities;
- **Seekers** are those youth who have been engaged in their academic and extracurricular activities, but are still exploring the purpose of college or feel they lack resources or support to go;
- **Reachers** are those who want to go to college or pursue a career that requires a college degree, but are not passing all of their classes to be eligible to graduate from high school or apply to college;
- **"Plan B'ers"** are those who say they want to pursue career goals that may not require college degrees or are unrealistic about their career goals based on their academics; they may not be on track to graduate from high school or have to retake coursework.

Adapted from K. Freeman (2005) in *Ready, willing and Able: A Developmental Approach to College Access and Success* by Mandy Savitz-Romer and Suzanne M. Bouffard

Coaching Scenarios: Case Study A

Angel

Angel transferred to DCP his sophomore year with a 2.9 GPA from his previous high school. Although Angel stayed out of trouble in school, his mother decided to move him after she noticed that he was not coming home afterschool while she worked late hours. Angel's mother hoped that a smaller school environment will keep him away from negative influences. Angel's grades were consistent his sophomore year but dropped his junior year. While he stayed in contact with old friends, Angel found a strong community of friends when he joined the soccer team. When Angel attempted to make up his junior year English, U.S. History and Algebra 2 the following summer, he stopped showing up to class in the second week of summer school. Angel's dad was incarcerated when Angel was in elementary school but had not made any contact until now. Angel's dad was released that summer before senior year and was attempting to move back home. Angel struggled with his dad's return and decided to move out of the house to support himself that summer and lived out of a relative's garage. Angel was told that he had to either repeat the school year or take a packed course load to be eligible to graduate and apply to a four-year college. Angel decided to take the packed course load that year. His ACT scores were in the low 20s.

Angel is now a senior preparing for the college application process. Angel must complete a personal statement on obstacles that he's overcome but doesn't know what to write about. How would you coach Angel?

Identify the Following

<i>College-Going Behaviors:</i>	<i>Possible Coaching Needs:</i>

Coaching Scenarios: Case Study B**Gerald**

Gerald has been with DCP since he was a freshman but his parents decided to move him his sophomore year when his grades slipped. Gerald returned his junior year when his parents realized that his grades were not improving. Gerald has talked about pursuing computer science since he was a freshman, but would not put in the effort in classes other than math. Gerald would often be the first student to volunteer when teachers or staff needed help with something, but always missed scheduled practices or activities whenever he tried joining a sport or club. Gerald checked in with teachers often and always talked about his college goals but consistently struggled with schoolwork in some classes. Gerald took his ACT but scored below an 17, which was the minimum score he needed to be able to apply to a CSU based on his GPA (~2.6). While he plans to take his test again, he still has to make sure that he passes an elective class that he couldn't retake over the summer and understands that he must put in a lot of time into his essays to be considered at a CSU.

Gerald is now a senior preparing for the college application process. Gerald must complete a personal statement on obstacles that he's overcome but doesn't know what to write about. How would you coach Gerald?

Identify the Following

<i>College-Going Behaviors:</i>	<i>Possible Coaching Needs:</i>

Coaching Scenarios: Case Study C**Brenda**

Brenda struggled to stay engaged at DCP her freshman year. She completed most of her classwork but had a hard time completing homework assignments, coming to school on time and staying in dress code. Brenda was always respectful towards adults on campus even when she was written up for breaking minor school policies. Brenda was raised by a single mom who spent most of the time taking care of the younger siblings. Her attendance improved by the end of her sophomore year when she made alternative transportation arrangements. Brenda started working on her free time as soon as she could to pay off her personal expenses, therefore staying away from activities at school. Brenda did not communicate much with her teachers and whenever she was asked about her college plans, she usually talked about community college. Brenda had to retake math every summer school but did not pass Algebra 2 and a history class by the summer of her junior year. When it came down to meet with Brenda about her options, Brenda did not show up to her appointments and mom said Brenda never told her about them and could not come in. Her former advisor mentioned that she never wanted to to check-in or talk about college options. Brenda could become eligible to apply to college if she makes up Alg. 2 and U.S. History class senior year and knows that she has to apply to college in order to graduate from DCP.

Brenda is now a senior preparing for the college application process. Brenda must complete a personal statement on obstacles that she's overcome but doesn't know what to write about. How would you coach Brenda?

Identify the Following

<i>College-Going Behaviors:</i>	<i>Possible Coaching Needs:</i>

Coaching Scenarios: Case Study D

Joanna

Joanna started at DCP her freshman year and was a strong student from day one; she completed all of her assignments, did well on tests, and participated in class when she needed to. Joanna’s oldest brother graduated from another high school and is currently attending UC Davis. She knew that college was a natural step for her but never seemed enthusiastic about any particular school or career. By the time she was a junior, Joanna participated in leadership and was team captain of the basketball team at DCP. When it came to taking the ACT test junior year, Joanna did not show up for the test. Joanna told her counselor that she had to work that she couldn’t take work off that day. After many check-ins by her advisor and counselor, Joanna took the test before the end of her Junior year. Joanna decided to work all summer before senior year and did not take advantage of any college-related workshops or activities offered to her. She got her ACT score at the end of the summer and got a score in the high 20s, the highest score in her class. The counselor checked in with Joanna before school started and while Joanna expressed interest in going to college she didn’t want to discuss her options because she wanted to stay close to home. Joanna has a high GPA (3.5+) and strong ACT score that make her competitive to many types of colleges.

Joanna is now a senior preparing for the college application process. Joanna must complete a personal statement on obstacles that she’s overcome but doesn’t know what to write about. How would you coach Joanna?

Identify the Following

<i>College-Going Behaviors:</i>	<i>Possible Coaching Needs:</i>

General Behaviors of Each College-Going Identity Category Generated by Site Admin

Knowers

Description:

"Knowers are youth whose plans to go to college have never been in question for whom college is simply part of their identity fabric."

Behaviors that students in this category may exhibit based on administrator observations:

- Have chosen a college based on virtually nothing (sometimes)
- Driven (academically, socially, etc.)
- Joins sports/ clubs they might not care about
- Motivated to get out of the house
- Intrinsically motivated
- Sometimes can't explain why they want to go to college
- Sometimes respond super intensely to failure/setbacks
- Original idea of college came from family or at least early on

Seekers

Description:

"Seekers are those youth who have at some recent point come to believe that college is an option for them and have begun to try on that identity"

Behaviors that students in this category may exhibit based on administrator observations:

- Parents push them to go to college
- Accidental coincidence i.e. open house, relative
- Age
- Newly found success in school
 - grades, 1st visit to college campus, relationships, first home visit, fun
- New social group
- Anxious about all they have to do
- Want a lot of adult time
- Connection w/adult or teacher that inspires, motivates (or book)
- Average/spotty grades
- Regret mistakes from prev. year

Reachers

Description:

"Reachers are those who want to go to college or pursue a career that requires a college degree, but are not passing all of their classes to be eligible to graduate from high school or apply to college."

Behaviors that students in this category may exhibit based on administrator observations:

- Seem unmotivated in class
- Don't plan/manage time well
- Might have family obligations/expectations
- Have a PT job to help family
- Might not think of themselves as "smart"
- Might've had failure experiences in school in the past
- Might be trying to lay low/go by unnoticed
- Might be worried about legal status
- Gangs-seeking new identities and families
- Pro-athlete dreams
- No college role models

"Plan B'ers"

Description:

"Plan B'ers" are those who say they want to pursue career goals that may not require college degrees or are unrealistic about their career goals based on their academics; they may not be on track to graduate from high school or have to retake coursework.

Behaviors that students in this category may exhibit based on administrator observations:

- Career plans do not require college degree (trades person, athlete, famous person)
- No motivation in academics (sometimes)
- Might not have any close role models who've gone to college
- Act too cool for school
- Poverty
- Scared/fear
- Have not been paying attention to college input/overwhelmed
- Damaged/trauma - emotional, physical, sexual abuse
- They don't need college → have a current plan that works

3.8 DCP Alum Rock Promotion Appeals Process

Beginning of Semester 2

Students review their first semester grades in their College and Career Readiness (advisory) course to monitor their academic progress.

MIDDLE OF SEMESTER 2

The Principal or designee will review a report of students who are not on track to pass their courses and may fall below the required credits for their grade level. Students in this category will receive additional guidance on supports available (i.e. office hours, parent/teacher conference, goal setting, etc.) to get back on track. They will also complete a plan in their College and Career Readiness (advisory) course to stay on track for promotion.

End of Semester 2 and Summer

The Principal or designee will review a report of students who continue to fall below credit requirements. Students and their parent/guardians will be informed of their options for credit recovery in the summer and timeline for reviewing their promotion status for the next academic year.

By End of Summer

The Principal or designee with the feedback of parent/guardians and College Guidance Counselor will determine the outcome of their promotion status by completing an appeal process for students who are below or far-below the recommended credits for their grade-level. The outcomes of the appeal may include:

- **Promotion Granted:** The student has met the minimum credits and/or has enough time in their schedule to meet all graduation requirements by the end of 12th grade.
- **Promotion Conditional:** The student has not earned the minimum credits, but has a viable plan to complete the necessary coursework including outside of school options (i.e. summer school, independent studies, community college, etc.). The Principal or designee will co-create an agreement with the student and parent/guardian outlining a set of agreements necessary to stay on track. The progress on these agreements will be reviewed in the first progress report of the year to reevaluate their promotion status that may require an adjustment of coursework or lead to an additional year of high school.
- **Promotion Denied:** The student does not have enough time in their schedule to complete their remaining course requirements. The student is so far behind that it may be in their best interest to be re-designated in the same grade level and add a year of high school. The staff may also look at school assessments to determine if the student has made progress towards meeting CAASPP standards by 11th grade to ensure that we are looking at multiple measures of academic progress beyond course credits and grades. The Principal or designee will be responsible for reviewing and making this recommendation.

Middle of Semester 1

All agreements for students with conditional or denied promotion status will be reviewed by the Principal or designee to determine if students continue in their grade level. If students do not meet their agreements, their promotion status will be reassessed, and a new promotion review process will be

Appendix 3.8 DCP Alum Rock Promotion Appeals Process

issued to determine conditional or denied promotion status. The Principal or designee must report any mid-year promotion changes for approval to a Central Office designee by the deadline provided.

The student's grade level will be taken into consideration when determining whether a student is denied promotion and must repeat the same grade level. DCP recommends 10th grade as the grade level for students to repeat because it provides students with the greatest probability of meeting CAASPP standards and UC/CSU eligibility. Repeating other grade levels is not advised and will be discussed and implemented only if necessary on a case by case basis.

Students with Individualized Education Plans (IEP) will have their goals evaluated as part of the promotion process outlined above in their annual IEP meeting. A student with an IEP who is not meeting the minimum credit requirements but is meeting or making progress on their IEP goals, will be considered for promotion with feedback from parents/guardians and appropriate staff. The same promotion outcomes may apply to students with an IEP and final recommendations will be made with their parents/guardians, case manager, and Principal or designee. Students with an IEP will receive an additional review from the Principal or designee prior to the start of the new academic year and meet with the student and their family.

3.9 DCP Alum Rock Graduation Action Plan and Appeal Rubric



Graduation Contract 2021

Student Name:

Date: 9/2/2021

Progress Towards College Eligibility and Graduation
___ is in danger of not meeting A-G requirements needed for graduation.
Requirements for Graduation
<ol style="list-style-type: none"> 1. Student must pass the following courses with a C- or better: <ol style="list-style-type: none"> a. _E4, ___ 2. Student must complete the following courses on BrainHoney: ____ 3. Student must complete the following courses in Summer School 2021: ____ 4. Student must follow through on all College Lab requirements regarding the college application process. 5. Student must participate in the "21 and Done" Club
Supports Available
<ol style="list-style-type: none"> 1. Student will be assigned to Plus Periods, Flex Periods if grades are at risk. 2. Student knows that tutors and counselors are available and can be secured if they require one. 3. Student's advisor will ensure that they are aware of the college application process. 4. Student will have an additional layer of accountability through the 21 and Done Club.
Result if student fails to meet the requirements of the contract.
If Student does not meet the requirements of the contract, they will not graduate in June of 2021 They may be asked to complete additional coursework, including possibly repeating 12 th grade, in order to earn their high school diploma.

Signatures

Student _____

Parent _____

Admin _____

Advisor _____

Downtown College Prep Alum Rock High School 1776 Educational Park Dr., Bldg. K-20, San Jose, CA 95133

Tel 408-384-4554 Fax 408-271-8855 www.dcp.org

Graduation Appeal Rubric

Student Name:

Appeal Granted	Conditional Appeal	Appeal Denied
Has only 1 deficiency	Has 2 deficiencies	Has 3 or more deficiencies
Passed all other classes	Failed 1 more class	Failed 2 or more other classes
Showed consistent effort throughout the semester	Started to show effort at the end of the semester	Failed to show effort
Sought out help consistently	Sought out help sporadically	Didn't seek help
Appears to have a considerable obstacle outside of school impacting progress	Appears to have some obstacles outside of school	Doesn't appear to have major obstacle impacting progress
Has clear plan for graduating from a 4-year university	Has plan for continuing education	Doesn't have plan for continuing education
Has learned from this semester and has clear plan how to keep it from happening in college	Has learned from this semester, but doesn't have plan to keep from happening in college	Doesn't appear to have learned from this semester
Completed all requirements of appeal on time and at high quality	Completed all requirements but either was late or not good quality	Didn't complete all requirements
Strong staff recommendation	Staff recommend with reservation	Staff doesn't recommend

Appendix 3.9 DCP Alum Rock Graduation Action Plan and Appeal Rubric

The Graduation Appeal Committee consists of the Principal or designee and school or central office leadership. The Appeals Process is as follows:

1. Beginning of Semester 2 (12th Grade):

a. The appeals process begins after Semester 1 grades are posted. Students with grades below a C- (70%) in courses required for graduation eligibility are reported to the Principal or designee. The Principal or designee will meet with students to develop **an action plan to complete by the end of Semester 2.**

2. End of Semester 2 (12th Grade):

. At the end of Semester 2 all students are reminded of their graduation requirements and the appeals process. After progress reports are completed, students at risk of not graduating are reviewed by the Principal or designee, typically six weeks before the scheduled date of graduation. Students receive a final notice regarding their potential risk for not earning their high school diploma and the steps they can begin taking to avoid or participate in the appeals process. Students who are on-track but were not admitted to a four-year college by May 1 will begin the appeals process with a streamlined appeals process by completing their community college enrollment process.

a. All students who do not meet their requirements will be assigned an appointment time with the Graduation Appeals Committee by the end of the day when final grades are posted. The appeals meetings typically run through the week of graduation.

b. The following steps are involved in the appeals process and must be completed by the student's scheduled appointment with the Graduation Appeals Committee:

- i. Students will write a letter of appeal to petition for the Graduation Appeals Committee to receive their high school diploma. In the letter, the student will identify the requirements they are petitioning to waive, reflect on their circumstances and how they have demonstrated DCP's values of desire, community and pride, and explain their postsecondary plans and the steps they have taken to fulfill them including proof of enrollment. Students with an Individualized Education Plan (IEP) may cite evidence of completion of their goals as outlined in their plan and are eligible for a certificate of completion if deemed appropriate. Students will turn their letters to the Principal or designee by the established due date, typically the week prior to the scheduled date of graduation. Failure to submit this letter on time will negatively impact the student's appeal process.
- ii. Teachers of students will be invited to provide input on the student's academic progress through a survey to be reviewed at the appeals panels.
- iii. The Principal or designee will collect students' transcripts and final grades.
- iv. The College Guidance Counselor will verify the status of the student's admission to a 4-year university and/or 2-year college enrollment.
- v. The Principal or designee will compile all of the information for the Graduation Appeal Committee for each scheduled appointment.
- vi. Students will meet with the Graduation Appeal Committee the week leading up to graduation. The Appeal Committee will at minimum consist of the Principal or designee and a member of the College Success team.
- vii. The Graduation Appeal Committee will review all academic records and evidence presented by the student and use a rubric to guide their decision. Possible appeal outcomes include:
 1. **Appeal Granted Via Streamlined Appeals** - The student was not admitted to a four-year college but passed all required coursework on time and may be granted an automatic appeal if they complete a post-secondary education plan by the last day of the appeals process.
 2. **Appeal Granted** - The student may have some or no grade deficiencies (for example earning a D/F+ that would pass in a local public school but is below DCP standard of C- or better) and demonstrated the necessary growth and

Appendix 3.9 DCP Alum Rock Graduation Action Plan and Appeal Rubric

college-ready skills to successfully transition to their post-secondary institution. The student can participate in the graduation ceremony and receives their high school diploma along with classmates. Grades stand as are on transcript.

3. **Appeal Partially Granted** - The student typically has some grade deficiencies (D/F+) but did not effectively complete all the steps of the appeals process. The student may not participate in the graduation ceremony but receives a high school diploma. Grades stand as are on transcript.
4. **Appeal Conditionally Granted** - The student typically has multiple grade deficiencies (D/F+) but can still complete additional coursework through the summer to earn their high school diploma. The student has also demonstrated exceptional growth and has a postsecondary plan. The student may participate in graduation ceremony but will not receive their diploma until coursework is satisfactorily completed.
5. **Appeal Denied** - The student typically has a significant number of grade deficiencies and may not have enough time to complete additional coursework in the summer. The student may be provided additional options to complete their graduation requirements and earn a high school diploma. Grades will be added to student transcript and diploma issued upon successful completion of coursework. Student may participate in graduation ceremonies following the successful completion of their coursework. For example, a student whose appeal is denied in Spring 2020 and completes their coursework in Fall 2020 may participate in graduation ceremonies in Spring 2021.

viii. As appropriate, the Graduation Appeals Committee may offer opportunities for students to complete their graduation requirements after the last day of school. These may include, but are not limited to:

- a. Summer school coursework
- b. Credit earned at a post-secondary institution
- c. Independent study
- d. 12th grade re-enrollment

ix. The Graduation Appeals Committee will have their decisions before the scheduled date of graduation. The Principal or designee will inform students and their families of the decision in writing and in-person when possible

3.10 Independent Study Policy

DOWNTOWN COLLEGE PREPARATORY CHARTER SCHOOL
BOARD POLICY ON INDEPENDENT STUDY

Independent Study is an option for any student who will be absent for a period of a minimum of **5** to a maximum of **20** consecutive school days. Independent Study requires approval from the **Principal or other member of site Administrative Team** in writing. In an extenuating circumstance (ie. serious illness or injury) the **Principal or designee** may approve additional Independent Study days following conference with the parents and teacher.

Independent Study is conducted solely for the educational benefit of the students attending Downtown College Preparatory Charter School ("Charter School") as a means to encourage daily engagement in school work even during times of absence. No student is required to request or participate in an Independent Study program during an absence. Parents are to give **at least 10** school days notice of a request for Independent Study. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), with the **Principal or designee's** approval, the teacher will work with the parent to implement an Independent Study program in an expedited manner with less than **10** school days notice.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) **MUST** call the County Tuberculosis Clinic, for a TB Screening upon return.

The Board has adopted the following statements in accordance with Education Code Section 51747:

- (a) The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work is **5 days** unless a longer time is agreed upon, not to exceed 20 school days.
- (b) The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the student's best interest to remain in independent study program or whether he or she should return to the regular school program is **3** missed assignments. Accordingly, an evaluation will be conducted upon **3** missed assignments. A written record of the findings of this evaluation shall be placed in the student's record as a mandatory interim pupil record and shall be maintained for a period of three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.
- (c) A written Independent Study master agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The agreement shall contain all the items required by Section 51747 of the Education Code, as listed below, and shall be renewed each school year:
 - The manner, time, frequency and place for submitting a student's assignments and for reporting his or her progress.
 - The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.

DOWNTOWN COLLEGE PREPARATORY CHARTER SCHOOL
BOARD POLICY ON INDEPENDENT STUDY

- The specific resources, including materials that will be made available to the student.
- A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student's assigned work, and the number of missed assignments prior to an evaluation of whether or not the student should be allowed to continue in Independent Study.
- The duration of the Independent Study agreement, including the beginning and ending dates for the student's participation in Independent Study under the agreement. No Independent Study agreement shall be valid for any period longer than a school year.
- A statement on the number of course credits or other measures of academic achievement to be earned by the student upon completion.
- The inclusion of a statement that Independent Study is an optional educational alternative in which no student may be required to participate.
- Each written agreement shall be signed, prior to the commencement of Independent Study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of Independent Study, and all other persons who have direct responsibility for providing instructional assistance to the student.

(d) Attendance Accounting:

The Charter School recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the Charter School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that Charter School is in session, and asks that this "daily engagement" be documented on a daily basis in the student log by the parent/guardian. As approved by the Board this should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the Independent Study period.

Charter School asks that a parent/guardian refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

Appendix 4- Serving All Students



4.1 EL Redesignation Form

4.2 EL Program Monitoring

4.3 Initial EL Parent Notification Letter

4.4 SCCOE MOU

4.5 Procedures Related to Student Enrollment when Student has an IEP

4.1 EL Redesignation Form



DOWNTOWN COLLEGE PREP ENGLISH LEARNER RECLASSIFICATION (RFEP) FORM

Student Name: «LastFirst» Birth Date: «DOB» School: «School»
 Grade: «Grade» Student Number: «Student Number» Primary Language: «Language»

Reclassification Criteria

1. → Assessment of ELP (English Language Proficiency) (Student must score 4-Well Developed Overall on ELPAC)

ELPAC Administration Date: _____

→ Overall ELPAC Proficiency Level: «ELPAC Overall»

→ Skill Area Proficiency: Listening: «ELPAC Listening» Speaking: «ELPAC Speaking» Reading: «ELPAC Reading» Writing: «ELPAC Writing»

2. → Teacher Evaluation (student must meet one of the criteria below)

☐ → Most recent GPA (2.0 or higher): «GPA»

☐ → Most recent Report Card English grade (C or higher): _____

☐ → Above criteria is not met due to deficits in motivation and academic success unrelated to ELP

3. → Comparison of Performance in Basic Skills (May use: CAASPP, WPA, or NWEA)

Exam Used	Scores	Date	Met/Not Met	Score Required
<input type="checkbox"/> → CAASPP-ELA	«CAASPP-ELA»	«CAASPP-date»	«Met/Not Met»	Within 25 points of "Standard Met"
<input type="checkbox"/> → WPA	«WPA»	«WPA-date»	«Met/Not Met»	Score of 2.5 or above
<input type="checkbox"/> → NWEA	«NWEA Fall 18 Reading RIT»	«NWEA-date»	«Met/Not Met»	«NWEA target»

☐ → «LastFirst» is reclassified (RFEPd), and their language skills and academic performance will be monitored for the next four years.

☐ → «LastFirst» is not reclassified, and will continue to receive explicit language development support.

4. → Parent/Guardian Opinion and Consultation

☐ → Yes, I agree with my child being reclassified (RFEPd)

☐ → I have concerns at this time, but understand that my child will still be reclassified.

Signatures

Teacher: _____ → Date: _____

Principal: _____ → Date: _____

Parent/Guardian: _____ → Date: _____

4.2 EL Program Monitoring

Draft



Downtown College Prep
English Learner Identification, Placement, and Monitoring

- I. [Introduction](#)
- II. [Initial Identification and Assessment of English Learners](#)
- III. [ELD/English Course Descriptions](#)
- IV. [Student Course Placement](#)
- V. [Annual Assessment and Monitoring of English Learners](#)
- VI. [Reclassification](#)
- VII. [Monitoring of Students Redesignated as Fluent English Proficient](#)

Draft



I. Introduction

Downtown College Prep is committed to providing a rigorous and equitable education for our diverse students, including our English learners. This document provides guidance for all stakeholders to maintain a uniform system of documentation, as required by state and federal guidelines.

I. Initial Identification and Assessment of English Learners

Initial identification of students who are English Learners begins at the time of enrollment. For students enrolling for the first time in a California school, the Home Language Survey is included in the [Student Enrollment Packet](#) (please note this packet is available in English, Spanish, and Vietnamese) to determine whether language services are needed.

1. Information from the Home Language Survey is entered into PowerSchool (See [Enrollment Procedure in PowerSchool PART 1](#)). Clicking on "Step 6. Home Language Survey" will take you to a separate CALPADS English Learners and Immigrant Information Screen.
 - a. Check Enrollment Packet for Home Language Survey form.
 - b. Enter Student Primary Language (from Question #1)
 - c. Enter Student Current EL Status - Should choose "TBD" if Primary Language is other than English and ELPAC test scores are not available (Send ELPAC records request to previous school). If the State Student ID (SSID) is available for the student, check for CalPads ELA status and prior test scores. *NOTE: While checking ELA status in CalPads, make sure there are no incorrect changes to a student's ELA status in CalPads. It has been found on occasion that while transferring between districts, a student can be re-designated incorrectly to EO from EL and this needs to be corrected. If you find this condition, contact the school district that designated student as EO from EL to have the CalPads records verified or corrected if necessary.*

p2 - English Learner Identification, Placement, and Monitoring

revised March 2020

Draft



- d. If applicable, enter the following:
 - ☐ Student Current ELA Status Start Date
 - ☐ Student EL Date Enrolled
 - ☐ Student RFEP Date Reclassified
 - ☐ Student Proficient or Advanced for ELA Code
 - ☐ Student English Learner Program
 - ☐ Student English Learner in US Public Schools less than 12 mos.
 - ☐ Student Initial US School Enrollment Date (required if student Birth Country is not in the US or Puerto Rico)
 - ☐ Student Enrolled in US School less than Three Cumulative Years
2. If primary language is other than English, administer Initial ELPAC
 - a. If student scores as Level 1 Novice, confirm EL status in PowerSchool as EL, and ensure placement in grade-level content classes with integrated ELD and grade-level English class with ELD 1.
 - b. If student scores as Level 2 Intermediate, confirm EL status in PowerSchool as EL, and ensure placement in grade-level content classes with integrated ELD and grade-level English class with ELD 2.
 - c. If student scores as Level 3 Initially Fluent English Proficient (IFEP), update EL status in PowerSchool and ensure that student is placed in mainstream classes.

p3 - English Learner Identification, Placement, and Monitoring

revised March 2020

Draft**III. ELD/English Course Descriptions**

DCP provides designated ELD support in combination with English courses through strategic grouping of students; please see Part IV below for how students are assigned. All other courses provide integrated ELD support to help students master both the content and language skills necessary for academic success.

Course	Description	Type
Designated ELD 1	Students take this course in conjunction with their grade-appropriate English class. ELD 1 is designed to help students to develop the critical English language skills that are necessary for academic content learning in English. Lessons are built using the Part II Emerging-level ELD standards, with support from the Part I ELD standards, in tandem with the CCSS ELA standards. Instruction builds into and from the core English class, with an emphasis on oral language development.	Structured English Immersion (SEI)
Designated ELD 2	Students take this course in conjunction with their grade-appropriate English class. ELD 2 is designed to help students to develop the critical English language skills that are necessary for academic content learning in English. Lessons are built using the Part II Expanding-level ELD standards, with support from the Part I ELD standards, in tandem with the CCSS ELA standards. Instruction builds into and from the core English class, with an emphasis on oral and written language development.	Structured English Immersion (SEI)
Designated ELD 3	Students take this course in conjunction with their grade-appropriate English class. ELD 3 is designed to help students to develop the critical English language skills that are necessary for academic content learning in English. Lessons are built using the Part II Bridging-level ELD standards, with support	Structured English Immersion (SEI)

p4 - English Learner Identification, Placement, and Monitoring

revised March 2020

Draft

	from the Part I ELD standards, in tandem with the CCSS ELA standards. Instruction builds into and from the core English class, with an emphasis on written language development.	
LTEL Intervention	Students take this course in conjunction with their grade-appropriate English class. LTEL Intervention is designed to help students to develop the critical English language skills that are necessary for academic content learning in English. Lessons are built using the Part II Bridging-level ELD standards, with support from the Part I ELD standards, in tandem with the CCSS ELA standards. Instruction builds into and from the core English class, with an emphasis on Academic language development.	Structured English Immersion (SEI)
Core English Classes	These classes include all grade-level English classes, and are built using the California-adopted Common Core State Standards for ELA with support of the Part I and Part II ELD Standards. Grades 5-8 utilize Teachers' College Units of Study (Readers' Workshop & Writers' Workshop); grades 9-12 utilize select novels, informational texts, and online resources.	Structured English Immersion (SEI)
AP English Literature / AP English Language	These courses are college-level courses which follow the criteria set forth by the College Board, and integrate the California-adopted Common Core State Standards for ELA.	Structured English Immersion (SEI)

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Draft**IV. Student Course Placement**

Downtown College Prep is committed to ensuring that English learners are integrated into the standard instructional program, while also receiving the language supports they need through both Designated and Integrated ELD.

[Sample Student Schedule - Grades 5-8](#)

[Sample Student Schedule - Grades 9-12](#)

[Student Placement Protocol](#)

Sample Student Schedule - Grades 5-8

	ELPAC Overall 1 (typically 0-1.5 years in U.S.)	ELPAC Overall 2 (typically 1.5-3 years in U.S.)	ELPAC Overall 3 (typically 3-5 years in U.S.)	ELPAC Overall 3 LTEL and ELPAC Overall 4 (typically 5+ years in U.S.)
English	Grade-level English class with ELD 1	Grade-level English class with ELD 2	Grade-level English class with ELD 3	Grade-level English class with intensive intervention
Math	Grade-level math class with Integrated ELD			
Science	Grade-level science class with Integrated ELD			
History/Social Science	Grade-level H/SS class with Integrated ELD			
Enrichment / Electives	Grade-level enrichment class			

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Draft**Sample Student Schedule - Grades 9-12**

Subject Area	Grade	ELPAC Overall 1	ELPAC Overall 2	ELPAC Overall 3	ELPAC Overall 3 LTEL and ELPAC Overall 4
English (B requirement courses - 40+ units)	9th	English I +ELD 1	English I + ELD 2	English I + ELD 3	English I + intensive intervention
	10th	English II +ELD 1	English II + ELD 2	English II + ELD 3	English II + intensive intervention
	11th	English III +ELD 1	English III + ELD 2	English III + ELD 3 or AP Lit or AP Language	
	12th	English IV +ELD 1	English IV + ELD 2	English IV + ELD 3 or AP Lit or AP Language	
Math (C requirement courses - 30+ units)	9-11	Grade-level math course with Integrated ELD			
	12th	(Optional) Statistics, AP Stats, or AP Calc A-B, when offered, with Integrated ELD			
Science (C requirement courses - 20+ units)	9th	Grade-level science course with Integrated ELD			
	12th	(Optional) AP Biology or AP Chemistry, when offered, with Integrated ELD			
History/Social Science (A requirement courses - 30+ units)	10-12	Grade Level History/Social Science with Integrated ELD			
Language (E requirement courses - 20+ units)	9-12	Spanish I or Spanish for Native Speakers I Spanish II or Spanish for Native Speakers II AP Spanish Literature or AP Spanish Language, when offered			
Visual / Performing Arts (E requirement courses - 10+ units)	9-12	Visual Ar, Media Art, or Theater with Integrated ELD			
Electives (E requirement courses - 50+ units)	9-12	PE, Student Leadership, Creative Writing, College and Career Readiness, Ethnic Studies, etc. all with Integrated ELD (Offerings will vary)			

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Student Placement and Course Exit Protocol

1. **Placement** - Student placement in Designated ELD courses is based on students' language progress, and not based on academic content mastery, effort, or behavior.
 - a. **By June 1** - Central Office will produce a data file for each school to suggest recommended cohorts of students for placement in English and ELD courses by grade level. English courses will include a heterogeneous group of students plus a homogenous group of English learners for Designated ELD.
 - i. ELPAC Level 1→ Designated ELD 1 with grade-level English
 - ii. ELPAC Level 2→ Designated ELD 2 with grade-level English
 - iii. ELPAC Level 3→ Designated ELD 3 with grade-level English
 - iv. ELPAC Level 4 but not RFEP and Long-term EL Level 3→ ELD academic language intervention with grade-level English
 - v. RFEP, EO and IFEP→ grade-level English
 - b. **By July 1** - School reviews recommended cohorts and builds English classes.
 - i. Students may be elevated from ELD 1 to ELD 2 but may not move in the opposite direction.
 - ii. School schedules students into English classes and then the remainder of the schedule students are placed depending on student requests.
 - c. **At End of Q1** - Central Office supports sites with annual program monitoring (see [Section III](#)).
2. **Exit**
 - a. **Mid-year** - Upon request of a parent or teacher, a student may be exited from an ELD 1, 2, or 3 class and placed in a more appropriate setting. For example, if a student is excelling in ELD 2, the change may be to move the student to ELD 3. Likewise, if a student was placed in ELD 3 but is struggling to make English Language progress, a teacher may request the student be placed in ELD 2. Requests will be made using ["Mid-Year Student Course Change Form"](#) and be agreed to through a parent meeting by both the parent and the school.
 - b. **End of Year** - Student placement for the following year will be based on Summative ELPAC scores, with validation by teacher based on student academic and linguistic progress during the year. If a student has not made satisfactory progress in English Language proficiency, they will not exit their current course and additional monitoring will be in effect. See Monitoring below.

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V. Annual Assessment and Monitoring of English Learners

August	<ul style="list-style-type: none"> Review of Initial English Course Placement Initial ELPAC for new students
End of Q1	Monitoring #1 <ul style="list-style-type: none"> Central Office <ul style="list-style-type: none"> Generate data file with EL performance data based on criteria: quarter grade in ELD, quarter grade in English, GPA, and results of local language assessment For students not making adequate progress, sends EL Monitoring forms to sites with student data included School sites <ul style="list-style-type: none"> Site Assessment Coordinators disseminate EL Monitoring forms to Advisory/CCR teachers Advisory/CCR teachers complete review of student progress and confer with English learners Site Assessment Coordinators review EL Monitoring forms to determine potential next steps: <ul style="list-style-type: none"> revisit placement in ELD class coordinate additional coaching for teacher schedule conference with student Site Assessment Coordinators add notes to EL Monitoring template
End of Q2	Monitoring #2 <ul style="list-style-type: none"> Central Office <ul style="list-style-type: none"> Repeat steps for Monitoring #1 School sites <ul style="list-style-type: none"> Repeat steps for Monitoring #1 and add: <ul style="list-style-type: none"> if needed, arrange SST to determine additional supports needed for student
Q3	Monitoring #3 <ul style="list-style-type: none"> Central Office <ul style="list-style-type: none"> Generate data file with students who have not been reclassified and need to take ELPAC assessment Coordinate plan for ELPAC assessment with Site Assessment Coordinators and Site Operations Managers Monitors ELPAC assessment to ensure that all students are tested. School sites <ul style="list-style-type: none"> Work with LEA Coordinator to schedule ELPAC for all eligible students. Monitors ELPAC assessment to ensure that all students are tested.
Q4	<ul style="list-style-type: none"> Use ELPAC Summative data to place students in English and ELD courses for the following year.

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VI. Reclassification (RFEP) Process

The "Reclassification Process" is used by DCP to determine whether English Learners (ELs) have acquired sufficient proficiency in English to access core academic content without English language development (ELD) support. State law requires students classified as ELs to be assessed annually on the English Language Proficiency Assessment for California (ELPAC) to determine if they are acquiring proficiency in the language domains of Listening, Speaking, Reading, and Writing. Once the annual results are received, the reclassification process starts for grades 5-12.

- 1. [Reclassification Cycles](#)
- 2. [DCP Reclassification Criteria](#)
- 3. [Reclassification of Neuro-Diverse Learners](#)

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Reclassification Cycles

Cycle One		
When	Who	What
August	LEA Coordinator	1. LEA Coordinator updates Reclassification Candidate Spreadsheet with Spring assessment data. 2. For students who meet assessment criteria, LEA Coordinator <u>updates spreadsheet</u> with Spring grades. 3. LEA Coordinator creates individual DCP RFEP Forms for eligible students.
August	LEA Coordinator Site Coordinators (SC)	4. LEA Coordinator holds <u>meeting</u> with all Site Coordinators to review English learner reclassification process. 5. LEA Coordinator shares Reclassification Candidate Spreadsheet and individual DCP RFEP Forms with Site Coordinators.
September	Site Coordinators (SC)	6. Attends ELAC to <u>review reclassification</u> process with parents.
September	Site Coordinators (SC) Teachers	7. SC shares <u>DCP RFEP Form</u> with Teachers. 8. Teachers review Criteria 2: <u>if student</u> meets assessment criteria, but does not meet English grade or GPA criteria, teacher evaluates whether criteria is not met due to deficits in motivation and academic success unrelated to English language proficiency. 9. If Criteria 2 is met, SC and Teachers will include review in scheduled Parent Conferences.
September	Teachers Parents	10. Teacher reviews DCP RFEP Form with parent or guardian during Parent Conferences. 11. Parent/guardian and Teacher sign DCP RFEP Form. <ul style="list-style-type: none"> a. Note: If parent/guardian is unable to attend a meeting, they are consulted by phone (time to be noted on the DCP RFEP Form) and/or an email notifying the parents of the eligibility and that the paperwork will be sent home to be signed. b. If parent/guardian is unable to sign in person, form is returned <u>to Site</u> Operations Manager for follow up with a phone call. c. If phone consultation, form will be noted with date and time of consultation.

Appendix 4.2 EL Program Monitoring

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September	Site Coordinators (SC) Principals	12. SC reviews completed DCP RFEP Forms with Principal. 13. Principal signs completed DCP RFEP Forms.
September	Site Coordinators (SC) Site Operations Manager (SOM)	14. SC gives signed DCP RFEP Forms to SOM.
October	Site Operations Manager (SOM)	15. SOM files completed DCP RFEP Form in student EL/Cumulative Record file.** 16. SOM sends copy of signed DCP RFEP Form home 17. SOM uploads signed RFEP form to PowerSchool.
October	LEA Coordinator	18. LEA Coordinator confirms completion of process. 19. LEA Coordinator verifies student record in CALPADS and PowerSchool. 20. LEA Coordinator verifies RFEP packets in students' CUM folders. 21. <u>If student</u> on the original list is not RFEPd, LEA Coordinator logs reason and next steps in PowerSchool and adds comment in CALPADS EL Status History.
November	Site Coordinators (SC) Site Operations Manager (SOM)	22. SC and SOM plan and facilitate Reclassification Celebration.
Cycle Two		
When	Who	What
December	LEA Coordinator	1. LEA Coordinator updates Reclassification Candidate Spreadsheet with Fall assessment data. 2. LEA Coordinator flags students whose Winter assessment data should be reviewed <u>at end of January</u> .
January	LEA Coordinator	3. For students who meet assessment criteria, LEA Coordinator updates <u>spreadsheet</u> with Fall grades. 4. LEA Coordinator creates individual DCP RFEP Forms for eligible students.
January	LEA Coordinator Site Coordinators (SC)	5. LEA Coordinator shares Reclassification Candidate Spreadsheet and individual DCP RFEP Forms with Site Coordinators.

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January	Site Coordinators (SC) Teachers	6. SC shares DCP RFEP Form with Teachers. 7. Teachers review Criteria 2: <u>if student</u> meets assessment criteria, but does not meet English grade or GPA criteria, teacher evaluates whether criteria is not met due to deficits in motivation and academic success unrelated to English language proficiency. 8. If Criteria 2 is met, SC and Teachers schedule Parent Conferences.
January	Teachers Parents	9. Teacher reviews DCP RFEP Form with parent or guardian. 10. Parent/guardian and Teacher sign DCP RFEP Form. a. Note: If parent/guardian is unable to attend a meeting, they are consulted by phone (time to be noted on the DCP RFEP Form) and/or an email notifying the parents of the eligibility and that the paperwork will be sent home to be signed. b. <u>If parent/guardian</u> is unable to sign in person, form will be noted with date and time of consultation.
January	Site Coordinators (SC) Principals	11. SC reviews DCP RFEP Form with Principal. 12. Principal signs DCP RFEP Form.
January	Site Coordinators (SC) Site Operations Manager (SOM)	13. SC gives signed DCP RFEP Forms to SOM.
January	Site Operations Manager (SOM)	14. SOM files completed DCP RFEP Form in student EL/Cumulative Record file.** 15. SOM sends copy of signed DCP RFEP Form home 16. SOM uploads signed RFEP form to PowerSchool.
January	LEA Coordinator	17. LEA Coordinator confirms completion of process. 18. LEA Coordinator verifies student record in CALPADS and PowerSchool. 19. LEA Coordinator verifies RFEP packets in students' CUM folders. 20. If students <u>on original list</u> is <u>not</u> RFEPd, LEA Coordinator logs reason and next steps in PowerSchool and adds <u>comment</u> in CALPADS EL Status History.
February	LEA Coordinator	21. LEA Coordinator updates Reclassification Candidate Spreadsheet with January assessment data and shares RFEP forms for any students who <u>met</u> criteria with sites.

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Appendix 4.2 EL Program Monitoring

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February	Site Coordinators (SC) Site Operations Manager (SOM)	22. SC completes reclassification steps 6 through 16 for any students identified in step 21.
March	Site Coordinators (SC) Site Operations Manager (SOM)	23. SC and SOM plan and facilitate Reclassification Celebration.
April	Site Coordinators (SC)	24. Attends ELAC to <u>review reclassification</u> process with parents and solicit feedback for potential future revisions.

*** A completed Reclassification Packet for student cumulative file must include:

- ☐ ELPAC Student Score Report with cover letter
- ☐ Signed [DCP RFEP Form](#)

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DCP Reclassification Criteria

Students must meet all of the criteria below for their grade level.

State Criteria	Local Criteria	Grades 5-12				
Criterion 1: Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 50010.	Summative ELPAC (English Language Proficiency Assessment California)	ELPAC: Overall Proficiency Level 4.				
Criterion 2: Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery. Districts continue to use locally determined criteria.	Teacher Recommendation (will be replaced by OPTEL once available)	Teacher recommendation based on <u>gng</u> of the following: <ul style="list-style-type: none"> ┐ Most recent Report Card grade (quarter or semester) of "C" or better in English ┐ Most recent (quarter or semester) GPA of 2.0 or higher ┐ Teacher evaluation that student deficits in motivation and academic success are unrelated to English language proficiency 				
Criterion 3: Parental opinion and consultation. LEAs should continue using parental opinion and consultation per local policy to establish reclassification policies and procedures for Criterion 3.	Parent Consultation	Teachers will consult with parent or guardian during parent-teacher conference (with translator, as needed) to ensure parent/guardian understands the reclassification process and ongoing monitoring. If a parent/guardian is unable to attend a conference, the teacher or site designee will consult with the parent/guardian by phone. A parent/guardian may disagree with the determination to have their child redesignated, but the student will still be redesignated.				
Criterion 4: Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.	Demonstration of Basic Skills (must meet 1 of 3 possible assessment criteria)	CAASPP/SBAC: English score must be within 25 points of Standard Met or higher.				
		OR				
		DCP Writing Proficiency Assessment (WPA): Score of 2.5 (= nearly at grade level) or above				
		OR				
		NWEA: RIT score must be nearing grade level in Reading:				
		Grade 5	Grade 6	Grades 7	Grades 8	Grades 9-12
		┐ Fall: 198+ ┐ Winter: 203+	┐ Fall: 205+ ┐ Winter: 209+	┐ Fall: 208+ ┐ Winter: 211+	┐ Fall: 215+ ┐ Winter: 217+	┐ Fall: 217+ ┐ Winter: 219+

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Reclassification of Neuro-Diverse Learners

Students with disabilities are to be provided the same opportunities for reclassification as students without disabilities.

State Criteria	Local Criteria	Grades 5-12
Criterion 1: Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 50810.	Summative ELPAC (English Language Proficiency Assessment California) -or- Alternate Assessment aligned to ELD Standards, if specified in student's IEP	ELPAC: Overall Proficiency Level 4.
Criterion 2: Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery. Districts continue to use locally determined criteria.	Teacher Recommendation (will be replaced by OPTTEL once available)	Teacher recommendation based on student's classroom performance information, based on student's IEP goals for academic performance and ELD
Criterion 3: Parental opinion and consultation. LEAs should continue using parental opinion and consultation per local policy to establish reclassification policies and procedures for Criterion 3.	Parent Consultation	Ed Specialist will consult with parent or guardian during annual IEP (with translator, as needed) to ensure parent/guardian understands the reclassification process and ongoing monitoring. If a parent/guardian is unable to attend a conference, the teacher or site designee will consult with the parent/guardian by phone. A parent/guardian may disagree with the determination to have their child redesignated, but the student will still be redesignated.
Criterion 4: Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.	Demonstration of Basic Skills	Student meets guidelines for reclassification as determined by IEP team and specified in student's IEP.

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VII. Monitoring of Students Redesignated as Fluent English Proficient

August	<ul style="list-style-type: none"> Review of Initial English Course Placement
End of Q1	<ul style="list-style-type: none"> Central Office <ul style="list-style-type: none"> Generate data file with RFEP performance data based on criteria: quarter grade in English, GPA, and results of local language assessment For students not making adequate progress, sends RFEP monitoring forms to sites with student data included School sites <ul style="list-style-type: none"> Site Assessment Coordinators disseminate RFEP Monitoring forms to Advisory/CCR teachers Advisory/CCR teachers complete review of student progress Advisory/CCR teachers confer with RFEP students Site Assessment Coordinators review RFEP monitoring forms to determine potential next steps: <ul style="list-style-type: none"> coordinate additional coaching for teacher arrange SST to determine additional supports needed for student schedule conference with student Site Assessment Coordinators add notes to RFEP Monitoring template
End of Q2	<ul style="list-style-type: none"> Central Office <ul style="list-style-type: none"> Generate data file with RFEP performance data based on criteria: quarter grade in English, GPA, and results of local language assessment For students not making adequate progress, sends RFEP monitoring forms to sites with student data included School sites <ul style="list-style-type: none"> Site Assessment Coordinators disseminate RFEP Monitoring forms to Advisory/CCR teachers Advisory/CCR teachers complete review of student progress Advisory/CCR teachers confer with RFEP students Site Assessment Coordinators review RFEP monitoring forms to determine potential next steps: <ul style="list-style-type: none"> coordinate additional coaching for teacher arrange SST to determine additional supports needed for student schedule conference with student Site Assessment Coordinators add notes to RFEP Monitoring template

4.3 Initial EL Parent Notification Letter

Downtown College Prep - Alum Rock
INITIAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: [SampleLast](#), [SampleFirst](#)
School: [Downtown College Prep - Alum Rock](#) Date: [18-Sep-20](#)
State Student ID #: [1111111111](#) Date of Birth: [03/24/2007](#) Grade: [8](#)
Primary Language: [Spanish](#)

Dear Parent(s) or Guardian(s): A language other than English was noted on your child’s Home Language Survey when your child first enrolled in our school. State and federal law requires us to assess your child and notify you of your child’s proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results
(20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	Status: Novice English Learner Score: 242
Oral Language (Listening and Speaking)	Minimally developed
Written Language (Reading and Writing)	Minimally developed

Based on results of the English language proficiency assessment, your child has been identified as an [English Learner](#) student.

Your child is participating in an Individualized Education Program (IEP), which is on file: [No](#)

A description of how your child’s program placement will contribute to meeting the objectives of the IEP is attached.
(20 U.S.C Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The [Downtown College Prep - Alum Rock](#) exit (reclassification) criteria are listed below.

Appendix 4.3 Initial EL Parent Notification Letter

Required Criteria (EC Section 313[f])	Downtown College Prep - Alum Rock Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Supports Reclassification
Parental Opinion and Consultation	Supports Reclassification
Comparison of Performance in Basic Skills	NWEA: RIT score must be nearing grade level in Reading -or- SBAC: Overall Score must be Standard Met or Standard Exceeded

Choosing a Language Acquisition Program

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Language Acquisition Programs Offered

We are required to offer, at minimum, a **Structured English Immersion (SEI)** program option (EC Section 305[a][2]).

Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact [Downtown College Prep - Alum Rock](#) at 408-271-8120 to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Downtown College Prep - Alum Rock

NOTIFICACIÓN INICIAL PARA LOS PADRES

Requisitos federales del Título I o Título III y el estado

A los padres/tutores de: [SampleLast](#), [SampleFirst](#)

Escuela: [Downtown College Prep - Alum Rock](#) Fecha: [SePTiembre 18, 2020](#)

Estudiante ID Estatal#: [1111111111](#) Fecha de nacimiento: [03/24/2007](#) Grado: [8](#)

Lengua materna: [Spanish](#)

Estimados padres o tutores: Cuando inscribió a su hijo en nuestra escuela, indicó un idioma aparte del inglés en la encuesta de la lengua materna. La ley estatal y federal nos requiere evaluar a su hijo y notificarle de su nivel del dominio de inglés. Estamos obligados a informarle de las opciones de programas de adquisición de idiomas disponibles. De estas opciones usted puede escoger la mejor para su hijo (*Código de Educación* de California [EC*] sección 310). Este aviso también contiene los criterios para la salida del estado de aprendiz de inglés (20 Código de los Estados Unidos [U.S.C.*] sección 6312[e][3][A][i],[vi]).

Resultados de la evaluación de idioma

(20 U.S.C sección 6312[e][3][A][ii])

Ámbitos Compuestos	Pruebas del dominio de inglés de California (ELPAC*) Nivel de rendimiento de ELPAC inicial
General	Status: Aprendiente de inglés novato Score: 242
Lenguaje Oral (Habilidades de comprensión y expresión oral)	Mínimamente desarrolladas
Lenguaje Escrito (Lectura y escritura)	Mínimamente desarrolladas

Basado en los resultados de la evaluación del dominio de inglés, se ha identificado a su hijo como [Estudiante de inglés](#).

Existe un Programa de Educación Individualizado (IEP*) en cual su hijo está participando: [No](#)

Se adjunta una descripción de cómo el programa asignado a su hijo cumplirá con los objetivos del IEP.

(20 U.S.C. sección 6312[e][3][A][vii]).

Criterios para la reclasificación (la salida del programa)

(20 U.S.C. sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de idiomas es que los aprendices de inglés logren a dominar el inglés lo más antes posible y que cumplan con las medidas de logros académicos estatales. Los criterios para la reclasificación en [Downtown College Prep - Alum Rock](#) son los siguientes.

Los criterios generales	Los criterios de <LEA_Name>
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Appendix 4.3 Initial EL Parent Notification Letter

(EC sección 313[f])	
Evaluación del dominio de inglés	Rendimiento general del 4to nivel de ELPAC
Evaluación del maestro	Apoya Reclasificación
Consulta y opinión de los padres	Apoya Reclasificación
Comparación de rendimiento en habilidades básicas	NWEA: El puntaje de RIT debe estar cerca del nivel de grado en Lectura - o - SBAC: El puntaje general debe ser Estándar Cumplido o Estándar Excedido

Escoger un programa de adquisición de idiomas

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo (EC sección 310). Los programas de adquisición de idiomas son programas educativos diseñados a asegurar que la adquisición de inglés se logre tan rápida y eficazmente como sea posible. Éstos proporcionan instrucción para aprendices de inglés basadas en las normas de la disciplina académica adoptadas por el estado, incluso las normas del desarrollo de inglés (ELD*) (20 U.S.C. sección 6312[e][3][A][iii],[v]; EC sección 306[c]).

Programas de adquisición de idiomas ofrecidos

Estamos obligados a ofrecer, al mínimo, la opción del programa de **Inmersión Estructurada en Inglés (SEI*)** (EC sección 305[a][2]).

Programa de Inmersión Estructurada en Inglés: Un programa de adquisición de idiomas para aprendices de inglés en donde casi toda la instrucción en el aula se proporciona en inglés, pero con un plan de estudio y una presentación diseñada para los estudiantes que están aprendiendo inglés. Al mínimo, a los estudiantes se les ofrece ELD designado acceso a la disciplina académica apropiada para su nivel de grado con ELD integrado.

Los padres o tutores pueden escoger el mejor programa de adquisición de idiomas para su hijo. Se le requerirá a las escuelas en que los padres o tutores de 30 alumnos o más por escuela o los padres o tutores de 20 alumnos o más en cualquier grado soliciten un programa de adquisición de idiomas diseñado a proporcionar enseñanza del idioma que ofrezcan tal programa en la medida de lo posible (20 U.S.C. sección 6312[e][3][A][viii][III]; EC sección 310[a]).

Los padres o tutores pueden aportar información acerca de los programas de adquisición de idiomas durante la elaboración del Plan de rendición de cuentas con control local (EC sección 52062). Si está interesado en un programa distinto a los mencionados anteriormente, comuníquese [Downtown College Prep - Alum Rock](#) por teléfono al [408-271-8120](#) para preguntar acerca del proceso.

Aunque las escuelas tienen una obligación para servir todos los aprendices de inglés, los padres o tutores de aprendices de inglés tienen derecho a rechazar u optar por que sus hijos no participen en un programa o en algún servicio específico para aprendices de inglés que ofrece la escuela. Si los padres o tutores deciden que sus hijos no participen en un programa o en algún servicio específico para aprendices de inglés, los estudiantes mantienen su estado de aprendices de inglés y la escuela sigue obligado a tomar pasos afirmativos requerido por Título VI de la Ley de Derechos Civiles de 1964 y tomar acciones apropiadas requerido por la Ley de Igualdad de Oportunidad Educativas de 1974 para proveer acceso a programas educativos para aprendices de inglés (20 U.S.C. secciones 1703[f], 6312[e][3][A][viii]).

4.4 SCCOE MOU

MEMORANDUM OF UNDERSTANDING

Oversight, Financial and Operational Memorandum of Understanding Between the Santa Clara County Office of Education and Downtown College Prep – Alum Rock

I. GUIDING PRINCIPLES OF THIS MEMORANDUM OF UNDERSTANDING:

- *The Santa Clara County Board of Education (SCCBOE), Santa Clara County Office of Education (collectively "SCCOE"), and SCCBOE-authorized charter schools strive to have a partnership that exemplifies best practices with respect to the authorizer-charter relationship.*
- *This Memorandum of Understanding ("MOU") is an oversight and operational agreement that outlines and defines the Parties' respective operational and reporting responsibilities.*
- *This MOU seeks to align with the letter and intent of the California Charter Schools Act: accountability and oversight with minimal bureaucracy, with the primary intent to clarify the monitoring and oversight expectations and responsibilities and clarify Downtown College Prep – Alum Rock charter school's operations and obligations.*
- *On March 2, 2016, the SCCBOE approved the renewal for Downtown College Prep – Alum Rock for a term through and including June 30, 2021.*
- *By approving the charter petition, the SCCOE assumes the oversight of the Charter School in accordance with the Charter Schools Act. The requirements outlined in this MOU allow the SCCOE to effectively oversee charter schools.*
- *The Charter School is operated by Across the Bridge Foundation, a nonprofit public benefit corporation formed and operated pursuant to California law, and all obligations imposed herein on the Charter School are equally imposed on the nonprofit corporation.*
- *SCCOE and its authorized charter schools recognize that not all requirements governing charter school-charter authorizer relations, reporting, and oversight are memorialized herein, and therefore, the parties to this MOU agree that they are bound by and will comply with the applicable provisions of the Education Code, and all other applicable statutes, rules and regulations in addressing any matters not specifically addressed in the Charter and/or this MOU.*

II. INCORPORATION OF GUIDING PRINCIPLES

The Guiding Principles set forth above are incorporated herein and made part of this MOU.

III. PARTIES

This MOU constitutes an agreement among the SCCOE, Downtown College Prep – Alum Rock, a California public charter school, and Across the Bridge Foundation, a California non-profit public benefit corporation (hereinafter collectively "Charter School" or "DCP-Alum Rock").

SCCOE, Downtown College Prep – Alum Rock, and Across the Bridge Foundation are collectively referred to herein as the "Parties."

IV. BACKGROUND

The SCCBOE has approved a district-wide benefit charter petition for Downtown College Prep – Alum Rock, pursuant to the terms of the Charter Schools Act of 1992 (“Charter Schools Act”) (Education Code §47600 *et seq.*). Pursuant to Education Code §47607, Across the Bridge Foundation submitted a Charter Renewal petition for Downtown College Prep – Alum Rock on January 13, 2016. This MOU is intended to outline the Parties’ agreements governing their respective fiscal, operational, and administrative responsibilities, their legal relationship, and other matters not otherwise addressed or resolved by the terms of the Charter.

V. TERM

This MOU shall commence on the date upon which it is fully executed by the duly authorized representatives of the Parties and shall stay in effect throughout the current term of the Charter School’s Charter, which runs through and including June 30, 2021. This MOU may be reviewed annually, and may be amended or augmented by addendum at any time upon mutual written agreement executed by duly authorized representatives of both SCCOE and Across the Bridge Foundation. The future renewal of the Charter School’s Charter will depend on applicable law. Further, the term of this MOU shall continue in full force and effect during the period of any renewal granted by the SCCBOE or during the pendency of an appeal of a denial of a renewal request unless and until such time as the Parties enter into a replacement MOU or specifically agree in writing that this MOU is terminated.

VI. PREVAILING AUTHORITY

This MOU is incorporated into the Charter and made a part thereof as if set forth in full in the Charter. In the event of a conflict between the law and the terms of this MOU, the law shall prevail, and any such conflicting terms shall be revised by mutual agreement of the parties or severed from this Agreement and nullified. In the event of a conflict between the Charter and this MOU, the terms of the Charter shall prevail.

VII. INTERPRETATION OF TERMS

Throughout this MOU and the Charter School’s Charter and any attachments, exhibits, and/or appendices thereto, any and all references to the Downtown College Prep – Alum Rock and/or DCP-Alum Rock, and/or the Charter School and/or the School, by any name or designation, shall apply with full force and effect to the school itself and the nonprofit corporation Across the Bridge Foundation, to the extent that they are separate entities, and for all purposes related to this MOU or the Charter or the operations of the Charter School, both the school and the corporate entity, to the extent that they are separate entities, shall be fully obligated to comply with the provisions of this MOU and the Charter and any attachments, exhibits and/or appendices thereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Throughout this MOU and the Charter and any attachments, exhibits, and/or appendices thereto, any time that the Charter School indicates that it will follow the requirements of a particular Section of the Education Code or other law, it means that the Charter School will comply with

these laws in the same manner as required for California noncharter public schools, except where otherwise specified.

VIII. RESPONSIBILITIES OF THE PARTIES

A. The Role of the SCCOE in Overseeing the Charter School

The SCCBOE believes that charter schools provide an opportunity to implement accountability-based school-level reform, support innovation which improves student learning, and provide choice for parents. In order to ensure the effectiveness of this effort, SCCOE will perform oversight functions mandated by state law.

Annually, staff from SCCOE that perform monitoring functions over approved charter schools and representatives of SCCOE-approved charter schools will meet to refine and/or improve monitoring processes and objectives.

For regular charter school monitoring, SCCOE staff will endeavor not to make any untimely or last minute special requests.

Monitoring visits will be made once or twice a year by SCCOE to the Charter School. The Charter School will make available during these visits any documents and information requested by SCCOE that are disclosable under applicable law, in order to permit SCCOE to fulfill its oversight responsibility, either in hard copy or electronically as SCCOE may reasonably request. The Charter School will host the SCCOE in its monitoring visits and work to be as helpful as possible as the SCCOE fulfills its statutorily mandated monitoring duties.

In accordance with Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries by the SCCOE. The Charter School agrees to permit the SCCOE to inspect and receive copies of records relating to the operation of the Charter School to the extent allowable under federal and state law. The Charter School voluntarily agrees to comply with the California Public Records Act (CPRA), however, SCCOE's right to inspect and receive records is not based on the CPRA, but rather on the SCCOE's oversight role.

In accordance with Education Code Section 47607(a)(1)(A), the Charter School acknowledges that the SCCOE may inspect or observe any part of the Charter School at any time, with or without prior notice. As a courtesy, SCCOE will endeavor to provide advance notice when SCCOE determines that doing so does not limit or negatively impact its ability to carry out its oversight functions and will endeavor to comply with Charter School's visitor policies (which the charter school imposes for the health and safety of staff/students, i.e. signing in, wearing a badge, being subject to removal for violent or disruptive conduct) when SCCOE determines that doing so does not limit or negatively impact its ability to carry out its oversight functions.

B. The Charter School's Responsibilities

It shall be the Charter School's duty and obligation, at the Charter School's expense and cost and under the directive of the Charter School's governing body, to manage, operate, and administer the Charter School. The Parties agree that, at all times, the Charter School remains accountable and subject to the oversight of the SCCOE as provided in the Charter Schools Act, the Charter, and this MOU as appropriate and consistent with applicable state laws.

1. Funding Sources

The Charter School will receive funding from the State directly. External resources of the Charter School will be considered in the Charter School's financial records upon receipt. Funding shortfalls will be the responsibility of the Charter School; however, any debt issuance by or on behalf of the Charter School must be reported to the SCCOE staff assigned for fiscal review and monitoring, including financial details and conditions of such debt.

The Charter School is fully responsible for collecting the funding entitlement generated from in lieu of property taxes directly from its sponsoring local educational agency and/or the district(s) in which the student(s) attending the Charter School reside, and for providing sufficient support documentation to such entity(ies) to ensure the accuracy of the tax billing.

2. Supervisorial Oversight Fee

The SCCOE may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). The Charter School acknowledges that the SCCOE's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the SCCOE shall not be required to submit documentation of its actual oversight costs.

3. Other Services Fees

The Charter School may opt to contract with the SCCOE for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional Development, Program Evaluation, School Plan, and Special Education Services. Whether to provide such services upon request shall be in the SCCOE's sole discretion. The SCCOE will invoice the Charter School for the cost of general oversight and for any additional services on a quarterly basis.

4. Special Education

The Charter School 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 of 1973 ("Section 504"), the Americans with Disabilities Act of 1992 ("Americans with Disabilities Act"), and the Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.* "IDEA"). This Section VIII.B.4 shall supersede and replace any inconsistent or contrary discussion of compliance with the IDEA, Section 504 and/or the Americans with Disabilities Act contained on pages 106-113 of the Charter and the SCCOE's obligations relative to IDEA, Section 504, and/or the Americans with Disabilities Act are strictly limited to the provisions set forth in this MOU irrespective of the terms set forth in that section of the Charter.

Absent agreement of the parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act with respect to eligible students. Should the Charter School be unable to provide the services necessary to comply with the requirements of Section 504 and/or the Americans with Disabilities Act, the Charter School may request that the SCCOE provide the necessary services at a cost to be negotiated between the SCCOE and the Charter School separate from this MOU and subject to agreement by SCCOE in SCCOE's sole discretion and/or the Charter School may contract with outside service providers at the Charter School's sole expense. The Charter School has

adopted a Section 504 policy, procedure, and forms, which designates a Charter School employee responsible for Section 504/ Americans with Disabilities Act compliance. Should this employee change, Charter School shall notify the SCCOE in writing of the name of the responsible individual.

For purposes of the provision of special education services, the Charter School is deemed a public school of SCCOE. Any change in the Charter School's status (from a school of a local educational agency to a local educational agency SELPA member) for purposes of special education shall require written notification to the SCCOE a year and a day preceding the change (SELPA Policy 14.1) and as described in this paragraph. The change to become its own SELPA shall only be effective at the start of a fiscal year. The Charter School may apply to any Special Education Local Plan Area (SELPA) in the state to operate as a local educational agency within the SELPA. Should Charter School ever determine that it is interested in becoming its own LEA for purposes of providing special education services; such change would constitute a material revision to the Charter. By February 1, or soon thereafter as reasonably feasible, of the fiscal year preceding the fiscal year in which it desires to become its own LEA, the Charter School must provide the SCCOE with verifiable written assurances that Charter School has been accepted to and will participate in a SELPA approved by the State Board of Education in accordance with Education Code Section 47641(a). Concurrently with submittal of this notice, the Charter School shall submit a request for material revision to the Charter and to this MOU, to be processed in accordance with the requirements of the Charter Schools Act, which shall include revised terms for compliance with the IDEA consistent with the SCCOE's requirements for charter schools under its oversight which serve as their own LEA for IDEA purposes. At such time that Charter School becomes its own LEA for the purposes of special education, the SCCOE shall have no further responsibility for the coordination or provision of special education services to Charter School students, regardless of school district or county of residence of such students, and Charter School shall be exclusively responsible for the coordination and provision of special education services to Charter School students and for any and all other obligations of a school or school district relative to services for students with special needs. So long as the Charter School has been admitted to a SELPA and the revisions to the Charter are consistent with such admission, SCCOE shall approve the material revision to the Charter and this MOU. If the Charter School submits the required notice, is accepted to a SELPA and timely submits the required evidence, and receives approval of its corresponding material revision, the Charter School shall be designated as a local educational agency within that SELPA for the following school year. Otherwise, the Charter School shall be designated as a public school of the SCCOE for purposes of compliance with the IDEA.

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

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

- a. The Charter School shall adhere to the policies, procedures and other requirements of the Local Plan for Special Education and of the SCCOE regarding the provision of services to students with exceptional needs.
- b. The Charter School's special education staffing ratios will meet or exceed those used by contiguous SELPA LEAs.
- c. The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled in the Charter School, at its own expense, utilizing state and federal funds allocated to the Charter School. With mutual agreement, the Charter School may provide services utilizing its own staff or by hiring or contracting with credentialed or licensed service providers through private agencies or independent contractors. In the event that the Charter School is unable to secure its own credentialed special education staff, 14 day notice shall be provided to SCCOE requesting appropriate staffing support.
- d. Should the Charter School be unable to provide the services necessary to comply with the requirements of the IDEA, the Charter School may request that the SCCOE provide the necessary services subject to a written agreement with the SCCOE /or the Charter School may contract with outside service providers at the Charter School's sole expense. Should SCCOE provide administrative and/or other support services, including but not limited to specialized academic instruction, speech and language therapy, psychological services, occupational therapy, and/or physical therapy to Charter School related to compliance with the IDEA, Charter School shall pay for such services at SCCOE's hourly or per diem rates as charged by SCCOE's special education department pursuant to a written agreement between SCCOE and Charter School.
- e. The SCCOE shall obtain state and federal special education funding allocated for Charter School students through the SELPA. Once obtained, the SCCOE will pass on all applicable state and federal special education funding to the Charter School, and the Charter School shall submit to the SCCOE special education office invoices for special education expenses incurred by the Charter School. At the end of the fiscal year, the SCCOE shall obtain from the Charter School any remaining special education funds attributable to the Charter School and shall pass on to SELPA those remaining funds less any payments due to the SCCOE for services provided to the Charter School. Should there not be enough remaining special education funds to cover all costs owed by the Charter School to the SCCOE, the Charter School shall remit payment within thirty (30) days of receipt of an invoice from the SCCOE.
- f. The Charter School is solely responsible for the management of its special education budgets, personnel, programs and services. The Charter School shall ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The Charter School shall ensure at all times that it directly employs at least one (1) special education teacher with a mild/moderate credential to oversee the provision of special education and related services as necessary to entitle the Charter School to receive apportionment pursuant to California Education Code Section 47612.5(e). This credentialed employee shall be an employee of the Charter School, not an employee of a contract services provider. Should any student who requires moderate/severe services seek admittance, Charter School shall immediately hire an employee with a moderate/severe credential or seek support from SCCOE and pay any and all

additional costs for the student's alternative placement. In no event shall any student with a disability be turned away or denied admission to Charter School because Charter School does not have an employee(s) with the appropriate credential to provide services to the student.

- g. The Charter School shall be responsible for all costs incurred in the provision of special education services in excess of special education funding allocated for Charter School student through the SELPA, as part of the equitable share it contributes pursuant to Section 4h of this MOU. These costs may include, but are not limited to, assessments, placements, (including placements in SCCOE operated programs and nonpublic school placements), related services as defined by the IDEA, complaints, due process hearings, and attorney's fees.
- h. Pursuant to California Education Code Section 47646(c), a charter school shall contribute an equitable share of resources to support districtwide special education instruction and services. The Parties acknowledge that there are currently no SELPA-wide special education expenditures calculated annually by the SELPA and charged by the SELPA to all SELPA members. However, in the event such SELPA-wide charges for an equitable share should arise, it is agreed that the Charter School's obligation to fund special education services in excess of special education revenues generated by Charter School is deemed to be Charter school's "equitable share" under Education Code section 47646(c).
- i. The Charter School shall convene IEP team meetings, as required by law, and shall ensure that each IEP meeting includes all legally required members, including a representative of the Charter School and a general education teacher of the student with exceptional needs, in accordance with the IDEA. The required members of an IEP team may include, but are not limited to: the parent/guardian; the student, if appropriate, the Principal, at least one special education teacher, current service provider(s), a general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment, and, if the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results. The Charter School shall ensure appropriate documentation of the IEP process and ensure compliance with all parent and student rights. The Charter School will use SCCOE/SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SCCOE/SELPA and in accordance with the SCCOE/SELPA policies and procedures. Decisions regarding eligibility, goals/objectives, program, placement, services, and exit from special education shall be the decision of the IEP team. The full continuum of services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SCCOE and of the Local Plan for Special Education. Any services required by the student's IEP shall be provided by the Charter School.
- j. The SCCOE may initiate due process hearings if the SCCOE determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. Both the SCCOE and the Charter School shall be named in due process proceedings and any appeals. If a parent or guardian initiates a due process hearing but fails to name both agencies, the SCCOE and the Charter School, the named agency will seek to add the other agency without objection from that agency, either through seeking an amendment to the complaint or a motion to

join the agency. If the parent or guardian fails to name the Charter School or the SCCOE and the administrative law judge fails to join the Charter School or the SCCOE, any liability (programmatic as well as financial) of the SCCOE, shall be discharged in accordance with obligations defined by this MOU. The Charter School shall be solely responsible for any prospective special education and related services, compensatory education, reimbursement, and/or attorney's fees awarded by a due process hearing officer, or court for any time period when the Charter School is responsible for providing the prospective enrollment. The SCCOE and the Charter School will work in good faith to attempt to resolve the matter at an early stage. If the SCCOE determines that legal representation is needed during due process proceedings and any other legal proceedings or actions involving special education, the SCCOE's legal counsel may jointly represent the SCCOE and the Charter School unless it is determined that there is a conflict of interest. If SCCOE's legal counsel represents the parties, the cost of said legal counsel shall be equally shared by the SCCOE and the Charter School. If the Charter School objects to the joint representation and retains its own legal representation for a due process proceeding or action, the SCCOE and the Charter School will be respectively responsible for the cost of the respective party's legal representation.

- k. The County Superintendent of Schools or designee shall represent the Charter School's special education interests and needs as it represents the needs of all schools in the SCCOE at all SELPA meetings. The SCCOE shall communicate to the Charter School relevant special education issues, including SELPA decisions and policies, in the same way that it communicates such information to all other schools in the SCCOE. SCCOE and/or SELPA information and training opportunities regarding special education shall be available to Charter School staff to the same extent that such information and opportunities are available to site staff at all other schools in the SCCOE. The Charter School commits to attend at least three trainings per year presented by the SCCOE to review special education fundamentals, legal requirements, and best practices. The SCCOE shall provide the Charter School staff the opportunity to represent their school at committee meetings of the SELPA to the same extent that such opportunities are available to the SCCOE site staff.
- l. The Charter School shall be solely responsible for the identification and referral of enrolled students who have or may be suspected of having exceptional needs that qualify them to receive special education services to meet its Child Find Obligation under the IDEA. The Charter School shall follow the SCCOE policies and procedures to ensure identification and referral of enrolled students who have, or may be suspected of having, such exceptional needs. These policies and procedures will accord with applicable state and federal laws and regulations. The Charter School shall determine which special education assessments are necessary, including assessments for all referred students, annual assessments and triennial assessments, in accordance with the SCCOE's general practices and procedures, and applicable laws and regulations. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal state, and SCCOE timelines. The Charter School will also respond to parent/guardian requests for independent educational evaluations

- (“IEE”), and any IEEs granted by the Charter School will be solely funded by the Charter School.
- m. The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion and/or prior to the eleventh day of consecutive suspension or a change of placement pursuant to 34 CFR Section 300.536, for a student with a disability, the Charter School will convene a manifestation determination IEP or Section 504 meeting. The Charter School will collect data pertaining to the number of students with disabilities who are suspended or expelled.
 - n. The Charter School is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information for any student enrolling from a non-SCCOE operated program. The SCCOE shall ensure that the Charter School receives notification and relevant files of all students with an existing IEP who transfer to the Charter School from an SCCOE operated program.
 - o. The Charter School will develop, maintain and implement policies and procedures to ensure that all parents/guardians are fully informed of their rights and those families of students with exceptional needs are given copies of the document, *Special Education Rights of Parents and Children: Notice of Procedural Safeguards* (Revised January 2009). The link for this document is <http://www.cde.ca.gov/sp/se/qa/documents/pseng.doc>.

5. Data Reporting

a. Average Daily Attendance (ADA)

The Charter School shall develop an attendance-reporting calendar and maintain an attendance system to record and account for student attendance and average daily attendance (ADA), which meets the requirements of the law. ADA is the total number of actual apportionment student days of attendance divided by the number of school days to determine the amount of revenue that is generated. “Attendance” shall mean the attendance of the Charter School pupils while engaged in educational activities required of them by the Charter School, as defined in Section 11960 of Title 5 of the California Code of Regulations and other applicable law. The Charter School shall report its ADA summary figures to the SCCOE on a monthly basis, and the SCCOE will report the ADA data to the California Department of Education (CDE) as required to enable the Charter School to receive the funding specified in this MOU. Monthly reports are due from the Charter School two weeks after the school month ending date. The Charter School shall provide SCCOE with the district-of-residence for all enrolled students.

Reporting Requirements
Month 1 – ADA summary report
20 Day Attendance Report (only applicable to schools that are new or adding one or more grade levels)
Month 2 – ADA summary report
Month 3 – ADA summary report
Month 4 – ADA summary report
P-1 ADA Report
Month 5 – ADA summary report

Month 6 – ADA summary report
Month 7 – ADA summary report
Month 8 – ADA summary report
P-2 ADA Report
Month 9 – ADA summary report
Month 10 – ADA summary report
Month 11 – ADA summary report
P-Annual ADA Report

The Charter School shall make available for SCCOE review and audit all supporting attendance documents, including approved weekly site-based attendance sheets, and evidence of contact made with parents or guardians when students are absent from school, e.g. parent contact logs, absence notes, phone logs, etc., as requested.

b. Enrollment

The Charter School has obtained a CDS code number from the CDE and will complete and submit enrollment and other necessary demographic information to the SCCOE, to the California Longitudinal Pupil Achievement Data System (CALPADS), and to the California Basic Education Data System (CBEDS) consistent with State timelines and requirements.

c. Recruitment and Enrollment

The Charter School's recruitment and enrollment processes shall be as described in its approved Charter. The Charter School shall maintain on its website instructions for applying and information on the public random drawing and enrollment processes, including all pertinent dates and deadlines, and hardcopies of all such instructions and information shall be provided upon request. Any procedures used to verify student residency must comply with state and federal law, and must not discriminate against students or prospective students based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other characteristic protected by law, or association with persons with any of these characteristics.

d. Reporting to Public Agencies.

The Charter School shall submit to the SCCOE a copy of all reports or other documents that the Charter School is required to submit to the State or other public agency in the State, including, but not limited to:

- 1) P-1 Attendance Report to be submitted to the State each January 15th and reflecting attendance through the last full school month ending prior to December 31;
- 2) P-2 Attendance Report to be submitted to the State each May 1st and reflecting attendance through the last full school month ending prior to April 15;
- 3) Annual P-3 Attendance Report to be submitted to the State each July 15th and reflecting the entire fiscal year's attendance (July 1 – June 30).

Such reports will be submitted to the SCCOE concurrently with submittal to the State or other public agency.

e. Notification to SCCOE Regarding Governing Body Composition.

The Charter School shall annually (on or before July 1) send to the SCCOE a list of its directors and officers. The SCCOE shall be provided with notice of any change in the composition of these directors or officers within 10 business days.

f. School Calendar and Schedules.

The Charter School shall provide to SCCOE by July 1 of each year the school calendar and bell schedule for the following school year, including calculation of instructional minutes. If summer school, extended day or intersession is offered, the Charter School shall provide calendars and bell schedules for such programs.

g. Performance Assessments.

The Charter School shall forward results, excepting individual student results, from all statewide assessments, to the SCCOE promptly upon receipt by the Charter School, but in no event later than thirty (30) days after such receipt, except that results of the California English Learner Development Test ("CELDT") shall be submitted to the SCCOE no later than two (2) weeks after receipt of test results.

h. Annual Report to the Santa Clara County Board of Education

The Charter School shall post the School Accountability Report Card (SARC) to its website by February 1st and submit an electronic copy of the SARC to the SCCOE's Charter Schools Department. The Charter School will also provide an Annual Report presentation to the SCCBOE inclusive of the template of topics identified by the SCCOE, which will be provided to the Charter School in writing no later than 30 days before the presentation date. The SCCBOE-approved charter schools will provide input and suggestions on template topics as desired.

6. Employee Retirement Systems

The Charter School has elected to allow qualified employees to participate in the California State Teachers' Retirement System (STRS), the Charter School shall indicate if it chooses to use the SCCOE fee-for-service option to prepare service credit and remittance reports to be transmitted to SCCOE District Business Advisory Services (DBAS). DBAS will in turn process and transmit

to STRS required information and remittances. If however, the Charter School elects to develop the required reports for submittal to SCCOE DBAS, it shall indicate in writing this decision. Further, in a separate agreement, the Charter School may elect to have SCCOE DBAS journal voucher transfers of required remittances to STRS. SCCOE DBAS will provide appropriate back-up documentation to verify amounts remitted. The Charter School has elected to have other employees participate in the California State Public Employees Retirement System (PERS) and the federal social security system. The Charter School shall submit monthly PERS reports and payments to SCCOE DBAS. The Charter School shall be responsible for the monthly remittance directly to the Federal Social Security plan.

7. Governance Structure, Board Agendas and Minutes

The SCCBOE shall be entitled to a single representative on the board of directors of the nonprofit public benefit corporation and the SCCBOE or its designee, at its discretion, shall appoint the SCCBOE representative, but it will be within the SCCBOE or designee's sole discretion whether or not to appoint such a representative at any time. Any SCCBOE representative shall serve solely at the SCCBOE's discretion and shall have no limit on the number of consecutive or total terms s/he may serve. Further, any SCCBOE representative shall be a full, voting member of the corporate board of directors and the corporate Bylaws shall not include any restrictions or limitations on the authority of any SCCBOE representative except the Bylaws may specify that the SCCBOE representative may not serve as an officer of the corporation. Any SCCBOE representative shall abstain from voting on items that exclusively impact charter schools authorized by other entities. Should the SCCBOE exercise its option to appoint a representative, the Charter School/Corporation may choose to expand the number of directors by one in order to maintain an odd number of directors. Notwithstanding any conflict in the corporate Articles of Incorporation or Bylaws or the law controlling non-profit corporations, all business of the Charter School and its Board of Directors shall comply with all laws controlling charter schools and the Charter School, its Board of Directors, administrators, managers and employees, and any other committees of the school, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, and all provisions of law generally applicable to public agencies, including, but not limited to the Public Records Act (Government Code section 6250 *et seq.*), the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq.*), the Brown Act (Government Code sections 54950 *et seq.*), and the requirements described at Government Code Section 1090 *et seq.* and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations. By the terms of its Charter and/or this MOU, the Charter School is obligated to comply with the requirements of the Brown Act, the Public Records Act, Government Code Section 1090 *et seq.* and the Political Reform Act to the same extent as if the Charter School were a noncharter California public school district, regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the provisions of Government Code Section 1090 *et seq.* and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's provisions, the most restrictive provision shall control.

The Charter School has adopted an applicable version of the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18739, including the formal designation of reporters and reporting categories and the forms to be filed thereunder, and shall review, revise and maintain that Code as current

throughout the term of the Charter, and shall provide a copy of that Conflict of Interest Code and the documentation of Board action revising it, if applicable, to the SCCOE by September 1, 2017, in addition to its code reviewing body, and require all affected Charter School officers, employees, representatives, consultants, and governing board members to comply therewith.

The Charter School shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC). If DCP - Alum Rock and/or Across the Bridge Foundation meets the criteria set forth in Education Code Section 52176(a) for the establishment of a District English Language Advisory Committee (DELAC), it shall also establish a DELAC.

In the case of a conflict between the requirements of this MOU or the Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter or this MOU shall be deemed a violation of this MOU and the Charter. Should the provisions of the Charter or this MOU conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of the Charter School, the provisions of the Charter and this MOU shall prevail.

The Board of Directors and the Charter School administration shall undergo training regarding conflict of interest, specifically including the PRA and Government Code Section 1090 *et seq.*, and the Brown Act on an annual basis throughout the term of the Charter. The training shall be conducted by an individual or entity with demonstrated or professional knowledge and expertise in the law, regulations, and rules governing conflicts of interests, specifically including the PRA and Government Code Section 1090 *et seq.* and the Brown Act. Any new Board member or new Executive Director shall undergo such training within 90 days of taking the position with the Charter School.

The Charter School shall provide written notice to the County Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Charter School's Board. Should the County Superintendent or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to the Charter School's governance structure or Charter, the Charter School may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should the Charter School adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the SCCOE within three (3) business days of the adoption of such revision(s). On or before September 1, 2017, the Charter School's Bylaws shall be amended as necessary to specify these requirements for amendments thereto. The Charter School is not required to provide this prior notice to the County Superintendent for the revisions to its Bylaws specifically mandated by this MOU.

The Charter Board, and all other "legislative bodies" of the Charter School, as that term is defined in the Brown Act, shall hold meetings only in accordance with the requirements of the Brown Act, including, but not limited to, the agenda posting requirements, including posting on the Charter School's website. Approved meeting minutes will be posted on the Charter School's website.

On or before September 1, 2017, the Bylaws shall be revised as necessary to prohibit any actions, including those described as "self-dealing transactions" or "acceptable transactions," which would violate the Brown Act and, Government Code Section 1090 and/or the Political Reform Act.

8. Admission Applications

In order for students to be included in the public random drawing for admission to the Charter School (if a public random drawing is necessary), families must submit an application that includes only the student's name, grade, birthdate, and contact information for the family, including address, the current school that the student may attend, and whether a sibling attends the Charter School in order to establish whether the student is entitled to admission preference. The admission application submitted prior to any public random drawing and before a student is offered a space at the Charter School shall specifically be limited only to the above-listed general information and in no event shall any application/registration materials that are requested or required prior to the student being offered a place at the Charter School include any information concerning any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEA or Section 504.

9. Admission Priorities

The Charter specifies admission preferences to be used in the event that there are more applicants than places for students at the Charter School in any year. The admission priorities specified in the Charter have been approved by the SCCBOE in accordance with Education Code Section 47605(e)(2)(B), and those preferences may not be amended or deviated from without prior approval of a material revision to the Charter by the SCCBOE in accordance with the procedures specified in Education Code Sections 47605 and 47607

10. Dispute Resolution

As specified in the Charter, the dispute resolution provision set forth therein was only a starting point for discussion, and is replaced in its entirety by this section of this MOU.

Disputes Between the SCCOE and the Charter School

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the SCCOE and the Charter School.

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

- (1) Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the

SCCOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

- (2) In the event that the SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a pre-requisite to the SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.
- (3) If the violation or issue in question does not constitute a severe and imminent threat and the SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCOE Superintendent and Charter School Executive Director, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon in writing by both parties. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Executive Director or Executive Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon in writing at this meeting, the parties may proceed to step 4 or take any other action they deem appropriate in response to the dispute.
- (4) If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and this MOU and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

Internal Disputes

The Charter School Board has adopted policies and processes for airing and resolving disputes, other than those between the SCCOE and the Charter School, which are covered above. Parents, students, Board members, volunteers and staff at the Charter School will be provided with a copy of the Charter School's policies and internal disputes process.

The SCCOE will refer all disputes or complaints it receives not related to a possible violation of the Charter, the MOU or law, or to the operation of the Charter School or the SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. The SCCOE may choose to submit disputes it

receives that are related to possible violations of the Charter or the MOU or the law or to the operation of the Charter School or the SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. Should the SCCOE receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the SCCOE with updates regarding the Charter School's investigation and resolution of the matter upon request from SCCOE and upon resolution of the complaint or issue. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the SCCOE agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter the MOU or law or to the operation of the Charter School or the SCCOE's oversight obligation.

11. Budget and Finance

The Charter School is required to fully comply with California Education Code section 47604.3. This includes preparing and submitting annually all required reports on or before the respective due date, along with appropriate supporting documentation (i.e. Assumptions, Cash-Flow, FCMAT LCFF Calculator, and any other reasonable requests for information SCCOE as the Chartering Authority might request for review purposes). The adopted budget, interim reports, and unaudited actuals reports shall be certified and submitted using the SACS or Alternative Form format. The Adopted Budget shall be approved by the Charter School's governing board.

In addition to the statutorily required reports listed above, SCCOE as the Authorizer requires additional information to be submitted, by LEA, as part of its ongoing fiscal monitoring.

- Monthly by the 20th day of each month –Complete bank statements, if funds are not held by the Santa Clara County Treasurer.
- Monthly by the 20th day of each month – Reconciliation report of the monthly bank statements.
- Monthly by the 20th day of each month – Financial system-generated balance sheet.

For a list of fiscal reports required to be submitted by SCCOE-authorized Charter Schools, please refer to **Exhibit 1**. As the Charter School's authorizing and oversight agency, SCCOE is entitled to and may make reasonable requests for any additional documentation from the Charter School that SCCOE deems necessary for or helpful to conduct a thorough review and analysis of the financial reports. Such SCCOE request shall not be unreasonably withheld. Nothing in this MOU, including Exhibit 1, shall serve as a limitation on SCCOE's authority to make reasonable requests for additional information or documentation from the Charter School, as is SCCOE's authority pursuant to Education Code Section 47604.3.

a. Year-End Closure Policies and Procedures

The Charter School shall submit to SCCOE its year-end closing policies and procedures for Charter School's financial records. Charter School shall submit to SCCOE all changes made to its year-end closing policies and procedures. The Charter School's year-end closing policies and procedures shall include all of the following:

- Designation by title/job duties of all personnel involved in the year-end closing process.

- A year-end closing checklist to be followed for closing out financial records following the end of each fiscal year, which checklist shall follow Generally Accepted Accounting Principles for booking all necessary accruals and/or estimates of accruals.
- Specification that no adjustments to the financial records may be made by the Charter School following submission of the Unaudited Actuals to SCCOE for review and submission to the California Department of Education, and at the time of submission to SCCOE that all necessary adjustments for the fiscal year must be reflected in the Charter School's financial records. From the time of that submission to SCCOE to the submission of the Charter School's audit report to external parties, the only adjustments to the financial records that are permitted are those proposed by the external audit engagement team after completion of the audit team's fieldwork.

b. Cash Flow and Reserve.

The Charter School shall maintain a reserve as stated in their petition.

c. Banking Arrangements.

The Charter School will reconcile the ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis and prepare a balance sheet. The Charter School will deposit all funds received as soon as practical upon receipt.

d. Property Inventory.

The Charter School's Executive Director or designee shall establish and maintain an inventory of all Charter School non-consumable goods and equipment according to a policy that shall comply with all relevant statutory requirements.

e. Payroll.

The Charter School or its business services provider will prepare payroll checks, tax and retirement withholdings, tax statements and perform other payroll support functions. The President of the Charter School's governing board or designee will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Charter School's Executive Director or designee and the Charter School's business service manager will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation in compliance with applicable laws.

12. Employee Qualifications

a. Flexibility

In utilizing the "flexibility" referenced in Education Code Section 47605(l), the Charter School takes full and complete responsibility for the application of "flexibility" regarding teacher credentialing requirements and its interpretation of that terminology as used in Education Code Section 47605(l), including any impacts its use of such "flexibility" may have on the Charter

School's funding, and the insurance and indemnification provisions of this MOU shall apply with full force and effect to protect the SCCOE from any and all potential claims or liabilities that may arise from the application of "flexibility" in credential requirements for non-core, non-college preparatory classes at the Charter School.

b. Business Services

The Charter School shall engage the services of Business/Financial Professionals to carry out the business and fiscal functions of the Charter School. Such services may be provided either by an employee of the Charter School or by a consultant (or consultant group) hired by the Charter School.

13. Racial and Ethnic Balance

Element G of the Charter specifies that the Charter School seeks to achieve a racial and ethnic balance that is representative of the general population residing within the territorial jurisdiction of San Jose Unified School District. However, the Charter School was initially submitted to and denied by the East Side Union High School District. Therefore, in accordance with Education Code Section 47605(b)(5)(G), the plan set forth in Element G of the Charter will be followed in an effort to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of East Side Union High School District, not San Jose Unified School District.

14. Audit

The annual independent audit of the Charter School required by Education Code Section 47605, subdivision (b)(5)(I) and (m) and in accordance with the current Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting as published by the Education Audit Appeals Panel shall be performed. Any findings, recommendations, or deficiencies shall be reported to the SCCOE and resolved prior to subsequent financial audits. The Charter School shall forward a copy of the audit to the SCCOE upon receipt of the final audit findings in accordance with state timelines.

The auditor will verify the accuracy of the Charter School's financial statements, attendance and enrollment, accounting practices, revenue-related data collection and reporting practices and will review the Charter School's internal controls. The audit will include a review of ADA as reported by the Charter School. Moreover, the audit will address whether the Charter School's financial statements conform with generally accepted accounting principles.

In the case that the Charter School either does not pay for or have an independent audit completed within one month of the applicable timelines, the SCCOE, may, at its option, pay for an audit to be completed and invoice the Charter School for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to the Charter School.

In the event the SCCOE has reason to suspect mishandling of funds or other material weaknesses in internal controls the SCCOE shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the SCCOE if the audit reveals no financial or enrollment discrepancies resulting in under- or over-reporting of greater than five percent (5%) total; in all other cases, the Charter School shall bear the cost of the audit.

15. Insurance.

No coverage shall be provided to the DCP - Alum Rock/Across the Bridge Foundation by the SCCOE, including self-insured programs or commercial insurance policies. In the event the Charter School adds locations (which may only be done through an approved material revision to its Charter), each Charter School location shall meet the below insurance requirements individually. It shall continue to be the DCP - Alum Rock/Across the Bridge Foundation's responsibility, not the SCCOE's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

The DCP - Alum Rock/Across the Bridge Foundation shall purchase and maintain in full force and effect at all times during the term of this MOU and/or its Charter insurance in amounts and types and subject to the terms approved by the SCCOE's risk manager and as specified below. The DCP - Alum Rock/Across the Bridge Foundation's obligations to acquire and maintain insurance as provided in this section of the MOU shall survive the revocation, expiration, termination, or cancellation of this MOU or the Charter or any other act or event that would end the DCP - Alum Rock/Across the Bridge Foundation's right to operate as a charter school pursuant to its Charter or cause the DCP - Alum Rock/Across the Bridge Foundation to cease operations until the DCP - Alum Rock/Across the Bridge Foundation has fully complied with the Closure Protocol set forth in its Charter and/or this MOU and any additional closure procedures required by law or regulation.

Without limiting this MOU or the Charter and/or the defense, indemnity, and hold-harmless obligations of the DCP - Alum Rock/Across the Bridge Foundation, throughout the life of the Charter, the DCP - Alum Rock/Across the Bridge Foundation shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than \$1,000,000 per occurrence and \$5,000,000 in the aggregate. This coverage will be on an occurrence basis. Additionally, Excess Liability coverage shall be procured in the amount of \$12,000,000 per occurrence.

- A. General Liability Insurance Endorsement Negligence Related to **Sexual Abuse or Molestation** providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of \$12,000,000 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.
- B. General Liability Insurance Endorsement Negligence Related to **Corporal Punishment** providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment. Such coverage shall

provide for defense with liability coverage of \$12,000,000 per occurrence. Such insurance must include coverage for corporal punishment perpetrated by a student in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than \$ 1,000,000 per occurrence and \$1,000,000 in the aggregate.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of the DCP - Alum Rock/Across the Bridge Foundation. If any SCCOE property is leased, rented or borrowed, it shall also be insured by the DCP - Alum Rock/Across the Bridge Foundation in the same manner as (a), (b), and (c) above.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$5,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

ERRORS AND OMISSIONS insurance and/or coverage providing coverage for educators' legal liability and error and omissions in an amount not less than \$1,000,000 per "claim" with an aggregate policy limit of \$12,000,000.

FIDELITY BOND coverage shall be maintained by the DCP - Alum Rock/Across the Bridge Foundation to cover all DCP - Alum Rock/Across the Bridge Foundation employees who handle, process or otherwise have responsibility for DCP - Alum Rock/Across the Bridge Foundation funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence.

All of the insurance and/or coverage required by the foregoing provisions of this MOU shall: (a) be endorsed to name the SCCOE, the SCCBOE, the County Superintendent, SCCBOE members, officers, SCCBOE or Superintendent appointed groups, committees, boards, and any other SCCBOE or Superintendent appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "SCCOE and the SCCOE Personnel") as additional insureds; (b) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the SCCOE and/or by the SCCOE Personnel shall be in excess of the DCP - Alum Rock/Across the Bridge Foundation's insurance and/or coverage required by the foregoing provisions of this MOU and shall not contribute with the primary insurance and/or coverage to be provided by the DCP - Alum Rock/Across the Bridge Foundation; (c) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (d) shall apply separately to each insured against

whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this MOU shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the SCCOE by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the SCCOE by the insurer, the DCP - Alum Rock/Across the Bridge Foundation shall also provide the SCCOE with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this MOU. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this MOU is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, the DCP - Alum Rock/Across the Bridge Foundation shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the SCCOE's option.

The acceptance by the SCCOE of the insurance and/or coverage required by the foregoing provisions of this MOU shall in no way limit the liability or responsibility of the DCP - Alum Rock/Across the Bridge Foundation or of any insurer or joint powers authority to the SCCOE.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this MOU shall be endorsed to state that all rights of subrogation against the SCCOE and/or the SCCOE Personnel are waived.

VERIFICATION OF COVERAGE

The DCP - Alum Rock/Across the Bridge Foundation shall provide to the SCCOE duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this MOU, including all declarations, forms, and endorsements, which shall be received and approved by the SCCOE risk manager within thirty (30) days of the approval of this MOU and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the SCCOE for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of the DCP - Alum Rock/Across the Bridge Foundation to defend, indemnify, and hold harmless the SCCOE and the SCCOE Personnel.

DEDUCTIBLES AND LIMITS OF LIABILITY

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this MOU shall not reduce or limit the

obligation(s) of the DCP - Alum Rock/Across the Bridge Foundation to defend, indemnify, and hold harmless the SCCOE and the SCCOE Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this MOU shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this MOU must be declared to and approved by the SCCOE.

The DCP - Alum Rock/Across the Bridge Foundation shall promptly respond to all inquiries from the SCCOE regarding any claims against the DCP - Alum Rock/Across the Bridge Foundation and/or any obligation of the DCP - Alum Rock/Across the Bridge Foundation under the foregoing provisions of this MOU.

16. Indemnification

To the fullest extent permitted by law, the DCP - Alum Rock/Across the Bridge Foundation agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to SCCOE and hold harmless the SCCOE, the SCCBOE, the County Superintendent and each of their members, officers, SCCBOE appointed groups, committees, boards, and any other SCCBOE or Superintendent appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of the DCP - Alum Rock/Across the Bridge Foundation, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other DCP - Alum Rock/Across the Bridge Foundation appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of the DCP - Alum Rock/Across the Bridge Foundation in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this MOU and/or in any way related to the operation or operations of the DCP - Alum Rock/Across the Bridge Foundation or of any other facility, program, or activity, including but not limited to DCP - Alum Rock/Across the Bridge Foundation's compliance with all requirements of state and federal law relative to the provision of services to students with special needs and free appropriate public education.

The obligations of the DCP - Alum Rock/Across the Bridge Foundation to defend the SCCOE and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate the DCP - Alum Rock/Across the Bridge Foundation to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court

of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of the DCP - Alum Rock/Across the Bridge Foundation shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitee(s).

The DCP - Alum Rock/Across the Bridge Foundation further specifies that its indemnification, defense, and hold harmless obligations pursuant to this MOU extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

The DCP - Alum Rock/Across the Bridge Foundation's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this MOU or the Charter School's Charter or any other act or event that would end the DCP - Alum Rock/Across the Bridge Foundation's right to operate as a charter school pursuant to its Charter or cause the DCP - Alum Rock/Across the Bridge Foundation to cease operations.

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 the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law.

The DCP - Alum Rock/Across the Bridge Foundation shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the SCCOE proof of its federal and state tax exempt status on or before July 1 following approval of this MOU and shall maintain its tax exempt status throughout the term of the Charter and this MOU. Nothing in this paragraph shall serve to reduce or excuse the DCP - Alum Rock/Across the Bridge Foundation's obligations to obtain and maintain the insurance required by this MOU and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this MOU.

17. Litigation

The Charter School shall notify the SCCOE of any litigation or legal action taken by any party against the Charter School or any employee, including any Special Education complaint, or due process hearing within 30 calendar days of the Charter School's receiving said notice.

18. School Name

The Charter School shall be known as **Downtown College Prep – Alum Rock**. The Charter School may not change its name, nor operate under any other name, without the prior express written approval of the SCCOE.

19. Free Schools

The Charter School shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, Section 350, in all aspects of the Charter School program. Under no circumstances shall any student be adversely impacted, in any manner, in admission, registration, offers of course credit or

educational activities for financial reasons, including without limitation a failure to make a financial contribution of any kind or for failure to make donations of goods or services, including in-kind or volunteer services, to the Charter School, nor shall any course credit or privileges related to Charter School education activities be provided in exchange for money or donations of goods or services, including in-kind and/or volunteer services. Any and all volunteer policies, documents, or other communications requesting or encouraging parents/guardians to volunteer shall clearly specify that any such volunteering is purely optional and not required as a condition of admission, continued enrollment, or any other privilege offered by the Charter School. Any complaints alleging unlawful pupil fees shall be processed by the Charter School in accordance with Education Code Section 49013 and the Uniform Complaint Procedures.

20. Dismissal from Charter School; Student Suspension and Expulsion

Compliance with the procedures for expulsion set forth in the Charter shall be the only processes for the Charter School to involuntarily dismiss, remove, or otherwise exclude a student who attends the Charter School from further attendance at the Charter School for any reason, including but not limited to, disciplinary and academic causes. Revisions to the causes or procedures for suspension or expulsion beyond those necessary to comport with current laws as applicable to charter schools or to reflect changes in Education Code Section 48900 *et seq.* shall constitute a material revision to the Charter.

Students expelled from any school for the offenses listed in Education Code Section 48915(a) or 48915(c) shall not be permitted to enroll in the Charter School during the period of their expulsion. The Charter School may rely on CALPADS to make this determination.

The Charter specifies that DCP – Alum Rock shall immediately notify SCCOE's Special Education Department and coordinate the procedures for disciplining any student with a disability who is suspended for more than 10 days in a school year.

21. Transportation

Transportation to and from school is the sole responsibility of the families who choose to attend the Charter School, except as voluntarily offered by the Charter School or as required by law, including, but not necessarily limited to, the IDEA and the McKinney-Vento Homeless Education Assistance Act.

22. Closure Procedures

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

- A. Charter School shall identify an entity and person(s) responsible for closure-related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
- B. The Charter School Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.
- C. Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days. .
- D. Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.
- E. On closure, Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- F. This notice to the parents and students will be provided within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.
- G. Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. Charter School will ask the SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If the SCCOE will not or cannot do so, Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.
- H. Within six months after the closure of the school, the Charter School's independent audit shall be completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than the required deadline for reporting the fiscal

year, and provide the audit report to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of Charter School and not the SCCOE. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused restricted monies at the time of the audit will be returned to the appropriate funding source.

- I. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
- J. In addition to the final audit, Charter School shall also submit any required year-end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to another Across the Bridge Foundation school within Santa Clara County or if there are no other Across the Bridge Foundation schools in Santa Clara County to a California public school or school district, which identity shall to be determined by mutual agreement between Across the Bridge Foundation and SCCOE. Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

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

This Closure Protocol and the Closure Protocol set forth in the Charter shall survive the

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

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

23. Business and Operations Management

The Charter School shall at all times operate as a distinct and separate LEA and shall maintain its own set of financial records, distinct from any other school(s) that may be operated by or related to the Charter School and/or the Across the Bridge Foundation corporation or any other related entity including, but not limited to, any existing charter schools or additional or new charter schools that may be approved after the effective date of this MOU. The Charter School shall maintain its own separate and distinct financial records and account code(s) (i.e. Site Code). At all times the Charter School shall submit financial reports for the Charter School as a distinct LEA and have audits performed on the financial statements of the Charter School. The Charter School shall submit to SCCOE its Financial Policies and Procedures governing its operations. The Charter School shall submit to SCCOE all changes made to its Financial Policies and Procedures.

In areas where overlap in purchasing or resource allocation might occur between the Charter School and any other school(s) or entities that might be operated by or associated with the DCP - Alum Rock and/or Across the Bridge Foundation or any other related entity, the Charter School's Financial Policies and Procedures shall describe how allocations will occur between distinct LEAs and entities. In no event shall the Charter School develop or revise its Financial Policies and Procedures or its practices in any manner which would be inconsistent or in conflict with the terms of its Charter and/or this MOU or other agreement between the Charter School and the SCCOE. The Financial Policies and Procedures shall specify whether there will be shared costs, resources, services, staff, etc., and the methodology that will be used to ensure a fair and appropriate distribution of services and costs. The Financial Policies and Procedures shall include a means of ensuring that all funds generated by and attributable to the Charter School authorized pursuant to the Charter will be maintained and expended for the educational benefit of the students at this Charter School.

Should Across the Bridge Foundation or any other related entity obtain approval of or otherwise open another charter school or any other entity in addition to the Charter School authorized pursuant to the Charter, any shared costs shall be clearly accounted for in the Charter School's financial records and reviewed as part of Charter School's annual fiscal audit.

24. Term and Renewal

The Charter School may submit a request for renewal of its Charter between September 1, 2020 and January 31, 2021, unless otherwise agreed with the SCCOE, which timing the parties agree will provide adequate information regarding the Charter School's performance during the current term, specifically including increases in pupil academic achievement, while also providing adequate time for the consideration of and action on the renewal request. In no event shall the Charter School submit its request for renewal of its Charter at any time prior to the fiscal year in which the Charter's current term expires unless the County Superintendent or designee explicitly agrees to such early submission due to unusual circumstances. The Charter School understands and agrees that only after all renewal documentation, specifically including formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not created internally by the Charter School) and the documents specified below, has been submitted to the SCCOE Charter Schools Department, receipt of the Charter renewal will be placed on the next regular SCCBOE meeting agenda for which meeting the agenda deadline has not passed, and such receipt by the SCCBOE shall commence the timelines for action on the renewal request. Charter School further acknowledges that SCCBOE deadlines are generally at least three weeks prior to the SCCBOE meeting, and understands that receipt of the renewal request will be placed on a SCCBOE agenda in accordance with the SCCOE's normal agenda deadline requirements, and the Charter School may obtain specific agenda deadline information promptly from the County Superintendent or designee prior to submittal.

Any renewal request shall include all of the following materials:

1. At least 1 hard copy (in notebooks or otherwise bound) of the entire renewal Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;
2. A redline comparing the renewal Charter to the current Charter included in the notebook;
3. An electronic (Word) version of both the clean and redline versions of the renewal Charter.

The renewal process shall be governed by the provisions of Education Code Sections 47605 and 47607 and California Code of Regulations, Title 5, Section 11966.4, or the provisions of law that may supersede, modify, amend, or succeed that provision. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

The Charter School is encouraged to consult with the SCCOE Charter Schools Department, and SCCOE is encouraged to timely and cooperatively reply, regarding submittal of a draft of the renewal request prior to the formal submittal of any renewal request in order to provide additional time for SCCOE review and comment, and for the parties to work cooperatively on any outstanding issues relative to the Charter School's operations or the Charter document. Any review of or comment on the proposed renewal Charter prior to the formal submittal will be at the SCCOE's sole discretion.

The SCCBOE delegates to the Superintendent or designee and the Charter School Board delegates to the Executive Director or designee authority to extend the timelines in this MOU,

the Charter, law, or applicable regulation for consideration or action on material revisions and/or renewal of the Charter.

25. Debts and Obligations

The Charter School shall be solely responsible for all costs and expenses related to the Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

The Charter School shall have no authority to enter contracts for or on behalf of the SCCOE. Any contracts, purchase orders, or other documents to which SCCOE is not a party and/or which are not approved or ratified by the SCCBOE or County Superintendent as required by law, shall be unenforceable against the SCCOE and shall be the Charter School's sole responsibility.

The Charter School shall include a term in any agreements/contracts it enters into with any vendors and other entities and individuals outside of SCCOE that the obligations of the Charter School under such agreement or contract are solely the responsibility of the Charter School and are not the responsibility of any of its authorizers and are not enforceable against any of its authorizers, which include but are not limited to SCCOE.

26. Independent Entity

The Charter School and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this MOU and the Charter as a wholly independent entity. The Charter School and the SCCOE shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The SCCOE shall not be liable for the actions or liabilities of Charter School.

27. Compliance with Laws

The Charter School agrees to comply at all times with laws which generally apply to public agencies and to comply with federal or state laws (which may be amended from time to time), including but not limited to the following:

- The Brown Act (Cal. Gov. Code, § 54950 *et seq.*);
- The Public Records Act (Cal. Gov. Code, § 6250 *et seq.*);
- State conflict of interest laws: the Political Reform Act (Gov. Code, § 87100 *et seq.*; Gov. Code, § 1090 *et seq.*; Gov. Code § 1126);
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164 *et seq.*);
- The Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq.*);
- The Americans with Disabilities Acts (42 U.S.C. § 12101 *et seq.*);
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;

- The California Fair Employment and Housing Act ("FEHA") Cal. Gov. Code, § 12900 *et seq.*);
- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 794 *et seq.*);
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 *et seq.*);
- The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g *et seq.*); and
- The Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

IX. CONSTRUCTION AND SEVERABILITY

A. Amendments

This agreement may be amended or modified, in whole or in part, only by a negotiated, signed, written agreement executed by a duly authorized representative of SCCOE and the Charter School. In the event that any applicable law mentioned herein is amended or modified by legislative action, administrative interpretation and/or otherwise to allow the Charter School greater flexibility in its operations and/or obligations, the Parties may amend this MOU by mutual written agreement.

B. Interpretation; Severability

The terms of this MOU shall be construed in accordance with the meaning of the language used and shall not be construed for or against either party by reason of the authorship of this MOU or any other rule of construction which might otherwise apply. The section headings are for purposes of convenience only, and shall not be construed to limit or extend the meaning of this MOU. If any provision or any part of this MOU is, for any reason, held to be invalid or unenforceable or contrary to law, statute and/or ordinance, such provision shall be severed and shall be inoperative, and, provided that the fundamental terms and conditions of this MOU remain legal and enforceable, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

C. Notifications

All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

To the Superintendent at:
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, California 95131

To the Charter School at:
Jennifer Andaluz, Executive Director
Downtown College Prep – Alum Rock
1400 Parkmoor Ave., Ste. 206
San Jose, California 95126

X. NOTICE OF VIOLATION, OPPORTUNITY TO REMEDY AND REVOCATION

SCCOE may provide notice of violation, opportunity to remedy, and revoke the Charter as set forth in Education Code §47607 and its implementing Regulations.

This MOU shall be interpreted and applied in concert with the Charter, though in the case of a conflict the provisions of this MOU shall prevail. The Charter and this MOU contain the entire agreement of the parties with respect to the matters covered hereby, and supersede any oral or written understandings, agreement or agreements between the parties with respect to the subject matter of the Charter and this MOU. No person or party is authorized to make any representation or warranties except as set forth in the Charter or this MOU, and no agreement, statement, representation or promise by any party hereto which is not contained in the Charter or this MOU shall be valid or binding. The parties further recognize that this MOU shall only be modified in writing by the mutual agreement of the parties.

IN WITNESS WHEREOF, the parties to this MOU have duly executed it on the day and year set forth below:

By:  Date: 8/15/17
Authorized SCCOE Signature

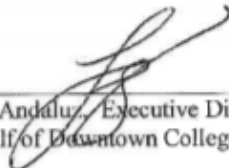
By:  Date: 8/16/2017
Jennifer Andaluz, Executive Director
On Behalf of Downtown College Prep – Alum Rock and Across the Bridge Foundation

EXHIBIT 1

Downtown College Prep. Financial Reporting Fiscal Year Timeline		
Report Requirement	Due Date	Description
Monthly Financial Reports	By the 20th day of the month for the	Monthly reports submitted to SCCOE
		1. Complete bank and investment statements, if funds are not held by the Santa Clara County Treasurer.
		2. Reconciliation report of the monthly bank and investment statements.
		3. Financial system generated balance sheet.
		4. If cash demands for next 12 months cannot be met, submit a Monthly Cash Flow Projection for the upcoming 12 months.
Adopted Annual Budget	July 1	Adopted Budget for the new fiscal year submitted to SCCOE
		1. Excel File of Alternative Form
		2. Cash Flow
		3. Assumptions
		4. PDF or hard copy of Alternative Form w/ signed certification
		5. LCFF calculator
Proof of Insurance	July 1	Provide certificates for new school year (or when insurance is renewed)
		1. Certificate of General Liability which includes, or has a rider for, sexual abuse and child molestation
		2. Additional Insured Endorsement naming SCCOE
PENSEC Report	July 15	New/Significantly expanding Charter schools are required to submit
		1. Submit PENSEC Report electronically to the CDE
		2. Send a copy of PENSEC Data Certification with original, wet signature and hard copy of the report to the SCCOE
		3. Mail or hand deliver to the SCCOE
Actual Enrollment or "in-seat" Report	September 15	Actual Enrollment or "in-seat" counts by grade span
		Required of all County approved charter schools for internal reporting. This is separate from the 20-Day attendance report mentioned above.
20 Day Attendance Report <i>Only if submitted PENSEC Report</i>	October 15	The following can be either mailed or delivered to SCCOE:
		1. A copy of 20 Day Attendance report with original, wet signature.
First Interim Report	December 15	First Interim Report for current year submitted to SCCOE. This report contains actuals as of
		1. Excel File of Alternative Form
		2. Cash Flow
		3. Assumptions
		4. PDF or hard copy of Alternative Form w/ signed certification
		5. LCFF calculator
Second Interim Report	March 15	Second Interim Report for current year submitted to SCCOE. This report contains actuals as of January
		1. Excel File of Alternative Form
		2. Cash Flow
		3. Assumptions
		4. PDF or hard copy of Alternative Form w/ signed certification
		5. LCFF calculator
Final Unaudited Actuals	September 15	Final Unaudited Actuals Financial Report submitted to the SCCOE.
		1. Excel File of Alternative Form
		2. PDF or hard copy of Alternative Form w/ signed certification
Final Audit Report	December 15	Audit Report for prior fiscal year submitted to SCCOE, CDE, and State Controller's Office (SCO).

Marko Mosunic
Financial Administrator
Charter Schools Office
1290 Ridder Park Drive, MC 243
San Jose, CA
Marko.Mosunic@sccoe.org
408(453)3609

Christina Carbone
Financial Administrator
Charter Schools Office
1290 Ridder Park Drive, MC 243
San Jose, CA
Christina.Carbone@sccoe.org
408(453)3604

Charter School Attendance Reports Fiscal Year Timeline	
Attendance Reports submitted to: Angela Lopez - Accounts Internal Business Services - SCCOE marko.mosunic@sccoe.org 1290 Ridder Park Drive MC 243 San Jose, CA 95131 Reports can be faxed to (408) 453-4720.	
Report Requirement	Due Date
Monthly Attendance Reports	By the 15th day of the month for the prior month.
P-1	January 26th
P-2	April 20th
P-Annual	July 26th

4.5 Procedures Related to Student Enrollment when Student has an IEP

When a student with an IEP enrolls to DCP- When a student with an IEP enrolls at DCP, DCP must submit a Student Data Form/ MIS Information sheet, birth certificate, along with the student's current IEP to the Education Program Analyst at San Clara County Office of Education. Upon submission of these documents, the student is added to the DCP caseload on SIRAS (IEP Information System), and serves as official notice of the enrollment of a student with an IEP to the San Clara County Office of Education.

When a student with an IEP becomes eligible for special education services at DCP- When a student is referred for initial assessment for special education services, DCP must submit a Student Data Form/ MIS Information sheet and birth certificate to the Education Program Analyst at San Clara County Office of Education. DCP must also include the county appointed psychologist on all initial assessments. Upon submission of these documents to Education Program Analyst, the student is added to the DCP caseload on SIRAS (IEP Information System), and serves as official notice of the students initial assessment at DCP to the San Clara County Office of Education.

When a student with an IEP leaves DCP- When a student with an IEP disenrolls or exits the special education program at DCP, DCP must submit a Student Data Form/ MIS Information sheet, along with the student's last day of enrollment at the school to the Education Program Analyst at San Clara County Office of Education. Upon submission of this information, the student is removed from DCPs caseload on SIRAS (IEP Information System), and serves as official notice of disenrollment from DCP to the San Clara County Office of Education.

NAME: _____ SSID: _____

STUDENT DATA FORM (SELPA / MIS Information)

☐ New/Initial / Start Date _____ ☐ Update _____ ☐ Exit _____

NAME OF SCHOOL: _____

GENERAL INFORMATION

LAST NAME: _____	FIRST NAME _____
Date of Birth: _____	SEX _____ Grade: _____
Parent: _____	
Address: _____	City _____ Zip _____
PLACE OF BIRTH: _____ (Country/ State/City)	

PLACEMENT INFORMATION:

Ethnic Background _____	Disability: (Circle one) AUT MR OI Basic
Language: _____ English only _____ English Learner _____ Bilingual _____ Primary Language _____	
Home School: _____	District: _____
Current IEP: _____	Next IEP _____ Current TRI _____ Next TRI: _____
Lunch Information: <input type="radio"/> Free <input type="radio"/> Reduced	

SERVICES INFORMATION

Add/Drop (Circle one)	DIS Services	Specialist/Teacher	Frequency	Minutes/Week
Add Drop				
Add Drop				

GROUP HOME INFORMATION:

Group Home _____	License # _____
Address: _____	
Contact Person: _____	Phone: _____

EXIT INFORMATION: (Please send/Fax the day student will be exited from the school)

EXIT DATE _____	EXIT REASON _____
-----------------	-------------------

Submitted by: _____

Teacher _____ Site _____ Date Submitted _____

Appendix 5- Professional Development and Evaluation



5.1 DCP Teacher Evaluation

5.2 DCP Non-Teacher Evaluation

5.3 Examples of Professional Development Agendas for Various Roles

5.4 Sample Calibration Exercise for Principals

5.5 DCP Teacher Compensation Model

5.1 DCP Teacher Evaluation

TEACHER PERFORMANCE EVALUATION

DCP uses a modification of the Danielson **Framework for Teaching and Learning** as a common instructional model across all content areas, detailing research-based best practices that support student learning. Teachers establish professional learning goals within the framework, and utilize the framework to improve their practice and outcomes from students. Instructional coaches engage teachers in cycles of inquiry based on the Framework for Teaching and Learning, and administrators evaluate teachers using this same tool.

Instructional Model - The Framework for Teaching and Learning

DCP modified Charlotte Danielson's Framework for Teaching for both coaching and evaluation in the 2014-2015 school year. Many frameworks articulating quality instruction overlook issues of equity and access in their domains, and yet these characteristics are important values to teachers working with the most underserved students. The DCP Framework for Teaching and Learning addresses the issue of quality instruction through the lens of equity and access, which are at the heart of the DCP mission. The model at the highest level of implementation on the teaching and learning continuum, for example, is one where student ownership exists in all aspects of the classroom experience - from students ensuring a respectful environment, to students self-monitoring their own learning progress.

Additional factors that make the Framework for Teaching and Learning a powerful tool include that it:

- Is a comprehensive description of what teachers "do"
- Is based on a large body of educational research
- Excludes the "gotcha factor"
- Allows for all types of teaching situations
- Recognizes and respects the complexity of teaching captured with a clear set of themes
- Provides a common language among professionals
- Creates a forum for discussion about teaching, collaboration
- Encourages teacher self-reflection & evaluation
- Provides versatility for all levels of expertise & experience

As a result of this Framework, all teachers at DCP are mentored, coached, and evaluated using a consistent reflective tool. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility and illustrated on the following page:

DCP Framework

DCP FRAMEWORK FOR TEACHING & LEARNING



DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none">Content and structure - Prerequisite relationships - DCP core pedagogical beliefs, instructional approaches, and strategic priorities 1b Demonstrating Knowledge of Students' Emotional, Cognitive, and Behavioral Needs <ul style="list-style-type: none">Child and adolescent development - Student skills, knowledge, and language proficiency - Student interests, multiple identities and histories - Student special needs - Student college-going mindsets 1c Setting Instructional Outcomes <ul style="list-style-type: none">Values, sequences, and alignment - Clarity - Balance - Suitability for diverse learners 1d Demonstrating Knowledge of Resources <ul style="list-style-type: none">Knowledge of resources - Knowledge of DCP pedagogical beliefs and instructional approaches 1e Designing Coherent Instruction <ul style="list-style-type: none">Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure - Emotional, behavioral and cognitive needs 1f Designing Student Assessments <ul style="list-style-type: none">Congruence with instructional outcomes - Criteria and standards - Design of assessments - Use for planning	DOMAIN 2: The Classroom Environment – Emotional and Behavioral Engagement 2a Creating an Environment of Mutual Respect, Trust and Rapport <ul style="list-style-type: none">Teacher interactions with students – verbal and nonverbal – Student to student interactions – Verbal and non-verbal – Equity 2b Establishing a Joyful Culture for Learning <ul style="list-style-type: none">Importance of content and of learning – Expectations for learning and achievement – Student pride and joy in work 2c Managing Classroom Procedures <ul style="list-style-type: none">Instructional groups - Transitions - Materials and supplies - Performance of classroom routine 2d Managing Student Behavior <ul style="list-style-type: none">Expectations - Monitoring of student behavior - Response to student behavior 2e Organizing Physical Space <ul style="list-style-type: none">Safety and accessibility - Arrangement of furniture and use of physical resources - Physical environment reflects curriculum and community
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching and Learning <ul style="list-style-type: none">Accuracy - Use in future teaching 4b Maintaining Accurate Records <ul style="list-style-type: none">Student completion of assignments - Student progress in learning - Non-instructional records 4c Communicating with Families <ul style="list-style-type: none">Awareness of family histories and assets - Engagement of families - Personalized engagement 4d Participating in a Professional Community <ul style="list-style-type: none">Relationships with colleagues - Involvement in a culture of professional inquiry - Participation in school and organizational projects 4e Growing and Developing Professionally <ul style="list-style-type: none">Enhancement of content knowledge and pedagogical skill - Service to the profession - Receptivity to feedback from colleagues, families and students - Alignment with DCP Operating Principles, Pedagogical Beliefs and Strategic Priorities 4f Showing Professionalism <ul style="list-style-type: none">Integrity and ethical conduct - Service to students in the college completion journey - Advocacy - Decision making - Modeling DCP Operating Principles	DOMAIN 3: Instruction – Cognitive Engagement 3a Communicating with Students <ul style="list-style-type: none">Expectations for learning - Directions for activities - Explorations of content - Use of oral and written language 3b Using Questioning and Discussion Techniques <ul style="list-style-type: none">Quality of questions/prompts - Discussion techniques - Student participation and equity of voice 3c Engaging Students in Learning <ul style="list-style-type: none">Learning tasks and activities - Structure and pacing - Grouping of students - Progression of learning 3d Using Assessment in Instruction <ul style="list-style-type: none">Monitoring of student learning - Assessment criteria - Feedback to students - Student self-assessment and monitoring of students 3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none">Lesson adjustment - Response to students - Persistence - Balancing responsiveness with meeting learning goals

September 2020

Adapted from Charlotte-Mecklenburg's Framework for Teaching

Teachers new to DCP are provided with an overview of the DCP Framework in professional development sessions at the beginning of the year, and engage with the rest of the staff throughout the year in focused sessions around specific aspects of the framework in an attempt to regularly self-assess practice and set next steps towards individual professional goals. However, the majority of teacher professional development with respect to the DCP Framework takes place through ongoing coaching sessions with administrators and instructional coaches. DCP currently uses TeachBoost, an online platform that facilitates evidence-based coaching conversations tied to the Framework. The use of this framework during formal and informal classroom observations provides data to inform professional development and support teachers in becoming more effective practitioners when planning and preparing, delivering instruction, and orchestrating the classroom environment. At the beginning of the year the site Administrators work with all teachers to develop Individual Professional Development Plans based on the DCP Framework for Teaching and Learning. It is the role of the site Administrators to ensure that each teacher receives observation and coaching support on a one-on-one basis either by the Principal, Assistant Principal, Induction Coach, or Instructional Coach. The expectation at DCP is that teachers are observed and provided bite-sized feedback at least twice a month during coaching sessions.

Teachers and staff are encouraged to collaborate with their manager or other managers regarding interested areas of individual growth and leadership. That said, it is the responsibility of managers to support and encourage growth and development, identify new opportunities to learn, and set reasonable expectations for staff regarding development.

During the formal evaluation process for the year, teachers engage with their administrators/managers in the following sessions:

- **Pre-Observation Conference** - This highly collaborative session provides an opportunity for the teacher to review the current unit and a sample lesson with the administrator, who can offer extra guidance if needed.
- **Formal Classroom Observation** - Formal observations are a minimum of 45 minutes in length. The administrator is responsible for collecting verbal and nonverbal evidence of teacher and student actions and interactions. The evidence is tagged to the DCP Framework for Teaching and Learning components in preparation for the debrief that takes place during the post-observation conference.
- **Post-Observation Conference** - This session focuses on debriefing the observed lesson by reflecting on both evidence collected by the administrator and additional data that the teacher shares. The post-observation conference ends with suggestions for improving teacher practice and a revised professional learning plan.
- **Mid-Year Summative Evaluation Conference** - This mid-year summative evaluation conference follows a formal evaluation cycle and allows administrators to share an interim performance rating. It includes evidence from all four Domains under the DCP Framework for Teaching and Learning included in evaluation.
- **End-of-Year Summative Evaluation Conference** - The EOY Evaluation Summary provides the perfect opportunity for a teacher and administrator to reflect on his/her practice for the year and the impact it has had on students. It allows a teacher and evaluator to determine final ratings based on all the evidence gathered for the year (including artifacts provided by the teacher) and gives them a chance to make decisions about goals for the following school year. The EOY Evaluation Summary includes data for all three measures: **teacher performance**, **student performance** and **student voice**.
 - **Student Performance** data is collected throughout the year during the coaching sessions that target the analysis of student work, which allows the administrator/coach to learn about a teacher's ability to reflect and make instructional decisions based on student data before them.
 - **Student Voice** data is based on the results of an anonymous survey conducted twice a year by all students, to analyze both class culture and instructional topics. DCP currently uses Feedback for Teachers as its survey instrument and is piloting YouthTruth surveys.

Goals become the foundation for formative evaluations through regular and ongoing observations, meetings and professional development that occur throughout the school year. Classroom observations lead to coaching opportunities, modeling, evidence and reflection. Data gathered in the process helps inform coaching support to teachers and is also used to gather evidence for the summative evaluation process. Teachers also have the opportunity to observe each other as part of peer observation with the goal of providing mutual positive feedback and opportunities for reflection on individual teaching practice. During formal evaluation cycles and summative evaluations, teachers receive evidence-based ratings on the DCP Framework for Teaching and Learning.

DCP Framework for Teaching & Learning

Domain 1: Planning and Preparation



Component	Ineffective	Developing	Effective	Highly Effective
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content & structure • Prerequisite relationships • DCP core pedagogical beliefs, instructional approaches, and strategic priorities 	<p>In planning, the teacher makes significant content errors that would interfere with student learning.</p> <p>The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of DCP pedagogical beliefs and instructional approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another.</p> <p>The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans show evidence of partial alignment to DCP pedagogical beliefs, instructional approaches, strategic priorities and to student needs.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans show evidence of familiarity with a wide range of effective DCP pedagogical beliefs, instructional approaches, strategic priorities and with student needs.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.</p> <p>The teacher's plans show evidence of familiarity with a wide range of DCP pedagogical beliefs and instructional approaches in the discipline and the ability to anticipate student needs.</p>
1b Demonstrating Knowledge of Students' Emotional, Cognitive, and Behavioral Needs <ul style="list-style-type: none"> • Child & Adolescent development • Student skills, knowledge, and language proficiency • Student interests, multiple identities and histories • Student special needs • Student college-going mindsets 	<p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, interests, multiple identities, histories and college-going mindsets—and does not indicate that such knowledge is valuable.</p> <p>There is little or no evidence of culturally relevant content/activities. The teacher shows a lack of understanding in regard to the mythologies and pathologies that may marginalize and disenfranchise the communities/families they serve.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, interests, multiple identities, histories, and college-going mindsets, yet may apply this knowledge not to individual students but to the class as a whole.</p> <p>The teacher inconsistently demonstrates understanding of culturally relevant content/activities. The teacher inconsistently demonstrates an understanding of the mythologies and pathologies that may marginalize and disenfranchise the communities/families they serve.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, interests, multiple identities, histories and college-going mindsets</p> <p>The teacher consistently demonstrates understanding of culturally relevant content/activities. The teacher demonstrates an understanding of the mythologies and pathologies that may marginalize and disenfranchise the communities/families they serve.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, interests, multiple identities, histories and college-going mindsets</p> <p>The teacher consistently demonstrates understanding of culturally relevant content/activities. The teacher demonstrates a strong understanding of mythologies and pathologies that may marginalize and disenfranchise the communities/families they serve.</p>

Last Revision: September 2016

Adapted from Charlotte Danielson's Framework for Teaching

DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
1c Setting Instructional Outcomes <ul style="list-style-type: none"> Value, sequence & alignment Clarity Balance Suitability for diverse students 	<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p> <p>There is no evidence that the teacher uses learning progressions to sequence and align the instructional outcomes.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p> <p>The teacher inconsistently uses learning progressions to sequence and align the instructional outcomes.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p> <p>The teacher regularly uses learning progressions to sequence and align the instructional outcomes.</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for groups and individual students.</p> <p>The teacher consistently uses learning progressions to sequence and align the instructional outcomes.</p>
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> Knowledge of resources Extending knowledge of DCP pedagogical beliefs and instructional approaches 	<p>The teacher is unaware of resources to assist student learning beyond materials provided by DCP, nor is the teacher aware of resources for expanding one's own professional skill.</p>	<p>The teacher seeks out resources beyond those provided by DCP for classroom use that are partially aligned to DCP pedagogical beliefs, instructional approaches, and student needs.</p>	<p>The teacher utilizes resources beyond those provided by DCP for classroom use that are aligned to DCP pedagogical beliefs, instructional approaches, and student needs (e.g., culturally responsive materials).</p>	<p>The teacher utilizes resources beyond those provided by DCP for classroom use that are aligned to DCP pedagogical beliefs, instructional approaches, and student needs (e.g., culturally responsive materials).</p> <p>Teacher extends DCP knowledge base of instructional approaches to meet student needs.</p>

Last Revision: September 2016

Adapted from Charlotte Danielson's *Framework for Teaching*

DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
1e Designing Coherent Instruction <ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure Emotional, behavioral, cognitive needs 	<p>Learning activities are poorly aligned with the instructional outcomes, have unrealistic time expectations, do not follow an organized learning progression, are not designed to engage students cognitively, emotionally, and/or behaviorally. There is little evidence of planning to differentiate for student groups or individual learners.</p> <p>Teacher plans for little or no time to give students feedback. Students are given little or no choice in their learning.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes, have reasonable time allocations, and follow a recognizable learning progression. Plans attempt to address one or more of students' emotional, behavioral, and/or cognitive needs, but with limited differentiation for student groups and/or individual learners.</p> <p>Teacher feedback is inconsistent. Students are given some choice in their learning.</p>	<p>Most of the learning activities and materials are aligned with the instructional outcomes, have reasonable time allocations, and follow a clear learning progression. Plans address students' emotional, behavioral, and/or cognitive needs, with frequent differentiation for students groups and individual learners.</p> <p>Teacher plans to give students feedback. Students have choice in their learning.</p>	<p>Learning activities and materials are aligned with the instructional outcomes, have reasonable time allocations, and follow a clear learning progression. Plans address students' emotional and behavioral needs, and reflect a high level of cognitive engagement. Plans are consistently differentiated for student groups and individual learners.</p> <p>Instructional groups are varied appropriately. There are many opportunities for student choice in their learning. Teacher plans to give frequent feedback, including peer-to-peer feedback.</p>
1f Designing Student Assessments <ul style="list-style-type: none"> Congruence with instructional outcomes Criteria and standards Design of assessments Use for planning 	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate a variety of assessments, including formative and summative, to assess learning at the lesson, unit, or course level.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear.</p> <p>The teacher has awareness that formative assessment drives daily instruction and sometimes plans formative assessments. Teacher is unsure of how to use formative assessment data. Summative assessments are often disconnected from real world applications.</p> <p>The teacher relies mainly on summative assessment data or infrequent assessments that do not allow for guiding daily instruction.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative and summative assessment to guide instruction. The teacher is aware of the importance of authentic summative assessments and designs them to approximate real world relevance.</p> <p>The teacher plans include a variety of ways for students to demonstrate understanding. The teacher uses assessment strategically at the lesson, unit, and course level.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan may contain evidence of student contribution to its development. Summative assessments reflect an alignment with real world relevance and application. Assessment methodologies have been adapted for individual students, as the need has arisen. Students may have choice in how they are assessed.</p> <p>The approach to using formative and summative assessment is well designed and includes student as well as teacher use of the assessment information.</p>

Lost Revision-September 2016

Adapted from Charlotte Danielson's Framework for Teaching

DCP Framework for Teaching & Learning

Domain 2: The Classroom Environment-Emotional and Behavioral Engagement

Component	Ineffective	Developing	Effective	Highly Effective
2a Creating an Environment of Mutual Respect, Trust and Rapport <ul style="list-style-type: none"> Teacher interactions with students – words and actions Student to student interactions – words and actions Equity 	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Student interactions are characterized by put-downs or conflict. The teacher does not deal with disrespectful behavior.</p> <p>There is no evidence in the patterns of classroom interactions both between teacher and students and among students that indicate a commitment to reversing the historical and social disadvantages that can prevent learners from accessing and benefiting from education on equal grounds.</p>	<p>The teacher attempts to affirm student identities, value their knowledge and experience, and expresses enthusiasm for working with them. There is sometimes a disconnect between what the teacher believes about students and student perceptions of teacher beliefs.</p> <p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p> <p>There is some evidence that the patterns of classroom interactions indicate an inconsistent commitment to reversing the historical and social disadvantages that can prevent learners from accessing and benefiting from education on equal grounds.</p>	<p>The teacher regularly affirms student identities, values their knowledge and experience, and expresses enthusiasm for working with them. The teacher also integrates the sharing of her own identity and experience with students into the curriculum.</p> <p>Teacher-student interactions reflect shared DCP values and demonstrate trust, caring and respect. Such interactions are appropriate to student identities. Interactions among students are polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. Students may be somewhat cautious about taking intellectual risks.</p> <p>Patterns of classroom interactions indicate a commitment to reversing the historical and social disadvantages that can prevent learners from accessing and benefiting from education on equal grounds.</p>	<p>The teacher regularly affirms student identities, values their knowledge and experience, and expresses enthusiasm for working with them. The teacher also integrates the sharing of her own identity and experience with students into the curriculum. Classroom interactions between the teacher and students and among students reflect shared DCP values and are highly respectful, reflecting genuine warmth, trust, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p> <p>Patterns of classroom interactions indicate a strong commitment to reversing the historical and social disadvantages that can prevent learners from accessing and benefiting from education on equal grounds.</p>

DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
2b Establishing a Joyful Culture for Learning <ul style="list-style-type: none"> Importance of the content and of learning Expectations for learning and achievement Student pride and joy in learning 	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work is neither expected nor valued. Medium to low expectations for student achievement are the norm.</p> <p>High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher is often focused on the cognitive engagement of the students at the expense of their emotional engagement. Students indicate that they are interested in the completion of a task rather than the quality of the work.</p> <p>The teacher acknowledges that success is the result of hard work, but sometimes conveys that it is due to natural ability.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance and joy of learning. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers.</p> <p>The teacher conveys high expectations for learning for all students and insists on hard work.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance and joy of learning. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers.</p> <p>The teacher conveys high expectations for learning for all students and insists on hard work.</p> <p>The joyous culture of learning in the class has a positive impact on the overall culture of learning of the school.</p>
2c Managing Classroom Procedures <ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Performance of classroom routines 	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, and/or handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, and/or handling of materials and supplies is consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>

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DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
2d Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student behavior 	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p> <p>Teacher responses replicate patterns of historical and social inequity and reflect a punitive approach to discipline.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>Teacher responses to misbehavior may replicate patterns of historical and social inequity and an inconsistent commitment to a restorative approach to discipline.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p> <p>Teacher responses avoid replicating patterns of historical and social inequity and reflect a commitment to a restorative approach to discipline.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p> <p>Teacher responses reflect a deep commitment to interrupting patterns of historical and social inequity and to a restorative approach to discipline.</p>
2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources • Physical environment reflects curriculum and community 	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p> <p>Environment does not reflect current teaching and learning. There is no reflection of students' identities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p> <p>Environment reflects little evidence of current teaching and learning. There is some reflection of students' identities including college-going mindsets, cultures and communities.</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p> <p>Environment reflects current teaching and learning. Teacher and students occasionally use resources in the environment to enhance teaching and learning. Student identities are reflected in the environment.</p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p> <p>Students and teacher actively engage with the environment to enhance their teaching and learning experience. Students' identities are fully integrated and celebrated.</p>

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Adapted from Charlotte Danielson's *Framework for Teaching*



DCP Framework for Teaching & Learning

Domain 3: Instruction - Cognitive Engagement

Component	Ineffective	Developing	Effective	Highly Effective
3a Communicating with Students <ul style="list-style-type: none"> Expectations for learning Directions for activities Explanations of content Use of oral and written language 	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage cognitively or to understand strategies they might use when working independently.</p> <p>The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled.</p> <p>The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student cognitive engagement.</p> <p>The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum. The directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>

DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> Quality of questions/prompts Discussion techniques Student participation and Equity of Voice 	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession, interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.</p> <p>Only a few students participate in the discussion.</p> <p>There is no evidence of opportunities for student participation that indicate a commitment to and understanding of varied cultural norms.</p>	<p>The teacher's questions lead students through a single path of inquiry or bias, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.</p> <p>The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p> <p>There are some opportunities for student participation that indicates limited understanding of varied cultural norms.</p>	<p>While the teacher may use some low-level questions, he/she/they poses questions designed to promote student thinking and understanding.</p> <p>The teacher fosters the development of genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> <p>There are many opportunities for student participation that indicate a commitment to and understanding of varied cultural norms.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advanced high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> <p>There are many opportunities for student participation that indicate a commitment to and understanding of varied cultural norms.</p>

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DCP Framework for Teaching & Learning



Component	Ineffective	Developing	Effective	Highly Effective
3c Engaging Students in Learning <ul style="list-style-type: none"> Learning Tasks and Activities Structure and Pacing Grouping of students Progression of Learning 	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible.</p> <p>The instructional block has no clearly defined structure, or the pacing is too slow or rushed.</p> <p>There is no purposeful grouping and/or the groupings of students are unsuitable to the learning activities.</p> <p>There is no evidence that the teacher or the students know the students' place on the learning progression.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The teacher may often overuse scaffolds.</p> <p>The instructional block has a recognizable structure; however, the pacing may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p> <p>The groupings of students are moderately suitable to the learning activities. Groupings are often unplanned and not based on student needs.</p> <p>There is little evidence that the teacher or the students know the students' place on the learning progression.</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active cognitive engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.</p> <p>The instructional block has a clearly defined structure, and the pacing is appropriate, providing most students the time needed to be cognitively engaged.</p> <p>The groupings of students are suitable to the learning activities. There is evidence of strategic small group and 1-1 instruction throughout the class period.</p> <p>Students and teachers know the students' place on the learning progression. Teaching is often designed to propel students forward on the progression.</p>	<p>Virtually all students are cognitively engaged in challenging content through well-designed learning tasks and activities that require complex thinking. The teacher provides scaffolding that supports student independence and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.</p> <p>The instructional block has a clearly defined structure, and the pacing provides students the time needed not only to cognitively engage with and reflect upon their learning but also to consolidate their understanding.</p> <p>Teacher and students engage in strategic small group and 1-1 instruction throughout the class period. The use of grouping contributes to effective learning outcomes.</p> <p>Students and teachers know the students' place on the learning progression and teaching is designed to propel students forward on the progression.</p>

Last Revision: September 2016

Adapted from Charlotte Danielson's Framework for Teaching

DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
3d Using Assessment in Instruction <ul style="list-style-type: none"> Monitoring of student learning Assessment criteria Feedback to students Student self-assessment and monitoring of progress 	<p>There is little or no monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not engage in self- or peer assessment.</p> <p>Students are not aware of their learning goals or their place on the learning progression</p>	<p>The teacher monitors student learning through formative and summative assessments for the class as a whole at the lesson, unit, and course level. Teacher inconsistently uses formative assessments to guide daily instruction.</p> <p>Feedback to students is general and does not consistently address what the students need to move forward. Few students assess their own work.</p> <p>Students are aware of their learning goals and their place on the learning progression, but there is little awareness by students or teacher as to how to move forward on the learning progression.</p>	<p>The teacher monitors student learning through formative and summative assessments for groups of students at the lesson, unit, and course level. Teacher consistently uses formative assessments to guide daily instruction.</p> <p>Teacher consistently gives most students feedback, and feedback is accurate, specific and mostly addresses what the students need to move forward. Some students engage in self-assessment.</p> <p>Students and teacher are aware of the students' learning goals and their place on the learning progression. Teacher is mostly aware of how to move students forward.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there may be some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of individual student learning.</p> <p>The teacher provides both written and oral feedback on student work. A variety of feedback, from both teacher and peers, is accurate, specific, and consistently contributes to student learning/development. Students and teacher are aware of student learning goals and their place on the learning progression.</p> <p>Teacher supports students to set meaningful learning goals. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual student misunderstandings.</p>

DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> Lesson adjustment Response to Students Persistence Balancing responsiveness with meeting learning goals 	<p>The teacher 'ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust teaching and/or learning environment even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of teaching and/or learning environment in response to assessment is minimal or ineffective. Teacher inconsistently balances addressing immediate student needs with maintaining an overall focus on the long term learning goals. Addressing immediate student needs may adversely impact pacing and/or reaching longer term learning goals.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to teaching and/or learning environment and does so smoothly. Teacher consistently balances addressing immediate student needs with maintaining an overall focus on the long term learning goals.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. Teacher consistently balances addressing immediate student needs with maintaining an overall focus on the long term learning goals.</p>



DCP Framework for Teaching & Learning

Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Effective	Highly Effective
4a Reflecting on Teaching & Learning <ul style="list-style-type: none"> • Accuracy • Use in future teaching 	<p>The teacher primarily refers to external variables that impact student learning, with little or no mention of the impact their own practice has on student success.</p> <p>The teacher does not know whether teaching was effective or students achieved the intended learning outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how teaching and learning could be improved.</p>	<p>The teacher generally expresses how their own practice and beliefs impact student learning with some mention of external variables.</p> <p>The teacher has a generally accurate impression of the effectiveness of their teaching and its impact on student learning. The teacher makes general suggestions about how to adjust teaching to improve learning outcomes.</p>	<p>The teacher clearly expresses the impact their own practice and beliefs have on immediate student outcomes and the college completion journey.</p> <p>The teacher makes an accurate assessment of the effectiveness of teaching and the extent to which students are achieving intended learning outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of how to adjust teaching to improve learning outcomes.</p>	<p>The teacher clearly expresses the impact their own practice and beliefs have on immediate student outcomes and the college completion journey.</p> <p>The teacher makes an accurate and comprehensive assessment of the effectiveness of teaching & learning and the extent to which students are achieving intended learning outcomes. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions to adjust teaching in order to improve student learning outcomes.</p>
4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records 	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary. The teacher's records for non-instructional activities are adequate but require frequent oversight.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records meet professional expectations.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records meet professional expectations. Students contribute information and participate in maintaining the records.</p>

Last Revision: September 2016

Adapted from Charlotte Danielson's Framework for Teaching

DCP Framework for Teaching & Learning



Component	Ineffective	Developing	Effective	Highly Effective
4c Communicating with Families <ul style="list-style-type: none"> Awareness of family histories and assets Engagement of families Personalized engagement 	<p>The teacher describes students' family class, culture, education status, etc. based on personal assumptions.</p> <p>The teacher provides little information to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>The teacher has made an effort to understand most of their students' family backgrounds, but is not consistently sensitive to family circumstances. Teacher sometimes expresses negative assumptions about some families' willingness to connect.</p> <p>The teacher makes sporadic attempts to communicate with families.</p> <p>Displays minimal flexibility in order to connect with families.</p> <p>The teacher is aware of the importance of responding to families in a timely manner, but does so inconsistently.</p>	<p>The teacher expresses a general awareness of the majority of their students' family backgrounds and is consistently sensitive to family circumstances.</p> <p>The teacher provides frequent and appropriate information to families.</p> <p>The teacher is consistently flexible in order to connect with families.</p> <p>Teacher clearly communicates student academic and socio-emotional goals.</p> <p>The teacher responds to families in a timely manner.</p>	<p>Teacher expresses an awareness of the histories, knowledge, and skills of their students' family household.</p> <p>Teacher's communication with families is consistently sensitive to family circumstances.</p> <p>The teacher frequently engages in two-way communication with families.</p> <p>The teacher makes an effort to address barriers to communication with families.</p> <p>Teachers clearly communicate student academic and socio-emotional goals and invite families to share their goals for their students.</p> <p>The teacher responds to families with a sense of urgency and personalization, involving students in the process when possible.</p>

Last Revision: September 2016

Adapted from Charlotte Danielson's Framework for Teaching

DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
<p>Ad Participating in a Professional Learning Community</p> <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional inquiry Participation in school and organizational projects 	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, often resisting participation in learning opportunities. The teacher avoids engaging in school events and/or organizational projects.</p> <p>Teacher engages in little to no collaboration with colleagues in setting goals, planning instruction, reviewing data, and reflecting on practice.</p> <p>The teacher does not model the DCP Operating Principles.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher inconsistently collaborates with colleagues in setting goals, planning instruction, reviewing data, and reflecting on practice.</p> <p>The teacher inconsistently models the DCP Operating Principles.</p> <p>The teacher participates in school events and school and/or organizational projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry.</p> <p>Teacher regularly collaborates with colleagues in setting goals, planning instruction, reviewing data, and reflecting on practice.</p> <p>The teacher consistently models the DCP Operating Principles.</p> <p>The teacher volunteers to participate in school events and in school and/or organizational projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation towards a shared vision of college success for all students.</p> <p>Teacher takes a lead role in collaborating with colleagues in setting goals, planning instruction, reviewing data, and reflecting on practice.</p> <p>The teacher consistently models the DCP Operating Principles.</p> <p>The teacher takes a leadership role in promoting a culture of professional inquiry that inspires continual improvement towards meeting our mission. The teacher is credited for specific contributions to one or more school, community, and/or organizational projects.</p>

Lost Revision-September 2016

Adapted from Charlotte Danielson's Framework for Teaching

DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
4e Growing and Developing Professionally <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues, families, and students Service to the profession Alignment with DCP Operating Principles, Pedagogical Beliefs and Strategic Priorities 	<p>Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from supervisors, more experienced colleagues, or student feedback surveys. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>There is no evidence of alignment with DCP pedagogical beliefs and Strategic Priorities.</p>	<p>Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</p> <p>The teacher is aware of the need for growth with respect to the DCP Operating Principles, Pedagogical Beliefs, and Strategic Priorities, but may need assistance to develop goals.</p> <p>The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice from various tools including student feedback surveys.</p> <p>The teacher identifies areas for growth with respect to the DCP Operating Principles, Pedagogical Beliefs, and Strategic Priorities and actively works towards addressing those goals.</p> <p>The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from supervisors, colleagues, and students. The teacher initiates important activities to contribute to the profession.</p> <p>The teacher identifies areas for growth with respect to the DCP Operating Principles, Pedagogical Beliefs, and Strategic Priorities and actively works towards addressing those goals. The teacher may also support growth within department/school/ organizational teams.</p>

Last Revision-September 2016

Adapted from Charlotte Danielson's Framework for Teaching

DCP Framework for Teaching & Learning

Component	Ineffective	Developing	Effective	Highly Effective
4f Showing Professionalism <ul style="list-style-type: none"> Integrity and ethical conduct Service to students in the college completion journey Advocacy Decision making Modeling DCP Operating Principles 	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not model DCP Operating Principles.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served in the journey towards college completion. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. Supervisors must remind the teacher to model DCP Operating Principles.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed in the journey towards college completion. The teacher maintains an open mind in team or departmental decision-making. The teacher models the DCP Operating Principles.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school and in their journey towards college completion. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher models the DCP Operating Principles and positively contributes towards colleagues and teams doing so as well.</p>

Last Revision: September 2016

Adapted from Charlotte Danielson's Framework for Teaching

Highly Effective Criteria

Becoming a **Highly Effective Teacher** demonstrates the pinnacle of achievement for teachers at Downtown College Prep. This document lays out the necessary elements to earn this distinction via the Timeline, Summative Rating Criteria, Action Research Checklist with related Domain 4 areas highlighted.

Timeline

Sample Timeline	Process	Notes
Spring 2018 or 2019	Receive rating of Established Effective	
by September 13, 2019	Complete and email the Evaluation Choice Selection form to your Principal and HR to notify them if you: <ul style="list-style-type: none"> - Choose to be evaluated and pursue a Highly Effective Rating - Choose not to be evaluated this year (if applicable) 	Please note that in the event that an Evaluation Choice Selection form is not turned in by the due date, you will not be evaluated for the current year.
by October 11, 2019	Submit Project Proposal to your Principal and HE Coordinator*. Teacher: <ul style="list-style-type: none"> - Develops project proposal using DCP-established criteria - Schedules meeting with site admin to get critical friend feedback - Makes adjustments to proposal as necessary based on feedback - Includes expected expenses (\$200 maximum) - Includes expected release time needed (2 days maximum) 	Teachers at this stage of expertise should be able to drive the focus of the project; admin is playing more of a role of critical friend; teacher should be able to evaluate the project proposal based on criteria, so submitted projects should generally be strong.
October	Begin working on Inquiry Research & meet with DCP HE Coordinator*	
Jan/Feb	Mid-project meeting with HE Coordinator*	
March/April	Final Meeting with HE Coordinator*	
By April 30	Submission of Completed Project to HE Coordinator*	
May 1-May 29	Panel Review of Project Panel Consists of: CAO, DLDS's, MDS, Site Admin	If needed, teachers may be asked to revise or elaborate on their project.
By May 30	Notification of Final Rating	
By June 15	End of Year Presentation of Learning (colleagues invited)	

*Meetings may be 1:1 or in groups, based on participant needs; participants may also meet with an HE "Coach" throughout the process.

Highly Effective Criteria

DCP Framework for Teaching & Learning - Domain 4: Professional Responsibilities

The orange highlights represent the areas that show the direct relationship to the "Highly Effective Action Research Checklist" above.

Component	Ineffective	Developing	Effective	Highly Effective
4a Reflecting on Teaching & Learning <ul style="list-style-type: none"> Accuracy Use in future teaching 	<p>The teacher primarily refers to external variables that impact student learning, with little or no mention of the impact their own practice has on student success.</p> <p>The teacher does not know whether teaching was effective or students achieved the intended learning outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how teaching and learning could be improved.</p>	<p>The teacher generally expresses how their own practice and beliefs impact student learning with some mention of external variables.</p> <p>The teacher has a generally accurate impression of the effectiveness of their teaching and its impact on student learning. The teacher makes general suggestions about how to adjust teaching to improve learning outcomes.</p>	<p>The teacher clearly expresses the impact their own practice and beliefs have on immediate student outcomes and the college completion journey.</p> <p>The teacher makes an accurate assessment of the effectiveness of teaching and the extent to which students are achieving intended learning outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of how to adjust teaching to improve learning outcomes.</p>	<p>The teacher clearly expresses the impact their own practice and beliefs have on immediate student outcomes and the college completion journey.</p> <p>The teacher makes an accurate and comprehensive assessment of the effectiveness of teaching & learning and the extent to which students are achieving intended learning outcomes. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions to adjust teaching in order to improve student learning outcomes.</p>
4b Maintaining Accurate Records <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Non-instructional records 	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary. The teacher's records for non-instructional activities are adequate but require frequent oversight.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records meet professional expectations.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records meet professional expectations. Students contribute information and participate in maintaining the records.</p>



Highly Effective Criteria DCP Framework for Teaching & Learning - Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Effective	Highly Effective
4c: Communicating with Families <ul style="list-style-type: none"> Awareness of family histories and assets Engagement of families Personalized engagement 	<p>The teacher describes students' family class, culture, education status, etc. based on personal assumptions.</p> <p>The teacher provides little information to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>The teacher has made an effort to understand most students' family backgrounds, but is not consistently sensitive to family circumstances. Teacher sometimes expresses negative assumptions about some families' willingness to connect.</p> <p>The teacher makes sporadic attempts to communicate with families. Displays minimal flexibility in order to connect with families.</p> <p>The teacher is aware of the importance of responding to families in a timely manner, but does so inconsistently.</p>	<p>The teacher expresses a general awareness of the majority of students' family backgrounds and is consistently sensitive to family circumstances.</p> <p>The teacher provides frequent and appropriate information to families. The teacher is consistently flexible in order to connect with families. Teacher clearly communicates student academic and socio-emotional goals.</p> <p>The teacher responds to families in a timely manner.</p>	<p>Teacher expresses an awareness of the histories, knowledge, and skills of their students' family household. Teacher's communication with families is consistently sensitive to family circumstances.</p> <p>The teacher frequently engages in two-way communication with families. The teacher makes an effort to address barriers to communication with families.</p> <p>Teachers clearly communicate student academic and socio-emotional goals and invite families to share their goals for their students.</p> <p>The teacher responds to families with a sense of urgency and personalization, involving students in the process when possible.</p>



Highly Effective Criteria DCP Framework for Teaching & Learning - Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Effective	Highly Effective
4d Participating in a Professional Learning Community <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional inquiry Participation in school and organizational projects 	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, often resisting participation in learning opportunities. The teacher avoids engaging in school events and/or organizational projects.</p> <p>Teacher engages in little to no collaboration with colleagues in setting goals, planning instruction, reviewing data, and reflecting on practice.</p> <p>The teacher does not model the DCP Operating Principles.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher inconsistently collaborates with colleagues in setting goals, planning instruction, reviewing data, and reflecting on practice.</p> <p>The teacher inconsistently models the DCP Operating Principles.</p> <p>The teacher participates in school events and school and/or organizational projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry.</p> <p>Teacher regularly collaborates with colleagues in setting goals, planning instruction, reviewing data, and reflecting on practice.</p> <p>The teacher consistently models the DCP Operating Principles.</p> <p>The teacher volunteers to participate in school events and in school and/or organizational projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation towards a shared vision of college success for all students.</p> <p>Teacher takes a lead role in collaborating with colleagues in setting goals, planning instruction, reviewing data, and reflecting on practice.</p> <p>The teacher consistently models the DCP Operating Principles.</p> <p>The teacher takes a leadership role in promoting a culture of professional inquiry that inspires continual improvement towards meeting our mission. The teacher is credited for specific contributions to one or more schools, community, and/or organizational projects.</p>

DCP Framework for Teaching & Learning - Domain 4: Professional Responsibilities

Highly Effective Criteria



Component	Ineffective	Developing	Effective	Highly Effective
4e Growing and Professionally <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues, families, and students Service to the profession Alignment with DCP Operating Principles, Pedagogical Beliefs, and Strategic Priorities 	<p>Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from supervisors, more experienced colleagues, or student feedback surveys. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>There is no evidence of alignment with DCP pedagogical beliefs and Strategic Priorities.</p>	<p>Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</p> <p>The teacher is aware of the need for growth with respect to the DCP Operating Principles, Pedagogical Beliefs, and Strategic Priorities, but may need assistance to develop goals.</p> <p>The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversations about practice, including feedback about practice from various tools including student feedback surveys.</p> <p>The teacher identifies areas for growth with respect to the DCP Operating Principles, Pedagogical Beliefs, and Strategic Priorities and actively works towards addressing those goals.</p> <p>The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from supervisors, colleagues, and students. The teacher initiates important activities to contribute to the profession.</p> <p>The teacher identifies areas for growth with respect to the DCP Operating Principles, Pedagogical Beliefs, and Strategic Priorities and actively works towards addressing those goals.</p> <p>The teacher may also support growth within department/school/organizational teams.</p>



Highly Effective Criteria

DCP Framework for Teaching & Learning - Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Effective	Highly Effective
4f Showing Professionalism <ul style="list-style-type: none"> Integrity and ethical conduct Service to students in the college completion journey Advocacy Decision making Modeling DCP Operating Principles 	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not model DCP Operating Principles.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher attempts to serve students who are inconsistent, and unknowingly contribute to some students being ill served in the journey towards college completion. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. Supervisors must remind the teacher to model DCP Operating Principles.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed in the journey towards college completion. The teacher maintains an open mind in team or departmental decision-making. The teacher models the DCP Operating Principles.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school and in their journey towards college completion. The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher models the DCP Operating Principles and positively contributes towards colleagues and teams doing so as well.</p>

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Appeal of Summative Evaluation Rating: Background and Overview

Rationale

The DCP teacher evaluation process is designed to be a collaborative, evidence-based process that yields a comprehensive picture of teacher performance. DCP conducts ongoing calibration training with administrators to ensure the validity and reliability of teacher performance ratings. The appeal process is intended for use when:

The assigned rating does not align with the available evidence. While we expect that high quality coaching and evaluation work will result in few or no appeals, we view the appeal process as an important method of ensuring the integrity and validity of our evaluation process. As such, no administrator shall retaliate nor will any teacher receive any negative consequences for requesting an appeal.

Purpose

The appeal process is intended to provide a *structured, evidence-based* reconsideration of a rating of Developing, Emerging Effective, or Established Effective.

Overview of Process

- Summative Rating - By **May 29**: Teachers will receive summative ratings from administrators.
- Submission of Appeal -The teacher must submit the appeal **by June 3rd 2020**.
Note: All relevant evidence must be attached to the request.
- Initial Review of Appeal - Within 5 working days of receiving the appeal, an HR representative and the DLDS will review the Request for Appeal and make an initial determination of whether to convene a full review panel. If both the HR representative and the DLDS find sufficient reason to convene a full review panel, then a full panel will be convened. HR will inform the Teacher & Manager of the preliminary review decision. If both the DLDS and HR Representative agree that there is insufficient evidence to proceed, HR will notify the Teacher & Manager that the rating will stand.
- Full Panel Review - (**by June 23-26**): Panelists include the Chief Academic Officer or Designee, DLDS, HR Representative, and 1-2 Site Admin (from a site other than the appealing teacher's site). Panel will have an odd number of members in order to allow for a majority vote. Panel will review all relevant records using an established protocol based on the *DCP Framework for Teaching and Learning* that makes the decision and rationale transparent.
- Notification of Decision - (**by June 30**): HR will send the written decision of the panel to the teacher and manager. The decision of the panel shall be final.

Documentation Considered

- Formal Evaluation Documents - Panel will review language in evaluation documents and corresponding evidence.
- Informal Observation evidence - Review of evidence in TeachBoost and any other written records that teacher and/or administrator provide.
- Other forms of evidence - Data that is directly relevant to one or more components within the *DCP Teaching and Learning Framework*; Examples could include student voice data, student work products, and/or student assessment data.

Request to Appeal Summative Evaluation Rating

Teacher Name:
Manager:

School:

Evaluation Completion Date:
Appeal Submission Date:

Summative Evaluation Rating:

Rationale for Appeal: Describe the specific reasons for appealing the summative rating. Describe what occurred and the impact on the summative rating. Please specify any component(s) that you believe should have received a higher rating based on the available evidence. Provide an analysis and evidence to substantiate the rating you believe is appropriate.

Other evidence: Please attach copies of any additional evidence you have that you would like the appeal panel to consider. For each piece of evidence, please provide an analysis of which component(s) of the DCP Teaching and Learning Framework relate to the evidence and what rating aligns with the evidence. (e.g. A sample unit plan with assessments and plans for differentiating for ELs might correspond to components 1a, 1b, 1c, 1f, 3c and 3d, depending on the nature of the written plan.)

I understand that submitting this appeal does not automatically mean an appeal panel will be convened and/or that my rating will change.

Teacher Signature: _____

Date: _____

5.2 DCP Non-Teacher Evaluation

Performance Management Phase	ITEM	Best Practices/Guidance/Resource																																					
Goal Setting September- November	<p>Pre-Goal Setting Meeting:</p> <ol style="list-style-type: none"> 1. Ask Direct Report (s) to draft 3-6 goals (in TeachBoost) in the following areas (sharing a draft of your goals or sample goals will provide a great example): <ol style="list-style-type: none"> a. 1-2 goals directly related to reopening/distance learning/hybrid instruction model (if relevant to role). b. 1-2 Goals directly related to Key Results Work c. 1-2 Goals directly related to aspects of their job responsibility not clearly connected to KR's d. 1-2 Goals related to improving their skills in an Operating Principle 2. Ask them to share their drafts with you 3. Review the drafts, think about recommendations for changes 4. Set up a meeting to discuss the goals with your direct report. <p>Goal Setting Meeting:</p> <ol style="list-style-type: none"> 1. Review the goals, make changes, adapt next steps and prioritize efforts. 2. Agree on the 2 optional components to be evaluated this year and make notes (in the TeachBoost Self-Assessment Form) of which components will be evaluated and which will not be evaluated. As a manager, you have discretion on one optional category. For example, you could tell all your direct reports that they are working on Quality of Work in addition to the DCP required elements; or you could tell one Direct Report to work on Building Trust, while another Direct Report works on Growth Mindset. Direct Reports must choose at least 1 of the optional Components. <table border="1" data-bbox="440 1213 922 1703"> <thead> <tr> <th>Component</th><th>Non-Managers</th><th>Managers</th></tr> </thead> <tbody> <tr> <td>Job Role & Responsibilities</td><td>Required</td><td>Optional</td></tr> <tr> <td>Key Results/ Goals</td><td>Required</td><td>Required</td></tr> <tr> <td>Reopening/COVID related adjustments</td><td>Optional</td><td>Optional</td></tr> <tr> <td>Quality of Work</td><td>Optional</td><td>Optional</td></tr> <tr> <td>Professional Development</td><td>Optional</td><td>Optional</td></tr> <tr> <td>Communication</td><td>Required</td><td>Required</td></tr> <tr> <td>Problem Solving</td><td>Optional</td><td>Optional</td></tr> <tr> <td>Service</td><td>Required</td><td>Required</td></tr> <tr> <td>Performance Management</td><td>Not Applicable</td><td>Required</td></tr> <tr> <td>Developing Others/Building Capacity</td><td rowspan="3">Not Applicable at This Time</td><td>Optional</td></tr> <tr> <td>Building Trust</td><td>Optional</td></tr> <tr> <td>Growth Mindset</td><td>Optional</td></tr> </tbody> </table> <p>See above table details here</p> <p>Teach Boost Technical Directions</p>	Component	Non-Managers	Managers	Job Role & Responsibilities	Required	Optional	Key Results/ Goals	Required	Required	Reopening/COVID related adjustments	Optional	Optional	Quality of Work	Optional	Optional	Professional Development	Optional	Optional	Communication	Required	Required	Problem Solving	Optional	Optional	Service	Required	Required	Performance Management	Not Applicable	Required	Developing Others/Building Capacity	Not Applicable at This Time	Optional	Building Trust	Optional	Growth Mindset	Optional	<p>S.M.A.R.T GOAL SETTING!</p> <p>Specific:</p> <ul style="list-style-type: none"> • Simply written • Clearly define what you plan to do • Action-based words: evaluate, produce, build, implement, manage, write, plan, etc. <p>Measurable:</p> <ul style="list-style-type: none"> • Provide tangible evidence you accomplished the goal • Often contains smaller measurements as well as an overall measurement • Use reports, audits, tests, customer satisfaction, feedback logs, observation, time saved, surveys, etc. <p>Actionable:</p> <ul style="list-style-type: none"> • Can be done or acted on • Slight stretch so you're challenged, but well defined so you can achieve them • You must possess the appropriate knowledge, skills, and abilities required to achieve the goal <p>Relevant:</p> <ul style="list-style-type: none"> • Aligned to mission/goals/initiatives of the organization • Can be unit or school-based <p>Time-bound:</p> <ul style="list-style-type: none"> • Connected to a timeframe for a sense of urgency • Keeps you focused on milestones <p>Sample Goals:</p> <p>Goal 1 Goal: Execute on 2019-2020 KR 6 strategies Key Results: KR 6</p> <p>Initiatives:</p> <ol style="list-style-type: none"> 1. Conduct data review using Spring 2019 staff survey & 2019 exit interview responses and create and implement action plans in response to survey responses (KR 6) 2. Benchmark teacher salaries and benefits, create a proposal for 2019-20 compensation and benefits and present to Finance Committee for consideration (KR 6) 3. Implement DEI strategies for 2019-20 including the DEI committee formation, DEI definitions and improvement efforts as identified by the DEI Committee (KR 6) 4. Ensure monitoring of teacher informal observations through periodic monitoring and reporting (30% of teachers should have at least 1 feedback by 10/31, 30% should have at least 1 by 12/15, at least 1 by 2/28, at least 4 by 4/28, at least 5 by 2020 and 100% by the end of the school year (KR 6) <p>Goal 2 Goal: Build effective relationships with stakeholders such that Operating Principles (trust, humility, transparency) are lived and valued, understood and important while simultaneously communicating boundaries to sustain safety.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Benchmark teacher salaries and benefits, create a proposal for 2019-20 compensation and benefits and present to Finance Committee for consideration (KR 6) <p>Goal 3 Goal: Build effective relationships with stakeholders such that Operating Principles (trust, humility, transparency) are lived and valued, understood and important while simultaneously communicating boundaries to sustain safety.</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Attend the Thursday PD at each school as a participant at least 2x a semester, become better known to school staff • Hold 1:1 meetings with direct reports where they share the agenda and meet with recommendations from their expertise • In 1:1 meetings with jcs, hold the item as a regular check in to discuss the opportunities I've had to build such relationships and those I've missed • Utilize appreciation strategically to reinforce DCP operating principles in situations that may be invisible to others: for example, an Ed Team member working behind the scenes to solve a school based dilemma. • Convene the Board committee for KR 5 to build deeper relationships with a subset of Board members
Component	Non-Managers	Managers																																					
Job Role & Responsibilities	Required	Optional																																					
Key Results/ Goals	Required	Required																																					
Reopening/COVID related adjustments	Optional	Optional																																					
Quality of Work	Optional	Optional																																					
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Service	Required	Required																																					
Performance Management	Not Applicable	Required																																					
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Growth Mindset		Optional																																					

Appendix 5.2 DCP Non-Teacher Evaluation

Mid-year/Progress Check In #1 (Around January)	Planning: <ol style="list-style-type: none"> 1. Identify one date when you will check in (3 weeks in advance). 2. The direct report should reflect on their progress to date by: <ol style="list-style-type: none"> a. Checking off action steps that are completed b. Adding action steps that are now known c. Writing a description of progress they have made to date in each of the focus areas. They should include a date so you can later tell what text belongs to what time period. 	Check-ins <ul style="list-style-type: none"> • You should have regular check-in with your direct reports. Regular one-on-one meetings with a manager are critical to employee engagement. Not sure what those meetings should be like? Check out this one-pager. • Goals are about the results we want to achieve but we need processes(systems) that lead to those results so incorporate discussing and supporting your direct reports on their goals into check-ins. Decide when you will do it now so it is already on your calendar. Don't wait for the mid-year evaluation, create other check-ins or portions of check-ins dedicated to goal progress, obstacles,
	<ol style="list-style-type: none"> 3. Review the employee's notes and enter a summary of your thinking 3-5 sentences for each of the 6 focus areas in the staff evaluation form making sure to make notes so that the date is recorded as well. Meeting: <ol style="list-style-type: none"> 1. Review progress, make changes, adapt next steps and prioritize efforts. 2. Preliminary ratings should be given during this meeting to help Direct Reports know how they are progressing. 3. Don't forget to celebrate wins, even the small ones! 	adjustments review
Mid-year Progress Check In (Around March) #2-∞	Repeat for as many check-ins as needed. Managers are strongly encouraged to have two mid-year check ins before the final evaluation. If a direct report has growth areas, a Performance Improvement Plan, is new to the role or to DCP, you may need to plan more progress check-ins.	<ul style="list-style-type: none"> • If you are evaluating your direct reports' performance only once a year, you are missing out on many opportunities to guide and motivate them. • Remember that employees can find performance reviews — even informal check-ins — intimidating. That is why it is important to structure these meetings like two-way conversations. You want to share your feedback, but you also want to invite your direct reports to respond to it. • Without regular feedback from you and the chance to make course corrections along the way, your direct reports are not likely to recognize the need to improve their performance. Also, they may not be motivated to stretch their abilities
Summative Evaluation	Repeat the steps for the Mid Year Check In and submit final fully signed copy to HR	Remember to refer to the evaluation rubric as you rate your direct reports' performance (also on TeachBoost). Need some guidance, see performance evaluation tips here . The Evaluation Forms are on TeachBoost.

[Performance Management Cycle](#)

Evaluation Rating Scale				
Component	Needs Improvement (1)	Approaching Standard (2)	Proficient (3)	Advanced (4)
Job Role & Responsibilities:	Does not meet established expectations for major job responsibility area(s) and/or does not demonstrate the knowledge and skills necessary to perform the essential functions of the job description. Does not usually enlist manager's support in obtaining the information, resources, and training needed to accomplish his/her work effectively	Partially meets some of established expectations for major job responsibility area(s). Is not consistently able to perform job responsibilities and/or does not demonstrate some of the knowledge and skills necessary to perform the essential functions of the job description. Does not consistently enlist manager's support in obtaining the information, resources, and training needed to accomplish his/her work effectively	Consistently and completely meets established expectations for major job responsibility area(s). Demonstrates the knowledge and skills necessary to perform the essential functions of the job description. Enlists manager's support in obtaining the information, resources, and training needed to accomplish his/her work effectively	Clearly and consistently exceeds established expectations for major job responsibility area(s). Demonstrates the essential functions of the job and generally exceeds job requirements, which contributes to the success of the department/site and/or DCP. Engages manager and others' support in obtaining the information, resources, and training needed to accomplish his/her work effectively
Key Results/ Goals	Does not meet the established expectations or make expected progress toward achieving established expectations for agreed upon initiatives and/or key results. Does not demonstrate the knowledge or skills required to meet desired results and requires significant manager involvement.	Partially meets the established expectations and/or has made expected progress toward achieving established expectations for agreed upon initiatives and/or key results. Is not consistently able to reach desired results without manager involvement. Needs to become more proficient in performing work to achieve goals and/or acquire the knowledge or skills required to meet desired results.	Fully, consistently, and completely meets established measurements and expectations for agreed upon initiatives and/or key results. Uses understanding and experience to assess situations, prioritize and solve problems, and make appropriate decisions to reach a satisfactory outcome for goals. Demonstrates a commitment to quality in achieving goals.	Clearly and consistently exceeds all established measurements and expectations for agreed upon initiatives and/or key results. Takes the initiative in organizing, prioritizing, and solving problems and makes appropriate decisions to reach a satisfactory outcome for goals.
Quality of Work	The quality of work is below standard. Requires frequent direction. Produces work that cannot be relied upon. Needs constant monitoring. Has made errors that have led to significant problems. Always falls short of the mark in terms of accuracy. Has little concern for details and sometimes overlooks essential details. Tries to bluff when asked about details. Omits vital details, but includes insignificant details. Is easily distracted when working on details. Provides details that are sloppy, inaccurate, or incomplete.	Does not spend enough time reviewing work for quality. Produces documentation that is not consistently reliable. Tends to overlook specifications. Sees the big picture, but overlooks the small picture. Leaves the details to others. Struggles with details. Leaves out points that should be included. Randomly omits details.	Produces quality results. Work is accurate and thorough. Pays attention to detail. Keeps accuracy in mind. Expects accuracy in all aspects of the job. Maintains detailed and accurate records. Does not tolerate sloppy work. Includes all relevant details. Discerns relevant from irrelevant details. Steps up to the challenge of handling details. Supports conclusions with appropriate details. Is uncomfortable when details are lacking.	Demonstrates exemplary work and a high level of accuracy and creativity. Work is consistently of high quality. Has a great eye for detail. Quickly notices when key details are overlooked. Has detailed knowledge that is greatly valued by others. Supports conclusions with appropriate details. Is uncomfortable when details are lacking. Has an ongoing focus on accuracy. Finds and corrects errors. Emphasizes accuracy to others.

Professional Development & Growth	Engages in few or no professional development activities to enhance knowledge or skill. Resists feedback on performance from Manager, more experienced colleagues, or feedback surveys. Makes no effort to share knowledge with others or to assume professional responsibilities. There is no evidence of alignment with DCP Strategic Priorities.	Participates to a limited extent in professional activities when they are convenient. Engages in a limited way with other staff and with Manager in professional conversations about work, including some feedback on performance. Is aware of the need for growth with respect to the DCP Operating Principles and Strategic Priorities, but may need assistance to develop goals. Finds limited ways to assist other colleagues and contribute to the department/site and/or DCP.	Seeks out opportunities for professional development to enhance knowledge and skills. Actively engages with other staff and with Manager in professional conversations about work, including feedback about performance from various tools including feedback surveys. Identifies areas for growth with respect to the DCP Operating Principles and Strategic Priorities and actively works towards addressing those goals. Participates actively in assisting other colleagues and looks for ways to contribute to the department/site and/or DCP.	Seeks out opportunities for professional development. Solicits feedback on performance from Manager, other staff, and students and families if applicable. Initiates important activities to contribute to the department/site and/or DCP. Identifies areas for growth with respect to the DCP Operating Principles and Strategic Priorities and actively works towards addressing those goals. May also support growth within department/site organizational teams.
Communication	Does not demonstrate the knowledge, skills, abilities and other characteristics needed, to effectively craft and deliver concise and informative communication, to listen to and address the concerns of others and to transfer information from one level or unit of the organization to another, and/or to stakeholders including students, families and staff. For example: Reports and other documents including emails are poorly written—unclear, overly simplistic, or have significant grammatical errors. Often appears distracted or disinterested; frequently interrupts others; contributions are often unclear or inaccurate. Does not share information in a timely manner, creating problems for colleagues and/or students and families. Has difficulty tailoring communication to the needs of others. Interrupts others to express point of view; has difficulty getting to the point; facts are not always accurate or relevant. Tends to 'hold on' to information, has difficulty distinguishing between critical and noncritical data. Does not consistently follow DCP privacy practices; sometimes shares private or confidential information with unauthorized or inappropriate	Partially demonstrates the knowledge, skills, abilities and other characteristics needed, to effectively craft and deliver concise and informative communication, to listen to and address the concerns of others and to transfer information from one level or unit of the organization to another, and/or to stakeholders including students, families and staff. For example: Reports and other documents including emails meet standard but perhaps only after significant editing and support from the Manager and/or others. Written and oral skills need development but show promise. Needs significant help tailoring the message to the audience. Reluctant to share thoughts and ideas. Communication does not always keep audience engaged and presentations do not consistently follow the DCP norm of 1/3, 1/3. Does not consistently edit speech and writing for greater clarity and better understanding. Does not consistently give others the information they need in a timely manner. Does not consistently maintain open dialogue with coworkers and/or students and families. Consistently follows DCP privacy policies and practices.	Demonstrates the knowledge, skills, abilities and other characteristics needed, to effectively craft and deliver concise and informative communication, to listen to and address the concerns of others and to transfer information from one level or unit of the organization to another, and/or to stakeholders including students, families and staff. For example: Reports and other documents including emails are consistently clear, persuasive, and audience-appropriate. Is an effective communicator, knowledgeable, concise, actively listens to and synthesizes perspectives of others. Communication keeps audiences engaged and presentations consistently follow the DCP norm of 1/3, 1/3. Gives others the information they need in a timely manner. Maintains open, honest dialogue with coworkers and DCP stakeholders. Tailors information to audience and individual needs. Understands and implements DCP privacy policies; only discloses confidential information to authorized individuals.	Is exemplary in demonstrating the knowledge, skills, abilities and other characteristics needed, to effectively craft and deliver concise and informative communication, to listen to and address the concerns of others and to transfer information from one level or unit of the organization to another, and/or to stakeholders including students, families and staff. For example: Reports and other documents including emails are consistently clear, persuasive, and audience-appropriate. Skilled communicator; listens to and integrates diverse contributions; explains issues clearly and succinctly. Shares accurate, timely information with the right people in the right format. Encourages others to share ideas and integrates others' thoughts and opinions. Effectively adjusts the level of detail and tone of reports and presentations to audience. Communication keeps audiences engaged and presentations consistently follow the DCP norm of 1/3, 1/3. Understands and implements DCP privacy policies; only discloses confidential information to

	<i>Individuals.</i>			<i>authorized individuals.</i>
Problem Solving	Does not demonstrate the knowledge, skills, abilities and other characteristics needed to: identify the problem, gather information/facts, generate alternative courses of action, analyze and compare those courses of action, make a decision, make a plan and implement the plan. <i>For example: Has difficulty distinguishing between critical and noncritical issues; loses focus when resolving larger issues. Solutions are rarely innovative and are often "quick fixes" that do not yield lasting or quality results. Rarely collaborates with others and does not usually look for more efficient ways to do things. Decisions have minimal or no impact in terms of improving the quality of services, or in aligning with department, site or organizational goals. Has difficulty articulating rationale for decisions; often defers decision-making to others.</i>	Partially demonstrates the knowledge, skills, abilities and other characteristics needed to: identify the problem, gather information/facts, generate alternative courses of action, analyze and compare those courses of action, make a decision, make a plan and implement the plan. <i>For example: Needs help analyzing and prioritizing problems; tends to focus on simple operational issues. Solutions are usually short-term and rarely transformative in terms of greater efficiency and/or improved quality or effectiveness. Sometimes collaborates with others but prefers to solve problems independently. Decisions focus on immediate, short-term issues, losing sight of larger department, site or organizational goals and initiatives. Decisions are sometimes not clear; tends to put off decisions on more complex issues.</i>	Demonstrates the knowledge, skills, abilities and other characteristics needed to: identify the problem, gather information/facts, generate alternative courses of action, analyze and compare those courses of action, make a decision, make a plan and implement the plan. <i>For example: Solves urgent, high impact problems first. Ensures that the root causes of problems are identified so the solutions effectively address issues and are easily sustainable. Collaborates effectively with others to solve problems and make decisions. Keeps organizational and department/site goals in mind when solving problems and making decisions. Makes sound decisions based on facts and experience. Schedules time for planning, preparation and relationship building such that the focus is on prevention and continuous improvement.</i>	Is exemplary in demonstrating the knowledge, skills, abilities and other characteristics needed to: identify the problem, gather information/facts, generate alternative courses of action, analyze and compare those courses of action, make a decision, make a plan and implement the plan. <i>For example: Analyzes and prioritizes critical problems; stays focused on critical problems until they are successfully resolved. Ensures that the root causes of problems are identified so the solutions effectively address issues and are easily sustainable. Solutions change site or organization both in terms of increasing effectiveness and/or efficiency and enhancing the quality of services. Highly collaborative in terms of seeking input to solve problems and make decisions. Decisions and actions align with organizational and department/site goals and initiatives. Decisions consistently support and facilitate desired outcomes.</i>
Service	Consistently fails to provide assistance and information to others in a timely manner. Often fails to identify or solve service issues and/or does not learn from past mistakes. Consistently fails to greet others promptly and/or is not consistently polite/professional in interactions. Addresses situations in ways that escalate tension or frustration. Is not attentive or considerate of others' needs and often fails to leave a positive impression with other staff members, students and/or families. Inappropriately reacts to situations. Is difficult to contact in person or over the phone and takes an unreasonably long time to respond to	Sometimes has difficulty assisting others and providing information in a timely manner. Does not consistently initiate follow up and sometimes has difficulty resolving issues. Usually greets others promptly but occasionally has to be reminded to be more attentive to the person being served. Generally, has positive relationships with others but is occasionally indifferent to others' concerns. Can sometimes be impatient and lack understanding of others' needs. Sometimes addresses situations in ways that escalate tension or frustration. Is occasionally difficult to contact in person or by phone and sometimes slow in responding to	Willingly provides assistance and useful information to meet needs. Assumes ownership of issues and takes appropriate steps to correct problems. Greets others promptly and respectfully in person and by phone. Listens attentively to verify needs. Quickly establishes and maintains positive relationships by taking an interest in understanding students, families and/or staff needs. Shows respect by remaining patient, calm and polite. Is adept at addressing situations in ways that de-escalate tension and frustration. Easy to contact in person or by phone and responds promptly and	Frequently goes beyond normal duties to provide service; often demonstrates considerable knowledge of services provided and demonstrates expertise in correcting problems. Listens attentively to needs and delivers results. Demonstrates a high level of professionalism when serving others. Shows interest in student, families and/or staff needs. Anticipates and responds to needs in a timely manner. Is highly skilled at addressing situations in ways that de-escalate tension and frustration. Readily available to address needs in person or by phone. Consistently responds in a prompt

	requests and issues. Fails to address unreasonable wait times and/or fails to make information about services or DCP available to others when it is in their power to do so. Does not answer questions in an understandable way and/or has difficulty identifying resources that could enhance the students, families and/or staff experiences or needs.	requests and issues. Does not always advise students, families and/or staff of services provided by DCP. Sometimes provides incomplete answers or information and occasionally fails to meet commitments.	courteously to requests and issues. Makes helpful information about services and DCP available to students, families and/or staff. Meets needs by acting professionally and applying a good working knowledge of available services and information.	manner to issues and requests and ensures that wait times are reasonable. Proactively engages others and seeks to improve access of information and services across DCP.
Manager Competencies				
Component	Needs Improvement (1)	Approaching Standard (2)	Proficient (3)	Advanced (4)
Performance Management	Does not demonstrate the knowledge, skills, abilities and other characteristics needed: to navigate the organization and accomplish departmental/sitelteam goals, to lead the creation of a compelling vision and mission for the department/sitelteam, to lead and promote organizational change and to manage the implementation and execution of department/sitelteam initiatives. For example: Rarely engages with direct reports to observe and discuss performance and development goals. Does not understand or support continuous improvement. Resistant to change and others' ideas. Does not coach for improved performance, believes employees should know what to do. Manages performance inconsistently. Employee performance goals are unclear or unrealistic. Evaluations are subjective. Focuses more on failure to achieve desired results. Does not assume accountability for poor outcomes. Does not set clear direction for direct reports/ department/team.	Partially demonstrates the knowledge, skills, abilities and other characteristics needed: to navigate the organization and accomplish departmental/sitelteam goals, to lead the creation of a compelling vision and mission for the department/sitelteam, to lead and promote organizational change and to manage the implementation and execution of department/sitelteam initiatives. For example: Sometimes sets clear direction for direct reports/department/team but is not yet consistent in doing so in all areas and/or in doing so for all direct reports. Needs to develop a better understanding of a high performance culture, has difficulty communicating long-term goals. Coaches intermittently; usually to correct mistakes or give negative feedback. Is not a consistent role model for direct reports. Does not always follow DCP performance management policies and practices. Intermittently recognizes and rewards success. Does not interact with staff frequently enough to identify and recognize achievements.	Demonstrates the knowledge, skills, abilities and other characteristics needed: to navigate the organization and accomplish departmental/sitelteam goals, to lead the creation of a compelling vision and mission for the department/sitelteam, to lead and promote organizational change and to manage the implementation and execution of department/sitelteam initiatives. For example: Creates a shared vision of organizational and operational excellence; connects department goals and individual contributions to vision. Effectively links work assignments to achieve individual and department performance goals. Leads by example and encourages a growth mindset, efficiency and effectiveness. Consistently sets clear direction for direct reports/department/team. Understands and communicates DCP goals and initiatives; aligns employee performance with the DCP strategic plan and goals. Coaches for improved performance; encourages outside the box thinking. Establishes clear performance goals and expectations. Manages performance to achieve goals. Fairly	Is exemplary in demonstrating the knowledge, skills, abilities and other characteristics needed: to navigate the organization and accomplish departmental/sitelteam goals, to lead the creation of a compelling vision and mission for the department/sitelteam, to lead and promote organizational change and to manage the implementation and execution of department/sitelteam initiatives. For example: Encourages and engages staff to make optimal use of skills and knowledge. Clearly and consistently sets direction aligning with organizational goals for direct reports/ department/team. Creates a shared vision of organizational and operational excellence; connects department goals and individual contributions to vision. Effectively links work assignments to achieve individual and department performance goals. Hires, coaches and develops staff to ensure optimal productivity; fosters a creative, innovative, supportive workplace. Effectively and efficiently administers DCP's performance management system. Effectively explains underlying purpose and

			and consistently recognizes and rewards specific individual and team accomplishments.	goals of policies and practices. Consistently and effectively acknowledges employee initiative to improve skills and enhance contributions. Celebrates team's accomplishments.
Developing Others/Building Capacity	Does not demonstrate the knowledge, skills, abilities and other characteristics needed to recognize, analyze and develop the capacity of direct reports/team/organization. For example: Does not make suggestions for improvements but complains about inefficient processes. Avoids tackling poor performance or difficult behavior. Micromanages direct reports and fails to let them make decisions. Infrequently checks-in with direct reports and/or may be frequently distracted during check-ins. Fails to promote the importance of learning and developing. Does not complete evaluations effectively or on time. Fails to identify opportunities to develop others. Very short-term results driven and tactical. Does not see long-term development as his/her job. Does not delegate or assign tasks that develop direct reports/team/organization's knowledge and abilities. May not know the aspirations of direct reports. May not hold career discussions and have conversations about career planning and how to get there. May prefer to select for talent rather than develop it.	Partially demonstrates the knowledge, skills, abilities and other characteristics needed to recognize, analyze and develop the capacity of direct reports/team/organization. For example: Completes at least 90% of evaluations for direct reports, effectively and on time. Does not consistently check-in with employees regularly and/or is distracted during the check-ins. Completes a full and timely onboarding for new members of the team. Positively seeks to develop and improve own management skills and competencies. Gives prompt, honest and constructive feedback to others, in an appropriate manner. Recognizes and responds positively to good performance and behaviors. Agrees on what is expected of others, and addresses underperformance issues when they arise. Actively reviews own Personal Development Plan, and addresses any gaps in knowledge and skills without prompting. Is working on developing coaching and mentoring skills in order to support others.	Demonstrates the knowledge, skills, abilities and other characteristics needed to recognize, analyze and develop the capacity of direct reports/team/organization. For example: Takes responsibility for the effective performance of the team, mentoring, coaching and supporting colleagues to work to the best of their abilities. Actively seeks to keep own professional skills and knowledge up-to-date, including an awareness and understanding of HR policies relating to people management. Challenges difficult behavior or actions and takes appropriate action to mediate and manage the situation. Delegates effectively, and trusts staff to fulfil their role without micromanaging. Matches people skills and abilities to job demands, by taking account of organizational priorities as well as personal and career development needs. Seeks to identify opportunities to stretch, challenge, motivate and retain the highest performers. Provides "stretch" tasks for the purpose of developing others. Considers career goals of direct reports, and is intentional regarding their development. Works jointly with others in helping them construct development plans. Encourages others to accept developmental tasks or projects. Provides regular feedback and coaching to employees. Monitors employee progress on their personal development. Removes obstacles for employees to attend training courses or participate in a developmental	Is exemplary in demonstrating the knowledge, skills, abilities and other characteristics needed to recognize, analyze and develop the capacity of direct reports/team/organization. For example: Actively promotes a culture that is supportive and encouraging of learning and development across DCP. Understands how to engage and inspire direct reports/team to get the best results. Understands the need to create collaborative processes that develop the abilities of the next generation of leaders. Takes responsibility for the effective performance of the team, mentoring, coaching and supporting direct reports, peers and others. To work to the best of their abilities. Leads by example by demonstrating a commitment to own personal and professional development. Clearly communicates to individuals / teams how their role and work contributes to DCP's mission. Acts as a role model in DCP's approach to performance management by developing staff, recognizing excellent performance and/or difficult behavior, while supporting other managers to do the same. Is exemplary in matching people skills and abilities to job demands by taking into account organizational priorities as well as personal and career development needs. Influences other managers to do the same. Provides regular feedback and coaching to

Appendix 5.2 DCP Non-Teacher Evaluation

			<i>activity:</i>		<i>direct reports as well as to peers and others in the organization.</i>
Building Trust	Does not demonstrate the knowledge, skills, abilities and other characteristics needed to establish, grow, extend and restore trust with direct reports/team/other staff, students and/or families. <i>For example:</i> Avoids dealing with conflict. Does not treat others in a consistent and fair manner and "plays favorites" with some subordinates. Does not routinely follow through on commitments. Does not take personal responsibility and places blame on others when things go wrong. Does not keep confidential or personal information to self and shares inappropriate information (e.g., rumors, gossip, venting about manager to direct reports, et cetera). Often reluctant to disclose key information to others who could benefit from such information. Sometimes resorts to use of reprisals with others when personal success is jeopardized. Does not model the behavior sought in others.	Partially demonstrates the knowledge, skills, abilities and other characteristics needed to establish, grow, extend and restore trust with direct reports/team/other staff, students and/or families. <i>For example:</i> Keeps commitments most of the time. Takes personal responsibility and does not place blame on others when things go wrong, most of the time. Does not address conflict promptly and waits until the matter escalates. Misses opportunities to provide feedback and/or to listen to direct reports in difficult situations. Does not consistently model the behavior sought in others. Is usually fair and consistent with staff and states rules as well as consequences for non-compliance to rules or requirements. Sometimes acknowledges the contributions of others and gives credit where due. May need guidance and reminders to be more intentional in celebrating accomplishments.	Demonstrates the knowledge, skills, abilities and other characteristics needed to establish, grow, extend and restore trust with direct reports/team/other staff, students and/or families. <i>For example:</i> Manages conflicts promptly by providing appropriate feedback and guidance so direct reports are empowered to create or co-create solutions. For resolution. Models appropriate vulnerability for direct reports. Consistently follows through on commitments and promises. Is trustworthy with confidential information. Is fair and consistent with staff and states rules as well as consequences for non-compliance to rules or requirements. Acknowledges the contributions of others, and gives credit where due. Communicates openly and honestly with employees, peers, and supervisors. Is open and honest with staff, shares information with staff and acknowledges when he/she does not immediately have the answers to a problem or situation. Consistently models the behavior sought in others.	Is exemplary in demonstrating the knowledge, skills, abilities and other characteristics needed to establish, grow, extend and restore trust with direct reports/team/other staff, students and/or families. <i>For example:</i> Models managing conflicts promptly by providing appropriate feedback and guidance so direct reports are empowered to create or co-create solutions and does so in a way that increases the organization's capacity to handle conflict. Models managerial courage and is often sought by other managers for advice. Almost always keeps commitments to direct reports. Models and coaches appropriate vulnerability. Fosters trust and collaboration by facilitating face-to-face meetings and establishing ground rules, like starting and ending on time, making sure all voices are heard, yielding the floor and assuring equality of people's participation. Consistently fulfills promises and commitments including those that may be unpopular or difficult. Communicates openly with employees on difficult issues to clear up "mixed messages" employees may have received. Openly accepts responsibility for setbacks and less successful endeavors by self or team. Discusses how to amend the situation in the future including modification of one's own efforts or actions. Is exemplary in modeling the behavior sought in others.	
Modeling & Fostering a Growth Mindset	Is defensive about their mistakes and has a hard time accepting ownership of mistakes. Rarely or never asks for feedback from direct reports. Demonstrates a fixed mindset toward themselves and/or their direct reports. Doubts own's and/or direct reports' ability to improve. Focuses coaching and improvement efforts on	Does not consistently lead by example. Does not consistently admit mistakes and learn from them. Needs help thinking about direct reports performance and coaching through a growth mindset lens. Does not consistently ask direct reports for feedback and may be defensive when constructive feedback is given. Focuses	Leads by example and encourages a growth mindset. Enjoys a challenge; strives to learn, seeks potential in themselves and in others and know everyone can develop new skills. Frequently encourages direct reports to come to them for feedback. Promotes peer to peer feedback. Coaches direct reports on how to	Leads by example and encourages a growth mindset. Asks for more feedback from direct reports and models that for them. Frequently encourages direct reports to come to them for feedback and models that with their own Manager. Ensures peer to peer feedback. Coaches direct reports and peers on how to	

	rewards and punishment. Does not express or has no interest in the direct report's growth and development. Shows little to no understanding that everyone is at a different place in their ability or experience and the growth they should expect from them is commensurate with their individual next step forward. Rarely creates learning experiences for themselves and their teams. Does not know and/or use coaching skills that encourage listening and asking questions. Does not understand employee motivations and can therefore not use that to improve employee engagement and job performance. Does not foster teamwork and collaboration so employees can learn from one another. Direct reports often work in silos.	employee reviews on mostly negative feedback. Needs help fostering teamwork and collaboration. Sometimes needs help understanding that everyone is at a different place in their ability or experience and the growth they should expect from them is commensurate with their individual next step forward. Does not consistently create learning experiences for themselves and their teams. Does not consistently use coaching skills that encourage listening and asking questions. Does not understand employee motivations enough to improve employee engagement and job performance. Does not consistently foster teamwork and collaboration so employees can learn from one another.	achieve a growth mindset. Actively seek ways to improve. Surrounds themselves with able and talented people because they are not threatened by them. Admits their mistakes and learns from them. Rewards efforts (learning and progress) as well as outcomes. Understands that everyone is at a different place in their ability or experience and the growth they should expect from them is commensurate with their individual next step forward. Creates learning experiences for themselves and their teams. Uses coaching skills that encourage listening, asking questions. Understands employee motivations and uses that knowledge to improve employee engagement and job performance. Fosters teamwork and collaboration so employees can learn from one another. Creates an environment of continuous learning by providing engaging professional development opportunities and working with each direct report to create and implement individual and team learning goals and opportunities.	achieve a growth mindset, and encourages other managers to do the same. Actively seeks ways to improve. Surrounds themselves with able and talented people because they are not threatened by them. Admits their mistakes and learns from them. Rewards efforts (learning and progress) as well as outcomes. Understands that everyone is at a different place in their ability or experience and the growth they should expect from them is commensurate with their individual next step forward. Creates learning experiences for themselves and their teams. Uses coaching skills that encourage listening and asking questions. Proactively seeks to understand employee motivations so as to improve employee engagement and job performance. Fosters teamwork and collaboration so employees can learn from one another. Creates an environment of continuous learning by providing engaging professional development opportunities and working with each direct report to create and implement individual and team learning goals and opportunities.
Overall Rating				
Overall Rating	1. Rated as Needs Improvement in Job Role & Responsibilities OR Performance Management (if applicable), OR Goals OR 2. Three or more indicators are rated as	3. Must be Approaching Standard or higher in Job Role & Responsibilities, Performance Management (if applicable), Goals AND 4. All but two of the indicators are rated	1. Must be Proficient or Advanced in Job Role & Responsibilities, Performance Management (if applicable), Goals AND 2. Majority of the indicators are rated as	1. Must be Advanced in Job Role & Responsibilities, Performance Management (if applicable), Goals AND 2. 3 indicators or more are rated as

	"needs improvement."	as "approaching standard" or higher.	"proficient" and none are below approaching standard	"advanced" and none are below proficient
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2020-21 Performance Evaluation Form (Sample- actual form on TeachBoost Platform)

Name:**Date:****School/Site:****Goals/Job Roles:**

Established Goals/Key Results/ Initiatives 2020-21
1. Goals/Key Results/ Initiatives
2. Goals/Key Results/ Initiatives
3. Goals/Key Results/ Initiatives
4. Goals/Key Results/ Initiatives
5. Goals/Key Results/ Initiatives

Performance Factors Rating	Needs Improvement	Approaching standard	Proficient	Advanced
Job Responsibilities Measures accomplishment of established expectations for major job responsibility areas and the employee's demonstrated job relevant knowledge and essential skills. (Managers can list the major buckets of responsibilities and rate them separately then use that to determine the overall rating in this area)	Needs Improvement <input type="checkbox"/>	Approaching standard <input type="checkbox"/>	Proficient <input type="checkbox"/>	Advanced <input type="checkbox"/>
Comment (provide examples that support your rating): 				

Appendix 5.2 DCP Non-Teacher Evaluation

Deliverable Goals Measures employee's accomplishment of established key results/goals for the evaluation period.	Needs Improvement <input type="checkbox"/>	Approaching standard <input type="checkbox"/>	Proficient <input type="checkbox"/>	Advanced <input type="checkbox"/>
Comment (provide examples that support your rating): 				
Communication Measures employee's effectiveness in communicating openly and clearly based on the situation, audience and needs. Includes engaging others in an effective, clear, concise, logical, and organized manner. Also includes effective listening, speaking, writing, presenting, and sharing of information.	Needs Improvement <input type="checkbox"/>	Approaching standard <input type="checkbox"/>	Proficient <input type="checkbox"/>	Advanced <input type="checkbox"/>
Comment (provide examples that support your rating): 				

Appendix 5.2 DCP Non-Teacher Evaluation

Problem Solving Measures how Employee uses analysis, wisdom, experience, and logical methods to make good decisions and solve difficult problems with effective solutions and whether they appropriately incorporate input from others if needed to establish effective action.	Needs Improvement <input type="checkbox"/>	Approaching standard <input type="checkbox"/>	Proficient <input type="checkbox"/>	Advanced <input type="checkbox"/>
Comment (provide examples that support your rating):				
Professional Development Measures how Employee seeks opportunities to grow in a job.	Needs Improvement <input type="checkbox"/>	Approaching standard <input type="checkbox"/>	Proficient <input type="checkbox"/>	Advanced <input type="checkbox"/>
Comment (provide examples that support your rating):				

Appendix 5.2 DCP Non-Teacher Evaluation

Service	Needs Improvement	Approaching standard	Proficient	Advanced
Measures the provision of a high standard of service to students & families, visitors, staff and other stakeholders. This may include reacting to requests for information or advice; actively offering or promoting the services of the organization to others; and setting the overall standards of service offered. Includes going out of one's way to help colleagues be successful. Asking, "How can I help?" Focusing on what's needed. Keeping perspective when faced with challenges or obstacles. Supporting others through challenging moments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment (provide examples that support your rating): 				

Appendix 5.2 DCP Non-Teacher Evaluation

Quality	Needs Improvement	Approaching standard	Proficient	Advanced
Measures whether Employee sets work standards and achieves results that are accurate, thorough, dependable and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment (provide examples that support your rating):				
Manager Competencies				
Performance Management	Needs Improvement	Approaching standard	Proficient	Advanced
Measures whether the Manager sets clear direction for the department/team. Measures whether the Manager clearly articulates expectations by working with direct reports to develop short and long-term goals in support of strategic goals. Includes measuring how/whether the Manager monitors progress. Also measures whether the Manager addresses performance concerns in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment (provide examples that support your rating):				
Developing Others/ Building Capacity Measures whether the Manager appropriately delegates tasks and projects. Does the Manager offer constructive feedback and coaching? Does the Manager provides thoughtful oversight, direction, motivation, and recognition? Does the Manager formulate pathways for growth and development?	Needs Improvement <input type="checkbox"/>	Approaching standard <input type="checkbox"/>	Proficient <input type="checkbox"/>	Advanced <input type="checkbox"/>
Comment (provide examples that support your rating):				
Building Trust Does the Manager follow through on commitments made to direct reports and others? Does the Manager practice transparent timely communication without betraying confidences? Can the Manager be trusted to protect and represent the interests of others fairly?	Needs Improvement <input type="checkbox"/>	Approaching standard <input type="checkbox"/>	Proficient <input type="checkbox"/>	Advanced <input type="checkbox"/>

Comment (provide examples that support your rating):				
Growth Mindset Does the Manager model a growth mindset? Do they foster growth mindsets in their direct reports?	Needs Improvement <input type="checkbox"/>	Approaching standard <input type="checkbox"/>	Proficient <input type="checkbox"/>	Advanced <input type="checkbox"/>
Comment (provide examples that support your rating):				
Overall Rating	Needs Improvement <input type="checkbox"/>	Approaching standard <input type="checkbox"/>	Proficient <input type="checkbox"/>	Advanced <input type="checkbox"/>

Employee Comments:

Signature: _____ Date: _____

Manager comments:

Signature: _____ Date: _____

Appendix 5.3 Examples of Professional Development Agendas for Various Roles

5.3 Examples of Professional Development Agendas for Various Roles



DOWNTOWN COLLEGE PREP PD AGENDA - AUGUST 8-12, 2019

Supporting Our English Learners

Essential Questions: How can we ensure that all students at DCP are receiving a rigorous and equitable education, and that student learning builds from year to year? How can we use scaffolding to support our diverse population (including English learners), increase rigor, and build student autonomy?

Humanities Vision Statement:

The Humanities Team is committed to a rigorous curriculum which inspires students to cultivate their own voices, disrupt patterns of social inequity, and develop respect and empathy for others. Students will embrace the power of their identities; master the literacy, communication, and analysis skills necessary to thrive in a four-year university and beyond; and be agents of change in their own communities and the world at large.

STEM Vision Statement:

The mission of the DCP STEM program is to provide first-generation underrepresented students rigorous, culturally relevant, and joyful STEM programs and experiences. Through the STEM program, students experience belonging which equips them with the tools to think critically and be ethical problem solvers who have a positive impact on society.

Date: August 8, 2019

Location: Alum Rock High School

Time	Activities	Outcomes	Notes
12:30-12:50	Welcome <ul style="list-style-type: none"> Connector: 3-Step Interview Overview of agenda and outcomes 	We will connect with each other and understand expectations for the afternoon	Slides
12:50-1:05	Who are our English Learners? <ul style="list-style-type: none"> Think/Pair/Share Chart 	We will understand how an org-wide focus on English Learners supports Key Result 1 (100% of students demonstrate progress toward mastery of grade-level standards to ensure academic readiness for college).	
1:05-2:00	Circles of Implementation <ul style="list-style-type: none"> Overview Expert Groups Mixed Groups Notecatcher 	We will identify connections between our core values, operating principles, and pedagogical beliefs and the Circles of Implementation.	
2:00-2:15	Break		
2:15-2:30	Learning Progressions <ul style="list-style-type: none"> Overview Name that Student 	We will identify students at different stages of the ELD Continuum and reflect on their needs.	
2:30-3:00	Silent Graffiti <ul style="list-style-type: none"> Home Groups Gallery Walk Home Groups 	We will reflect on expectations for supporting English learners.	quotes
3:00-3:45	Values for Educating English Learners <ul style="list-style-type: none"> Job-Alike Groups Posters Gallery Walk 	We will identify ways that we can support English learners and their families at our schools.	
3:45-4:00	Closing <ul style="list-style-type: none"> Survey Next Steps Appreciations 	We will reflect on the effectiveness of the day and let others know how much we appreciate them.	Terri

Our Operating Principles

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Appendix 5.3 Examples of Professional Development Agendas for Various Roles

Date: August 9, 2019

Location: Alum Rock High School

Time	Activities	Outcomes	Notes
8:30-11:00	Data Overview		Amy
11:00-12:00	Lunch		
12:00-12:15	Connector <ul style="list-style-type: none"> Overview of agenda and outcomes 	We will connect with each other and understand expectations for the afternoon	Libby
12:15-3:50 (break 2:15-2:30)	Planning Menu <ul style="list-style-type: none"> Book Survey Reader/Writer Workshop Units of Study Job-Alike Curriculum Mapping PowerTeacher Pro New GradeBook Self-Paced Training <ol style="list-style-type: none"> Join (or open) Google Classroom by navigating to https://classroom.google.com/ Click the '+' in upper right of screen to create or join a class. Join class with code 'pddp66fh' Unit Planning Choice Reading - Digging into the Research Team-Teaching Planning Sign up for HEP Lunch (Monday) 	<ul style="list-style-type: none"> <input type="checkbox"/> We will review and finalize our Curriculum Maps for the Year and flesh out our first unit. <input type="checkbox"/> We will understand how to use PowerTeacher effectively when the school year starts. 	*** bring headphones for computers!! by
3:45-4:00	Closing <ul style="list-style-type: none"> Survey Next Steps Appreciations 	We will reflect on the effectiveness of the day and let others know how much we appreciate them.	Daisy

Date: August 12, 2019

Location: El Primero

Time	Activities	Outcomes	Host
8:30-9:00	Opener		Jen Andaluz
9:00-9:15	Welcome <ul style="list-style-type: none"> Overview of agenda and outcomes 	We will connect with each other and understand expectations for the day.	Slides
9:15-9:45	Integrated ELD <ul style="list-style-type: none"> ELD Standards Match-up ELD Proficiency Continuum 	We will identify ways to support English learners at multiple levels in our classes.	
9:45-10:30	Student-Level Data	We will analyze data for our students and identify areas of need	
10:30-11:00	Pedagogical Scaffolding Preparing the Learner <ul style="list-style-type: none"> Think/Ink/Pair/Share Novel Ideas Only Task Analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> We will be able to articulate when and why to use scaffolds and specific strategies to support English learners at a variety of levels. <input type="checkbox"/> We will experience strategies that will help to build the base for our English learners. <input type="checkbox"/> We will revise at least one lesson to incorporate strategies that will support English learners. 	Video
11:00-12:00	Lunch		
12:00-12:10	Connector		Stephanie
12:10-2:00	Interacting with Text <ul style="list-style-type: none"> Clarifying Bookmark Reading with a Purpose Double-Entry Journal Task Analysis 		The Circuit
2:00-2:15	Break		
2:15-3:45	Extending Understanding <ul style="list-style-type: none"> Collaborative Poster Task Analysis 		
3:45-4:00	Closing <ul style="list-style-type: none"> Survey Appreciations 	We will reflect on the effectiveness of the day and let others know how much we appreciate them.	

Appendix 5.3 Examples of Professional Development Agendas for Various Roles

Student Services and Ops Agenda: August 2019 All Org

Friday, August 9, 2019, noon - 4:00pm

Time	Activity	Notes
12:00 - 12:15	Connector (Please sit in School Site Teams)	From Onward, 46-47: The Paths We've Taken
12:15 - 2:00	School Self-Assessment and Planning: Attendance	Please review your attendance data from 2018-2019 before attending if possible https://www.attendanceworks.org/wp-content/uploads/2018/08/SCHOOL-Self-Assessment-Tool-8-28-18.pdf
2:00 - 2:10	Break	May move based on a variety of factors, but you will get 10 minutes at some point during our session.
2:10 - 3:50	Discipline Data Inputting Refresher and Data Review Discipline Policy Updates	Please review your suspension and expulsion data from 2018-2019 before attending if possible Suspension and Expulsion Incident Data input into PS Suspension/Expulsion Incident Reporting FAQ
3:50 - 4:00	Appreciations and Clap	

Monday, August 12, 2019

Time	Activity	Notes
12:00 - 3:50	Restorative Practices Intro	Part 1 of 4 of IIRP training
1:50 - 2:00	Break	May move based on a variety of factors, but you will get 10 minutes at some point during our session.
3:50 - 4:00	Appreciations and Clap	

Appendix 5.3 Examples of Professional Development Agendas for Various Roles



BEHAVIOR INTERVENTION PLANS
WEDNESDAY, NOVEMBER 6TH, 2019
EDUCATION SPECIALISTS & PARAPROFESSIONALS
ECMS, 1402 MONTEREY HWY SAN JOSE CA 95110
ROOM: 102

DCP Operating Principles
<ul style="list-style-type: none"> • Service • Passion • Trust • Optimism • Humility • Students First

Outcomes for the Day:

- Connect and Build Team
- Understand the Functions of a Behavior
- Learning the Complexity of Supporting Behavior

Facilitator: Ferguson

Time	Location	Activities	Outcomes	Purpose	Facilitator's Notes
1:30-1:45	102	Connector	Build Team	Strengthening our department community as One Team.	What's the best piece of advice you have ever been given?
1:45-2:15	102	Group Scenarios	- In Groups, team members will brainstorm positive behavior plans to redirect student behaviors based on a prompt.	- Work in teams to practice determining the best way to support a student's behavior with positive supports.	<ul style="list-style-type: none"> • Scenarios • Prompt
2:15-2:20	102	FBA and BIP Intro	- Team members will have a general	Create Better Systems and Strategies	- Powerpoint (1-3)

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			understanding of the importance of a FBA and BIP.	to Support and Redirect Behavior.	
2:20-2:45	102	FBA Jigsaw Reading	- Groups will engage in a shared understanding of an FBA through literature and discussion	- Understanding of the importance of informed data gathering.	<ul style="list-style-type: none"> • Jigsaw Reading (5 groups) • Task
2:45-3:15	102	ABC Practice	- Individuals will be able to identify: - Antecedent - Behavior - Consequence	- Develop understandings the functions and triggers of behavior.	<ul style="list-style-type: none"> • Powerpoint (Slide 4-9) • Handout
3:15-3:25	102	FBA Data Collection Methods	Team members will explore different methods of FBA data collection instruments	- Better understand how to use different tools to observe behavior in a variety of settings.	<ul style="list-style-type: none"> • DCP ABC Chart Sample • Other District Samples 1 • Other District Samples 2 • Other District Samples 3
3:25-3:35	102	Break			
3:35-4:00	102	BIP Jigsaw Reading	- Groups will engage in a shared understanding of a BIP through literature and discussion	- Understanding of the importance of data informed strategies	<ul style="list-style-type: none"> • Jigsaw Reading (5 groups)
4:00-4:15	102	Review Current BIP Samples in Teams	- Review current BIPs on campus	- Apply knowledge of FBA and BIP to better understand and interpret current BIPs.	<ul style="list-style-type: none"> • DCPBIPs
4:15-4:30	102	Closing	Recap of Day Appreciations Reflection	Summarize and Appreciate	<ul style="list-style-type: none"> • NDT Survey

Our Operating Principles

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Appendix 5.3 Examples of Professional Development Agendas for Various Roles



DIVERSITY EQUITY AND INCLUSION & SEMESTER GOAL UPDATES

THURSDAY, NOVEMBER 7TH, 2019

PARAPROFESSIONAL ONLY

ECMS, 1402 MONTEREY HWY SAN JOSE CA 95110

ROOM: 102

DCP Operating Principles
<ul style="list-style-type: none"> • Service • Passion • Trust • Optimism • Humility • Students First

Outcomes for the Day:

- DEI Workshop

Facilitator: Fowler and Icenogle

Time	Location	Activities	Outcomes	Purpose	Facilitator's Notes
1:30-2:20	MEZZANINE	DEI Workshop	Improving Organizationally around Diversity, Equity and Inclusion.	Improving Organizationally around Diversity, Equity and Inclusion.	

DIVERSITY EQUITY AND INCLUSION & SEMESTER GOAL UPDATES

Our Operating Principles

Service Passion Trust Optimism Humility Students First



THURSDAY, NOVEMBER 7TH, 2019

EDUCATION SPECIALISTS ONLY

ECMS, 1402 MONTEREY HWY SAN JOSE CA 95112

ROOM: 102

DCP Operating Principles
<ul style="list-style-type: none"> • Service • Passion • Trust • Optimism • Humility • Students First

Outcomes for the Day:

- DEI Workshop
- Understanding the Importance of Goal Updates
- Effective Strategies for Assessing Semester Goals

Facilitator: Fowler and Icenogle


Facilitator: Ferguson

Time	Location	Activities	Outcomes	Purpose	Facilitator's Notes
1:30-2:20	MEZZANINE	DEI Workshop	Improving Organizationally around Diversity, Equity and Inclusion.	Improving Organizationally around Diversity, Equity and Inclusion.	
2:30-3:00	102	What is a Goal Update and How do we Assess it?	- Ed Specialists will understand the importance of a goal update and best practices to gather data to measure goals.	- Prepare Ed Specialists to be equipped to report on goal Fall semester progress.	<ul style="list-style-type: none"> • What is a Goal Update and its Purpose • Google Form Tool • How to Guide
3:00-4:20	102	Case Management Work Time	- Ed Specialists will begin to set up	- Allow Ed Specialist work time to set up	

Our Operating Principles

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Appendix 5.3 Examples of Professional Development Agendas for Various Roles

		<ul style="list-style-type: none"> • Goal Updates • IEP Writing 	and/or measure goal progression.	and/or begin to measure goal progression.	
4:20-4:30	102	Closing	Recap of Day Appreciations Reflection	- Summarize and Appreciate	<ul style="list-style-type: none"> • NDT Survey

Appendix 5.3 Examples of Professional Development Agendas for Various Roles

ALL Operations PD Meeting/Collaboration 2019-2020

Supporting Documents:

- [19-20 Unified DCP PD Calendar Final](#)
- [DCP PowerSchool Workshops](#)
- [OPS Year Round Calendar](#)
- [All Ops Duties](#)
- [SY 2019-2020 DCP Operations School Wide Events](#)

Date	Time	Location	Participants	Agenda Items *Subject to Change
JULY 30, 2019	9:00am - 11:00am	Alma Site	ALL Operations	Agenda <ul style="list-style-type: none"> • Enrollment • Info Snap
JULY 31, 2019	9:00am - 11:00am	ARHS	ALL Operations	Agenda <ul style="list-style-type: none"> • Attendance
AUG 8, 2019	8:30am - 4:00pm	ARHS	ALL ORG	Agenda <ul style="list-style-type: none"> • Introduction to Strategic Plan (1 hour) • Diversity, Equity and Inclusion (2 hours) • Introduction to KR 1- Improving Services for our English Learners
AUG 9, 2019	8:30am - 4:00pm	ARHS	ALL ORG	Agenda <ul style="list-style-type: none"> • Introduction our collective data from 2018-19 (2 hours) Agenda <ul style="list-style-type: none"> • Climate: Chronic Absence and Discipline (With AP's)
AUG 12, 2019	8:30am - 4:00pm	Alma Site	ALL ORG	Agenda <ul style="list-style-type: none"> • APs and Ops: Climate: RJ Training • PS Workshop: Searches, enterprise reporting and Power Teacher Pro
AUG 13, 2019	8:30am - 4:00pm	Alma Site	ALL ORG	Agenda <ul style="list-style-type: none"> • ALL DCP: Celebrations, Employee Benefits and Mandatory Trainings

Revised: 7.29.19 JN

ALL Operations PD Meeting/Collaboration 2019-2020

SEPT 18, 2019	1:30pm - 4:30pm	Alma Site	ALL Operations Recruitment / Tech	Agenda <ul style="list-style-type: none"> • Data Entry- Understanding Special Programs (i.e. homeless, foster, EL, FR lunch, CUM files, District of Residence, etc) in preparation to Fall 1 CALPADS upload • Excel advanced workshop
SEPT 19, 2019	1:30pm - 4:30pm	Alma Site	ALL Operations Recruitment / Tech	Agenda <ul style="list-style-type: none"> • APs and Ops: Climate: Chronic Absentee and Discipline • Incident Reporting (Suspension and Expulsion) in PS workshop
OCT 17, 2019	1:30pm - 4:30pm	ARMS	ALL Operations Recruitment / Tech	Agenda <ul style="list-style-type: none"> • Operations Configuration • Schoolzilla Data Review
Nov 6, 2019	1:30pm - 4:30pm	Alma Site	ALL Operations Recruitment / Tech	Agenda <ul style="list-style-type: none"> • Enrollment Recruitment 2020-2021 • Recruitment Enrollment Timeline
Nov 7, 2019	1:30pm - 4:30pm	Alma Site	ALL Operations Recruitment / Tech	Agenda <ul style="list-style-type: none"> • Customer Service Training
DEC 12, 2019	1:30pm - 4:30pm	Alma Site	ALL Operations Recruitment / Tech	Agenda <ul style="list-style-type: none"> • Budget (SOM's with Principals) • Role Alike collaboration • Operations team (Differentiation and Summer Enrichment) with College Success Team
JAN 6, 2020	8:30am - 4:00pm	ARMS	ALL ORG	Agenda <ul style="list-style-type: none"> • ALL DCP: Strategic Plan and LCAP Integration • ALL DCP: KR6- Increasing Teacher Retention Diversity, Equity and Inclusion
JAN 7, 2020	8:30am -	ARMS	ALL ORG	Agenda <ul style="list-style-type: none"> • Operations

Revised: 7.29.19 JN

5.4 Sample of Calibration Exercise for Principals

<p>Purpose (20 minutes)</p> <ul style="list-style-type: none">• For DCP Principals (and attendees) to calibrate around evidence and ratings using the DCP Framework for Teaching & Learning Hosting <p>Principal will:</p> <ul style="list-style-type: none">◦ Identify Domain / Indicators to observe / problem of practice◦ Identify classrooms/teachers to visit◦ Identify evidence we would expect to see / hear <p>Classroom Observations (60 minutes)</p> <ul style="list-style-type: none">• Hosting Principal will determine # of rooms and time spent in each room• Example - 60 minutes → 12 minutes per classroom / 2 minute transition = 6 classrooms total <p>Debrief and Process (40 minutes)</p> <p>Individual Reflection</p> <ul style="list-style-type: none">• Read through your notes• Put a star/circle any of your notes that seem relevant to Purpose• Select 5-10 pieces of data and write on a post-it note / add to poster• Identify your rating for each teacher <p>Principal Team / Attendees</p> <ul style="list-style-type: none">• DESCRIPTIVE (not evaluative) → Share post-it evidence (What did you see/hear that made you think that?)• Group Poster → Group evidence and ratings• Identify patterns, contrasts, questions (calibration) <p>Next Steps</p> <ul style="list-style-type: none">• PARTICIPANTS - work individually to identify what they have learned for their own context AND what they are taking away to work on (next steps) for their own role as it relates to the organization• Consensus - identify where we have consensus / are calibrated• Write notes to observees

5.5 DCP Teacher Compensation Model



Year on Scale	Salary Schedule
1	\$57,090
2	\$59,072
3	\$61,053
4	\$63,035
5	\$65,556
6	\$68,178
7	\$70,905
8	\$73,442
9	\$75,216
10	\$76,721
11	\$78,255
12	\$79,820
13	\$81,417
14	\$83,045
15	\$84,706
16	\$86,400
17	\$88,128
18	\$89,009
19	\$89,899
20	\$90,000

Ongoing salary growth will be differentiated based on teacher performance

Adders to Salary:
Advanced Degree in subject taught and in education/teaching
National Board Certification

dcp.org/careers

Appendix 6- Family Engagement



6.1 LEA Family Engagement Policy

6.2 School Parent and Family Engagement Policy and Compact 2019-20

6.3 Family Engagement Manager Job Description

6.4 ARHS Cafecito Agenda

6.5 Sample ARMS Cafecito Agendas

6.6 Family Learning Agenda Example

6.1 LEA Family Engagement Policy

Downtown College Prep

Title I, Part A LEA-Level Parent and Family Engagement Policy

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

The purpose of this Policy is to:

Ensure that DCP families are empowered and supported to engage in their student's academic journey. Downtown College Prep (DCP) firmly believes that we can only accomplish our mission of college success by working in partnership with students and families. As such, we want our families and students to become active partners in sustaining a positive school community where all students can thrive.

DCP recognizes that parents, including primary caregivers, are their student's most influential teachers. In addition, DCP believes that sustained parent involvement in their home, community, and school will engage students with the knowledge and tools necessary to succeed in college and beyond.

How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

A DCP parent liaison or designee will meet with parent representatives from all schools annually to consult and gather feedback on the development and possible revisions of the Policy to ensure it remains consistent across school sites.

How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?

The central office and Principal or designee will collaborate annually to develop and review the school improvement plan aligned to the Local Control and Accountability Plan (LCAP). Parents and families will be informed of the LCAP review process through the school site council to evaluate the progress towards meeting the goals of the LCAP and provide feedback on next steps.

How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?

DCP will ensure that every year a member of the central office staff will be designated as the parent liaison. The primary role of the liaison is to help support the capacity of our schools through coordination, technical assistance, and other supports necessary to implement an effective family and parent engagement program. This includes collaborating with external partners who may provide resources, research-based strategies, and trainings that can support all sites with their family engagement plans.

How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?

The family engagement plan will align with the efforts outlined in the LCAP and any other federal, state, and local mandates to ensure that schools are partnering with parents and families towards continuous improvement using data and research-based strategies. The school site council will serve as the primary meeting body to engage parents and families on these measures.

How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

DCP will conduct an annual parent evaluation and will make every effort to increase the participation of DCP families across all school sites. The annual evaluation will be in the form of an anonymous survey that will include questions pertaining to the effectiveness of the Policy and align with other requirements as outlined in our LCAP. The results of the survey will be shared with families in school site council as part of our efforts to improve the academic quality of all DCP schools. DCP will also gather direct input from parent and family focus groups when needed and use this feedback to design and update our family engagement strategies.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

DCP recognizes the diverse cultural, socio-economic, and personal assets our families offer to our school communities. DCP honors our families by identifying the barriers that may prevent them from meaningfully participating or contributing to school activities. The barriers often identified by our families include: home language access, work schedules, family roles and responsibilities in their communities. We have identified practices that support DCP families who are majority Latino and participate in

free/reduced lunch programs. To inform our practices, DCP administers a survey for our new families at the beginning of the year to gather general information on their preferred language of communication, topics or activities of interest, and the time of day they prefer to participate to minimize the barriers for participation for our families.

What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

DCP families need to receive information and communication in a language that they understand and access to the information in a timely manner. Parents also need meetings/events at different times to have more access to opportunities to participate in school events. DCP acknowledges the needs of our families and provides translation to the extent practicable. Families will be informed of school activities through events calendars, phone reminders and emails.

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

DCP encourages a two-way communication between school and home to support parents in the education and well-being of the student. DCP offers:

- A parent portal to view grades, progress grades and student schedules.
- A student/parent handbook is made accessible to parents and families with updated school protocols, policies and information.
- Multiple tools for communicating to parents in their home language such as: phone calls, text messaging, email, social media and websites.
- A school calendar of events published and distributed to all families in the beginning of the year in an effort to inform families of all events at school and help them plan their attendance to events throughout the year.
- Workshops, informational meetings and parent classes are offered in the evening hours to make it more accessible for working parents.
- Parent-teacher conferences that parents are expected to attend
- Access to teachers to encourage parents to communicate academic concerns directly.
- A "Commitment to College" that parents review and commit to that serves as DCP's school-parent/student compact.

LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

DCP currently assists schools in the following ways:

- Access and training around online tools that allow parents and families to monitor student academic standing, school information, programming opportunities, and other data and information necessary.
- Relevant resources, research, training, and support for schools to effectively implement parent and family activities.
- Partnership opportunities that increase the capacity of sites to deepen their engagement with parents and families.
- Support with the training and development of parent leaders in school program activities.
- Coordination of the DCP-wide parent and family engagement survey.

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])

Each of our LEA's is receiving less than \$500,000 in Title I, Part A funds, therefore this is not applicable to DCP.

How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Each of our LEA's is receiving less than \$500,000 in Title I, Part A funds, therefore this is not applicable to DCP.

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

Each of our LEA's is receiving less than \$500,000 in Title I, Part A funds, therefore this is not applicable to DCP.

How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

DCP central office will help prepare training material for school staff to help parents understand how to read and interpret the academic standards, state and local academic assessments and how to monitor their child's progress towards promotion and/or graduation. Sites will provide this training during professional development gatherings for staff and at parent meetings such as School Site Council, ELAC meetings, and Cafecitos/ Principal Coffee Chats.

How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?

DCP works with sites to identify the types of trainings and materials that will meaningfully engage parents and families in supporting their student's academic achievement. For example, the College Success Team supports sites with workshops that help parents and families prepare for college, including the meaning of grades, planning coursework, and participation in meaningful experiences. Families also receive guidance on financial planning for college and the impact of academic achievement on the types of colleges available to students.

DCP gathers data through surveys on the level of parent and family access to online grade monitoring systems. Sites will assess the number of parents accessing these services and provide training when possible.

DCP will collaborate with sites to inform parents about changes to curriculum or academic systems that impact their student's learning.

How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?

DCP engages our staff, families, and students through our core values of desire, community, and pride to meet our mission of college success for first-generation students. The current research on first-generation college students and DCP's own alumni stories identify parents and families as critical players in helping students persist in college. DCP works with schools to share such research and stories to ensure that families are meaningfully incorporated in all aspects of the academic and non-academic experience of students.

How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

DCP Central office will help build capacity at sites and with parent leaders to support effective parental involvement efforts that begins with the annual communication and

engagement with the school-parent/student compact. The Commitment to College outlines the ways that parents can support their child and put them on the path for college success. The staff also make a commitment to our students and families to ensure the efforts are collaborative.

The College Success Team also provides every family member with guidance on academic, financial, and personal factors informing their student's college opportunities by 12th grade. The programming will range from printed resources, workshops, to one-on-one consultation depending on the grade level and student needs. These mission-aligned services help parents and families have the tools and language they need to be more effective advocates for their student's educational needs to meet or exceed the college eligibility requirements.

How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?

DCP schools will communicate regularly with parents about upcoming activities, meetings and programs. School sites will use different ways of communication such as phone, text, social media, email and/or letter/written notice through mail or through students. DCP has created an internal parental communication plan to assist sites in how to inform families of upcoming events. Due to the majority of the demographics DCP serves, we will continue to provide all written and verbal announcements and communication in Spanish and English.

How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?

DCP Central office and site staff will work in partnership to identify additional resources and support as needed.

How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for the parents and families to understand (ESSA Section 1116[f])?

DCP will distribute the Parent and Family Engagement Policy in our parent/student handbook that will be accessible to all families and include translation in English and Spanish. Parents will be asked to sign the school-parent/student compact and turn in to the school. This will serve as evidence that parents received, understand and agree with the policy.

This Policy was adopted by **Downtown College Prep** on **September 18, 2019**.

The LEA will distribute this Policy to all parents and families of students participating in the Title I, Part A program on, or before: (add date here).

Signature Page

Signature box.

Signature of Authorized Official

Enter date approved.

Date

California Department of Education
August 2019

6.2 School Parent and Family Engagement Policy and Compact 2019-20

Downtown College Prep School-Level Parent & Family Engagement Policy

Downtown College Prep (DCP) firmly believes that we can only accomplish our mission of college success by working closely with students and their families. DCP families will be empowered and encouraged to engage in their student's academic journey and become active partners in creating a school community where all students thrive.

We view family engagement as a shared responsibility where schools actively engage families in meaningful ways while focusing on student learning, development, and community. We recognize and respect that every parent is able to be involved at different levels due to unique circumstances such as family, work, health, and even cultural reasons. Regardless of each family's particular needs, we encourage every parent/guardian to play a role in supporting their child's education. Therefore, our schools offer different ways to partner with us as a parent/guardian.

In our work with parents and families, DCP commits to do the following:

- Work together with parents to create an excellent learning environment and community.
- Collaborate with parents to develop school policies.
- Provide parents with workshops on preparing their children for college.
- Empowering parents to be advocates for their children on the path to college.

Expectations of All Families:

- Commitment and willingness to fulfill the Commitment to College form, our school-parent/student compact.
- Attend parent-teacher conference(s).
- Attend registration meeting, back to school night and two additional meetings in the school year.
- Have two-way communication between school and home regarding the education and well-being of the student.
- Stay abreast of your student's academic progress by: accessing Powerschool, asking front office for report card or contacting the teacher directly.

Other ways DCP encourages parents/guardians to get involved:

- Join or participate in a decision-making parent group such as Site-Level Parent Group/Club, School Site Council, ELAC, and/or DCP Parent Coalition (organization wide).
- Attend public DCP Board of Directors meetings.
- Participate in a DCP staff hiring committee.
- Attend workshops, parent classes or school events.
- Volunteer in the office, classroom, or school events as needed.
- Visit your student's classroom.
- Help recruit students and families.
- Help with fundraisers .

No student will be penalized or denied enrollment if parents/guardians elect not to volunteer.

Home Visits

DCP understands the value of home visits when on-boarding new families or special circumstances when families cannot come to campus. When possible, on a case by case basis, we will reach out to families to offer a home visit.

Board Approved 09.18.19

**Downtown College Prep School-Parent Compact
Staff, Student and Family Commitment to College**

Teacher and Staff Commitments:

We commit to the success of our students in the following ways:

- always believe in our students' ability to succeed in college.
- get to know our students as learners and as people.
- arrive at DCP on time and maintain excellent attendance.
- update our gradebooks at least every two weeks so that parents and students can track their progress.
- contact students and families if the student is not on track to succeed.
- teach students and provide additional support outside of the school day when appropriate.
- attend and participate in all staff meetings and professional development.
- teach DCP students in a way that promotes critical thinking and shared ownership of learning
- teach students the habits and skills they need to be successful in college.
- make ourselves available by cell phone, email, and in person to work with students and parents.
- schedule a meeting with a parent within one week of a request.
- listen to any concern(s) that students or parents might have and work together to solve them.
- treat all students and staff with respect at all times.
- hold our students to high expectations (including Student Commitments to College) and congratulate them when they succeed or demonstrate growth.
- respond to communication from students, parents, and fellow staff members in a timely matter
- always protect the safety, interests, and the rights of all individuals in the classroom.
- support the DCP COMMUNITY, take PRIDE in our work, and demonstrate DESIRE to continuously improve as educators.
- demonstrate a GROWTH MINDSET by always trying to make our school better, learning from our mistakes, and helping students to realize that they can get smarter by working hard.
- **provide a rigorous college prep curriculum along with necessary support in order to prepare our students to be accepted and graduate from a 4 year college or university.**

We understand that keeping these commitments will help our students get to college.

Student Commitments:

I commit to College Success! I will dedicate myself to:

- show **PRIDE** by showing up, working hard and trying my best.
- arrive at school and my classes on time, in dress code, and with the necessary materials.
- maintain excellent attendance.
- put in extra time if I need to complete missing work or if I need additional help.
- greet new community members with a firm handshake, eye contact, and a smile.
- show **DESIRE** to do whatever it takes to graduate from a four-year college or university.
- complete all of my work, both in class and out of class.
- ask for help from classmates or teachers when I need it, during school and after school.
- ask questions and focus on learning during classes.
- explore my strengths and areas for growth to meet my academic and personal goals.
- show **COMMUNITY** by treating teachers, students, and all adults with respect.
- accept the consequences and tell the truth if I choose to disrespect the DCP community.
- adhere to the behavior expectations outlined in DCP handbook.
- share my story of growth and goals with members of my community.
- demonstrate a **GROWTH MINDSET** by asking questions, taking healthy risks, learning from mistakes, and working to get smarter.

I understand that keeping these commitments will help me get to college. If I break one, I could lose privileges and/or face disciplinary consequences as articulated in the policies and processes in the Student Handbook.

Board Approved 09.18.19

Family Commitments:

I (parent and/or guardian) commit to College Success for my student! I/We will dedicate myself/ourselves to...

- make sure my student attends school, arrives on time, with the necessary materials, and in uniform.
- call the school by 9:00 a.m. that day to notify the school, on the rare day when my child must be absent
- schedule doctor, dentist, and other appointments outside of school hours. If this is not possible, I will have my student attend school for as much of the day as possible when there is an appointment.
- ensure that my student completes all programs or classes and attends all meetings that are mandatory.
- always help my student in the best way I know how, and will do whatever it takes for him/her to learn.
- will make sure my student seeks and receives support when needed
- review the electronic portal such as Powerschool and seek help at the front office if I am not able to access or view my student's grades.
- provide a quiet place for my student to study, review homework every night, and use the agenda and Powerschool to monitor my student's progress.
- allow my student to remain after school if needed to complete missing work or receive extra academic help.
- support the school policies and disciplinary consequences if my student has chosen to disrespect the DCP community.
- make myself available to the school to support my student, the DCP community and its mission.
- attend parent meetings, exhibitions, and conferences.
- communicate regularly with the school and contact my student's teachers or the school when I have questions.
- expect my student to be in dress code and follow the uniform policy
- expect my student to follow all DCP rules in order to protect our community and all individuals in the classroom.
- **the college success mindset and work in partnership with the school so my student can graduate from a 4-year college/university**

I understand that the above agreements will help lead to college success for my/our student and family. I have read the above Commitment to College, and by signing, I agree to these commitments.

Student Name: _____ **Student Grade:** _____

Student Signature: _____ **Date:** _____

Parent Name: _____

Parent/Guardian Signature: _____ **Date:** _____

School Staff/Teacher Signature: _____ **Date:** _____

Assessment of School Safety and a Healthy School Climate

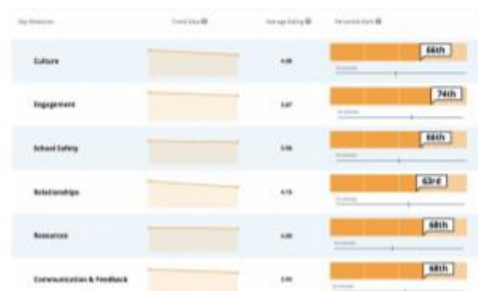
DCP Alum Rock High School

	Suspensions	Expulsions	Chronic Absence Rate
2015-16	9.2%	0.16%	NA
2016-17	4.2%	0.14%	13.9%
2017-18	3.8%	0%	13.4%
2018-19	3.4%	0%	13.3%

Spring 2018 DCP Alum Rock High School Family Survey School Report

Summary Measure	Downtown College Prep Alum Rock - High School	Typical School in Downtown College Prep	Typical School Nationally
Communication and Feedback	70%	94%	52%
School Safety	73%	90%	60%
Relationships	90%	82%	72%
Resources	79%	70%	58%
Engagement and Empowerment	73%	83%	56%
School Culture	89%	80%	70%

Spring 2019 DCP Alum Rock High School Family Survey School Report



6.3 Family Engagement Manager Job Description



Family Engagement Manager

Summary:

The Family Engagement Manager (FEM) will support family leadership, advocacy, education and other forms of engagement in support for their students and DCP community. The FEM will work with principals, site leadership staff, college success staff, parent associations, and community groups to develop action plans to meet college-going mindsets and outcomes for our families. In collaboration with the College Success Team, the FEM helps ensure that families understand and are engaging in our mission of college success at all levels of the organization. While this role supports with some recruitment strategies, the primary goal for the FEM is to ensure that we are building a culture that retains our families who will promote DCP's mission throughout the community.

Parent Leadership and Advocacy:

- Identify training needs and coordinate, create and deliver training for parent leaders
- Support sites with family mobilization efforts as needed by sites and DCP
- Develop and support partnerships with parents, neighbors, community agencies, and various community groups to inspire and motivate families
- Promote greater participation and engagement in advocacy in our communities by investing in the civic education of our team and families
- Monitor relevant legislation that potentially impacts our schools, families, and communities and work with our leadership team to educate our families
- Coordinate parent volunteers to participate in org-wide initiatives

Family Education:

- Work with the Director of College Success to articulate outcomes that support college-going mindsets for families across grade levels
- Partner with local organizations and professionals that build our capacity to deliver high-quality educational resources to meet our family outcomes
- Ensure that sites are delivering accurate, timely, and informative materials to families to track their students' academic progress towards college readiness
- Promote resources that support family needs related to immigration and citizenship, housing, English language learners, etc.

School Climate and Culture:

- Develop consistent and effective messaging to families regarding our mission of college success
- Build and implement systems to track family engagement data for each school site



- Build and implement annual family surveys at each site to gather feedback on school climate and culture
- Collaborate with site principals to develop their parent engagement programming plans to execute regular family events, such as open houses, small gatherings at homes of neighborhood families, and speaking engagements with community groups.
- Work with site leadership and teachers to identify and deliver professional development needs to build strong relationships with families at all levels.

Family Recruitment and Retention

- Ensure that our recruitment and retention programming efforts are connected to our broader family engagement and education priorities
- Facilitate parent involvement in recruiting activities
- Support with the development of communication and marketing materials including flyers and presentations to relevant stakeholder
- Gather and analyze data from families who transition out of DCP

Other duties as assigned.

Requirements:

- Bachelor's Degree or Equivalent Experience Required
- Fluent in written and spoken Spanish
- Experience working with first-generation students and relentless belief in the role that families play in the success of students toward college eligibility and completion
- Ability to communicate with stakeholders across a variety of high-stakes issues
- Ability to use data to make informed decisions
- Proven track record initiating and managing multiple projects
- Proficiency with computer software applications, including MS Office
- Strong written and verbal communication, interpersonal, and customer-service skills
- Good organizational, time management, problem-solving skills and the ability to work accurately and meet deadlines with frequent interruptions
- Responsiveness, attention to detail are essential, and a customer service orientation in assisting and collaborating with other school staff in the efficient execution of the school's mission

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is continuously required to speak and listen for extended periods. The employee is also required to sit or stand for long



periods, and to regularly walk; use hands or fingers to handle, or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch or crawl. The employee must regularly lift and move up to 25 pounds. Specific vision abilities required for this job include close vision, peripheral vision, depth perception, and the ability to adjust focus. The employee is further required to have the physical, mental, and emotional stamina to fully perform the duties and responsibilities of the position, and the mental acuity to collect, evaluate, and interpret data; to reason; to define problems; to establish facts; to draw valid conclusions; and to make effective judgments and decisions.

Work Environment:

The work environment characteristics are representative of those in a normal office, building, classroom/school setting which one might encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

FLSA: Exempt

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant. Also, this job description reflects management's assignment of essential functions; and nothing in this herein restricts management's right to assign or reassign duties and responsibilities to this job at any time.

6.4 ARHS Cafecito Agenda



DCP Alum Rock High School School Site Council Agenda

June 3, 2020
6-7pm

All parents and community members are encouraged to participate in our School Site Council.
Todos los padres y miembros de la comunidad están invitados a participar en el concilio escolar.

The School Site Council helps monitor the implementation of our Single Plan for Student Achievement (SPSA), helps evaluate the effectiveness of the allocation of resources, and provides additional input in the modification of the SPSA.

El Concilio Escolar ayuda a monitorear la implementación de nuestro Plan Único para el Rendimiento Estudiantil (SPSA), ayuda a evaluar la efectividad de la asignación de recursos y proporciona información adicional para la modificación del SPSA

Agenda Items

- | | | |
|----------|-----|--|
| (5 Min) | 1.0 | Call meeting to order / <i>Junta comienza oficialmente</i> |
| | 2.0 | Approval of Agenda / <i>Aprobación de la agenda</i> |
| (10 min) | 3.0 | Principal Report |
| (25 min) | 4.0 | Review and Comment: Family Engagement Policy |
| (10 min) | 5.0 | Public Comment / <i>Comentario publico</i> |
| | | Adjournment / <i>Junta Terminada</i> |

June 3, 2020: Meeting Minutes

1.0 Call meeting to order / *Junta comienza oficialmente*

Meeting called to order at 6:05pm

Roll Call of SSC members: Lizet Balderrama (parent), Alan Smith (ARHS teacher), Terri Furton (ARHS principal)

Others in attendance: Dan & Michelle Snyder, Yadeel Lopez, Mercedes Carbajal (DCP Family Engagement Manager)

2.0 Approval of Agenda / *Aprobación de la agenda*

Approved agenda.

3.0 Principal Report

Announcements, end of school year items reviewed.

4.0 Review and Comment: Family Engagement Policy

- Mercedes Carbajal reviewed the Family Engagement Policy that was originally brought to the council for review and feedback on 9/4/19. It was then sent to DCP board for approval on 9/18/19.
- New changes and additions are being proposed and are all highlighted in yellow.
- There are 4 elements to this policy and sections with changes were reviewed with council. - all were read out loud and a powerpoint slide projected for visual.
- The Commitment to College - parent compact did not change.
- Comments / Feedback:
 - Yadeel: Childcare - she knows budgets are being cut and she has seen other schools/orgs offset this free with a cost for childcare to the parent. Sometimes it is offered but only one child shows up. Does paying for this service take away from other programs?
 - Principal: Yes but the site is also thinking creatively how to minimize this expense by having flexible hourly employees cover this time.
 - A discussion on whether this document should be signed by every parent and student: a suggestion was said if using online signatures like "DocuSign" or "Hello Sign" could help collect them from parents. Parents liked the idea of sending it directly to parents and not through the student.
 - It was recommended to make this policy available at first family meetings, etc.
 - Lizet made a motion to approve the new changes to the policy. Mr. Smith second the motion. All voted by raising their hands. Unanimous approval.

5.0 Public Comment / *Comentario publico* - There was no public comments

Adjournment / Junta Terminada - meeting adjourned at 6:59pm



**DCP Alum Rock High School
School Site Council
Agenda**

January 22, 2020

All parents and community members are encouraged to participate in our School Site Council.
Todos los padres y miembros de la comunidad están invitados a participar en el concilio escolar.

The School Site Council helps monitor the implementation of our Single Plan for Student Achievement (SPSA), helps evaluate the effectiveness of the allocation of resources, and provides additional input in the modification of the SPSA.

El Concilio Escolar ayuda a monitorear la implementación de nuestro Plan Único para el Rendimiento Estudiantil (SPSA), ayuda a evaluar la efectividad de la asignación de recursos y proporciona información adicional para la modificación del SPSA

Agenda Items

- | | | |
|----------|-----|--|
| (5 Min) | 1.0 | Call meeting to order / <i>Junta comienza oficialmente</i> |
| | 2.0 | Approval of Agenda / <i>Aprobación de la agenda</i> |
| (45 min) | 3.0 | Local Control & Accountability Plan (LCAP)
Review Annual Report and get input |
| (5 min) | 5.0 | Public Comment / <i>Comentario publico</i>
Adjournment / <i>Junta Terminada</i> |

- | | | |
|----------|-----|--|
| | 2.0 | Approval of Agenda / <i>Aprobación de la agenda</i> |
| (25 min) | 3.0 | Family Engagement Policy input
<i>Póliza de Involucración de Familia - comentarios</i> |
| (10 min) | 4.0 | School Site Council roles & topics for future discussion
<i>Los papeles del Concilio Escolar y temas para hablar en el futuro</i> |
| (5 min) | 5.0 | Nominations and voting in of new members
<i>Nominaciones de miembros oficiales</i> |
| (5 min) | 6.0 | Public Comment / <i>Comentario publico</i>
<i>Adjournment / Junta Terminada</i> |



**DCP Alum Rock High School
School Site Council
Agenda
September 4, 2019**

All parents and community members are encouraged to participate in our School Site Council.
Todos los padres y miembros de la comunidad están invitados a participar en el concilio escolar.

The School Site Council helps monitor the implementation of our Single Plan for Student Achievement (SPSA), helps evaluate the effectiveness of the allocation of resources, and provides additional input in the modification of the SPSA.

El Concilio Escolar ayuda a monitorear la implementación de nuestro Plan Único para el Rendimiento Estudiantil (SPSA), ayuda a

6.5 ARMS Cafecito Agendas

Principal's Coffee Chat



*Come join the Principals for a virtual coffee chat this Thursday, May 28th at 5 pm.
We will be using Zoom for our meeting.*

[Join Zoom Meeting](#)

<https://zoom.us/j/97422034177?pwd=R1RYS2haR1BOM1RSSjdEZ1R6VzlsQT09>

Meeting ID: 974 2203 4177

Password: ARMS

Topics to be discussed:

Explore what it's like to be in a Breakout Room
More tips for living with teenagers during COVID-19
Summer Programs Grade level updates
Families giving back at ALMA
Feedback for 2020 return

We look forward to spending a little time with our families, hope to see you there.

Downtown College Prep Alum Rock Middle School 2888 Ocala Ave San Jose, CA 95148
Phone: 408-942-7000

Cafecito con los Directores



Venga a unirse con los directores para nuestro cafecito virtual este jueves, 14 de mayo a las 5 pm.
Estaremos usando Zoom para nuestra junta.

[Ingresa a la junta de Zoom](#)

<https://zoom.us/j/97422034177?pwd=R1RYS2haR1BOM1RSSjdEZ1R6VzlsQT09>

Id de Junta: 974 2203 4177

Contraseña: ARMS

Temas por discutir:

Reclutamiento Viviendo con adolescentes durante COVID-19
 Actualización de Promociones del 8º grado Modelo de Bloque 2020

Esperamos pasar un poco de tiempo con nuestras familias, esperamos verlos allí.

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We will be using Zoom for our meeting.*

[Join Zoom Meeting](#)

<https://zoom.us/j/97422034177?pwd=R1RYS2haR1BOM1RSSjdEZ1R6VzlsQT09>

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Appendix 7- Corporate Documents



7.1 ABF Articles of Incorporation

7.2 ABF Corporate Bylaws

7.3 Conflict of Interest Code

7.4 Board of Directors

7.5 Doing Business “DBA”

7.1 ABF Articles of Incorporation

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

Debra Bowen

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: 2/4/08

Stephanie Puentes
NAME: President, **STEPHANIE PUENTES**

DATE: 2/4/08

DAVE BROWN
NAME: Secretary, **DAVE BROWN**



2160214


State of California

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


Secretary of State

Sec/State Form CE-107 (Rev. 9/88)

2163214

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

MAY -4 1999

GILL 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 Randall 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.



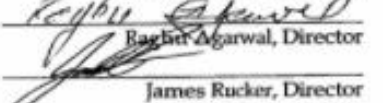
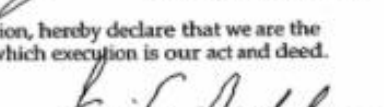
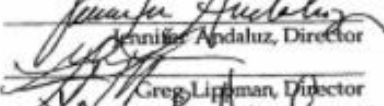
FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

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 of 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



7.2 ABF Corporate Bylaws

**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 1400 Parkmoor Ave., Ste 206 San Jose, Santa Clara County, California 95126.

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 charitable purposes. 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. If the charter authorizer designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors.

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 serve a term of three (3) years to end in June of the third fiscal year of service. Directors may serve up to three (3) consecutive terms upon nomination by the Board or a Board committee selected for the purpose of nominations, subject to Board approval. At the end of the third consecutive term, a Director must leave the Board for one (1) full year to be eligible for reappointment to the Board. It shall be the goal of the Board of Directors to have more than one-third of the Board of Directors term expire in any one year.

SECTION 5. COMPENSATION

Directors shall serve without compensation. Directors may receive reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, no 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 the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held within the physical boundaries of Santa Clara County. 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. A two-way teleconference location shall be established at each school site school site.

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 appointed by the Board of Directors in accordance with this section. Directors may be appointed 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, or a majority of the Board of Directors, and such meetings shall be held at the place, within Santa Clara County. The party calling a special meeting shall determine the place, date, and time thereof.

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, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

SECTION 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. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

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 Santa Clara County ;
- 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. 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.
- 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
- Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call. 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. 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 directors, at any Board meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting.

Directors except for the representative appointed by the charter authorizer, 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. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

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, except for the representative appointed by the charter authorizer, may be filled by approval of the board or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A person appointed to fill a vacancy shall serve as a director until the expiration of the term of the vacant seat that the director was appointed to fill and until a successor has been elected and qualified. A vacancy

in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

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

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

SECTION 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 Executive Director, 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 or the Executive Director.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Only a director may serve as officer of this corporation. Officers shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

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.

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.

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 or cause to be kept at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.

Keep or cause to be kept 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 and the vote or abstention of each Board member present for each action taken.

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.

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) and no one who is not a director 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 filling of vacancies on the board or on any committee which has the authority of the board.
- (b) The amendment or repeal of Bylaws or the adoption of new Bylaws.
- (c) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable.
- (d) The appointment of committees of the board or the members thereof.

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

The corporation shall have such other committees or advisory boards as may from time to time be designated by resolution of the Board of Directors. Such other committees or advisory boards may consist of persons who are not also members of the board. These additional committees or advisory boards 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.

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 shall the Corporation enter into any contract or transaction with 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).

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; 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.

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 comply with Corporations Code section 6322.

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 at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE 10
AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES

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. On dissolution or winding up of the affairs of the corporation 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 OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Across The Bridge Foundation, a California nonprofit public benefit corporation, doing business as Downtown College Prep. This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation consisting of 22 pages, as duly adopted by the Board of Directors of said corporation on April 22, 2020; and that these bylaws have not been amended or modified since that date.

Dated: 4/25/20


Mary Curtis
Secretary of the Board of Directors

7.3 Conflict of Interest Code

The Across The Bridge Foundation (DBA: Downtown College Prep)

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with Political Reform Act of 1974, California Government Code Section 87100, et seq., THE ACROSS THE BRIDGE FOUNDATION (DBA: DOWNTOWN COLLEGE PREP) (hereinafter referred to as "DCP") hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, and all other designated employees of DCP as specifically required by California Government Code Section 87300, et seq.

The terms of the Model Conflict of Interest Code set forth in Title 2, Section 18730 of the California Code of Regulations, and any amendments to the Model Conflict of Interest Code subsequently adopted by the Fair Political Practices Commission, are hereby incorporated by reference. The incorporation pages, Regulation 18730, and the attached Appendices designating positions and establishing disclosure categories, shall collectively constitute the Conflict of Interest Code of DCP.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulation Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of DCP, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interests ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With DCP. All Statements shall be filed with DCP. If a statement is received in signed paper format, DCP's filing official shall make and retain a copy and forward the original of this statement to the filing officer, the County of Santa Clara Clerk of the Board of Supervisors. If a statement is electronically filed using the County of Santa Clara's Form 700 e-filing system, both DCP's filing official and the County of Santa Clara Clerk of the Board of Supervisors will receive access to the e-filed statement simultaneously.

Statements retained by DCP are public records available for public inspection and reproduction pursuant to Government Code section 81008.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any DCP decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employee

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. Governing Board members shall comply with the disqualification provisions of the Political Reform Act. The Governing Board members shall also comply with all other applicable laws and adopted policies relating to potential conflicts of interest.

EXHIBIT A**Designated Positions**

Persons occupying the following positions are designated employees and must disclose financial interests in the assigned category, as defined in "Exhibit B".

Designated Position	Disclosure Category
• Member of the Governing Board	1
• Executive Director	1
• Chief Academic Officer	1
• Chief Operating Officer	1
• Controller	1
• Director of College Success	2
• Director of Operations	2
• Managing Director of Schools	2
• Principal of Charter School	2
• Assistant Principal of Charter School	2
• Director of Advancement	1
• Director of Learning Design and Systems, STEM (Humanities)	2
• Director of Learning Design and Systems, STEM	2
• Director of Student Services	2
• Consultant	3
• Newly Created Position	*

*** Newly Created Positions**

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

As soon as the school has a newly created position that must file statements of economic interests, DCP's filing official shall contact the County of Santa Clara Clerk of the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County's electronic Form 700 record management system, known as eDisclosure. Upon this notification,

the Clerk's office shall enter the actual position title of the newly created position into eDisclosure and DCP's filing official shall ensure that the name of any individual(s) holding the newly created position is entered under that position title in eDisclosure.

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

EXHIBIT B

Disclosure Categories

Disclosure Category 1:

Persons in positions designated Category 1 must report:

- A. Interests in real property which are located in whole or in part either (1) within the boundaries of either San Jose Unified School District or Alum Rock School District or East Side Union High School District or (2) within two miles of the boundaries of any of these three Districts, or of any land owned or used by any of these three Districts, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- B. Investments in, business positions in, and income (including gifts, loans, and travel payments) from sources which:
 - a. Are contractors or subcontractors that are or have been within the previous two-year period engaged in the performance of building construction or design within the Districts.
 - b. Are engaged in the acquisition or disposal of real property within the jurisdiction.
 - c. Manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is responsible.
 - d. Are contractors or sub-contractors engaged in the performance of work or services of the type used by the department for which the designated employee is responsible.

Disclosure Category 2:

Persons in positions designated Category 2 must report investments in, business positions in, and income (including gifts, loans, and travel payments) from sources which:

- a. Are contractors or subcontractors that are or have been within the previous two-year period engaged in the performance of building construction or design within the Districts.
- b. Are engaged in the acquisition or disposal of real property within the jurisdiction.
- c. Manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is responsible.
- d. Are contractors or sub-contractors engaged in the performance of work or services of the type used by the department for which the designated employee is responsible.

Disclosure Category 3:

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in DCP's conflict of interest code subject to the following limitation: The Executive Director or designee may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such a determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection in the same manner and location as this conflict of interest code.

A "consultant" is an individual who, pursuant to a contract with a state or local government agency, makes a governmental decision whether to:

- (i) Approve a rate, rule, or regulation;
- (ii) Adopt or enforce a law;
- (iii) Issue, deny, suspend, or revoke a n y permit, license, application, certificate, approval, order, or similar authorization or entitlement;
- (iv) Authorize the agency to enter into, modify, or renew a contract provided it is the type of contract that requires agency approval;
- (v) Grant agency approval to a contract that requires agency approval and to which the agency is a party, or to the specifications for such a contract;
- (vi) Grant agency approval to a plan, design, report, study, or similar item;
- (vii) Adopt, or grant agency approval of, policies, standards, or guidelines for the agency, or for any subdivision thereof; or

A consultant is also an individual who, pursuant to a contract with the agency, serves in a staff capacity with the agency and in that capacity participates in making a governmental decision as defined in regulation 18704 or performs the same or substantially all the same duties for the agency that would otherwise be performed by an individual holding a position specified in the agency's Conflict of Interest Code under Government Code section 87302.

7.4 Board of Directors



Across the Bridge Foundation dba Downtown College Prep
Board of Directors
Profession and Terms of Service

Board Member	Profession	Term Expiration	Term Number
Maria Arellano, President	Director of Procurement, Intuit (Retired)	June 30, 2021	Third
Marc Ketzal, Vice President	President, MK Consulting (Human Resources)	June 30, 2023	Second
Kathy Yates, Treasurer	Executive Advisor, Educational Services	June 30, 2022	Second
Mary Curtis, Secretary	CEO, Pacifico (Branding/Marketing)	June 30, 2022	Third
Sandra Moll	Financial Planner/Investment Advisor, The Giordano Wealth Management Group	June 30, 2022	Second
Lisa Cole	Assistant General Counsel, Graniterock	June 30, 2022	Second
Riaan Du Preez	Director, Finance Product Innovation, Netflix	June 30, 2021	First
Josue Fuentes	Community Prosecutor, Office of the District Attorney, Santa Clara County	June 30, 2023	Second
Kathryn Hanson	Partner, The Hanson Group (Marketing Consulting)	June 30, 2021	First
Don Imwalle	President, Imwalle Properties	June 30, 2022	Second
John Koeplin	Chair of Accounting Department, University of San Francisco	June 30, 2023	Second
Miguel Salinas	Program Officer, The David and Lucile Packard Foundation	June 30, 2023	Second
Jackie Zeller	Director Secondary Curriculum and Instruction, San Jose Unified School District (Retired)	June 30, 2021	First



Board of Directors Biographies

Maria Arellano (Board President) Maria recently retired from her position as Director of Procurement at Intuit. Maria has 20 years of professional experience primarily in the Procurement field beginning at Hewlett-Packard, Agilent Technologies, and now at Intuit. Her particular strengths include: building high performing teams that fuel strategic value to business results; effective supplier relationship management; and being an early adopter and initiator of transformation. In support of diversity and inclusion, Maria is the founder of the Latino employee network at Intuit (LatinosConnect@Intuit). This employee resource group embraces the power of Latino culture and community to accelerate Intuit's growth, nurture Latino talent and inspire leadership. Maria earned her B.A. in Business Administration from the University of Puget Sound, Tacoma, WA. DCP has grown to be a special part of Maria's professional and personal life over the years. DCP helped her recognize and embrace her passion for Latino youth. Maria is committed to partner with DCP to invest in Latino students today to be Latino leaders in the community and workforce tomorrow.

Marc Ketzel (Board Vice President) Marc Ketzel is a Human Resources Executive that has spent his entire career in the high tech sector. Most recently, Marc was the VP Human Resources for Samsung Research America (SRA), which is a software R&D organization that is headquartered in Mountain View. Prior to Samsung, Marc has worked for private and public high technology companies in HR leadership roles, including Yahoo!, Maxygen, Excite@Home and Silicon Graphics. Marc has a Master's of Science Degree in Industrial Relations from the University of Wisconsin-Madison.

Kathy Yates (Treasurer) Kathy works in various capacities with mission-driven organizations that foster positive social impact. She has served as CEO or COO for several companies, including Teachscape, Marketwatch, and the San Jose Mercury News. She also served as a Director on the boards of numerous non-profit organizations doing work in education (Bellarmine College Prep, KTEH Channel 54), health care (Good Samaritan Health System, ReSurge International), and civic development (American Leadership Forum). She is a Senior Fellow of the American Leadership Forum Education Network, and is pursuing a coaching credential through the Newfield Network. She earned a BA in Economics from Trinity College and an MBA from Stanford University's Graduate School of Business.



Mary Curtis (Secretary) Mary P. Curtis is founder/CEO of Pacifico Inc., a company with a three-decade record of providing integrated marketing communications services to global B2B and B2C companies. Today the firm operates as a strategic consultancy focused on messaging, branding and public relations. Mary is also a partner in The Angel's Forum where she invests and serves in an advisory capacity to emerging Silicon Valley portfolio companies. Her community involvement currently includes serving on the boards of directors of Children's Musical Theater (immediate past chair), Downtown College Prep and on the Archbishop Mitty Board of Regents. She has served as an Arts Commissioner for the Town of Los Gatos, chaired Ad Club Silicon Valley, and was a director and board chair of the San Jose Symphony Orchestra. She also has served as a member of the Mayor's New Realities Task Force, an executive trustee for the Silicon Valley Arts Fund, and a director of the Children's Discovery Museum, the Metro YMCA and San Jose Jazz. A recipient of the American Advertising Federation's Silver Medal Award recognizing both excellence in the industry as well as social responsibility, Mary is a frequent speaker on topics pertaining to branding and marketing. Pacifico participates actively in a number of professional organizations and is a member of the Public Relations Society of America, and the Business Marketing Association.

Sandra Moll (Director) A San Jose State graduate with a B.A. in Business and an M.A. in Vocational Education, Sandra taught high school for 12 years prior to becoming a Certified Financial Planner practitioner. She co-founded Mayer, Moll & Associates, a registered investment advisory corp., and recently transitioned her practice to The Giordano Wealth Management Group in Los Gatos. A community activist whose non-profit leadership has been recognized by the San Jose/Silicon Valley Chamber of Commerce and the Assn. for FundRaising Professionals, she is a passionate advocate for education and the arts and has served on the Boards of the San Jose Repertory Theater; the San Jose Institute for Contemporary Art, where she is an Emeritus; and Foundation for HOPE, among others. Sandra loves this valley for its creativity, diversity, resiliency and social consciousness.

Lisa Cole (Director) Lisa Cole currently works as the Assistant General Counsel at Granite Rock Company. Prior to joining Graniterock, Lisa was a partner at a national law firm where she handled all aspects of civil litigation for clients primarily doing business in Silicon Valley. Born and raised in San Jose, Lisa attended St. Mary's College in Moraga and Hastings College of Law in San Francisco.



Riaan du Preez (Director) Riaan du Preez is the Director of Finance Product Innovation at Netflix, where he has worked since 2008. Prior to joining Netflix, Riaan was a manager in advisory services at Ernest and Young. Riaan received his Bachelor in Commerce, Accounting from the University of Johannesburg.

Josue Fuentes (Director) Josue is the son of Mexican immigrants from Jalisco. He was raised in a small agricultural town in the Sacramento Valley. He is the first in his family to attend and graduate from college. He graduated in 2006 from the University of California, Los Angeles, where he majored in Sociology and Political Science while playing for UCLA's rugby team. While at UCLA, Josue spent his summers working in the agriculture sector to pay for his tuition and worked full-time during the school year to cover living expenses. After graduating from UCLA, Josue became the first in his family to attend and graduate from law school in 2009. While attending the University of San Francisco School of Law (USF), Josue worked in the school library, served as President of the La Raza Law Student Association, and served as national law student president for the Hispanic National Bar Association Law Student Division. After he graduated from USF Law School in the worst legal market in history, Josue volunteered for the Santa Clara District Attorney's Office for one year before being hired full-time in August 2010. Since being hired, Josue has served on the Misdemeanor, Family Violence, Narcotics, and Central Felony Units. He is currently assigned to the Community Prosecution unit where he focuses on crime prevention through gang abatement, immigration fraud prevention, homeless relief, and truancy. Throughout his legal career, Josue served on the board for the San Francisco La Raza Lawyers Association, serving as President from 2014-2016. In July 2016, Josue was recognized by the Silicon Valley Business Journal as one of Silicon Valley's 40 under 40 for 2016.

Kathryn Hanson (Director) Kathryn has served as a board member on several for-profit companies as well as on boards for non-profit companies in the education space, including ALearn and RAFT. She has over 25 years of executive management and consulting experience in high tech companies, with an excellent track record in launching new products, new companies, and new channels. Recently as a founder and CEO of the successful non-profit ALearn - dedicated to helping underserved, first generation students get on the path to college - she recruited a Board and Advisory Board which helped the non-profit thrive and raised millions of dollars from individuals, corporations and foundations while succeeding in serving more than 12,000 students in math and college readiness. Kathryn is passionate about education and learning, travel, sports, fitness and wellness - as well as leveling the playing field for all students to have the opportunities to follow their dreams to college and career. Kathryn earned a BA in English with Distinction from Stanford University, an MA and Ph.D.



in English and American Literature from the University of Chicago, and an MBA with Distinction from the Harvard Business School.

Donald Imwalle (Director) Don is raising the fifth generation of Imwalles in Santa Clara County where he is president of Imwalle Properties focused on Retail Real Estate development. He received a BA in English from Georgetown University after graduating from Bellarmine College Prep. Between school and his current position, he was a broker at Colliers International in Sydney Australia, a sales executive with Oracle and a ski bum in Colorado.

John Koeplin (Director) John is currently the Chair of the Accounting Department at the University of San Francisco (USF). He is a tenured associate Professor of Accounting and has been at USF since 1998. He has served on the Board of Trustees at the University of San Francisco and Santa Clara University including Audit chair at both institutions. He received his PhD in Accounting from the University of North Texas. Prior to joining the Board at DCP, John was a Jesuit Priest of the California Province. His accounting work experience includes serving as a Professional Accountant for the CPA firm of Hood and Strong, and he also worked for a year with ROLM Corporation in Santa Clara as a Tax accountant. He is now happily married and lives in San Jose.

Miguel M. Salinas (Director) Miguel is a Program Officer for the Local Grantmaking Program at the David & Lucile Packard Foundation. He oversees grantmaking in Monterey County and leads the Nonprofit Breakthrough Fund, the Program's organizational capacity building grantmaking which spans multiple counties.

Prior to the Packard Foundation, Miguel was senior manager of Global Giving at Adobe and program director for the Adobe Foundation. He led the team responsible for the strategic planning and day-to-day operations for \$10 million in charitable investments worldwide on behalf of Adobe and the Adobe Foundation, including the Adobe Youth Voices (AYV) program, the Creativity Scholarships program, community sponsorships, and more than 70 organizations in the Community Grants and Creativity Grants programs.

Before Adobe he was communications director for the Hispanic Scholarship Fund, a national educational nonprofit focused on supporting Latino students to seek and attain a college degree. He has managed a grants portfolio and strategic communications for local and global philanthropy programs at Intel Corporation. Miguel began his career as a journalist, covering crime, government



and education for various publications in Texas and California.

Miguel has an extensive record of community service and is a current director of the School of Arts & Culture at Mexican Heritage Plaza in San Jose and a past director of Teatro Visión, Movimiento de Arte y Cultura Latino Americana (MACLA), and the Hispanic Foundation Silicon Valley. Miguel received a Bachelor of Journalism degree from The University of Texas at Austin where he also minored in English. He also has a Master of Liberal Arts degree from Stanford University.

Jackie Zeller (Director) Jackie has served San Jose as an educator and administrator for over 35 years. Beginning as a learning disabilities specialist and math teacher, Jackie recently retired from San Jose Unified School District as the Associate Superintendent of Instruction. Jackie has her BA and MA in Special Education from the University of Missouri - Columbia and an Administrative Credential in Educational Administration from National University.

7.5 Doing Business "DBA"

Fictitious Business Name (FBN) Statement

FILED WITH THE COUNTY CLERK-RECORDER OF SANTA CLARA COUNTY ON THE DATE IDENTIFIED ON THE FILING LABEL.

Fees:

\$40.00 Includes registrations of 1 business name, 1 or 2 registrants and 1 certified copy.

\$7.00 Each additional business name and/or registrant (must have the same business address and registrant) on the same statement.

FOR COUNTY CLERK-RECORDER'S USE

Filed in County Clerk's Office

Regina Alcomendras
Santa Clara County - Clerk-Recorder

FBN659867

10/18/2019

FBN

Pages: 1

Fee: \$40.00

Exp: 10/18/2024

By schanthasy, Deputy

The following person (persons) is (are) doing business as: (Use the ADDENDUM page to list additional fictitious business names.)

1. FICTITIOUS BUSINESS NAME DOWNTOWN COLLEGE PREPARATORY			
2. STREET ADDRESS OF PRINCIPAL PLACE OF BUSINESS 1400 PARKMOOR AVE STE. 206			
CITY SAN JOSE	STATE CA	ZIP CODE 95126	COUNTY SANTA CLARA

3. If the principal place of business identified in #2 above is not in Santa Clara County, a current fictitious business name statement for the fictitious business name(s) identified in #1 above shall be on file at the above-identified County that is the principal place of business. If applicable, please complete #3 below:

☐ THE PRINCIPAL PLACE OF BUSINESS IS IN _____ COUNTY AND A CURRENT FICTITIOUS BUSINESS NAME STATEMENT IS ON FILE AT THE COUNTY CLERK-RECORDER'S OFFICE OF SAID COUNTY.

4. This business is owned by: (An asterisk (*) item requires proof of registration with the California Secretary of State's Office)

☐ AN INDIVIDUAL ☐ A GENERAL PARTNERSHIP ☐ A LIMITED PARTNERSHIP ☐ A LIMITED LIABILITY COMPANY
☐ AN UNINCORPORATED ASSOCIATION OTHER THAN A PARTNERSHIP ☒ A CORPORATION ☐ A TRUST ☐ COPARTNERS
☐ MARRIED COUPLE ☐ JOINT VENTURE ☐ STATE OR LOCAL REGISTERED DOMESTIC PARTNERS ☐ LIMITED LIABILITY PARTNERSHIP

5. The name and residence address of the registrant(s) is (are):

(DO NOT USE P.O. BOX, PRIVATE MAIL BOX ADDRESSES)

NOTE: General Partnerships, Copartnership, Joint Venture, Limited Liability Partnership, Unincorporated Association, and Limited Partnership - Insert name and residence address of each General Partner; Trusts - Insert the full name and resident address of each trustee; Limited Liability Company and Corporation - Insert full name and address of Limited Liability Company or Corporation as registered with the California Secretary of State's Office; State or local registered Domestic Partners - Insert full name and residence address of each Domestic Partner. USE THE ADDENDUM PAGE TO LIST ADDITIONAL NAMES AND ADDRESSES

FULL NAME ACROSS THE BRIDGE FOUNDATION		
RESIDENT ADDRESS (P.O. Box not accepted) 1400 PARKMOOR AVE STE. 206		
CITY SAN JOSE	STATE CA	ZIP CODE 95126

FULL NAME		
RESIDENT ADDRESS (P.O. Box not accepted)		
CITY	STATE	ZIP CODE

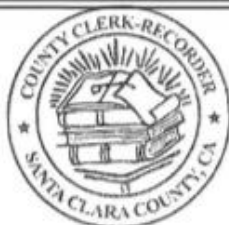
6. Registrant began transacting business under the fictitious business name(s) listed above on:

☒ DATE: **05/04/1999** ☐ NOT APPLICABLE (IF FUTURE DATE)

7. Type of Filing: (Check one)

☐ First Filing
☒ Refile (Change(s) in facts from previous filing)
☐ Refile (No change(s) in facts from previous filing)

Previous file #: **FBN597596**



CLERK-RECORDER SEAL

I hereby certify that this copy is a correct copy of the original Fictitious Business Name Statement on file in my office.

Regina Alcomendras, Santa Clara County Clerk-Recorder

Dated: **OCT 16 2019** **SANDY CHANTHASY** Deputy

B. I declare that all information in this statement is true and correct. (A registrant who declares as true information which he or she knows to be false is guilty of a crime.)

SIGNED X **[Signature]**

PRINTED NAME **RUTH WAMUYU SCHRIVER**

If a CORPORATION, LIMITED LIABILITY COMPANY, LIMITED PARTNERSHIP or LIMITED LIABILITY PARTNERSHIP, the following must be completed:

ENTITY NAME **ACROSS THE BRIDGE FOUNDATION**

TITLE / CAPACITY OF SIGNER **CHIEF OPERATING OFFICER**

ARTICLE / REG # **C2163214**

(from CA Sec of State's Office)

ABOVE ENTITY WAS FORMED IN THE STATE OF **CA**

NOTICE - IN ACCORDANCE WITH SUBDIVISION (a) OF SECTION 17920, A FICTITIOUS BUSINESS NAME STATEMENT GENERALLY EXPIRES AT THE END OF FIVE YEARS FROM THE DATE ON WHICH IT WAS FILED IN THE OFFICE OF THE COUNTY CLERK, EXCEPT, AS PROVIDED IN SUBDIVISION (b) OF SECTION 17920, WHERE IT EXPIRES 40 DAYS AFTER ANY CHANGE IN THE FACTS SET FORTH IN THE STATEMENT PURSUANT TO SECTION 17913 OTHER THAN A CHANGE IN THE RESIDENCE ADDRESS OF A REGISTERED OWNER. A NEW FICTITIOUS BUSINESS NAME STATEMENT MUST BE FILED BEFORE THE EXPIRATION. THE FILING OF THIS STATEMENT DOES NOT OF ITSELF AUTHORIZE THE USE IN THIS STATE OF A FICTITIOUS BUSINESS NAME IN VIOLATION OF THE RIGHTS OF ANOTHER UNDER FEDERAL, STATE, OR COMMON LAW (SEE SECTION 14411 ET SEQ., BUSINESS AND PROFESSIONS CODE).

Appendix 8- Health, Wellness, and Safety Plans



8.1 DCP Alum Rock High and Middle School Safety Plan

8.2 Suicide Prevention Policy

8.3 Sexual Harassment Poster for Students

8.1 DCP Alum Rock High and Middle School Safety Plan



Downtown College Preparatory-
Alum Rock High School

Comprehensive Safety Plan

2020-2021

Updated: August 14, 2020
Board Approved:

Preparing First Generation Students for College Success

1



Downtown College Preparatory-
Alum Rock Middle School

Comprehensive Safety Plan

2020-2021

Updated: August 14, 2020
Board Approved:

Preparing First Generation Students for College Success

1

Appendix 8.1 DCP Alum Rock High and Middle School Safety Plan

Site Name: DCP Alum Rock High School

Address: 1776 Educational Park Dr. San Jose, CA

Main Phone: (408) 384-4554

Site Manager: Terri Furton, Principal

Assistant Site Manager: Genevieve Lau, Assistant Principal
Alondra Ezzet, School Operations Manager

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Appendix 8.1 DCP Alum Rock High and Middle School Safety Plan

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Emergency Area Locations	
Command Post Location:	School Entrance
First Aid Station Location:	Adjacent to Gym
Student Release Area Location:	School Exit
Assembly Area Location:	Different Areas see map

Command Post Personnel	
Site Manager:	Terri Furton
Assistant Site Manager:	Gen Lau

Site Emergency Preparedness Committee	
Site Manager:	Terri Furton
Assistant Site Manager:	Gen Lau
Teacher Representatives:	John Miluso
Staff Representatives:	Alondra Ezzat

Site Emergency Preparedness Committee: Central Office	
Joyce Noble	Director of Operations
Ruth Schriver	Chief Operating Officer
Alice Huang	Grants and Compliance Manager
Thomas Madson	Managing Director of Schools

Emergency Numbers

DCP CENTRAL OFFICE	
Main Office Line	408-271-8120
Executive Director: Jennifer Andaluz	408-674-6300
Chief Operating Officer: Ruth Wamuyu Schriver	408-386-0420
Director of Operations: Joyce Noble	623-293-8360
Director of Managing Schools: Thomas Madson	415-845-6977
DISTRICT OFFICES	
San Jose Unified School District	408-535-6000
SJUSD District Police & Security	408-535-6080
SJUSD Transportation (Bus)	408-535-6185
East Side Union High School District	408-347-5000
ESUHSD Superintendent	408-347-5010
ESUHSD Assistant Superintendent - Administrative Services	408-347-5051
ESUHSD Transportation (Bus)	408-347-5511
ALARMS	
Central Station (Alarm, Security)	408-278-6923
Alarm Company (1-800-458-4519) / Dispatch	408-277-8950
AMBULANCE: County Ambulance Dispatch Control	911
ANIMAL CONTROL SERVICES	408-794-7297
EMERGENCY SERVICES (OFFICE OF)	
City of San Jose	408-274-7055
County of Santa Clara (299-2501 - 24 hr.)	408-808-7800
FIRE DEPARTMENT - SAN JOSE	911
Hazardous Materials Program (Bureau of Fire Prevention)	408-535-7750
HEALTH DEPARTMENT - SANTA CLARA COUNTY	408-792-5040

Appendix 8.1 DCP Alum Rock High and Middle School Safety Plan

HOSPITALS (All in San Jose)	
Good Samaritan - 2425 Samaritan Drive	408-559-2011
O'Connor - 2105 Forest Avenue	408-947-2500
Santa Clara Valley Medical Center - 750 South Bascom	408-885-5000
Kaiser Permanente Santa Teresa - 250 Hospital Parkway	408-972-3000
Kaiser Permanente Santa Clara - 700 Lawrence Expressway	408-851-1000
Regional Medical Center of San Jose - 225 N. Jackson Avenue	408-259-5000
Valley Health Center - 2400 Moorpark Avenue	888-334-1000
POLICE DEPARTMENT - SAN JOSE	408-277-8900 or 911
Bomb Squad	408-277-8900
POISON CONTROL SERVICES	800-876-4766
RED CROSS - American Red Cross, Silicon Valley Chapter - 2731 N. 1 st Street	877-727-6771
SHERIFF'S OFFICE	408-808-4400 or 911
SUPERINTENDENT OF SCHOOLS - SANTA CLARA COUNTY	408-453-6868
UTILITIES	
P.G. & E. (24 hr. emergency number)	1-800-743-5000
San Jose Water Company	408-279-7900
Telephone Line and Equipment Repair	611
City of San Jose Municipal Water	408-299-2507
Water Emergency (after hours 363-4742)	408-535-3500
Sanitation, Sewage, Flooding (after hours 277-8956)	408-794-1900
Santa Clara Valley Water District	408-265-2600

Site Emergency Plan Overview

This Site Emergency Plan has been designed to be a practical document for use during a declared emergency of such magnitude, i.e., earthquake, that the school would be isolated from immediate outside assistance.

The Site Manager, with assistance from the School Operations Manager and Director of Operations, will see to it that the information required by the Plan is supplied and that this information is reviewed and updated annually.

The Site Manager or designee has the ultimate responsibility for all local decisions in a disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams the Site Manager will assess building damage, casualties and facility status, and report it to the Executive Director.

Annual Review

Site emergency plans shall be reviewed annually. Because of the need for clear understanding of policies and procedures to be followed during an emergency, each Site Manager shall appoint an Emergency Preparedness Committee to review the Site Emergency Plan for the purpose of:

1. Updating staff assignments
2. Verifying status and location of supplies and equipment
3. Modifying site procedures
4. Planning for staff training activities
5. Reviewing emergency signals for evacuation, fire alarm, chemical alarm

This annual review will be completed by September 30 of each year and an updated Site Plan will be submitted to the Director of Operations at that time. The Committee shall be composed of the Site Manager, one teacher representative, one staff representative, and one parent representative.

Staff Awareness

By October 30 each year each site shall devote one complete staff meeting to Emergency Preparedness planning including Team assignments, evacuation procedures and basic DCP policies during emergencies. The Site Plan or appropriate pages of the Site Plan is to be given to each staff member by this date.

Community Awareness

Each Site Manager shall include in the first mailing home in the Fall a letter from the Site Manager on Emergency Preparedness policies with emphasis on the need for student emergency release information and updated emergency contact information.

School Emergency Recall Plan

This Site Emergency Preparedness Plan deals primarily with emergency situations that occur during the school day. The possibility remains, however, that a severe earthquake could occur at night or on a weekend or holiday. If an earthquake were strong enough to cause structural damage to private homes

the Red Cross would use public school buildings for mass care centers. The high schools and middle schools have the highest priority for such use, with elementary schools much lower.

All public employees, however, could be impressed into service by City or County offices of emergency services. In that case, the Executive Director would be directed to secure charter school employees to open and work at the designated mass care centers.

It shall be a standing DCP policy that all Site Administrators report in person to their work sites in the event of a Declared Emergency or a major earthquake.

Additionally, each Site Manager shall prepare and keep a current telephone list of home emergency numbers for all site personnel.

The Executive Director, or designee, would utilize these lists to recall site personnel as needed.

Emergency Response Plans

Fire Response Plans

1. Entire class exits with teacher through classroom doors.
2. Class exits through door to location posted in room on fire sign & map.
3. Teachers need to grab class lists and close door upon exiting.
4. The fire alarm will announce a fire or a fire drill. If the alarm does not work, we will use the class phones.

Earthquake Or Bomb Threat

1. At the first indication of an earthquake, all persons should "Duck and Cover" at the "Drop" command of the adult in charge. An evacuation is not automatic. The decision to evacuate will be made by the Site Manager, and indicating over the class phone or via another system (i.e., manually knocking on classroom doors if power is out).
2. If this same type of evacuation is needed because of a Bomb Threat, the announcement will be made over the class phone instructing an earthquake evacuation to the Assembly Area.

Lockdown

1. In the event of a lockdown due to a drive by or active shooter, or other situation requiring lockdown security, an announcement will be made over the class phones and/or PA System indicating a lockdown drill.

Chemical Spill

1. An announcement will be made to evacuate the building and gather in the Assembly Area.
2. The announcement will be made by the P. A. system, or if this fails to operate, messenger will alert classes.

DCP Responsibility For Students

If the Executive Director declares an emergency during the school day, DCP adheres to the following statement of policy governing its actions.

1. In case of a declared emergency by the Executive Director or Board President during school hours, all students will be required to remain at school or an alternate, safe site under the supervision of DCP Personnel:
 - a. Until regular dismissal time and then released only if it is considered safe, OR
 - b. Until released to an adult authorized by the parent or legal guardian whose name appears on Emergency records.
 - c. If students are on their way to school they will be brought to school if bussed, or they should proceed to school.
 - d. If students are on their way home from school they are to continue home.
2. To provide this supervision and care, DCP personnel will be utilized under Title I, Division 4, Chapter 8 Government Code and other legal statutes included in the District Emergency Service Guide. The statutes state that all public employees are designated disaster service workers when an emergency is declared. The Executive Director, or designee, has the legal authority to declare an emergency for DCP. The authority also extends to the City of San Jose and to Santa Clara County to declare an emergency and impress public employees into service as disaster service workers.
3. DCP encourages the utilization of a "buddy" system at DCP sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with the approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

Plot Plans Overview

Site Managers should assess their sites to determine where the emergency areas listed below might best be housed. Actual situations may require these areas to be changed but pre-planning should prove valuable.

Site Managers should assess their sites to determine where the emergency areas listed below might best be housed. Actual situations may require these areas to be changed but pre-planning should prove valuable.

Plot Plan #1 – Assembly Area Assignments – (See Map)

One plan showing areas designated and person(s) assigned for:

Command Post:	Command Post Team
Triage:	First Aid Team
First Aid:	First Aid Team
Morgue:	Teacher Representatives
Sanitation:	Teacher Representatives
Evacuation Assembly:	Teacher Representatives
Student Release Area:	Student Release Team

Plot Plan #2 – Utility Shut Off Locations and Procedures -

One plan showing:

1. Utility Shut Off Locations and Procedures:
 - A. Water
 - B. Gas
 - C. Electric
2. Utility Shut Off Locations Map
3. Location of tools to shut utilities off: Front office Room
4. Fire Extinguishers: Every classroom, Multipurpose Room, Offices.
5. Chlorine gas or other chemical storage: Science Classrooms, Utility/Janitorial closet.

Plot Plan #3 – Evacuation Map

1. Evacuation Map: Map delineating the evacuation routes for each classroom and administrative area; locations of designated areas to line-up; location of the electrical, water and gas mains.

Site Organization During A Declared Emergency

Command Post

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision-making will take place. The Site Manager or designee will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults.

Emergency Release Information Forms are needed at the Release area to document the release of all students.

While the Command Post is functioning, the First Aid and Search/Assessment Teams will carry out the functions and provide information to the Site Manager about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

This information is to be placed on the Emergency Status Report and Update Forms and transmitted to the Executive Director or designee.

Command Post Duties And Personnel

If notified of a Declared Emergency from the Executive Director or Designee, OR if the site suffers a severe disaster, the Site Manager, in coordination with the Assistant Site Manager, shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager / Assistant Site Manager shall:

- A. Activate alarm - notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report to Executive Director or Designee.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas

Appendix 8.1 DCP Alum Rock High and Middle School Safety Plan

- H. Request help from 911 as required
- I. Open gates for emergency personnel
- J. Secure information from Emergency Teams - Update Site Status Reports - Report to Executive Director or Designee
- K. Interface with Emergency Personnel
- L. Reassign team members to other duties as required when they finish initial assignment duties.
- M. Personally check these items:
 - 1. Is campus secure?
 - 2. Are utilities off or secure?
 - 3. Are signs directing adults to release area up?
 - 4. Are traffic controllers needed?
 - 5. Is First Aid Center functioning?
 - 6. Have buildings been searched for victims?
 - 7. Is student release program set up and operating?
- N. Shut off alarm when emergency situation has ended.
- O. Give all clear to re-enter the building

The School Operations Manager shall:

- A. Assist with evacuation of front desk & staff lounge
- B. Check the condition of the utilities and connecting pipes and lines and if necessary, turns them off.
- C. Check the site completely for:
 - 1. Fire hazards
 - 2. Chemical hazards (Chlorine storage)
 - 3. Electrical hazards
 - 4. Other hazards
- D. Serve as Student Release Team when needed
- E. Assist in initial building sweep
- F. Oversee the attendance and final count of all students & staff
- G. Check for any teachers with red cards (missing students) and collect their names
- H. Collect list of missing student & staff name
- I. Utilize available adult volunteers

The School Operations Manager :

- A. Check the condition of the utilities and connecting pipes and lines and if necessary, turns them off.
- B. Check the site completely for:
 - 1. Fire hazards
 - 2. Chemical hazards (Chlorine storage)
 - 3. Electrical hazards
 - 4. Other hazards
- C. Open gates for emergency personnel
- D. Notify Site Manager of hazards and services needed
- E. Barricade hazardous areas using whatever materials handy
- F. When site is secure, report to the Command Post for direction
- G. Provide emergency sanitation areas if toilets are unavailable
- H. Sweep the interior bathrooms
- I. Do an initial building sweep
- J. Sweep the exterior bathrooms

Assistant Principal :

- A. Report to the Site Command Post and assume responsibilities as directed by the Site Manager
- B. Serve as Student Release Team, if and when appropriate
- C. Bring Emergency Cart if Office Manager is not present

The Emergency First Aid Teachers shall:

- A. Assist in sweep of exterior bathrooms
- B. Report immediately to the identified site First Aid station with:
 - 1. Health/Emergency Information cards for all students (located in Emergency Cart)
 - 2. Emergency First Aid supplies and equipment
- C. Assist the injured

Organization Of Instructional Staff During A Declared Emergency

Teachers shall:

- A. Respond immediately to emergency signals requiring specific actions
- B. If signal is a Fire Alarm, immediately evacuate the building. If the emergency is an earthquake, chemical spill or other disaster, do not assume evacuation, but wait to be instructed before evacuating.
- C. When leaving building:
 - 1. Take roll book binder or current roster
 - 2. Require students to be silent in order to hear instructions. Instruct students to silence their cell phones and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
 - 3. Close doors to classroom
 - 4. Go directly to pre-assigned location
- D. If an evacuation takes place during a classroom change, students should report directly to the field and line up by the classroom they were last in. If an evacuation takes place during lunch, students should report directly to the field and line up by their Advisory/Homeroom classroom.
- E. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students.
- F. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or support staff. Students with minor injuries are to be cared for after evacuation.
- G. Upon reaching evacuation destination, teachers shall:
 - 1. Take roll on the paper roster located in the Emergency Binder
 - 2. Hold up your GREEN (all present) or RED (student missing) card.
 - 3. Make list of missing and absent students
 - 4. Give list to Command Post Team members
 - 5. Calm students. Remind them of DCP policies about remaining at school
 - 6. Monitor warmth and protection of students. Move if necessary.
- H. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command post for supplies and begin implementation of Team responsibilities.
- I. Teachers supervising students shall keep track of all students under their care. Note on the roster any students who move to another part of campus for any reason, giving reasons, time, and destination.
- J. Remain with students until given an authorization to release a student from the Release Area. No student is to be released without this form.

Appendix 8.1 DCP Alum Rock High and Middle School Safety Plan

- K. If student is released to anyone but a parent or authorized adult, such as the First Aid center, write student's name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.
- K. Enlist the help of any adult who volunteers, but make them aware of your responsibility and the limits of theirs.
- L. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Talking it out is absolutely essential in psychological adjustment to disaster. Teachers may want to use the spiral notebooks located in their backpack for recording any student concerns.
- M. As the time period extends reassure students that they are in perhaps the safest place possible under disaster conditions. Fill in the time with games, songs, stories, exercise and rest periods.
- N. Report to the Command Post when all students have been released.
- O. Report to Site Manager for permission to be released.

Responses To Specific Emergencies

These emergencies cover a wide range of possible situations that may occur. The pages that follow are immediate response plans with action options listed for the Site Manager. Each Site Manager should be knowledgeable about what plans should be used to mitigate the emergencies listed and should ensure that all personnel under his/her jurisdiction are aware of the plans and capable of performing their responsibilities to implement them.

Disaster Emergencies

- I. Earthquake
- II. Fire
- III. Explosion or Threat of Explosion
- IV. Chemical Accident
- V. Flood
- VI. Fallen Aircraft
- VII. Smog Episodes
- VIII. Bomb Threat
- IX. Utilities Failure
- X. Civil Defense
- XI. Campus Unrest
- XII. Drive-By or Active Shooters
- XIII. Hostage Situations
- XIV. Shelter in Place
- XV. Infectious Disease/Pandemic

I. Earthquake

Warning: Little or none

Earthquakes usually strike without warning. The following actions, as time permits, shall be accomplished:

Inside School Building:

1. The teacher, or other person in authority, implements Action DROP, COVER, and HOLD ON.
Face away from windows.
2. Try to avoid glass and falling objects. Move away from under heavy suspended light fixtures.
3. After earthquake stops wait for announcement to leave building.
 - (a) Do not return to buildings for any reason until they have been declared safe by school authorities.
 - (b) Adult guards should be posted at a safe distance from all building entrances to see that no one reenters the buildings.
4. All site personnel should assemble in preplanned assembly area.
5. Teachers take roll and make list of missing students.
6. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
7. Do not light any fires after the earthquake. Turn off main gas valve.
8. Keep safe distance from electrical wires, which may have fallen. Turn off main electrical switch.
9. Render first aid if necessary. CALL 911 for fire or medical help.
10. Notify the District Office.
11. Use Emergency Communications equipment to contact Emergency Services Center.

12. Request assistance as needed, through channels, from the District Office.
13. The Site Manager will try to procure the advice of school authorities about the safety of the building, and whether students and staff may return.

On School Grounds:

1. The teacher, or other person in authority, implements Action DROP, COVER, AND HOLD ON.
2. The safest place is in the open. Stay there until the earthquake is over.
3. Move away from buildings, trees, and exposed wires.
4. DO NOT RUN!
5. Follow procedures 4 through 13 under "Inside School Building".

On School Bus: (Regular routes, field trips, etc.)

1. Students shall follow the directions of the bus driver and monitor.
2. The bus driver is legally responsible for the welfare of student riders.

Walking to and from School:

1. The safest place is in the open. Stay there.
2. Move away from buildings, trees and exposed wires.
3. DO NOT RUN!
4. After the earthquake, if on way to school, continue to school.
5. After the earthquake, if on way from school, continue home.

II. Fire

Warning:

Fire within the school - Fire Alarm

Fire near the school - Visual sighting, messenger, telephone.

Fire Within School Building:

In the event a fire is detected within a school building, the following will be accomplished:

1. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING. Become familiar with "Pull Box" locations.
2. Students remain under direct control of teachers until released.
3. Render first aid as necessary.
4. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
5. Fight incipient fires without endangering life.
6. Keep access roads open for emergency vehicles.
7. Teachers take roll and make list of missing students.
8. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
9. Notify the Executive Director.
10. The Site Manager will determine what emergency action should be implemented.
11. Students and staff should not return to the buildings until Fire Department officials declare the area safe.

Fire Near School:

The Site Manager shall:

1. Determine the need to execute Action. Leave building if nearby fire poses an immediate threat to the students of the building.
2. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
3. Determine whether the students and staff should leave the school grounds and, if the situation warrants, leave the area.

III. Explosion or Threat of Explosion

Warning:

When the condition is detected or the explosion occurs.

In the event of an explosion at the school, or the threat of an explosion – such as those caused by leaking gas or a faulty boiler within a school building, the following will be accomplished:

Explosion:

1. Command "DROP" is given.
2. If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action LEAVE BUILDING
3. Sound the fire alarm
4. Move to an area of safety, and maintain control of students
5. Render First Aid as necessary
6. Notify the SAN JOSE FIRE DEPARTMENT AT 911
7. Fight incipient fires without endangering life.
8. Teachers take roll and make list of missing students
9. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic can limit or slow communication by emergency crews.
10. Notify the Executive Director
11. Notify utility companies of a break or suspected break
12. The Site Manager will direct further Action as required

Threat of Explosion:

1. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.
2. Move to an area of safety, and maintain control of students.
3. Notify the San Jose Fire Department at 911.
4. Notify the Executive Director.
5. Notify utility companies of a break or suspected break.

IV. Chemical Accident

Warning:

By telephone, radio, messenger, or P.A. system.

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases. Should such an accident endanger the students or staff, the following will be accomplished:

1. Determine the need to implement Action LEAVE BUILDING
2. Determine whether the students and staff should leave the school grounds.
3. If appropriate, take action to evacuate buildings, and if necessary, the area.
4. Move crosswind – never up, or downwind – to avoid fumes.
5. With the school staff, maintain control of the students at a safe distance.
6. Render First Aid as necessary.
7. Notify the San Jose Fire Department at 911.
8. Teachers take roll and make list of missing students.
9. Instruct students to be silent in order to hear instructions, and to silence their cell phones and refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
10. Notify the Executive Director
11. The principal will direct other action as required.
12. Students and staff should not return to the school until Site Manager declares the area safe.

V. Flood

Warning:

By telephone, radio, or messenger.

The EXTENT of the flood will dictate the course of action to be taken. The Site Manager may initiate the following Emergency Actions:

1. Activate alarm - notify staff and activate Command Post and 2-way radio.
2. Activate Emergency Teams including the flood barrier response team.
3. Issue stand-by instruction.
4. In consultation with the Site Emergency Preparedness Committee if needed, determine if evacuation is required. Activate evacuation procedures if needed.
5. Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
6. Delegate a search team to ensure that all students have been evacuated.
7. Activate communications plan.
8. Determine if additional procedures should be activated.
9. Notify the Principal/Site Communications Team of the status and action taken. The Principal/Site Communications Team shall notify the Chief Operating Officer and/or the Executive Director.
10. Update the Site Communication Team and other team leaders of any significant changes.
11. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
12. Determine whether school will be closed or remain open.
13. Document all actions taken.

The execute Action Evacuate Building

1. Provide care for students at school.
2. At Executive Director's direction, execute Action DIRECTED TRANSPORTATION.

VI. Fallen Aircraft

Warning:

When the accident occurs, messenger or telephone.

If an aircraft falls on or near school grounds, the following shall be accomplished:

1. The Site Manager shall determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for direction from the Site Manager.
2. All students and staff shall be kept at a safe distance (300 feet), allowing for possible explosion of fuel tanks or ordinance.
3. If possible, the Principal shall determine whether the aircraft is military, commercial or a private plane.
4. Notify the San Jose Fire Department at 911.
5. Notify the Executive Director.
6. The Site Manager shall direct further action as required.

VII. Smog Episodes

Warning: Notification by email to each site.

The Bay Area Air Quality Management District uses a "Pollution Standards Index" to measure the healthfulness of the air in Santa Clara Valley. The index is divided into 5 air quality levels:

- | | | |
|----|----------|------------------|
| 1. | 0 – 50 | Good |
| 2. | 51 – 100 | Moderate |
| 3. | 101-200 | Unhealthful |
| 4. | 201-300 | Very Unhealthful |
| 5. | 301-500 | Hazardous |

To receive Air Quality Information, you may dial (800) 334-6367 at any time for the recorded message.

Upon receipt of a Smog Alert, the Site Manager shall:

1. Notify all personnel of the Warning and the Index level.
2. At an expected Smog Index level of 101-200 (Unhealthful), the Site Manager shall:
 - a. If received the day before, students and staff shall be encouraged to reduce vehicular use the following day.
 - b. Encourage the staff to modify activities and work programs to reduce prolonged or strenuous physical activities that would increase respiration rate.
3. At a declared Smog Index level of 201-300 (Very Unhealthful), the Site Manager shall:
 - a. Notify all students and staff of the index reading.
 - b. Notify P.E. teachers to excuse from P.E. students who have respiratory problems, students with notes from parents, and students complaining about the effects of smog. All P.E. activities are to be modified to be less strenuous.
 - c. Reschedule athletic contests.
 - d. Cancel sport and activity practices and intramural recreational activities scheduled before 6:00pm.
4. At a declared Smog Index level of 301-400 (Hazardous), the Site Manager shall:
 - a. Have all strenuous physical activities stopped.
 - b. Limit the use of DCP vehicles to emergency use only.
 - c. Contact the Executive Director to determine if the school should be closed.
5. At a declared Smog Index of 401-500 (Hazardous), the school shall be closed and students shall remain at school until it is safe to send them home, in the event of a Hazardous condition.

VIII. Bomb Threat

Planning for bomb threat incidents cannot be overemphasized even though experience shows that over 95% of all bomb threats are hoaxes. However, the chance remains that the threat may be authentic and appropriate action should be taken in each case to provide for the safety of personnel and property, and to locate the device so it can be neutralized.

If an anonymous telephone call or written threat is received by school personnel regarding placement of bombs or explosives in a building or on the campus, certain procedures shall be followed immediately:

1. If the message is a telephone call, use the DCP provided Bomb Threat Checklist to collect as much specific information as possible about the device and the person calling. Upon hanging up, notify the Site Manager immediately.
2. If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted; care should be taken in handling the message by immediately placing it in a cellophane envelope so possible fingerprints may be detected.

The Site Manager shall take appropriate action, which SHALL include:

1. Determine whether or not to evacuate the site (a minimum of 300 feet from the building is considered safe).
2. Notify the San Jose police Department -- 911.
3. Notify the Executive Director
4. Assist Police units with site search as necessary.
5. Submit written report to Executive Director after incident is over.
6. Appropriate action MAY include:
 - a. Preliminary visual search by volunteer staff persons in their own work areas to detect anything unusual.
 - b. Search of outside areas of buildings, grounds, boiler rooms, rest rooms, closets by custodial personnel.
 - c. Evacuation of site.

If a suspected explosive device is found:

1. DO NOT TOUCH IT!
2. Report it to the police.
3. Evacuate all personnel to a safe distance.
4. Open windows and doors to reduce potential damage if device should explode.

IX. Utilities Failure

Warning:

Occurrence of outage.

Failure of one or more of the utilities (electricity, gas, water) constitutes an emergency that must be dealt with on a situational basis. The basic District policy governing actions that should be taken is that school should remain in operation to the extent possible and students should be cared for until regular dismissal time.

In response to the failure of any utility the following actions shall be taken:

1. Call Site Manager / Assistant Site Manager immediately - Follow up with Site Manager / Assistant Site Manager to see if the Site Manager / Assistant Site Manager needs to call the Utility company.
2. Advise the faculty and staff of the problem and what actions are being considered.
3. Establish prudent procedures to keep students warm and dry in classrooms or large group areas.
4. Notify Food Services if outage will affect lunches.
5. In the event of an outage early in the school day that has the possibility of lasting several hours, request permission from the Executive Director to provide accommodations.
6. Notify the Executive Director of all actions taken so that central office will be able to respond to calls from parents or the media.

Water Service Failure:

1. Sanitation becomes a problem after approximately 2 hours of interrupted water service. If you anticipate shut down of water for that long, request maintenance to deliver portable sanitary facilities to your school.
2. Notify Food Services if lack of water will affect lunches.

Electrical Service Failure:

1. Actions to be planned and/or taken during electrical service failure will depend on the time of the year, the amount of natural light available in classrooms, the outside temperature, and the length of time electricity is expected to be off. In general, if the power outage is expected to last more than 60 minutes, students will be released.
2. The Site Manager / Assistant Site Manager shall contact Maintenance to determine when service will or is expected to be restored.
3. The Site Manager will keep in touch with the electrical crew by radio and in turn advise the school frequently on the current status for restoration of service.
4. Some classes will necessarily have to be altering classroom work schedules due to the lack of electrical current when classes are to continue.
5. Several flashlights should be available to handle situations where emergency lighting has failed or is inadequate.
6. Ensure that all personnel are kept clear of down or dangling electrical wires, even though you may think they are "dead".
7. Evacuation routes must be planned to avoid fallen electrical wiring.

Gas Service Failure:

1. Gas service is a primary source of heat; therefore in most instances, the outside temperature will dictate whether or not supplementary heaters are needed. Students may need to put on additional clothes to keep warm.
2. If a gas leak creates a danger of explosion, the actions described under "threat of Explosion" should immediately be implemented.

X. Civil Defense

Pending Updated Information

XI. Campus Unrest

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc. to the point where the Principal determines that the safety of students and staff is jeopardized.

Responsibilities:

Principal

1. Initiate Action SECURE BUILDING.
2. Notify Police
3. Inform students who refuse to report to class that they are subject to suspension, expulsion and possible arrest.
4. Utilize non-teaching staff, central office personnel, etc. to move students either into classrooms or off campus.
5. Instruct all staff members to take names of all students who fail to cooperate.
6. If time permits and staff members are available, parents of uncooperative students are to be called.
7. Under extreme circumstances, discuss with the Executive Director of the closing of school. Schools may be closed only at the direction of the Executive Director or designee.

Staff

1. Teachers will maintain classes at the direction of the Principal
2. Teachers will instruct students to silence their cell phones and refrain from texting.

XII. Drive-By or Active Shooter (Lockdown)

In the event that a drive-by shooting occurs on or adjacent to a school, these procedures should be followed:

Responsibilities:

Site Manager/ Principal

1. Initiate Action SECURE BUILDING or Action RUN, HIDE AND DEFEND.
2. Immediately call 911 and the Executive Director.
3. Work in coordination with and at the direction of law enforcement officials.

Staff

1. In classrooms, maintain Action SECURE BUILDING or Action RUN, HIDE AND DEFEND until the all clear signal sounds.
2. In open areas, move students to safer areas (e.g. classrooms as quickly as possible. Initiate Action DROP only if it is not possible to safely reach enclosed area.
3. Teachers instruct students to silence their cell phones and refrain from texting.

Note: Drive-by shootings usually happen very quickly. Unlike hostage situations the perpetrators of drive-by shootings usually leave the scene instantly. Staff members who witness such incident should attempt, without putting themselves in danger, to get the license number and as precise a description of the vehicle as possible.

XIII. Hostage Situations

If an intruder(s) enters a classroom or an enclosed area with a weapon and threatens to shoot or injure a person, these guidelines should be followed:

Responsibilities:

Site Manager/Principal

1. Immediately notify San Jose Police and other appropriate law enforcement agencies.
2. Initiate Action SECURE BUILDING.
3. Notify the Executive Director.
4. Monitor the hostage situation as best as possible without doing anything to exacerbate it.
5. Follow instructions of law enforcement officials who will take over when they arrive on campus.

Staff

1. Remain calm. Talk with the individual(s) in a low-key, non-threatening manner. Do not argue with or antagonize the individual(s) in any way.
2. Keep your distance. Give the intruder(s) ample personal space.
3. Do not attempt to deceive or threaten the intruder(s).
4. Suggest marching the students quietly out the back door. Back off if this approach angers the intruder(s).
5. Teachers instruct students to silence their cell phones and refrain from texting.
6. Be constantly alert and prepared for violence. Initiate Action RUN, HIDE AND DEFEND if the intruder(s) open fire.

Tips for Handling Hostage Takers:

Note: If any site becomes involved in a hostage situation the primary concern must be the safety of students and staff. Individuals who take hostage are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remember that it may take very little to cause such persons to become violent.

If an individual(s) begins firing a weapon(s) on campus, the following actions will be taken:

Site Manager / Assistant Site Manager

1. Inform staff supervising students in classrooms to initiate Action RUN, HIDE AND DEFEND.
2. Immediately notify San Jose Police and appropriate law enforcement agencies. Call 911.
3. Notify the Executive Director and Central Office, who will notify others.
4. Work in coordination with supervisors of law enforcement agencies until the situation is resolved.
5. Initiate pupil release procedures and/or evacuation procedures if it becomes necessary.

Staff

1. In classrooms, maintain Action RUN, HIDE AND DEFEND until the situation is resolved.
2. In open areas, move students to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate Action DUCK, COVER AND HOLD; this should be done only when there is no chance for students to reach safer areas.

XIV. Shelter in Place

Situations where there is no immediate threat to the school.

- Dangerous incident in the surrounding neighborhood
- Dangerous incident at a nearby school
- Any situation where you feel keeping student inside is the safest alternative

Responsibilities:

Site Manager/ Principal

1. Initiate Action Shelter in Place.
2. Immediately call the COO and/or Executive Director to notify of the shelter in place
3. Work in coordination with and at the direction of law enforcement officials.

Staff

1. Lock all doors, close windows (NO Barricades)
2. Remain inside; engage in normal indoor activities
3. Keep movement outdoors to a minimum
4. Use the buddy system with at least one adult when leaving the classroom
5. Before leaving the classroom, notify the office or next-door classroom
6. If students are to be released; it should be by direct handoff at a location determined by the school administration
7. School administrators may give the "ALL CLEAR" announcement

XV. Infectious Disease/Pandemic

Warning: Notification by email to each site.

The Public Health Department (DEOC) will monitor and communicate infectious disease/pandemic responses in collaboration with the Santa Clara County Office of Education.

To receive Public Health Department (DEOC) Information, you may dial (408) 792-5050 at any time for Public Health General Information.

Upon receipt of an Infectious Disease/Pandemic Alert from the Public Health Department (DEOC) or Santa Clara County Office of Education to DCP Central Office, DCP Central Office will notify the Site Manager and the Site Manager shall:

1. Notify all personnel of the alert.
2. The Public Health Department will provide School Site Managers guidance to identify illness, report cases and separate ill students.
3. The Public Health Department will provide guidance for increased infection control in schools. Possible measures include:
 - a. Social distancing (instructions provided for classrooms)
 - b. Advise the School Principal to cancel school functions or meetings
 - c. The Public Health Department will provide guidance for increased infection control in schools. Possible measures include providing: surface disinfectant, hand sanitizer, protective masks and gloves.
 - d. Issue and post hand-washing instructions in all classrooms
 - e. Provide guidance on supplies needed including soap, water, paper towels, hand sanitizer, surgical masks, disinfectant cleaners, trash receptacle and gloves
 - f. Provide guidance to School janitors regarding cleaning and disinfecting.
 - g. Direct the School to close, upon which DCP's closure protocol will be followed

Tips for Stopping the Spread of Germs at School:

1. Avoid close contact - Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too.
2. Stay home when you are sick - If possible, stay home from work, school, and errands when you are sick. This will help prevent spreading your illness to others.
3. Cover your mouth and nose - Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick. Flu and other serious respiratory illnesses, like respiratory syncytial virus (RSV), whooping cough, and severe acute respiratory syndrome (SARS), are spread by cough, sneezing, or unclean hands.
4. Clean your hands - Washing your hands often will help protect you from germs. If soap and water are not available, use an alcohol-based hand rub.
5. Avoid touching your eyes, nose or mouth - Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose, or mouth.
6. Practice other good health habits - Clean and disinfect frequently touched surfaces at home, work or school, especially when someone is ill. Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.

Site Emergency Team Roster

All unassigned personnel report to the command post

Last	First	Role	Department	Emergency Team
Furton	Terri	Principal	Admin	Command Post
Lau	Gen	Assistant Principal	Admin	Command Post
Remove	Remove	Remove	Remove	Student Release Team
Garcia	Mayra	College Counselor	Admin	Student Release Team
Hernandez	Brandon	Math Teacher		Site Security
Thomas	Stephanie	Science Teacher		First Aid
Vasquez	Steve	Athletic Director		Search and Assessment
Benoit	John	Computer Science Teacher		Search and Assessment
Schmittel	Heidi	EL Teacher	Admin	Sanitation
Ezzat	Alondra	School Operations Manager	Admin	Morgue

Emergency First Aid Team

The purpose of the First Aid Team is to provide emergency and long-term First Aid, to set up the First Aid Station near the Command Post (away from possible hazards) and to manage and utilize First Aid supplies.

The First Aid Team leader who can act as a triage person is: See Team Roster

First Aid Team members are: See Team Roster

.....
Preparation

1. Annually:
 - a. Update First Aid Certification of team members.
 - b. Note on site map the location of all First Aid kits and supplies. Replenish and update as necessary.
 - c. Develop triage procedures with First Aid team members.
 - d. Decide Primary and alternate location for the emergency First Aid center and the morgue.
2. In an Emergency, teachers on the First Aid Team shall:
 - a. Evacuate their own class to the assigned evacuation area.
 - b. Transfer their students and the enrollment/emergency data to another teacher.
 - c. Report to and activate the predetermined emergency First Aid Center.
 - d. Implement triage and administer First Aid as necessary.
 - e. Supervise the use and distribution of First Aid supplies.
 - f. Notify the Command Post of staff and student injuries.

Site Emergency Team Roster

All unassigned personnel report to the command post

Last	First	Role	Department	Emergency Team
Villa	Leticia	Principal	Admin	Command Post
Zavala	Jose	Assistant Principal	Admin	Site Security
Solis-Cortes	Daisy	Bilingual Clerk	Ops	Student Release Team
Felix	Melanie	School Operations Manager	Ops	First Aid
Boyd	Stephen	Teacher	Teacher	Sanitation
Rodriguez	Carolina	Teacher	Teacher	Search and Assessment
Leduff	Sarah	Teacher	Teacher	Morgue

Emergency First Aid Team

The purpose of the First Aid Team is to provide emergency and long-term First Aid, to set up the First Aid Station near the Command Post (away from possible hazards) and to manage and utilize First Aid supplies.

The First Aid Team leader who can act as a triage person is: See Team Roster

First Aid Team members are: See Team Roster

Preparation

1. Annually:
 - a. Update First Aid Certification of team members.
 - b. Note on site map the location of all First Aid kits and supplies. Replenish and update as necessary.
 - c. Develop triage procedures with First Aid team members.
 - d. Decide Primary and alternate location for the emergency First Aid center and the morgue.
2. In an Emergency, teachers on the First Aid Team shall:
 - a. Evacuate their own class to the assigned evacuation area.
 - b. Transfer their students and the enrollment/emergency data to another teacher.
 - c. Report to and activate the predetermined emergency First Aid Center.
 - d. Implement triage and administer First Aid as necessary.
 - e. Supervise the use and distribution of First Aid supplies.
 - f. Notify the Command Post of staff and student injuries.

Search - Assessment Team

Search/Assessment Team members must search all areas of the campus (buildings and grounds) in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so.

Search - Assessment Team

Search/Assessment Team members must search all areas of the campus (buildings and grounds) in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so. The Search/Assessment Team is one team of two each (buddy system for safety) who search for the injured or trapped.

Search and Assessment Team members are: See Team Roster

Preparation:

1. Annually:
 - a. Choose personnel pairs for sub-teams based on school size.
 - b. Divide campus into predetermined sweep areas.
 - c. Sub-teams become familiar with their areas.
 - d. Know locations of:
 - 1) First Aid supplies and equipment.
 - 2) Water supplies and emergency food supplies
2. In an Emergency, teachers on the Search/Assessment Team shall:
 - a. Evacuate their room to evacuation area and transfer their students and enrollment/emergency data to another teacher.
 - b. Report to assigned area, link up with partner and begin sweep of area.
 - c. Give status report to Command Post.
 - d. Continue to monitor as needed during emergency.
3. Cautions:
 - a. Proceed carefully, buildings will be unstable.
 - b. Proceed quietly so calls for help can be heard.
 - c. Call out when entering your area, then wait for an answer.
 - d. Remain in voice contact with your partner at all times.
 - e. Secure unsafe buildings/classrooms against reentry. Post adults at the entry if necessary.
 - f. Notify command post of unsafe buildings/classrooms.

Assembly Area Team

When the site is evacuated to their assigned spots in the general assembly area the Assembly Area Team shall assume control. The individual teachers and/or aides will continue to be responsible for their individual class or classes.

Assembly Area Team members are: See Team Roster

Preparation:

1. Maintain a current map of the assembly area showing where classes are to congregate.
2. Take appropriate action to reduce fear and anxiety among students. Take control!

Emergency Action:

1. Have teachers take roll of students.
2. Create list of missing students.
3. Begin process of locating children or identifying them as absent.

4. Prepare summary of missing, injured, or dead students and deliver to Command Post. Work from facts, not rumors.
5. Work with Security Team to keep students on site.

Site Security Team

DCP's policy in a Declared Emergency is to provide supervision and care for students until it is safe to release them or until picked up by an authorized adult. To accomplish this, site personnel must take steps to patrol the site perimeter to keep students from leaving. If parents have followed the school's directions, students will have been told about this policy and should follow instructions of school personnel.

The Site Security Team will require all students to remain on site until released.

Parents or other adults coming on campus should be directed to the Student Release Area to have their student released to them.

Site Security Team members are: See Team Roster

Student Release Team

In order to expedite the release of students to their parents, a Student Release Area should be established and procedures developed to provide for an orderly release process. The Student Release Area should be away from the evacuation assembly area and parents should be required to follow release procedures.

The most important task is to guarantee that documentation is kept about to whom each student is released.

Student Release Team members are: See Team roster

Preparation:

1. Maintain a current roster of all students.
2. Maintain a copy of the Health and Emergency Card for each student, which lists persons authorized to pick up student.
3. Maintain a supply of the Student Release forms for adults to fill out to release their student.

In an Emergency:

1. Have parents/adults complete release form.
2. Check form against authorized list.
3. If O.K., send messenger for student.
4. Teachers or other adults supervising students shall take authorization slip and release student to parent and note in register. Authorization slips shall then be delivered to the Command Post where they will be posted to a Master roster.

Messengers

If adult personnel cannot accommodate communications on site, upper-grade students may be utilized to assist.

Preparation:

1. Identify students who could be used for internal, onsite message delivery.
2. Instruct them of their responsibilities, of where they are to report, and most importantly, of safety practices to follow.

In an Emergency:

1. Messengers are released from teacher responsibility and will report to the Command Post.

Location Of Emergency Supplies And Equipment

First Aid Supplies:	Emergency Backpacks, Front Desk cabinets, each classroom
First Aid Equipment:	Emergency backpacks
Emergency Water Supply:	In each classroom, extra bottles in Principal office
Emergency Food Supply:	In classroom backpacks, extra bars in Principal office
Two-Way Radio	Front Desk, Admins and Campus supervisor.
Transmitter:	Front Office
Emergency Radio:	Janitors closet
Utility turnoff Tools:	

Adult Roster Check Out Sheet

NAME

TIME LEFT

TIME RETURNED

Student Release Request

Student Name _____ Grade _____

Adult requesting student release _____
(please print)

Relationship to student _____

Destination _____

On Emergency Card: Yes _____ No _____

Released by _____ Title _____
(please print)

Date _____ Time _____

Comments _____

Student Release Request

Student Name _____ Grade _____

Adult requesting student release _____
(please print)

Relationship to student _____

Destination _____

On Emergency Card: Yes _____ No _____

Released by _____ Title _____
(please print)

Date _____ Time _____

Comments _____

Emergency Status Report

(To be completed by Site Manager/Designee)

Time Report filed: _____

Date: _____

Immediate Assistance Required: <input type="radio"/> None <input type="radio"/> Medical <input type="radio"/> Fire <input type="radio"/> Search and Rescue <input type="radio"/> Support Personnel													
Condition of Students: <input type="radio"/> All accounted for <input type="radio"/> No injuries <input type="radio"/> No immediate help required <input type="radio"/> Missing (number): _____ _____ _____ <input type="radio"/> Trapped in building (number): _____ _____ _____ <input type="radio"/> Injured (number) _____ <input type="radio"/> Number requiring immediate medical attention. <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black; width: 50%;">Type of Injury</th> <th style="text-align: left; border-bottom: 1px solid black; width: 50%;">Name</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </tbody> </table>		Type of Injury	Name										
Type of Injury	Name												
Condition of School Buildings and Grounds (e.g., walls cracked, fallen light fixtures, shattered windows, broken water pipes, exposed wiring, etc.) _____ _____ _____ _____													

Supplies and Equipment Inventory Form

Emergency Equipment

First Aid Items:

First Aid Kit has been distributed to each teacher, a kit is kept at the front desk, and one is also kept with the Emergency backpack.

Emergency Water Supply:

One Gallon in each classroom, extra bottles in staff supply closet

Emergency Food Supply:

Granola bars and candy in classroom backpacks, extra bars in staff supply closet

Two-Way Radio Transmitter:

Front desk with Office Clerk, Assistant Principal

Mandated Reporting of Student Neglect or Abuse

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For purposes of the Child Abuse and Neglect Reporting Act, a "mandated reporter" is any DCP employee at any location.

Therefore, if any DCP employee knows or reasonably suspects that the student has been the victim of child abuse or neglect, the employee must report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and must prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The principal or designee does not need to inform the student's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect. The student may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. (Penal Code § 11174.3) When a social worker or police officer takes a suspected child abuse victim into custody, the principal or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

DCP will provide annual training on the mandated reporting requirements to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. School volunteers, while not mandated reporters, are also be encouraged to report any suspected cases of abuse and neglect.

Exposure Control Plan (ECP) Blood Borne Pathogens

Downtown College Prep (DCP) is committed to providing a safe and healthy work environment for our entire staff. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to blood borne pathogens in accordance with California Code of Regulations, Title 8, Section 5193: Blood borne Pathogens." The ECP is a key document to assist our organization in implementing and ensuring compliance with the standard, thereby protecting our employees.

Purpose:

This procedure establishes minimum procedures to be followed to prevent exposure to Blood borne Pathogens during potential exposure incidents. The most likely exposure incidents at DCP are: when responding to illness and injury or while performing sanitation or cleaning duties following a spill of blood or other potentially infected fluid. Additionally, an employee could experience unintended exposure from contact with blood or Other Potentially Infectious Materials (OPIM).

This procedure applies to all School employees, all contractors and vendors performing work on school property, and all other individuals who are visiting or have business with the School.

Program Administration:

The Chief Operating Officer or designee is responsible for review and enforcement of this program and is also responsible for appropriate employee training. School Operations Managers or their designees are responsible for providing and maintaining all the necessary person protective equipment, engineering controls (such as sharps containers), labels and red bags as required by the standard.

Employees shall comply with all procedures outlined in this policy.

Blood-borne Pathogens Safety Procedures:

The blood borne pathogens safety procedure has been developed by DCP to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens as outlined in the California Code of Regulations (CCR) Title 8, Section 5193.

The following are several principles that should be followed by DCP employees when working with, or if exposed to, blood borne pathogens:

1. Being prudent and wise in their work to minimize exposure to blood borne pathogens
2. Never underestimate the risk of exposure to blood borne pathogens
3. DCP shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to blood borne pathogens.

To ensure that this policy is kept current, it will be reviewed and updated as follows:

1. At least annually
2. Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees
3. Whenever an employee is exposed to a blood borne pathogen

The plan is available for review by all DCP employees at any time.

Exposure Control:

To effectively eliminate or minimize exposure to blood borne pathogens, DCP has implemented the following methods of compliance.

Universal Precautions:

DCP observes the practice of "Universal Precautions" to prevent contact with blood and other potentially infectious materials. As a result, DCP employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.

Engineering Controls:

When necessary, DCP shall use available engineering controls to eliminate or minimize employee exposure to blood borne pathogens including:

1. Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to all employees who have potential for exposure.
2. Containers for contaminated sharps have the following characteristics:
 - Puncture-resistant
 - Color coded or labeled with a biohazard warning label
 - Leak-proof on the sides and bottom

Specimen and Secondary Containers which are:

- Red in color
- Puncture-resistant, when necessary
- Color coded or labeled with a biohazard warning label
- Leak-proof on the sides and bottom

Workplace Controls:

Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment [PPE]), clean-up and housekeeping techniques

Hand washing:

Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.

Gloving (and other personal protective equipment [PPE]):

Gloves and other PPE should be worn at a minimum under the following conditions:

- At all times when contact is anticipated with blood or other bodily fluids.
- When the wearer has an open sore or cut and handling bodily fluids or blood.
- When rendering first aid.
- When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva

Clean Up of Spills:

The following safe practices should be followed when cleaning up spills:

- Always wear gloves and other PPE as necessary to prevent exposure
- Use towels or other absorbents in conjunction with soap and water.
- Use approved disinfectants as necessary.
- Discard absorbents and other materials in appropriate plastic bag labeled for such items
- Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.

Housekeeping:

The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.

- Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
- If equipment or PPE become contaminated, immediately remove and replace them.
- Inspect and decontaminate any bins, pails or other similar receptacles which may become contaminated
- Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dustpan, tong, etc. Do not pick up broken glassware directly with your hands.
- Discard regulated waste in manner consistent with law.

- Discard sharps immediately in containers provided for such.
- Always close containers
- If a container is leaking place one container in a second container.
- Containers for regulated waste other than sharps are red in color and labeled biohazard.
- The COO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. The school shall keep written records of regulated waste disposal offsite.

Information & Training:

Employees shall be retrained annually to ensure that their knowledge is current. New employees or those who may be assigned a new task will receive this training as necessary. The COO or his/her designee is responsible for ensuring that all employees who have a potential for exposure to blood borne pathogens receive this training. Records of the training shall be maintained by the COO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s).

The training program shall cover at a minimum:

- Blood borne Pathogen
- The location of this policy and that it is available for review at any time
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels & Signs:

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, sharps disposal containers, other containers used to store contaminated material.

Post Exposure and Follow-Up:

Any employee (including both personnel trained and authorized to respond to incidents and those that are not) should immediately do the following if an exposure is suspected:

1. Wash exposed skin surfaces with large amounts of soap and warm water. Exposed mucus membranes should be rinsed with large quantities of warm water
2. Report any actual or suspected exposure incident to their supervisor or the plan administrator. The employee will immediately be referred to a physician or other licensed health care provider for confidential follow-up care to be provided at no cost to the employee.
3. An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
 - Date and time of exposure
 - Location of exposure
 - The type of potentially infectious materials (blood, urine, etc.)
 - Source of infectious materials
 - Circumstances of the exposure (type of work being conducted)
 - Cause of exposure if known (accident, equipment malfunction, etc.)
 - Was PPE worn
 - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)

4. After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
5. Follow-up shall provide exposed employee with the following confidential info:
 - Documentation regarding the routes of exposures and circumstances.
 - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
 - If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
 - The process is to remain confidential.
 - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion:

The healthcare professional shall provide DCP with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

1. Whether Hepatitis B Vaccinations is indicated for the employee.
2. Whether the employee has received the Hepatitis B Vaccination
3. Confirmation that the employee has been informed of the result of the evaluation
4. Confirmation that the employee has been told about any medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

All medical records concerning employees are kept confidential and will not be disclosed or reported to anyone without the written consent of that employee (except as required by law).

Safe Ingress & Egress, Discipline, Dress Code

It is the responsibility of each school site to address ingress & egress, discipline, and dress code in the student handbook. The handbook should be distributed to all students at the start of the academic year. The school should collect acknowledgement from the student and their family that the handbook has been read and understood as the operating principles.

Safety Plan Goals 2020-2021

GOAL 1: Accurately track and report referral, suspension, and expulsion data

Strategy 1.1: Identify how to run reports from Powerschool

Strategy 1.2: Create indicators (red, yellow, green) for data

Assessment 1.1: DCP Dashboard – reported every six weeks

Comments:

This year the goal is to develop a system to track and report data on a regular basis. Following this year, we will develop goals surrounding the reduction of certain types of discipline issues.

GOAL 2: Execute safety drills

Strategy 2.1: Create a yearly plan for safety drills

Assessment 2.1: Earthquake drill and debrief

Assessment 2.2 Fire drill and debrief

Assessment 2.3 Lockdown drill and debrief

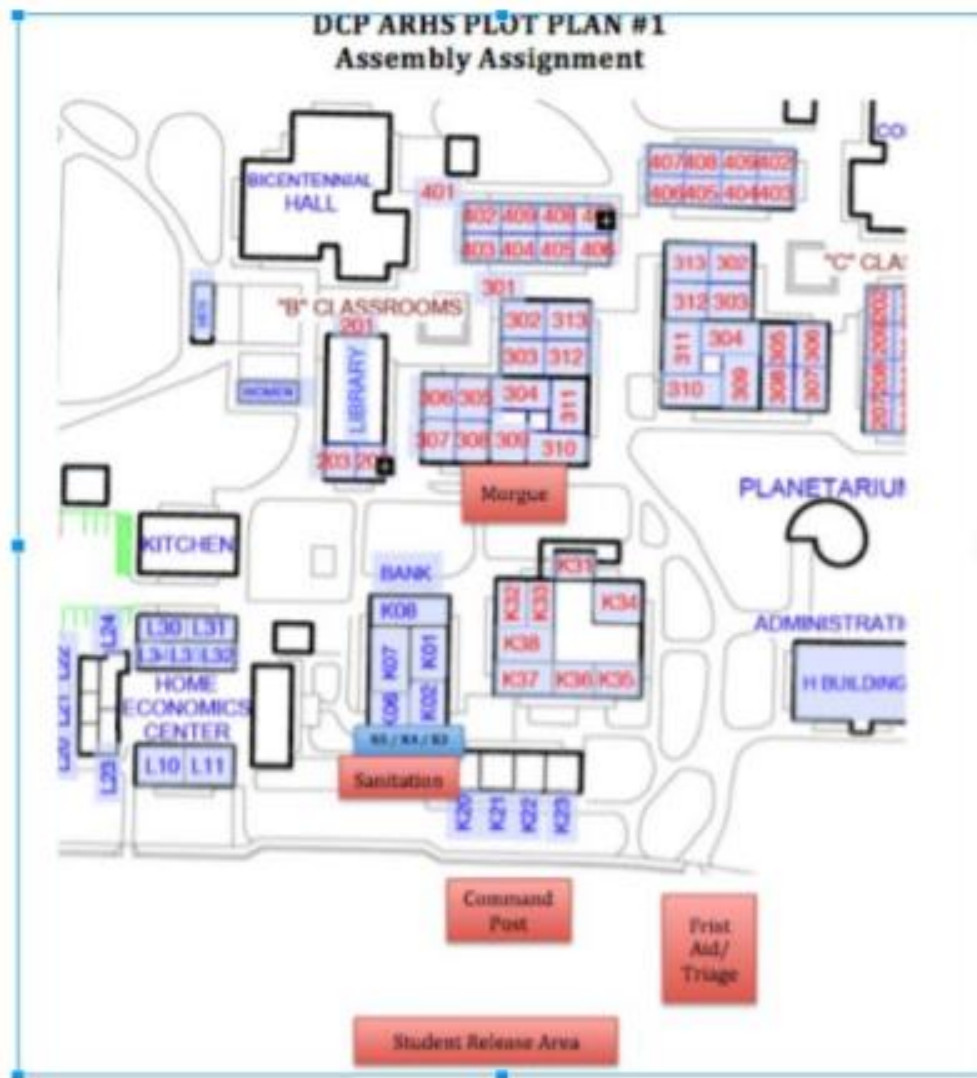
Comments:

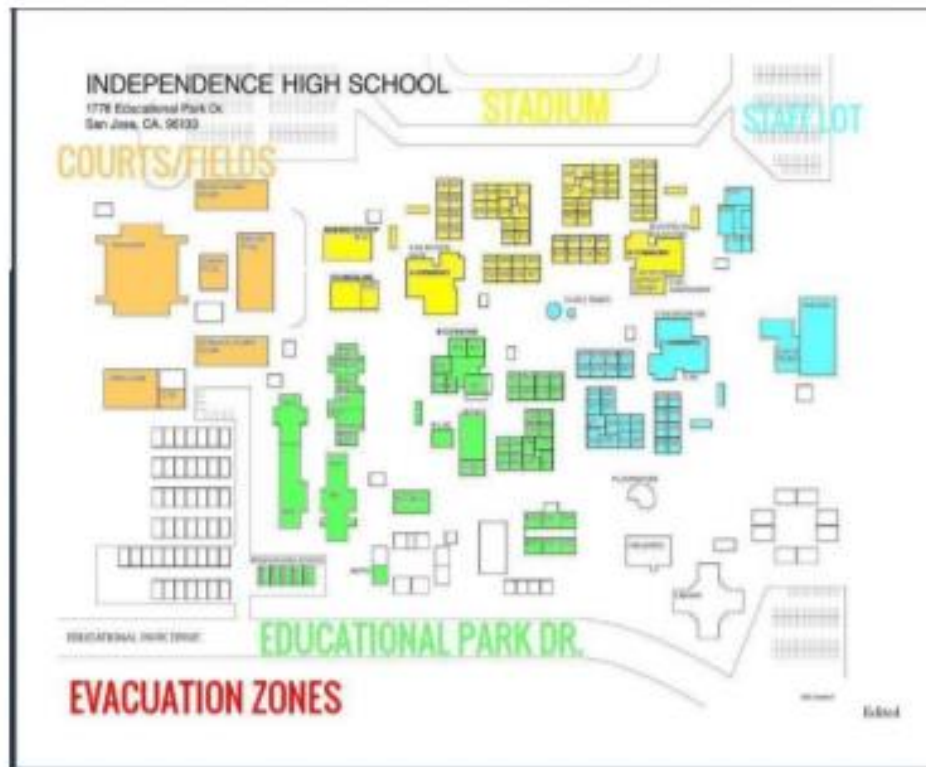
This year the goal is to execute the drills, and to align those drills with staff meeting trainings and assembly presentation to students. Following this, we will develop more concrete goals to modify and improve our drills.

Plot Plans

Plot Plan #1 – Assembly Area Assignments

Command Post:	Command Post Team
Triage:	First Aid Team
First Aid:	First Aid Team
Morgue:	Teacher
Sanitation:	Representatives
Evacuation Assembly:	Teacher
Student Release Area:	Representatives
	Teacher
	Representatives
	Student Release Team





APPENDIX A –
AED Cardiac Emergency Response Plan

Downtown College Prep

This Cardiac Emergency Response Plan is adopted by **Downtown College Prep** effective **7/1/19**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of

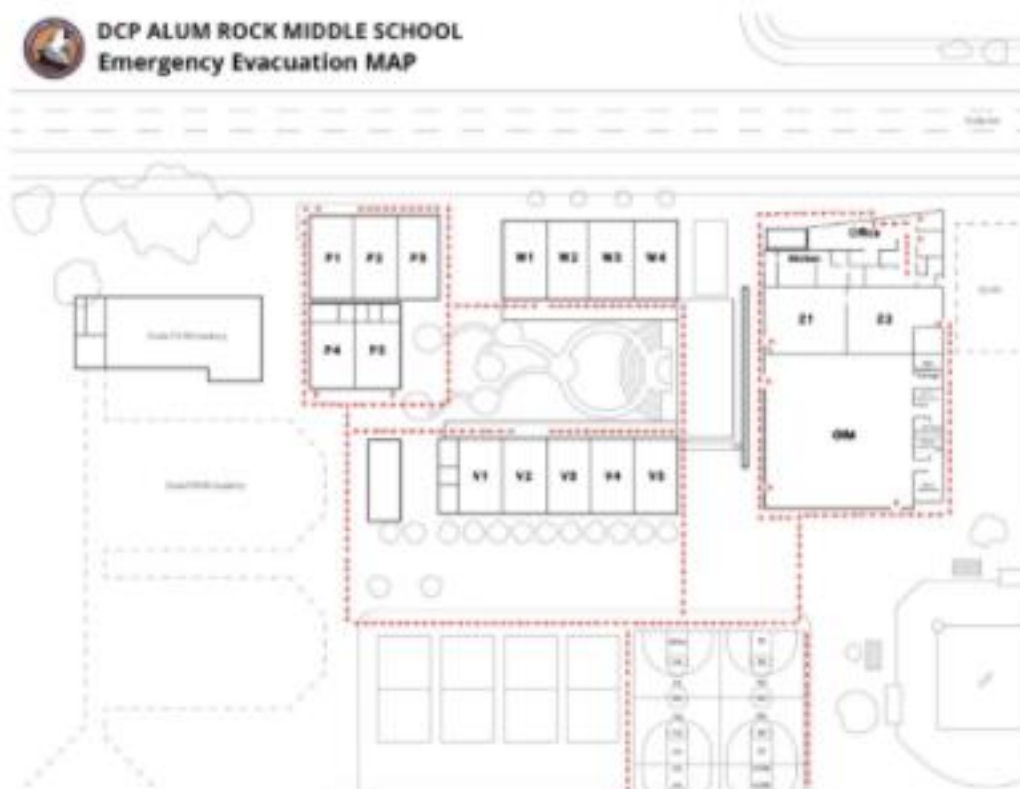
Plot Plans

Plot Plan #1 – Assembly Area Assignments

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First Aid:	First Aid Team
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Sanitation:	Representatives
Evacuation Assembly:	Teacher
Student Release Area:	Representatives
	Teacher
	Representatives
	Student Release Team



DCP ALUM ROCK MIDDLE SCHOOL Emergency Evacuation MAP

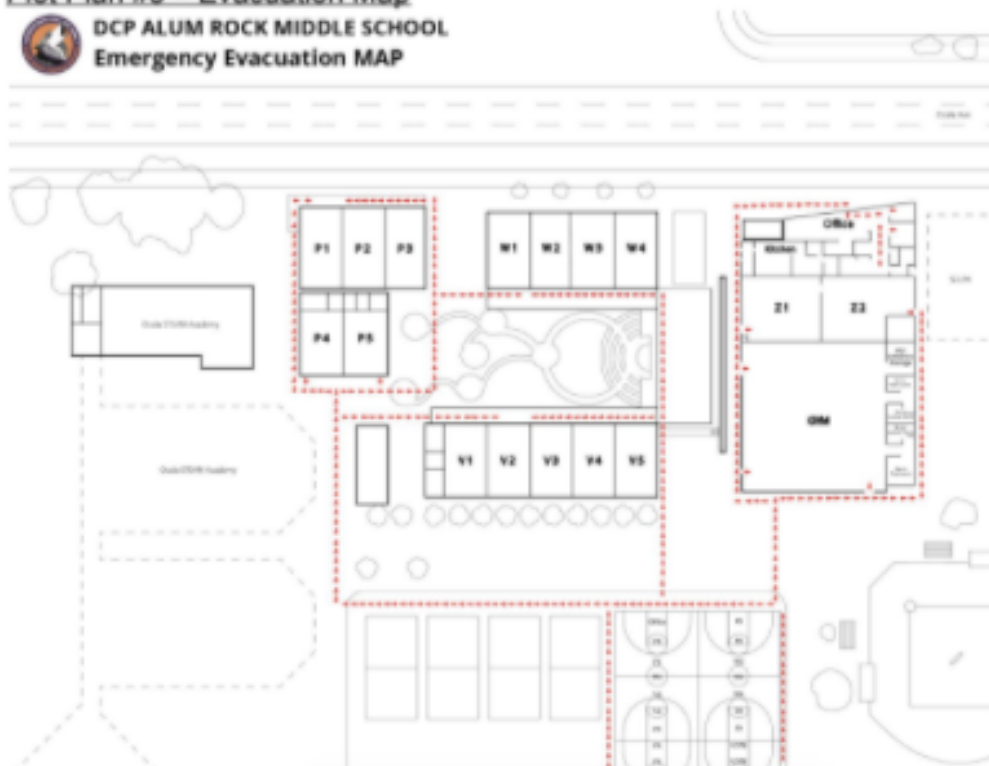


Plot Plan #2 – Utility Shut Off Locations and Procedures -
Pending information requested from ARUSD

Plot Plan #3 – Evacuation Map



DCP ALUM ROCK MIDDLE SCHOOL
Emergency Evacuation MAP



a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, or
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), or
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Downtown College Prep** shall be as follows:

1. **Developing a Cardiac Emergency Response Team**

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the "Cardiac Emergency Response Team" attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the "Protocol for Posting" attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for **Downtown College Prep**:
 - (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach,

or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.

- (3) **Back-up AEDs** – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school's athletic teams or other groups traveling to off-site locations.
- (b) **Downtown College Prep** will regularly check and maintain each school-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) **Additional Resuscitation Equipment:** A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the "Cardiac Emergency Response Team" attachment and in the "Protocol for Posting" attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.

- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

(a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Downtown College Prep** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **Downtown**

College Prep shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less.

Downtown College Prep shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See "Conducting Drills" attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the

CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) **Downtown College Prep** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) **Downtown College Prep** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. Annual review and evaluation of the Plan

Downtown College Prep shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the schools response process, to include:

- (a) *A post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.
Post-event documentation and action shall include the following:
 - (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review

may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

- (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

8. Protocol for School Cardiac Emergency Responders

Downtown College Prep Cardiac Emergency Response Team PROTOCOL

For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1.

(Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.

- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. ____ Classroom, Room # ____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in the center of the chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.

- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Building Location Information

School Name & Address Alum Rock High School

1776 Educational Park Dr. San Jose, CA

School Emergency Phone# (408) 384-4554

Cross Streets Educational Park Dr. and Las Plumas Ave

AED Location Front Office

Building Location Information

School Name & Address Alum Rock Middle School

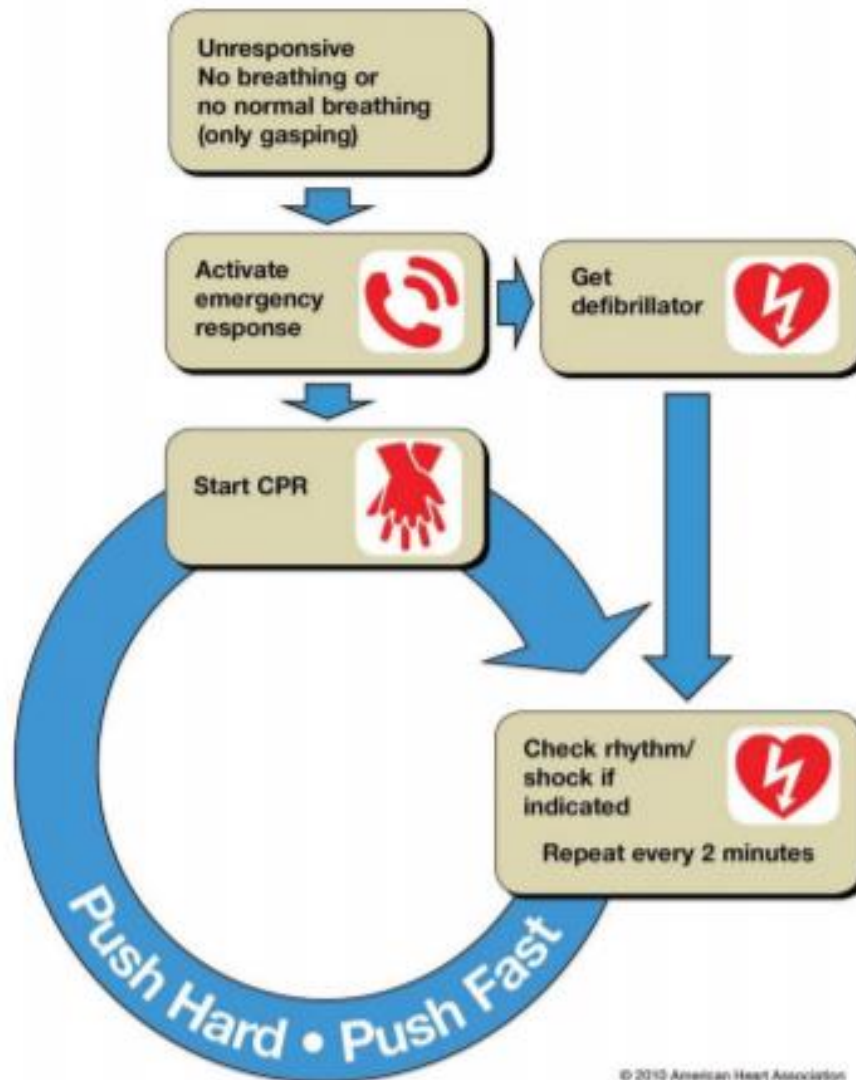
2888 Ocala Ave, San Jose

School Emergency Phone# (408) 942-7000

Cross Streets Ocala

AED Location Gym

Downtown College Prep
CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL
Simplified Adult BLS



APPENDIX B – Emergency School Closing Protocol

Priority on Safety

During emergency situations or during periods of severe inclement weather such as storms, our first priority is the safety and welfare of our students and staff. At the same time, the closing of school can be problematic for families due to child care and work schedules. In addition, the loss of instruction is detrimental to student progress. DCP considers cancelling school to be an exception, and places a strong emphasis on keeping schools open.

Making the Decision

The Chief Operating Officer determines when and if conditions at one or more of the schools warrant the cancellation of school. This decision is normally made after consultation with the Senior Leadership Team (SLT), the Board President, area school superintendents, the Santa Clara County Office of Education and local emergency responders if the situation warrants it. Please note that some situations may require immediate decisions without time to consult but the COO will endeavor to consult with those or some of those named.

Every effort is made to keep schools open. This is because many DCP students rely on their schools for breakfast and lunch. These meals are not simply convenient; they provide nutritional needs for children who may otherwise go without. In addition, a significant number of our students would remain home alone without supervision if their school had an unscheduled closure. Many of our families do not have the luxury of adjusting work schedules on short notice. Furthermore, a functioning school building provides warmth, infiltrated air and safety in addition to classroom instruction.

The following criteria (guided by these CDE guidelines, which may be updated/changed for different emergencies) will be used in determining if a site should be closed:

- There is a safety issue including due to disasters (i.e., no fire alarm system, power lines down, flooding, infectious disease/pandemic).
- There is a PG&E power shutoff.
- The air quality is very unhealthy or hazardous. We will use these CDE guidelines and consult with SCCOE and SJUSD if possible.
- The school is not operational (operable condition of our buildings); conditions exist which are not conducive to learning (i.e., lack of heat, lights or water). School cannot provide meals due to reasons beyond its control. Schools should consider alternative options such as ordering Pizza, if viable. If possible, school will be held for at least a minimum day schedule.
- A significant number of staff and/or students cannot get to school sites.
- Evacuation due to natural disasters, such as earthquakes or fire and other emergencies, such as an active shooter, et cetera. Sites shall follow their safety plans to evacuate students and staff.
- Closure due to a public health issue e.g. infectious disease or pandemic. We would follow direction from the Santa Clara County Department of Health and/or SCCOE

DCP will always make the best decision possible with the information available. As soon the DCP team is aware of a problem, the Chief Operating Officer or designee begins an analysis of the situation together with the Senior Leadership Team (Principals & Executive Team aka SLT), the Board President, other local school districts, the Santa Clara County Office of Education, San Jose Unified School District, City and County emergency groups, PG&E, and/or appropriate service vendors to determine severity of problems, advisories, estimated time of repair or changing conditions. The decision is based on the safety of students and staff.

Notification to Families

Once a decision is made, families are alerted through the emergency messenger system (email, voice, text), radio, and/or signs at the schools. Families can expect to receive an automated phone call.

School closure decisions due to inclement weather, such as storms, will normally be made before 5:00 a.m. on the day of closure. This allows conditions to be monitored overnight to avoid unnecessary closures. Closure decisions will only be made the night before if conditions are known with a high degree of certainty and warrant closure. Parents should establish contingency plans for possible closures throughout the school year regardless of the season.

Family Discretion

Whenever a decision is made to cancel school or alter the school day, it is based on the general safety conditions for all students and staff. DCP recognizes that conditions may vary for each individual student or family. If school is open and the parent or guardian feel it is unsafe to send their child to school, the student can be given an excused absence if the absence is communicated in accordance with the Student Handbook requirements.

General Information Regarding School Cancellation: Non Classroom Activities

School may be cancelled due to weather or other emergency situations that create unsafe conditions and may be cancelled for all DCP schools or for only one, as necessary. General guidelines for closing one or both schools also include closure of the following school activities:

- All after-school activities and field trips will be cancelled unless specifically announced by the school principal or a designee.
- All student events will be cancelled unless specifically announced by the school principal or a designee.
- Athletic events and practices will be cancelled unless specifically announced by the school principal or a designee.
- Non-District events that have event contracts to use District facilities will be cancelled unless announced by the school principal or a designee.

School Closure: Staff Work Options (Draft only not Approved)

Exempt / (Salary)

Includes Salaried Certified and Professional Staff
(Administrators, Teachers, Directors, Most Managers)

- Option 1: Work
- Option 2: Take DTO or sick day
- Option 3: Make up work by end of school year
- Option 4: Work from home or other remote location*

Non-Exempt / (Hourly)

Paid hourly sign in and out

- Option 1: Work
- Option 2: Take leave
- Option 3: Make up work by end of week (Saturday)
- Option 4: Work from home or other remote location*

****Emergency personnel as designated at the school sites are expected to work to ensure safety.***

Employee Responsibilities

- Employee must discuss and receive approval for these options with their manager
- The manager may require documentation, artifacts and/or evidence to verify work.
- Complete work from home as approved through the immediate supervisor.
- If hourly, keep an accurate log of the work completed and time spent.
- Turn in log to manager

Re-Opening School

The Senior Leadership Team, Principals & Executive Team, (SLT) will stay in communication throughout the closure to determine when it is appropriate to re-open the school (s). They will provide direction to the School Operations Teams on communication to parents during and after closure. Parents will be informed when school is to reopen via automated calls. Staff will also be given regular updates during the closure. The SLT may decide to ask staff to convene the day before re-opening in order to prepare for students' return.

Communication After Incident:

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

Staff, especially teachers will be critical in student recovery. The Center for Diseases Control and Prevention (CDC) provides these guidelines to teachers.

Suspension and Expulsion Policy and Procedure Policy Overview

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to restorative conversations and circles, alternatives to suspension, advising and counseling students, conferring with parents or guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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

As used in this Policy, "school property" includes, but is not limited to, electronic files and databases.

B. Enumerated Offenses

1. A pupil shall not be suspended from school or recommended for expulsion, unless the principal or the principal's designee of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of the enumerated offenses listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force of violence upon the person of another, except self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Commission of this enumerated offense will not constitute grounds for expulsion. Commission of this enumerated offense will not constitute grounds for expulsion. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this

subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students, as defined in Education Code sections 48900.2 [sexual harassment], 48900.3 [hate violence], or 48900.4 [harassment and intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- s) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

- t) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family
- u) 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.
- v) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- w) Intentionally harassed, threatened or intimidated school personnel, school volunteers, and/or a student or group of students, in a sufficiently severe and pervasive manner to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of school personnel, volunteers, and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

2. Mandatory Offenses:

- a) Unless the principal or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the principal or designee shall suspend and recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds:
 - i. Causing serious physical injury to another person, except in self-defense.
 - ii. Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - iii. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (A) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or (B) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

iv. Robbery or extortion.

v. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

vi. If the principal or designee makes a determination not to recommend expulsion, as described in paragraph 2(a), above, he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

b) The principal or designee shall suspend and recommend for expulsion a student when it is determined the student:

i. Possessed, sold, or otherwise furnished a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school. The term "firearm" has the same meaning as described in Section 921 of Title 18 of the United States Code.

ii. Brandishing a knife at another person.

iii. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

iv. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

v. Possession of an explosive. The term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

If it is determined during an expulsion hearing that a student has possessed a firearm or explosive on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

3. Other Means of Correction

Suspension or expulsion for any offense not listed in Section 2, Mandatory Offenses, shall be imposed only when other means of correction fail to bring about proper conduct. DCP provides for Other means of correction may include, but are not limited to, the following:

a) A conference between school personnel, the pupil's parent or guardian, and the pupil.

b) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

- c) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- d) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- e) Enrollment in a program for teaching prosocial behavior or anger management.¹
- f) Participation in a restorative justice program.
- g) A positive behavior support approach with tiered interventions that occur during the school day on campus, such as but not limited to a behavior contract.
- h) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- i) Community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

C. Suspension and Recommendation for Expulsion Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. 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 Limits/Recommendation for Expulsion

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

Prior to a recommendation for expulsion, the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. This meeting may take place separate from or as part of the suspension conference explained above.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's Board. The Director of Student Services or other administrator identified by the Board, shall appoint panel members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) 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 pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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.

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

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

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

hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The 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: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Charter School shall also send notice to the student's district of residence, as required by Education Code section 47605(d)(3).

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of the District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment 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/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

5. Special Circumstances

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

The 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.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent 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.

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Across the Bridge Foundation DBA Downtown College Preparatory Charter School ("DCP") believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, DCP prohibits any acts of discrimination, harassment, sexual harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, sexual harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyber bullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, age, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, DCP will make reasonable efforts to prevent students from being discriminated against, sexually harassed, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. DCP staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Moreover, DCP will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which DCP does business, or any other individual, student, or

volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of

position or gender. DCP will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Executive Director

Chief Operating Officer
Downtown College Prep 1400 Parkmoor Ave, Ste 206
San Jose, CA 95126
408.271.8120 ext. 101 & 102

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by DCP.

DCP is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits

and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by DCP.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act is the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager, of a communication including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 1. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably

predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff members are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, sexual harassment, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All members of the school community, including students, employees, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Chief Operating Officer (COO) or the Executive Director (ED) Please see below for contact information.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to use the report form. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, sexual harassment, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

DCP acknowledges and respects every individual's rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings and/or

resolve the issue, as determined by the Executive Director or designee on a case-by-case basis.

DCP prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigating

Upon receipt of a report of harassment, sexual harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of DCP, the COO or ED will promptly initiate an investigation. In most cases, a thorough investigation will take no more than five (5) school days. If the COO or ED determines that an investigation will take longer than five (5) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete. At the conclusion of the investigation, the COO, ED or designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation, which lead to the report.

However, in no case may the COO, the ED or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, sexual harassment, harassment, intimidation or bullying would remain in a secure location in DCP's Central Office.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Policy and Procedures, such investigation will be undertaken concurrently.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time

during the process, consistent with the procedures laid out in the Student/Family Handbook and UCP Policy.

Appeal

Should the reporting individual find the COO or ED's resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Board of Directors. The Board shall conduct a confidential review of the Complainant's appeal and render a final disposition. In addition, when sexual harassment, harassment, or bullying is based upon one of the protected characteristics set forth in this policy, a Complainant may also file a Uniform Complaint at any time during the process, consistent with the Uniform Complaint Policy and Procedures. Unless the harassment is also being investigated as part of the Uniform Complaint Policy Process, the decision of the Board shall be final.

Consequences

Students or employees who engage in discrimination, sexual harassment, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion for a student, as outlined in DCP's Student Discipline Policy.

ED & COO Contact Information

Executive Director, ext 101 Chief Operating Officer, ext 102
Downtown College Prep
1400 Parkmoor Ave, Ste 206 San Jose, CA 95126
408-271-8120
complaints@dcp.org

TITLE IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form
(Additional pages can be added & attached if necessary)

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize DCP to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: _____

Signature of Complainant _____

Print Name _____

To be completed by DCP:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Assessment of School Safety and a Healthy School Climate

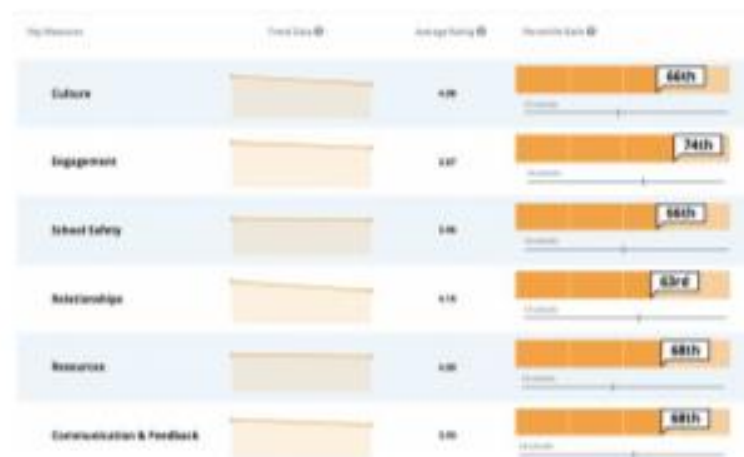
DCP Alum Rock High School

	Suspensions	Expulsions	Chronic Absence Rate
2015-16	9.2%	0.16%	NA
2016-17	4.2%	0.14%	13.9%
2017-18	3.8%	0%	13.4%
2018-19	3.4%	0%	13.3%

Spring 2018 DCP Alum Rock High School Family Survey School Report

Summary Measure	Downtown College Prep Alum Rock - High School	Typical School in Downtown College Prep	Typical School Nationally
Communication and Feedback	70%	84%	52%
School Safety	73%	82%	60%
Relationships	90%	82%	72%
Resources	79%	70%	58%
Engagement and Empowerment	72%	63%	50%
School Culture	89%	80%	70%

Spring 2019 DCP Alum Rock High School Family Survey School Report



8.2 Suicide Prevention Policy



Resolution Re: Downtown College Prep's Commitment to Suicide Prevention for Children and Youth

Downtown College Prep Board of Directors Meeting

September 19, 2018

The meeting of the Board of Downtown College Prep ("DCP") was called to order on September 19, 2018 pursuant to notice and a quorum was present for the transaction of business.

WHEREAS, DCP operates public charter schools committed to protecting the health and well-being of all students;

WHEREAS, DCP recognizes that physical, behavioral, and emotional health are integral components of a student's educational outcomes;

WHEREAS, suicide is a leading cause of death for youth and young adults ages 10-24 years of age;

WHEREAS, certain students are at a higher risk for suicide than others, including, but not limited to:

- Youth bereaved by suicide
- Youth with a history of suicide or suicidal intent
- Youth with disabilities, mental illness, and/or substance use disorders
- Youth experiencing homelessness or in out of home settings such as foster care
- Lesbian, gay, bisexual, transgender, intersex and or questioning youth

WHEREAS, children and teenagers spend a significant amount of their young lives in school, and the personnel who interact with them on a daily basis are in a prime position to recognize warning signs of suicide and provide referrals and intervene as appropriate; and

WHEREAS the State of California legislature has enacted California Assembly Bill 2246 requiring Local Education Agencies to create resolutions specifying their suicide prevention, intervention and postvention policies in secondary schools

NOW THEREFORE LET IT BE RESOLVED, by the Board of Directors at DCP that absent any applicable federal, state, or local law, regulation, ordinance or court decision, DCP schools shall:

1. Require the Central Office of DCP to designate a lead for suicide prevention planning and coordination of the implementation of this Board Policy



2. Require each school principal to oversee and to designate a lead for suicide prevention planning, coordination and policy implementation. All staff members shall report students they believe to be at an elevated risk for suicide to the principal or designee.
3. Provide annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resource regarding youth suicide prevention to all staff. The professional development will include additional information regarding groups of students at elevated risk for suicide, how to identify appropriate mental health services and when and how to refer youth and their families to school site and community based resources as available.
4. Provide additional annual professional development to staff designated or assigned as school site leads in the areas of suicide prevention coordination and suicide risk assessment. The professional development will include information relevant and appropriate for the certification of the employee so designated.
5. Affirm that school employees should only act within the scope and authorization of the employee's credential. Nothing in this policy shall be construed as authorizing or encouraging a DCP employee to support student mental health or respond to crisis unless the employee is specifically employed to do so and holds the necessary credential to do so.

I, Maria Arellano, hereby certify that I am the current and duly empowered Secretary of Downtown College Prep Board of Directors, that the foregoing resolution was duly adopted by the Board of Directors of Downtown College Prep at the meeting held on September 19, 2018, that the resolution is in full force and effect, that the same has not been modified or rescinded, and that it is not contrary to any provision of the Articles of Incorporation or the Bylaws of DCP.

Signature

Date:

A handwritten signature in blue ink that reads "Maria Arellano".

9/19/2018

Maria Arellano
Board Secretary

8.3 Sexual Harassment Poster for Students

What To Do If You Are Being Sexually Harassed	
<p>DCP works to give you an education that is safe and without sexual harassment. Sexual harassment is behavior you don't like that is directed at you because of your gender. It can make you feel unsafe or scared and keeps you from learning at your best or engaging in school the way you want to. It can be someone's words, something you see, physical behavior or touching of private body parts (like those typically covered by a swimsuit).</p>	
<p>Some examples of sexual harassment include (but aren't limited to):</p> <ul style="list-style-type: none"> Unwanted hugs, kisses, grabbing or touching Standing too close even when there is room to spare or stopping someone from moving Teasing, creating or sharing rumors and mean jokes about others or making comments about other people's bodies. Writing hurtful notes or messages, including on social media sites Showing or sending inappropriate pictures that make others feel upset or uncomfortable Making rude or mean body gestures that embarrass people or hurt people's feelings Treating someone differently just because of their gender 	
<p>It is against the school rules and the law for people to do this to someone else. The DCP handbook clearly spells out that conduct such as bullying, harassment, sexual harassment, etc are violations of our school discipline policy and our Title IX, Harassment, Intimidation and Bullying Policy. It also discusses the steps we take to investigate incidents (you can find more information specifically in the Handbook's Appendix). The school will do an investigation of any allegations of sexual harassment and both you and the other students involved have rights that the school will respect in that process. You can read all about your rights in the handbook as well.</p> <p>If it's safe for you, you can ask/tell the person to stop doing these things to you or others. You can help friends share problems like this with adults they trust. You can report it to your principal, assistant principal, teacher or other staff and they will help you. You may also make a report anonymously. The school will take action right away to find out what happened and put supports in place to help it not happen again. No one is allowed to punish you for talking to an adult about what happened. The school will share information with people whose job it is to help fix it. This is true for all school activities at DCP, even if they aren't on campus. All investigations will occur in a manner that will protect the confidentiality of all parties (you and the other students involved) and to protect the integrity of the process. You also have protection from retaliation based on your report.</p>	
<p>People who can help you:</p>	<p>Your Principal/AP _____ Uniform Complaint Officer (Title IX/Bullying): _____ Contact Info: _____ Contact Info: _____</p>
<p>Additional Resources:</p>	<p>We know that you may not be ready to talk to someone at your school about your concern (though we hope you will so we can help), so here are some additional outside resources in case you need to talk to someone:</p> <ul style="list-style-type: none"> California Youth Crisis Line - https://calyouth.org/cycl/ or call/text 1.800.843.5200 San Jose YWCA Rape Crisis Center - Hotline Phone Number - 1.408.287.3000
<p>You deserve to feel safe!</p>	
Qué hacer si estás siendo acosado/a sexualmente	
<p>DCP trabaja para brindarle una educación segura y sin acoso sexual. El acoso sexual es un comportamiento que no le gusta y que está dirigido a usted debido a su género. Puede hacerte sentir inseguro o asustado y evita que aprendas lo mejor posible o te involucre en la escuela de la manera que desees. Pueden ser las palabras de alguien, algo que ve, comportamiento físico o tocar partes privadas del cuerpo (como las que normalmente cubren un traje de baño).</p>	
<p>Algunos ejemplos de acoso sexual incluyen (pero no se limitan a):</p> <ul style="list-style-type: none"> Abrazos, besos, agarres o toques no deseados Pararse demasiado cerca incluso cuando hay espacio de sobra o impedir que alguien se mueva Bromear, crear o compartir rumores y bromas crueles sobre otros o hacer comentarios sobre los cuerpos de otras personas. Escribir notas o mensajes hirientes, incluso en sitios de redes sociales. Mostrar o enviar imágenes inapropiadas que hagan que los demás se sientan molestos o incómodos Hacer gestos corporales rudos o rudos que avergüencen a las personas o hieran sus sentimientos Tratar a alguien de manera diferente solo por su género 	
<p>Es contra las reglas de la escuela y la ley que la gente le haga esto a otra persona. El manual de DCP explica claramente que conductas como intimidación, acoso, acoso sexual, etc. son violaciones de nuestra política de disciplina escolar y nuestro Título IX, Política de acoso, intimidación e intimidación. También analiza los pasos que tomamos para investigar incidentes (puede encontrar más información específicamente en el Apéndice del Manual). La escuela hará una investigación de cualquier alegación de acoso sexual y tanto usted como los otros estudiantes involucrados tienen derechos que la escuela respetará en ese proceso. También puede leer todo sobre sus derechos en el manual.</p> <p>Si es seguro para usted, puede pedirle / decirle a la persona que deje de hacerle estas cosas a usted o a otras personas. Puedes ayudar a tus amigos a compartir problemas como este con adultos en quienes confían. Puede informarlo a su director, subdirector, maestro u otro personal y ellos lo ayudarán. También puede realizar una denuncia de forma anónima. La escuela tomará medidas de inmediato para averiguar qué sucedió y brindará apoyo para ayudar a que no vuelva a suceder. Nadie puede castigarte por hablar con un adulto sobre lo sucedido. La escuela compartirá información con personas cuyo trabajo es ayudar a solucionarlo. Esto es cierto para todas las actividades escolares en DCP, incluso si no se realizan en el campus. Todas las investigaciones se llevarán a cabo de una manera que protegerá la confidencialidad de todas las partes (usted y los otros estudiantes involucrados) y protegerá la integridad del proceso. También tiene protección contra represalias según su informe.</p>	
<p>Personas que pueden ayudarte:</p>	<p>Your Principal/AP _____ Uniform Complaint Officer (Title IX/Bullying): _____ Información del contacto: _____ Información del contacto: _____</p>
<p>Recursos adicionales:</p>	<p>Sabemos que es posible que no esté listo para hablar con alguien en su escuela sobre su inquietud (aunque esperamos que lo haga para que podamos ayudarlo), por lo que aquí hay algunos recursos externos adicionales en caso de que necesite hablar con alguien:</p> <ul style="list-style-type: none"> California Youth Crisis Line - https://calyouth.org/cycl/ or call/text 1.800.843.5200 San Jose YWCA Rape Crisis Center - Hotline Phone Number - 1.408.287.3000
<p>¡Te mereces sentirte segura/o!</p>	

Appendix 9- Student Recruitment, Admissions and Enrollment



9.1 DCP Timeline for 2019-20 Enrollment

9.2 Application Form

9.3 Multilingual DCP Enrollment Packet

9.4 Multilingual Recruitment Flyer

Application and Registration Timeline 2020-2021

Application and Registration Timeline

- Application Period: November 1st, 2019- January 24th, 2020
- Applications Deadline: Friday, January 24th, 2020
- Lottery/Enrollment Celebration: Friday, January 31st, 2020
- Registration Packet Acceptance: February 3rd, 2020 - August 2020
 - Family completes registration packet within 3 weeks of being accepted.

Semester 1 intent to Return Timeline - Preliminary Form (round 1)

- Letters Finalized by November 29, 2019
- Finalize template that the sites will use by Monday, December 2nd
- Send out to ALL families Monday, December 9 - Due by December 13 (Recruitment Team and OPS will focus on calling missing ITRF's during winter break)
- Internal collection due by January 10, 2020

FINAL Intent to Return Timeline - Final Form (round 2)

- Letters Finalized by Wednesday, April 10, 2020
- Finalize template that the sites will use by April 24
- Send out to families on April 27 Due by May 1, 2020
- Internal collection due by May 11, 2020

9.1 DCP Timeline for 2019-20 Enrollment

DOWNTOWN COLLEGE PREP 2020-2021 APPLICATION

Application must be dropped off at the DCP campus to which you are applying.

APPLICATION FOR THE FOLLOWING GRADE IN 2020-2021 (mark one)

☐ ☐ 5th ☐ ☐ 9th ☐ ☐ 10th DCP El Primero High School **Serving Grades 9-12** 408-271-1730 ext. 515

1402 Monterey Hwy., San Jose 95110 ☐ ☐ 9th ☐ ☐ 10th ☐ ☐ 6th 8th

ephsregistration@dcp.org **DCP Serving Alum Grades Rock 9-12 High** 408-384-4554 **School** ext. 325 1776

Educational Park Dr., Bldg. K-9, San Jose 95133 arhsregistration@dcp.org

School District of Residence DCP El Camino Middle School **Serving Grades 5-8** 408-384-4040 ext. 515 1402
Monterey Hwy., San Jose 95110

☐ ☐ 6th 8th

☐ 7th ecmsregistration@dcp.org **DCP Alum Rock Middle School**

Serving Grades 6-8 408-942-7000 ext. 428 2888 Ocala Ave., San Jose 95148 arhsregistration@dcp.org

If interested in 11th or 12th grade, please contact the school directly

Has Gender ☐ Male ☐ Female

Date of Birth

Current School

Home Address (address, city, zip)

Last First Last ^{First}

☐ Alumni ☐ Community Event ☐ Friend/Family ☐ Other

Parent Signature Date student student ever ever applied attended to any a DCP DCP school? school? If yes,

yes, please please write write name name of of DCP DCP school. school. ☐ Yes ☐ Yes ☐ No ☐ No

STUDENT INFORMATION

Student Last Name Student First Name Middle Name

Grade in 2019-2020

FAMILY INFORMATION

Student resides with: ☐ Mother ☐ Father ☐ Step-Mother ☐ Step-Father ☐ Guardian ☐ Foster or Group Home

Mother/Guardian Name

Father/Guardian Name

Cell Phone

Cell Phone

Email

Email

Language ☐ English ☐ Spanish ☐ Vietnamese ☐ Other _____

9.2 Application Form

How ☐ 1 ☐ many 2 ☐ 3 ☐ siblings/step-siblings 4 does the student have that currently attend DCP?

Please write their information below
#1 Last

First School Grade #2 Last

First School Grade #3 Last

First School Grade #4 Last First

School Grade How did you hear about DCP?

Thank you for applying to DCP. This application does not guarantee admission to Downtown College Prep.
FOR OFFICE USE ONLY DATE RECEIVED _____ RECEIVED BY (staff initials): _____ VERIFIED BY (staff initials): _____

DOWNTOWN COLLEGE PREP

2020-2021 Aplicación



Esta aplicación se debe entregar en la oficina de la escuela DCP a la que va a aplicar.

SOLICITUD PARA EL SIGUIENTE GRADO 2020-2021 (marque uno)

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> 5 th <input type="checkbox"/> 6 th | DCP El Camino Middle School
Sirviendo Grados 5-8 408-384-4040 ext. 515
1402 Monterey Hwy., San Jose 95110
ecmsregistration@dcp.org | <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th | DCP El Primero High School
Sirviendo Grados 9-12 408-271-1730 ext. 515
1402 Monterey Hwy., San Jose 95110
ephsregistration@dcp.org |
| <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th | | | |
| <input type="checkbox"/> 6 th <input type="checkbox"/> 7 th | DCP Alum Rock Middle School
Sirviendo Grados 6-8 408-942-7000 ext. 428
2888 Ocala Ave., San Jose 95148
armsregistration@dcp.org | <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th | DCP Alum Rock High School
Sirviendo Grados 9-12 408-384-4554 ext. 325
1776 Educational Park Dr., Bldg. K-9, San Jose 95133
arhsregistration@dcp.org |
| <input type="checkbox"/> 8 th | | | |

Si está interesado en los grados 11 o 12, comuníquese directamente con la escuela.

¿Alguna vez el estudiante ha aplicado a una escuela DCP? ☐ No ☐ Si, Indique cual escuela DCP _____

¿Alguna vez el estudiante ha asistido a una escuela DCP? ☐ No ☐ Si, Indique cual escuela DCP _____

INFORMACION DEL ESTUDIANTE

Apellido del Estudiante	Nombre del Estudiante	Segundo Nombre
<input type="text"/>	<input type="text"/>	<input type="text"/>
Sexo <input type="checkbox"/> Masculino <input type="checkbox"/> Femenino	Fecha de Nacimiento	<input type="text"/>
Escuela Actual	Distrito de Residencia Escolar	
<input type="text"/>	<input type="text"/>	
Domicilio (dirección, ciudad, código postal)	Grado en 2019-2020	
<input type="text"/>	<input type="text"/>	

INFORMACION DE FAMILIA

El estudiante vive con: ☐ Madre ☐ Padre ☐ Madrastra ☐ Padrasto ☐ Tutor ☐ Hogar Temporal o Hogar de Grupo

Nombre de Madre/Tutora		Nombre de Padre/Tutor	
<small>Apellido</small>	<small>Nombre</small>	<small>Apellido</small>	<small>Nombre</small>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Celular	<input type="text"/>	Celular	<input type="text"/>
Correo Electrónico	<input type="text"/>	Correo Electrónico	<input type="text"/>

Idioma: ☐ Inglés ☐ Español ☐ Vietnamese ☐ Otro _____

¿Tiene hermanos/hermanastros que actualmente asisten a DCP, cuantos? ☐ 1 ☐ 2 ☐ 3 ☐ 4

Por favor incluya su información

#1 Apellido	Nombre	Escuela	Grado
#2 Apellido	Nombre	Escuela	Grado
#3 Apellido	Nombre	Escuela	Grado
#4 Apellido	Nombre	Escuela	Grado

¿Como se enteró acerca de DCP?

☐ Graduado ☐ Evento Comunitario ☐ Amistad/Familia ☐ Otro _____

Firma del Padre	Fecha
<input type="text"/>	<input type="text"/>

Gracias por aplicar a DCP. Esta aplicación no garantiza admisión a Downtown College Prep.
FOR OFFICE USE ONLY DATE RECEIVED _____ RECEIVED BY (staff initials): _____ VERIFIED BY (staff initials): _____

9.2 Application Form

9.3 Multilingual Enrollment Packets



DOWNTOWN COLLEGE PREP

NEW STUDENT REGISTRATION CHECKLIST 2020-2021

Last Name	First Name	Middle Name	Other Legal Name
-----------	------------	-------------	------------------

Parents: Use this checklist to ensure all registration documents are completed and bring in any additional documents listed below.

Registration Packet Forms

- Student Registration Form [Pages 2-3]
- Emergency Contact / Medical [Pg. 4]
- Special Needs Questionnaire [Pg. 5]
- Parent Concerns [Pg. 6]
- Photo & Video Release [Pg. 7]
- Home Language Survey [Pg. 8]

staff use Received	staff use Notes

Proof of Residence (bring one of the following)

- Copy of PG&E Bill
- Copy of Rental Agreement
- Copy of Cable Bill (eg: Comcast or AT&T)

Other

- Copy of Birth Verification Document
- Copy of Immunizations
- Proof of Tdap vaccine for students entering grade 7 and up
- Parent Identification
- Custody Paperwork (if applicable)

FOR OFFICE SCHOOL USE ONLY

Date Received Registration Packet: _____	Custody: _____	Entered in PS by: _____	IEP/504? Yes No Requested: _____	Medical? Yes No _____
Proof of Birth: Type: _____ Verified by: _____	Proof of Immunization: Type: _____ Verified by: _____	Enroll Date: _____	Grade: Repeating: Yes No	Other: _____



DOWNTOWN COLLEGE PREP

NEW STUDENT REGISTRATION 2020-2021

NEW STUDENT REGISTRATION FOR THE FOLLOWING GRADE AND SCHOOL IN 2020-2021:			
6th 7th 8th	DCP Alum Rock Middle School	2888 Ocala Ave., San Jose 95148	408-942-7000 ext. 428
9th 10th	DCP Alum Rock High School	1776 Educational Park Dr., San Jose 95133	408-384-4554 ext. 335
5 th 6th 7th 8th	DCP El Camino Middle School	1402 Monterey Hwy, San Jose 95110	408-384-4040 ext. 515
9th 10th	DCP El Primero High School	1402 Monterey Hwy, San Jose 95110	408-271-1730 ext. 515

Last Name	First Name	Middle Name	Other Legal Name
Date of Birth (MM/DD/YYYY)		Male	Female
		Current Grade	
Mailing Address	Apt #	City	State Zip
Residence Address (IF DIFFERENT)	Apt #	City	State Zip

PARENT/GUARDIANSHIP INFORMATION (with whom the student lives) - check all that apply

☐ Father ☐ Mother ☐ Step-Father ☐ Step-Mother ☐ Guardian ☐ Foster/Group Home ☐ Other _____
 Is the above checked person(s) the student's LEGAL guardian? ☐ Yes ☐ No If No, please complete a "Caregiver Affidavit"
 If there is a legal custody agreement regarding this student, please check one: ☐ Joint Custody ☐ Sole Custody ☐ Guardian

PLEASE COMPLETE INFORMATION BELOW FOR PARENT(S)/GUARDIAN WITH WHOM THE STUDENT LIVES:

Check One: **Mother** **Step-Mother** **Guardian** Last Name: _____ First Name: _____

Employer: _____ Cell # (____) _____ Home # (____) _____ Email: _____

Check One: **Father** **Step-Father** **Guardian** Last Name: _____ First Name: _____

Employer: _____ Cell # (____) _____ Home # (____) _____ Email: _____

DUPLICATE MAILING - If divorced/separated & joint custody allows duplicate mailing/information to be given to other parent, please include their name, address, and phone number:

Full Name: _____ Phone # (____) _____

Mailing Address	Apt #	City	State Zip
-----------------	-------	------	-----------

DOES THE STUDENT HAVE ANY SIBLINGS?

FIRST AND LAST NAME	SCHOOL ATTENDING	GRADE

WHAT IS YOUR CHILD'S ETHNICITY? (Please check one):

☐ Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
☐ Not Hispanic or Latino

Appendix 9.3 Multilingual Enrollment Packets

WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories): <i>The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.</i>		
African-American or Black American Indian or Alaska Native <i>(Persons having origins in any of the original peoples of North, Central or South America)</i> Asian Indian Cambodian Chinese Filipino/Filipino American	Guamanian Hawaiian Hmong Japanese Korean Laotian Other Asian Other Pacific	Samoan Tahitian Vietnamese White <i>(Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)</i>

STUDENT BIRTHPLACE:		
City	State	Country

MOST RECENT SCHOOL ATTENDED:

School	City	State	Zip
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Has your student been expelled, being considered for expulsion or been given a suspended expulsion from a School District? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which District? _____ Has your student ever been in, being considered for or is in SARB (School Attendance Review Board)? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which District? _____ Does your student play any sports? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, list sport/s _____ Has your student played Varsity sports in high school? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, list sport/s _____	STUDENT INFO - Date first attended Kindergarten <u>in the US</u> <hr/> <div style="display: flex; justify-content: space-around;"> Month Day Year </div> Date first attended school <u>in California</u> <hr/> <div style="display: flex; justify-content: space-around;"> Month Day Year </div>
---	---

RESIDENCE- Where is your family currently living? (Federally mandated by NCLB) - Please check appropriate box <input type="checkbox"/> In a single family permanent residence (house, apartment, condo, mobile home) <input type="checkbox"/> Temporarily with another family in a house, mobile home or apartment <input type="checkbox"/> Temporary shelter Motel/Hotel Temporarily unsheltered (car/RV/campsite) Foster Family Home Transitional Housing <input type="checkbox"/> Other _____

MIGRANT EDUCATION PROGRAM - Have you or a member of your family within the past 36 months relocated with the intent to obtain seasonal or temporary employment in agriculture, fishing, and dairy food processing. Yes, this individual is a migrant worker No, this individual is not a migrant worker Federal Impact Aid (FIA) Section 8003 Grant Information. Who is enlisted? _____ If parent/guardian is in Military, please check only one for the following: Enlisted Date: _____ Status: <input type="checkbox"/> Active Duty, Deployed <input type="checkbox"/> Active Duty, Not Deployed <input type="checkbox"/> Discharged <input type="checkbox"/> Inactive <input type="checkbox"/> Injured <input type="checkbox"/> Killed in Action <input type="checkbox"/> Retired <input type="checkbox"/> Student Military Identifier only <input type="checkbox"/> Transition Out of Active Duty Branch: <input type="checkbox"/> Air Force <input type="checkbox"/> Air Force Reserve <input type="checkbox"/> Army <input type="checkbox"/> Army Reserve <input type="checkbox"/> Army National Guard <input type="checkbox"/> Coast Guard <input type="checkbox"/> Coast Guard Reserve <input type="checkbox"/> Marine Corps <input type="checkbox"/> Marine Corps Reserve <input type="checkbox"/> Navy <input type="checkbox"/> Navy Reserve
--

PARENT EDUCATION - Check the box that describes the parent with the highest education level <input type="checkbox"/> Graduate Degree or Higher <input type="checkbox"/> College Graduate <input type="checkbox"/> Some College or Associates Degree <input type="checkbox"/> High School Graduate <input type="checkbox"/> Not a High School Graduate Will your student be the first-generation in your family to graduate from a 4-year university in the US? Yes No
--

I, the Parent/Guardian, understand that by transferring out of my home school I may not return to the same school within my home district should I wish to cancel this transfer. I also understand enrollment at DCP does not give my student an automatic right to admission in a particular school or program of any District, and other LEA, or in other DCP campuses, except to the extent that such a right is extended by the local education agency.

Parent / Guardian Name _____

First
Last

Parent/Guardian Signature _____ **Date** _____



Downtown College Prep Emergency Contact/Medical Health Form

Student Last Name _____ Student First Name _____ Student Middle Name _____ Date of Birth _____ Grade _____

1. Mother Step Mother/Guardian (check one) Last Name: _____ First Name: _____

Home # (____) _____ Cell # (____) _____ Work # (____) _____

2. Father Step Father/Guardian (check one) Last Name: _____ First Name: _____

Home # (____) _____ Cell # (____) _____ Work # (____) _____

Emergency Contacts:

(Please circle one below)

Contact # 1: _____ Relationship: _____ Phone: _____ Phone Type: Cell Home Work

Contact # 2: _____ Relationship: _____ Phone: _____ Phone Type: Cell Home Work

Contact # 3: _____ Relationship: _____ Phone: _____ Phone Type: Cell Home Work

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: _____

Medical Information:

Doctor's Last Name: _____ First Name: _____ Phone: _____

Dentist's Last Name: _____ First Name: _____ Phone: _____

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

List any current or ongoing health problems, allergies, and medications: _____

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.

Parent / Guardian Name _____
First Last

Parent/Guardian Signature _____ Date _____



DOWNTOWN COLLEGE PREP

Special Needs Questionnaire

We need to know as much as possible about your student so that we can provide an educational program that meets his or her needs. It is very important for us to know if your student has received any special education services in the past. This information is used only for the purpose of helping us best serve your student.

Last Name	First Name	Middle Name	Other Legal Name
-----------	------------	-------------	------------------

Date of Birth: _____

School last attended: _____ Grade: _____

Previous schools attended: _____

Address (if not in San Jose): _____

_____ My student never received any special education services.

_____ My student had but no longer receives special education services through an IEP.

_____ My student had but no longer receives accommodations or supports through a Section 504 Plan.

_____ My student currently receives special education through an IEP and I have a copy of the IEP documents.

_____ I have a copy of the IEP and have provided it to DCP*

_____ I don't have a copy of the IEP.

_____ My student currently has a Section 504 Plan and I have a copy of it.

_____ I have a copy of the 504 Plan and have provided it to DCP*

_____ I don't have a copy of the 504 Plan

*You may but are not required to provide a copy. We use this information to help us determine the accommodations, services and/or supports DCP needs to implement or provide for your student.

The information I have given is correct to the best of my knowledge.

Parent / Guardian Name _____
First Last

Parent/Guardian Signature _____ Date _____



Downtown College Prep

Parent Concerns

Last Name

First Name

Middle Name

Other Legal Name

Do you have any concerns about your child's academics? Yes No

Please explain:

Do you have any concerns about your child's behavior? Yes No

Please explain:

Parent / Guardian Name _____
First Last

Parent/Guardian Signature _____ Date _____



Downtown College Prep

Photo & Video Release

Last Name

First Name

Middle Name

Other Legal Name

Authorization to reproduce physical likeness

- ☐ I hereby expressly grant to Across the Bridge Foundation doing business as Downtown College Preparatory (DCP) and all its schools and related entities, its employees, agents and assignees the right to photograph and/or shoot videos of me and use my picture, silhouette and other reproductions of my physical likeness to be used in any promotional or informational materials or at special events. I understand that the images may be used in print publications, online publications, presentations, websites, and social media. I also understand that no royalty, fee or other compensation shall become payable to me by reason of such use.
- ☐ I **do not authorize** the use of my picture, silhouette or other reproductions of my physical likeness.

I hereby certify and represent that I have read the foregoing and fully understand the meaning and effect thereof.

Parent / Guardian Name _____

First

Last

Parent/Guardian Signature _____

Date _____



DOWNTOWN COLLEGE PREP

REGISTRACION PARA NUEVOS ESTUDIANTES 2020-2021

Apellido del Estudiante

Nombre del Estudiante

Segundo Nombre

Otro Nombre Legal (si aplica)

Padres: Usen esta lista para asegurar que hayan completado y entregado todos los documentos de registración y favor de traer los documentos indicados aquí.

Formas del paquete de Registración

- Formas de Registración [Pgs. 2-3]
- Contacto de Emergencia/ Salud Medica [Pg. 4]
- Cuestionario de Educación Especial [Pg. 5]
- Inquietudes de los Padres [Pg. 6]
- Autorización para Foto y Video [Pg. 7]
- Encuesta de Idioma [Pg. 8]

<i>staff use</i> Received	<i>staff use</i> Notes

Comprobante de Domicilio (traiga uno de los siguientes)

- Copia de factura de PG&E
- Copia de Acuerdo de Arrendamiento
- Copia de Factura de Cable (eg: Comcast, AT&T)

Otros

- Copia de Certificado de Nacimiento
- Copia de Cartilla de Vacunas
- Comprobante de vacuna Tdap para estudiantes ingresando al grado 7 y adelante
- Identificación de Madre/Padre/Guardián
- Papeleo de Custodia (si aplica)

FOR OFFICE SCHOOL USE ONLY

Date Received Registration Packet: _____	Custody: _____	Entered in PS by: _____	IEP/504? Yes No Pedido: _____	Medical? Yes No _____
Proof of Birth: Type: _____ Verified by: _____	Proof of Immunization: Type: _____ Verified by: _____	Enroll Date: _____	Grade: Repeating: Yes No	Other: _____



DOWNTOWN COLLEGE PREP

REGISTRACION PARA NUEVOS ESTUDIANTES 2020-2021

REGISTRACION PARA NUEVOS ESTUDIANTES PARA EL SIGUIENTE GRADO Y ESCUELA EN 2019-2020:						
6th	7th	8th	DCP Alum Rock Middle School	2888 Ocala Ave., San Jose 95148	408-942-7000 ext. 428	
9th	10th		DCP Alum Rock High School	1776 Educational Park Dr., San Jose 95133	408-384-4554 ext. 335	
5 ^m	6th	7th	8th	DCP El Camino Middle School	1402 Monterey Hwy, San Jose 95110	408-384-4040 ext. 515
9th	10th			DCP El Primero High School	1402 Monterey Hwy, San Jose 95110	408-271-1730 ext. 515

Apellido	Nombre	Segundo Nombre	Otro Nombre Legal
Fecha de Nacimiento (Mes/Día/Año)		Masculino	Femenino
Grado Actual			
Dirección Postal	Apt #	Ciudad	Estado
Dirección de Vivienda (SOLO SI ES DIFERENTE)		Apt #	Ciudad
		Estado	Código Postal

INFORMACIÓN DEL PADRE/TUTOR (con quien vive el estudiante) – marque todas las que apliquen
 Padre Madre Padrastro Madrastra Tutor Legal Hogar de Cuidado Temporal Otro _____
 ¿La persona/s marcada arriba es el tutor LEGAL del estudiante? Si No Si marcó no, por favor llene un *Caregiver Affidavit*
 Si hay un acuerdo de custodia legal para el estudiante, por favor marque si es: Custodia conjunta Custodia individual
 Tutor Legal

COMPLETE ESTA INFORMACIÓN ACERCA DE PADRE/S O TUTOR LEGAL CON QUIEN VIVE EL ESTUDIANTE:

Seleccione Uno: **Madre** **Madrastra** **Tutor Legal** Apellido: _____ Nombre: _____
 Empleador: _____ Celular (____) _____ # de casa (____) _____ Correo Electronico: _____
 Seleccione Uno: **Padre** **Padrastro** **Tutor Legal** Apellido: _____ Nombre: _____
 Empleador: _____ Celular (____) _____ # de casa (____) _____ Correo Electronico: _____

CORREO DUPLICADO – Si está divorciado/a o separado/a y tiene la custodia conjunta que le permite duplicar y compartir la información que se le dé con su esposo/a, por favor, incluya el nombre, dirección y número de teléfono del otro padre:

Nombre: _____ # de casa (____) _____
 Dirección Postal Apt # Ciudad Estado Código Postal

DOES THE STUDENT HAVE ANY SIBLINGS?		
NOMBRE Y APELLIDO	ESCUELA ASISTIENDO ACTUALMENTE	GRADO

¿CUAL ES EL GRUPO ETNICO DE SU ESTUDIANTE? (Seleccione uno):
 Hispano o Latino (Una persona cuyo origen es de Cuba, México, Puerto Rico, Centro o Sudamérica sin importar su raza)
 No Hispano o Latino

Appendix 9.3 Multilingual Enrollment Packets

¿CUAL ES LA RAZA DE SU ESTUDIANTE? (Seleccione un máximo de cinco categorías): <i>La pregunta previa es acerca de etnicidad, no de raza. Aparte de lo que seleccionó arriba, favor de contestar indicando cual es su raza.</i>		
Afro-Americano o Negro Indio Americano o Nativo de Alaska <i>(Personas que tengan origen en cualquiera de los pueblos de América del norte, central o sur)</i> Indio de Asia Camboia Chino Filipino/Filipino Americano	Guam Hawaiano Hmong Japonés Coreano Laos Otro Asiático Other Pacífico	Samoa Tahiti Vietnamita Blanco <i>(Personas que tengan origen de Europa, Norte de Africa, o el Medio Oriente)</i>

LUGAR DE NACIMIENTO (ESTUDIANTE):		
Ciudad	Estado	País

ESCUELA DONDE ASISTIO ANTES:			
Escuela	Ciudad	Estado	Código Postal

¿Ha sido su estudiante alguna vez expulsado, está siendo considerado para expulsión o se le ha dado una expulsión suspendida de un distrito escolar? Si No Si la respuesta es si, ¿Cuál distrito? _____ ¿Ha estado su estudiante alguna vez, está siendo considerado para, o está en SARB (Junta de Revisión de Asistencia Escolar)? Si No Si la respuesta es si, ¿de cual distrito? _____ ¿Su estudiante juega algún deporte? Si No Si la respuesta es si, ¿de cual deporte/s? _____ ¿Ha jugado su estudiante en el equipo titular (varsity) en alguna preparatoria? Si No Si la respuesta es si, ¿cual deporte/s? _____	INFORMACION ESTUDIANTIL – Fecha en que asistió por primera vez Kindergarten en EEUU <div style="text-align: center;"> _____ Mes Día Año </div> Fecha en que asistió por primera vez la escuela en California <div style="text-align: center;"> _____ Mes Día Año </div>
--	--

RESIDENCIA- ¿Dónde vive actualmente su estudiante/familia? (Por mandato federal de NCLB) – Seleccione uno En una residencia permanente con su familia (casa, apartamento, condominio, casa móvil) Temporalmente con más de una familia en una casa o apartamento o casa móvil Temporary shelter Motel/Hotel Temporalmente sin residencia (carro, casa móvil o campamento) Hogar de Cuidado Temporal (Foster Home) En un refugio o programa de vivienda en transición Otro _____
--

PROGRAMA DE EDUCACION MIGRANTE - ¿Se ha mudado en los últimos treinta y seis (36) meses para obtener trabajo en agricultura, pesca o procesamiento de productos lácteos? Si, este individuo es un trabajador migrante No, este individuo no es un trabajador migrante Ayuda Federal de Impacto (FIA) Sección 8003 Información de Subvención. ¿Quien está alistado? _____ Si el padre/guardian es Militar, complete lo siguiente: Fecha de alistamiento: _____ Estatus: Servicio Activo, Desplegado Servicio Activo, No Desplegado Descargado Inactivo Herido Muerto en Acción Retirado Identificador de Estudiante Militar solamente Transición fuera del Servicio Activo Rama: Air Force Air Force Reserve Army Army Reserve Army National Guard Coast Guard Coast Guard Reserve Marine Corps Marine Corps Reserve Navy Navy Reserve
--

EDUCACIÓN DE LOS PADRES – Marque la respuesta que describa el nivel del padre/madre <u>con mayor nivel de educación escolar</u> . Con licenciatura o posgrado Se graduó de la Universidad Algo de colegio (incluye diploma AA) Se graduó de Preparatoria No se graduó de Preparatoria ¿Su estudiante será la primera generación en su familia en graduarse de Universidad de 4 años en los EE.UU.? Si No
--

Yo, el Padre/Tutor, entiendo que al transferirme fuera de mi escuela de origen, no puedo regresar a la misma escuela dentro de mi distrito de origen si deseo cancelar esta transferencia. También entiendo que la inscripción en DCP no le da a mi estudiante un derecho automático de admisión en una escuela o programa en particular de cualquier Distrito y otra LEA, o en otro campus de DCP, except en la medida en que la agencia local educacional extienda dicho derecho.

Nombre y Apellido de Padre/Guardian _____

Firma de Padre/Guardian _____ **Fecha** _____



Downtown College Prep

Forma de contacto de Emergencia y de Salud Medica

Apellido del Estudiante	Nombre del Estudiante	Segundo Nombre	Fecha de Nacimiento	Grade
1. Madre Madrastra/Tutora (marque uno) Apellido: _____ Nombre: _____				
Tel. en casa (____) _____ Celular (____) _____ Trabajo (____) _____				
2. Padre Padrastra/Tutor (marque uno) Apellido: _____ Nombre: _____				
Tel. en casa (____) _____ Celular (____) _____ Trabajo (____) _____				
Contacto de Emergencia:				
(Seleccione Uno)				
Contacto # 1: _____	Relación: _____	# de Tel: _____	Tipo de Tel: Celular Casa Trabajo	
Contacto # 2: _____	Relación: _____	# de Tel: _____	Tipo de Tel: Celular Casa Trabajo	
Contacto # 3: _____	Relación: _____	# de Tel: _____	Tipo de Tel: Celular Casa Trabajo	
Información Médica:				
Lista de medicamentos continuos: _____				Ninguno
Lista de problemas de salud actuales: _____				Ninguno
Lista de reacciones alérgicas: _____				Ninguno
Actividad física limitada debido a: _____				Ninguno
¿Tiene su estudiante cualquier problema de salud o limitaciones que no estén escritas arriba? Si No Si la respuesta es Si, favor de explicar: _____				
Información Médica:				
Apellido del Doctor: _____		Nombre: _____	Tel: _____	
Apellido del Dentista: _____		Nombre: _____	Tel: _____	
Compañía de Seguro Medico: _____		No. De Seguro o Medico: _____		
Díganos si tiene alguna enfermedad al presente o crónica, alergias, o medicamentos: _____				
Proceso de Salida de Emergencia y Cuidado de Emergencia:				
En caso de que haya una EMERGENCIA DECLARADA por un oficial de la escuela durante las horas de escuela, a todos los estudiantes se les requerirá que permanezcan en la escuela o en un sitio alternativo seguro bajo la supervisión del personal de la escuela hasta que se determine una hora segura para dejar ir a los estudiantes con sus padres o hasta que un adulto autorizado recoja al estudiante.				
En caso de que ocurriese un DESASTRE MAYOR durante el día escolar, los estudiantes permanecerán en la escuela o en un sitio alternativo seguro y solo se les dejara ir con sus padres, tutores legales, o con las personas enlistadas en la tarjeta de contactos de emergencia archivada en la escuela. Yo entiendo que, si es necesario un tratamiento medico o dental y no se pueden localizar a los contactos de emergencia enlistados, se LLAMARA AL 911 y yo asumiré el costo. Estoy consciente de que la escuela no puede asumir responsabilidad sobre el pago de las cuotas medicas o de los gastos incurridos.				
Entiendo que es mi responsabilidad informar a la escuela de cualquier cambio que es relacionado con la información en este formulario. Yo he leído, entendido y verifico que toda la información sometida es correcta.				
Nombre del Padre/Tutor _____				
		Nombre	Apellido	
Firma del Padre/Guardián _____ Fecha _____				

Cuestionario de Educación Especial

Apellido	Nombre	Segundo Nombre	Otro Nombre Legal
----------	--------	----------------	-------------------

Dirección (si no es en San Jose): _____

- No tengo una copia del Plan de la Sección 504

Declaro que esta información es correcta según mi conocimiento.

Nombre del Padre/Tutor _____

Firma del Padre/Guardian _____ **Fecha** _____

Preguntas/Inquietudes de los Padres

Otro Nombre Legal

Favor de Explicar:

Favor de Explicar:

Firma del Padre/Guardian _____ **Fecha** _____



Downtown College Prep

Autorización para Foto y Video

Apellido	Nombre	Segundo Nombre	Otro Nombre Legal
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Autorización para reproducir parecido de físico

- ☐ Por este medio expreso y accedo a Across the Bridge Foundation bajo el nombre Downtown College Preparatory (DCP) y a todas sus escuelas, sus empleados, agentes y asignados, el derecho de fotografiarme o tomar video y usar mi foto, silueta y otras reproducciones de mi parecido físico para el uso de promoción, material informativo y en eventos especiales. Entiendo que mi imagen se puede usar en publicaciones impresas, publicaciones por internet, presentaciones, nuestra sitio web, y redes sociales. También entiendo que no habrá ningún pago o tipo de compensación para mí por el uso de mi imagen.
- ☐ **No doy autorización** para el uso de mi foto, silueta u otras reproducciones de mi parecido físico.

Yo por este medio certifico y presento que yo he leído lo anterior y entiendo completamente su contenido y el efecto que el uso de la reproducción puede traer consigo.

Nombre del Padre/Tutor _____
Nombre Apellido

Firma del Padre/Guardian _____ Fecha _____



DOWNTOWN COLLEGE PREP

Encuesta de Idioma

Apellido	Nombre	Segundo Nombre	Otro Nombre Legal
----------	--------	----------------	-------------------

El Código de Educación de California contiene requisitos legales los cuales determinan los idiomas hablados en el hogar del estudiante. Esta información es crítica para que la escuela pueda proveer programas instructivos y servicios.

Como padres/guardianes, pedimos su cooperación para cumplir con estos requisitos legales. Favor de contestar las preguntas lo más preciso posible. Para cada pregunta, escriba los nombres de los idiomas en el espacio. Favor de contestar todas las preguntas.

1. ¿Que idioma aprendió su estudiante cuando él o ella empezó a hablar?

2. ¿Que idioma habla su estudiante más frecuentemente en el hogar?

3. ¿Que idioma le habla usted más frecuentemente a su estudiante cuando habla con el o ella?


4. ¿Qué idioma es hablado más frecuentemente por los adultos en el hogar? (padres, tutores, abuelos o cualquier otro adulto)

Favor de firmar y escribir la fecha en el espacio abajo.

Nombre del Padre/Tutor _____
Nombre Apellido

Firma del Padre/Guardian _____ Fecha _____

9.4 Multilingual Recruitment Flyers



DOWNTOWN COLLEGE PREP

Our Mission: DCP prepares first-generation students for college success
Established in 2000 | Serving 1850 first-generation students in San Jose


Nurturing and supporting Rocketship students from middle school through college and beyond. Serving students in grades 5-12



Maya Diaz



Founding student
at Rocketship
Mateo Sheedy




Founding student at DCP
Alum Rock Middle School
and High School




Currently in her
third Year
at UC Berkeley

How does DCP build students' college-going identity?



■ Students develop confidence in themselves and their future




■ Students build lasting relationships with peers and teachers

■ Students learn to lead on issues and topics they care about

How is DCP transforming and shaping our kids?

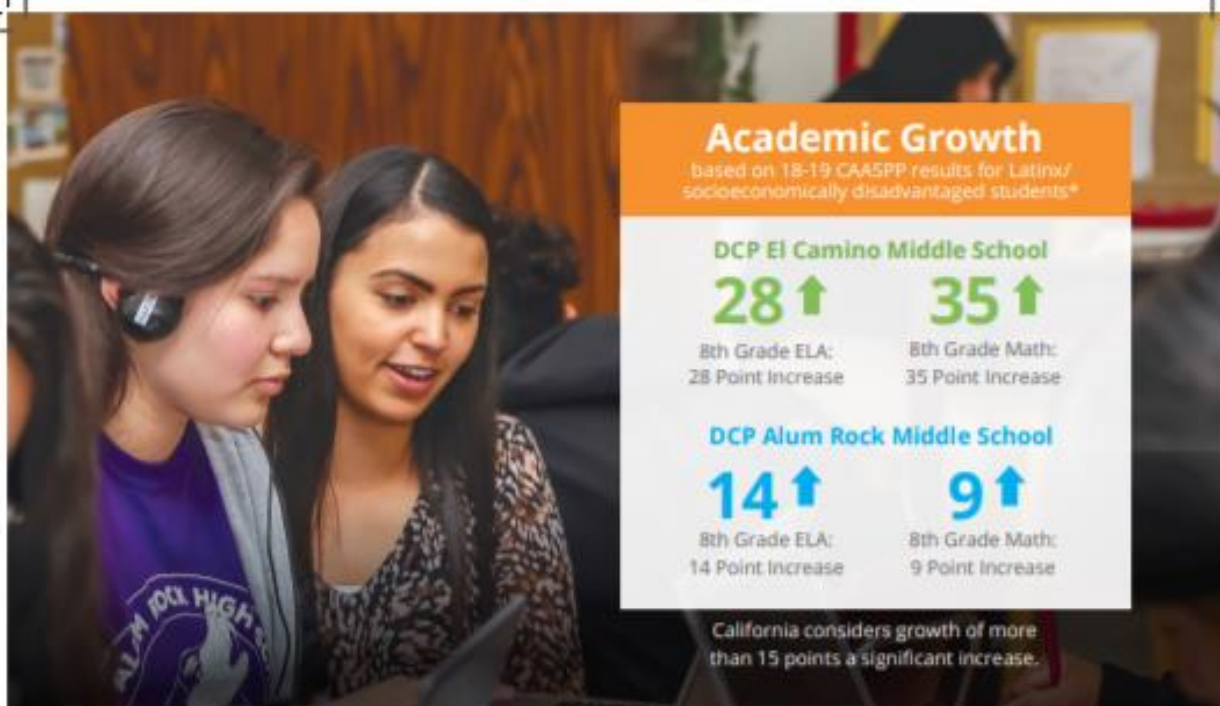
- College Camp
- Clubs
- MESA - Mathematics, Engineering, Science Achievement
- Sports
- Advisory
- College Counseling
- Assembly
- Honor Roll Recognition
- Academic Support
- Afterschool Programs
- Field Trips to Universities
- Parent Engagement

DCP El Camino Middle School
Grades 5-8
1402 Monterey Hwy,
San Jose 95110
408-384-4040

DCP Alum Rock Middle School
Grades 6-8
2888 Ocala Ave.,
San Jose 95148
408-942-7000

DCP El Primero High School
Grades 9-12
1402 Monterey Hwy,
San Jose 95110
408-271-1730

DCP Alum Rock High School
Grades 9-12
1776 Educational Pk. Dr., Bldg. K-9
San Jose 95133
408-384-4554



How is DCP supporting student growth?

Student Experience

- Standards-based instruction through a workshop model
- A 1:3 ratio of teacher instruction to student application
- Learning Labs

Staff Development

- Professional Learning Communities
- Coaching for teachers in all subjects
- Focus on Next Generation Science Standards (NGSS)
- Supporting English Learners

DCP College Success Results

Class of 2019 graduates



College Enrollment Rates 2015-2019



Application and Registration Timeline

Priority Application Period: November 1st, 2019 – January 24th, 2020

Application Deadline: January 24th, 2020

Lottery: January 31st, 2020

Registration Packet Acceptance: February 3rd – August 2020

Call us to learn more about our schools, schedule a tour or campus shadow day.

[f](https://www.facebook.com/dcp.org/enroll) [t](https://www.twitter.com/dcp.org/enroll) [in](https://www.linkedin.com/company/dcp.org/enroll) [@](https://www.instagram.com/dcp.org/enroll) **dcp.org/enroll**

* <https://caaspp-elpac.cde.ca.gov/caaspp>



DOWNTOWN COLLEGE PREP

Trường DCP được thành lập vào năm 2000 và phục vụ học sinh lớp 5 đến 12 tại 4 trường học ở San Jose.

Trường DCP giúp sinh viên trau dồi kỹ năng để thành công trong đại học

Ủng hộ và hỗ trợ con của bạn từ trường cấp hai thông qua đại học và hơn thế nữa.

Gặp gỡ một số sinh viên của chúng tôi



Long Nguyen

Long hiện đang học lớp 11 tại trường trung học DCP Alum Rock. Mùa hè vừa qua, Long đã tham gia vào Chương trình Kỹ thuật EPIC tại trường đại học Cal Poly, San Luis Obispo.



Bryan Trung Le

DCP, Lớp '19 Swarthmore, Lớp '23 Học giả QuestBridge

95%

95% học sinh Trường DCP của lớp học năm 2019 đã đậu vào đại học.

Sinh viên DCP đã được chấp nhận vào các trường cao đẳng này

PRINCETON
UNIVERSITY

BROWN

SMITH
COLLEGE

WESLEYAN
UNIVERSITY

UCLA
BRUCE

CAL POLY
SAN LUIS OBISPO

Santa Clara
University

UNIVERSITY OF
SAN FRANCISCO

Berkeley

UC DAVIS
UNIVERSITY OF CALIFORNIA

Stanford

USC University of
Southern California

Hãy liên lạc chúng tôi để tìm hiểu thêm về các trường học của chúng tôi, và lấy hẹn đến thăm viếng lớp học

DCP El Camino Middle School

1402 Monterey Hwy. | 408-384-4040

DCP Alum Rock Middle School

2888 Ocala Ave. | 408-942-7000

DCP El Primero High School

1402 Monterey Hwy. | 408-271-1730

DCP Alum Rock High School

1776 Educational Pk. Dr | 408-384-4554

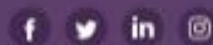
Ngày đăng ký quan trọng

gửi đơn đăng ký: 11/1/2019 – 1/31/2020

hạn chốt nộp đơn: 1/24/2020

tuyển sinh xổ số: 1/31/2020

gửi mẫu đăng ký: 2/3 – 8/1/2020



dcp.org



DOWNTOWN COLLEGE PREP


Nuestra Misión: DCP prepara a estudiantes de primera-generación para triunfar en la universidad

Establecida en 2000 | Sirviendo 1850 estudiantes en San José

Apoyando y equipando a estudiantes de Rocketship empezando en la secundaria hasta graduarse de la universidad y más allá.
Sirviendo a estudiantes en los grados 5-12



Maya Diaz



Estudiante fundadora en Rocketship Mateo Sheedy




Estudiante fundadora en DCP Alum Rock Middle School y High School




Estudiando en su tercer año en UC Berkeley


¿Como desarrolla DCP la identidad universitaria de los alumnos?



■ Los estudiantes desarrollan confianza en si mismos y su futuro



■ Los estudiantes construyen relaciones duraderas con sus compañeros y maestros



■ Los estudiantes aprenden a ser líderes en los temas y causas que son importantes para ellos

¿Como está DCP transformando nuestros alumnos?

- Campamento de Colegio
- Clubs
- MESA -Logros en Matemáticas, Ingeniería, Ciencias
- Deportes
- Clases de Asesoría
- Consejería Universitaria
- Asamblea
- Reconocimiento de Honor
- Apoyo Académico
- Programas después de escuela
- Viajes a las universidades
- Involucramiento de Padres

DCP El Camino Middle School

Grades 5-8
1402 Monterey Hwy,
San Jose 95110
408-384-4040

DCP Alum Rock Middle School

Grades 6-8
2888 Ocala Ave.,
San Jose 95148
408-942-7000

DCP El Primero High School

Grades 9-12
1402 Monterey Hwy,
San Jose 95110
408-271-1730

DCP Alum Rock High School

Grades 9-12
1776 Educational Pk. Dr., Bldg. K-9
San Jose 95133
408-384-4554



¿Como está DCP apoyando el crecimiento de los alumnos?

Experiencia Estudiantil

- Instrucción basada en estándares a través de un modelo de taller
- Proporción de 1:3 entre la instrucción del maestro y la aplicación práctica del alumno
- Laboratorios de Aprendizaje

Desarrollo de los Maestros

- Comunidades de Aprendizaje Profesional
- Entrenamiento en todas las materias
- Enfoque en Estándares de Ciencias Próxima Generación (NGSS)
- Apoyo del Aprendizaje de Inglés

Resultados de éxito universitario de DCP

Graduados de la Clase de 2019



Nivel de Matriculación al colegio 2015-2019



Fechas de Aplicación y Registración

Periodo de Aplicación Prioridad: 1 de noviembre, 2019 – 24 de enero, 2020

Ultimo día para entregar aplicaciones: 24 de enero, 2020

Lotería: 31 de enero, 2020

Se aceptan paquetes de registración: 3 de febrero – agosto 2020

Lláme para aprender más sobre nuestras escuelas, para visitar o apunte a su hijo para asistie a nuestra escuela por un día.

dcp.org/inscribir

* <https://caaspp-elpac.cde.ca.gov/caaspp>

Appendix 10 – Organizational Roles and Responsibilities



10.1 DCP ARMS Organizational Chart

10.2 CP ARHS Organizational Chart

10.3 DCP Central Office Organizational Chart

10.4 DCP ARMS/ARHS Job Descriptions (In Folder)

10.5DCP Central Office Job Descriptions (In Folder)

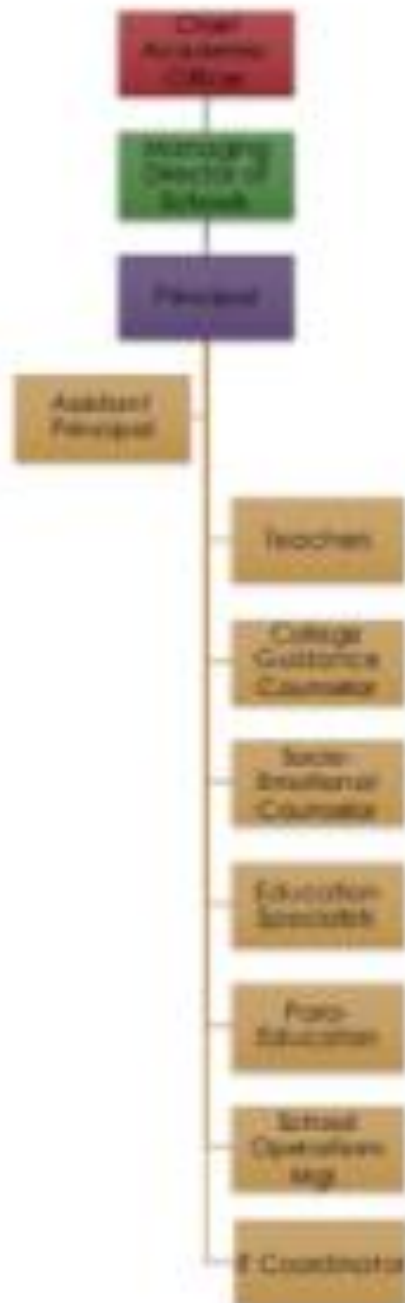
10.1 DCP ARMS Organizational Chart

2020-2021 Dowlton College Prep: Alum Rock Middle School



10.2 DCP ARHS Organizational Chart

2020-2021 Downtown College Prep: Alum Rock High School





Appendix 10.3 DCP Central Office Organizational Chart

10.4 DCP ARMS/ARHS Job Descriptions



PRINCIPAL

Summary:

The Principal is a strong, innovative leader who sees opportunities and challenges and aligns people and resources to realize a vision. The Principal champions the school's mission and values to all stakeholders and provides the vision for the school's growth and development. Specifically, the Principal is an instructional leader with three broad areas of responsibility. The first is to ensure that DCP's academic programs are successfully preparing students for college admission and completion. This includes responsibility for the general academic program as well as interventions for students that are struggling either behaviorally or academically. Secondly, the Principal coaches, monitors and evaluates teacher practice to ensure maximum student achievement. The Principal conducts classroom observations and evaluations, and is also responsible for ensuring that teachers get the resources and support they need to be successful. The Principal is also responsible for holding teachers accountable to school wide and individual goals. The Principal leads in the area of school culture and is responsible for the development and implementation of a school wide student behavior system. The Principal also plays a critical role in ensuring that families understand the expectations at DCP.

Key Responsibilities:

School Culture & Vision

- Inspire students, families and staff to achieve mission of DCP by creating an engaging and vibrant school culture
- Lead the staff in creating a school community where people feel known, important, and accountable for their role in helping DCP meet the mission

Instructional Leadership

- Build a Professional Learning Community characterized by standards-based, data-driven instruction, cross-discipline collaboration, and a relentless focus on increasing student learning
- Use data (internal benchmarks, state mandated testing, college matriculation) to analyze program effectiveness and identify areas needing improvement
- Lead curriculum development activities that provide opportunities for increased staff expertise and accelerated student learning.
- Support teaching staff with suggestions and strategies to improve curriculum, instruction, assessment, and classroom management.

School Leadership

- Establish clear school goals based on student achievement data, staff feedback, and other student and school performance data
- Create an environment of mutual respect, data-driven decision-making, and action behind school goals
- Provide successful supervision of staff through articulation of clear goals, use of job descriptions, coaching, development of growth plans, and effective implementation of performance evaluation process
- Lead the Site Management Team in fostering a culture of transparency, openness, responsiveness, and stakeholder engagement
- Welcome the natural conflict that arises in work situations and bring diverse groups together to engage conflict and move forward.



School Governance

- Articulate and create buy-in around decision-making processes and responsibilities for all stakeholders
- Ensure all stakeholders have avenues to give input through creation and management of effective governance structures such as School Site Council, Parent Committees.

Family & Community Outreach

- Ensure all staff create an environment where parents feel welcome on campus
- Collaborate with staff to ensure programs and processes are in place to help families be full participants in the success of their students
- Meet with families as necessary regarding student progress, discipline, college acceptance, or other issues
- Establish and maintain community partnerships (tutors, internships, etc.) that help students become better prepared to thrive in four-year universities
- Spearhead the evaluation of current parent outreach programs and facilitate the development of new parent outreach systems that result in increased parent involvement and college readiness

Student Recruitment

- Create student recruitment plan to recruit students from primarily San Jose Unified School District Schools
- Coordinate yearly recruitment efforts

Site Management & Operations

- Monitor and modify overall school operational calendar and provide support to direct reports in meeting reporting and other deadlines
- Work closely with support staff to ensure operational compliance with processes and procedures
- Convene safety committee to review and update safety plan annually, ensure execution of safety drills as required by law, and provide for a safe learning environment
- Administer school budget in accordance with organizational policies and legal requirements
- Lead the Site Management Team responsible for school oversight including student supervision, student activities, and parent outreach.
- Attend and supervise schoolwide events on a rotating basis

Dashboard Management

- Manage all aspects of dashboard collection and use

Discipline & Safe Learning Environment

- Develop processes for implementation of legally compliant Student Handbook
- Implement legally compliant and effective Independent Study procedures
- Spearhead evaluation of tardy & referral system and development of effective processes
- Develop & implement a discipline system that is consistent, transparent, accountable, and that seeks to encourage students and families to aspire to DCP's values
- Use discipline data to identify areas of programmatic improvement
- Coordinate and conduct all suspension and expulsion hearings

Other Duties as Assigned



Requirements:

- Experience as a Principal or school administrator; or equivalent leadership experience managing programs and staff
- Background in a coaching or similar school leadership role
- Experience working with DCP's target student population
- Ability to lead teachers in a demanding work environment
- Deep familiarity with the Common Core Standards
- Bachelor's Degree Required; Master's Degree in Education or a related field preferred
- Strong analytical and communication skills
- Administrative Credential preferred
- Fluent in written and spoken Spanish highly preferred

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is continuously required to speak and listen for extended periods. The employee is also required to sit or stand for long periods, and to regularly to walk; use hands or fingers to handle, or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch or crawl. The employee must regularly lift and move up to 25 pounds. Specific vision abilities required for this job include close vision, peripheral vision, depth perception, and the ability to adjust focus. The employee is further required to have the physical, mental, and emotional stamina to fully perform the duties and responsibilities of the position, and the mental acuity to collect, evaluate, and interpret data; to reason; to define problems; to establish facts; to draw valid conclusions; and to make effective judgments and decisions.

Work Environment:

The work environment characteristics are representative of those in a normal office, building, classroom/school setting which one might encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

FLSA: Exempt

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant. Also, this job description reflects management's assignment of essential functions; and nothing in this herein restricts management's right to assign or reassign duties and responsibilities to this job at any time.



Assistant Principal

Summary

The Assistant Principal is viewed as a future principal. As such, the Assistant Principal role is intended to provide a wide range of experiences that will successfully prepare individuals to eventually serve as principal. The Assistant Principal is an instructional leader with three broad areas of responsibility.

The first is to ensure that DCP's academic programs are successfully preparing students to for college admittance and completion. This includes supporting the general academic program as well as coordinating interventions for students that are struggling either behaviorally or academically.

Secondly, the Assistant Principal coaches, monitors and evaluates teacher practice to ensure maximum student achievement. The Assistant Principal conducts classroom observations and evaluations, and is also responsible for ensuring that teachers get the resources and support they need to be successful. The Assistant Principal is also responsible for holding teachers accountable to school wide and personal goals.

Lastly, the Assistant Principal plays a critical role in shaping the culture of the school, amongst students and adults. The Assistant Principal leads in the area of school culture and supports the development and implementation of a school wide student behavior system. The Assistant Principal also plays a critical role in ensuring that families understand the expectations at DCP and is invested in the school's mission.

Responsibilities:

School Culture

- Ensure a high-performing, college-going culture consistently demonstrates practices, activities, and events that promote DCP's values and serve the mission.
- Manage, at the direction of the principal, the student discipline system to support and promote the values of the school and maintain transparency and consistency across the organization
- Coordinate staff, family, and student communication to ensure that all stakeholders have a clear understanding of expectations and procedures as outlined in the student handbook
- Attend school wide events on a rotating basis

Instructional Program

- Further the ongoing development and implementation of the instructional program.



- Deepen, in assigned areas, the development of an effective instructional program that is consistent with DCP core pedagogical beliefs and the needs of the DCP target student
- Support and/or lead academic interventions, summer school, and programs for students with special needs as assigned
- Maintain knowledge of current research and practice with respect to the DCP target student
- Lead or support development of master schedule, bell schedule, teaching assignments, etc.

Staffing

- Support staff recruitment and selection process as assigned.
- Provide coaching for assigned teachers that supports the ongoing growth and development of their teaching practice.
- Complete all assigned evaluations of teaching and non-teaching staff.
- Support implementation of site-based professional development that aligns to organizational and site-based priorities.

Assessment and Student Data

- Work closely with other administrators and Central Office to collect, analyze, and utilize student achievement data to improve student achievement and the academic program.
- Support teachers in using assessment results to engage in data-driven instruction.

Family and Community Outreach

- Support an environment where parents feel welcome on campus
- Collaborate with staff to ensure programs and processes are in place to help families be full participants in the success of their students
- Meet with families regarding student progress, discipline, college acceptance, or other issues
- Support Student Recruitment Plan and outreach to prospective families
- Lead and/or participate in parent leadership groups such as SSC/ELAC as assigned.

Requirements:

- Background in a coaching or similar school leadership role
- Experience working with students who have a background of limited resources.
- Ability to lead teachers in a demanding work environment
- Teaching experience at the high school level, especially in urban high schools and ideally in a math or science field
- Deep familiarity with the Common Core Standards



- Bachelor's Degree Required; Masters Degree in Education or a related field preferred
- Strong analytical and communication skills
- Administrative Credential preferred
- Fluent in written and spoken Spanish highly preferred

Physical Demands:

The physical demands and work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. Physical requirements include ability to push, pull, bend, twist, stoop, reach, communicate, and transport instructional and/or presentation materials.

Work environment:

The work environment characteristics are representative of those in a normal office, building, classroom/school setting which one might encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

FLSA: Exempt

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant. Also, this job description reflects management's assignment of essential functions; and nothing in this herein restricts management's right to assign or reassign duties and responsibilities to this job at any time.



School Operations Manager

Summary:

The School Operations Manager (SOM) is critical to the successful and efficient running of a DCP school. The School Operations Manager ensures implementation and maintenance of clear operational systems that allow the Principal and teachers to focus on students and families. The School Operations Manager is therefore an individual who embraces innovation and continuous improvement and relishes the challenge of finding ways to work smarter and more cost-efficiently. The School Operations Manager reports to the Principal and the Director of Operations and manages the school's operations team, which may include, a Campus Manager, Compliance Manager, Office Clerk, Food Service Staff and Support Staff. The School Operations Manager also oversees the site's tech team. The SOM works closely and collaboratively with other site leaders, teachers, and the DCP Central Office team. The Principal and the Director of Operations will evaluate the School Operations Manager's performance.

Responsibilities:

Student Recruitment & Enrollment

- Community outreach and Student Enrollment: Work with the Principal, Parent Engagement Coordinator and Student Recruitment Coordinator to build relationships with the community and motivate families to join
- Oversee and support the process of collecting and documenting applications and Intent to Return Forms, and assist in the logistics and planning of Annual Lottery
- Oversee and implement the process of collecting enrollment documents and recording enrollment data from accepted students
- Manage and track constant communication with new families to ensure the school opens fully enrolled
- Set up meetings between Principals and families of incoming students who need counseling regarding admissions
- Coordinate student transfer process including administration of student survey, outstanding student fees, and data collection and reporting
- Work with Central Office, Parent Engagement Coordinator & Principal to execute plan for student recruitment
- Support site staff in logistics and planning of annual enrollment seminars

Family & Community Outreach

- Coordinate with Parent Engagement Coordinator on logistics to set up community meetings to market new school to students and families, prospective funders, and community leaders
- Manage parent communication system that will result in increased parent involvement and college readiness (e.g. text, email, phone communication systems; monthly parent newsletters, flyers, mailers, etc.) & train staff as necessary
- Manage parent communication regarding school activities and events across the



- various school stakeholders
- Ensure all site operations staff create an environment where parents feel welcome on campus
- Support with translation and distribution of the student family handbook

Attendance & Enrollment

- Oversee and manage current and accurate student records, effective enrollment processes, accurate transcripts, and timely communication with parents etc.
- Support short term independent study process & participating supervising teachers, review short term independent study packet for completeness and eligibility of ADA and compliance
- Oversee Site Operations Team, , and the execution of truancy documentation and communication
- Support the Site Operations Team to enforce attendance taking by teachers
- Conduct monthly attendance audit
- Ensure that the Principal, Assistant Principal and RSP teachers are informed of IEPs and associated paperwork as soon as they are received.
- In partnership with the Principal or the Assistant Principal, ensure that 504 paperwork is kept up-to-date and meet compliance requirements

Student Data

- Manage Student Information System (PowerSchool), including routine data entry as needed
- Implement and oversee the process to send, receive, update and store student Cumulative Folders
- Manage teacher accounts in power teacher
- Work closely with other administrators and Central Office to develop data dashboards that are accessible to site admin and teachers
- Ensure all discipline activity and procedures are documented using PowerSchool, forms and/or other data collection systems

Campus Safety & School Culture

- Ensure that the student handbook is kept up-to-date
- Ensure that non-teaching staff has a shared understanding of the behavior expectations outlined in the student handbook
- Attend school wide events
- In collaboration with site Administrators, manage the support staff to ensure a safe and college prep campus environment
- Monitor surrounding environment as it relates to campus safety
- Coordinate with other members of the Site Management Team and Central Office personnel (as applicable) to set up an Annual Drill Schedule and staff training
- Complete drill reports and keep a yearly log of completed drills
- Update & distribute classroom safety binder with current classroom roster, school exit routes and other emergency protocols



- Ensure safety/emergency equipment is replenished, placed & working on campus (walkie talkies, first aid kits, earthquake buckets/kits, etc.)
- Ensure that all emergency equipment is present & functional throughout entire campus
- Process & send all safety/injury incident reports to Central Office
- Conduct monthly walk-through with the Director of Operations and communicate any immediate safety needs
- Manage site-based emergency communication protocol and systems
- Attend any health related training & maintain current CPR certification

Facilities & Operations

- In collaboration with Central Office and other members of the Site Management Team, lead the preparation of the facility for occupancy which may include ordering furniture and other supplies, coordinating repairs, deep cleaning, et cetera.
- Take a leadership role in developing systems and processes that ensure front office embodies the values and high expectations of the school
- Serve on the school's Site Management Team, which also includes the school's Principal and Assistant Principal
- Collaborate with Central Office in development of training and professional development tools for site ops team
- Oversee general campus operations including the opening and closing of school, ensuring a safe and productive campus environment for all stakeholders
- Manage staff school site calendar, school public site calendar and facility site calendar
- Coordinate with Principal on communication regarding school activities and events to various school stakeholders
- Act as the point person in hosting visitors for school tours
- Oversee the tracking, organization, and availability of school assets including office supplies, furniture and technology.
- Manage janitorial company to maintain a clean and professional campus
- With the assistance of the Central Office, ensure school-wide compliance with applicable health and safety laws, applicable city and state education mandates, and all applicable federal and state workplace regulations
- Coordinate with the Athletic Director on sports events, transportation, uniforms, notifications and schedules

Manage the NSLP program

- Act as the liaison to the school site's food service provider and oversee the food service staff
- Order food from Vendor, ensure that there is little to no waste and that all students who receive food are run through the point of sale system
- Ensure that the Servery is set up in compliance with the County of Santa Clara Public Health Department, and that all documentation is filed as required NSLP rules or regulations and/or health regulations.
- Manage all meal payments, ensure that student balances are updated in PowerLunch & all DCP Cash Handling Procedures are properly followed
- Generate monthly Student Balance report from PowerLunch and send to families



- Ensure safety/emergency equipment is replenished, placed & working on campus (walkie talkies, first aid kits, earthquake buckets/kits, etc.)
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- Ensure that all necessary safety precautions are followed in and around the Cafeteria/Lunch Area (allergies are documented, Epi Pen present if/when necessary, etc.)
- Work with lunch staff to ensure that all of the Meal Service Equipment (laptop, scanner/keypad, cooler, warming oven, etc.) are all functioning at all times
- Ensure that all students have a PowerLunch ID within the first week of enrollment
- Collaborate monthly with Director of Operations to assess lunch program and collect data for claim entry into CNIPS

Manage the Tech Coordinator

- Work with the Site Tech Coordinator to ensure that tech needs are in place for the school site
- Coordinate weekly check-in's with the tech team
- Oversee implementation of technology training in partnership with the DCP Tech Team and the site Tech Coordinator
- Manage chromebook and software accounts for student data

Finance and HR

- Oversee systems to ensure the school is adhering to its fiscal policies and procedures, and ensure that school invoices are paid on time, which will include processing all invoices (support documentation and approval) related to site operations and facilities
- Oversee cash handling processes
- In collaboration with the Principal manage all school-based purchasing and procurement
- In collaboration with the Principal, manage the school budget process including annual budget development and systems to ensure that actual expenses are in line with budgeted expenses
- Support hiring through overseeing office staff to prepare all interview panel materials and manage logistics for interviews (e.g. invitations, space, food, etc.)
- Ensure all IIPP / OSHA signage is placed in staff room and updated annually
- Monitor daily timesheets and submit accurate timesheets for nonexempt employees on a weekly basis to Accounting at Central Office
- Supervise the Office Manager, Office Clerk, Support Staff and lunch staff including train, develop and appraise effectively (set expectations and provide direction as needed; follow-up and provide feedback in a timely manner); take corrective action as necessary on a timely basis and in accordance with company policy; consult with Human Resources as appropriate.

Other duties as assigned

Requirements:

- Background in operations and administration; experience in school operations and administration a plus
- Experience working with our target student population
- Ability to communicate with stakeholders across a variety of high-stakes issues



Teacher

Summary:

DCP offers a chance to be a part of a committed, passionate professional team that prides itself on its ethic of collegial, collaborative work. Teachers are an integral part of whole-school development and accountability. It takes a particular kind of teacher to succeed in this environment, one who is constantly working to maintain the balance between unwaveringly high expectations and the personal, supportive connection that our students need with their teachers. DCP teachers have the skills and knowledge to reach students far below grade level and do the slow, painstaking work of building their core skills and content knowledge to the point where graduates go off to college confident and prepared to thrive.

DCP Core Pedagogical Beliefs:

- Students drive their learning
- Learning occurs most powerfully when students get what they are ready for
- Students want to learn most when the learning is connected to their lives, identities and cultural backgrounds, personal passions, and the real world
- Learning occurs through social interactions
- Culture is built through curriculum
- The relationship between the teacher and student is the foundation of the learning

Responsibilities of a DCP Teacher Include:

(Note: These responsibilities are for an experienced teacher. If you are entering in or early to the profession, committed to our vision, and interested in building mindsets and practices as an educator, we would look forward to working with you to grow into these responsibilities.)

Planning and Preparation

- Create backwards-mapped yearly, unit, and lesson plans that align with DCP's Core Pedagogical Beliefs and State Standards (i.e. Common Core State Standards and Next Generation Science Standards).
- Develop learning experiences that display extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines including an understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive, emotional, and behavioral structures that ensure student understanding

- Integrate purposefully knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, interests, multiple identities, histories and college-going mindsets
- Craft learning experiences that demonstrate an understanding of the mythologies and pathologies that may marginalize and disenfranchise the communities/families we serve
- Collaborate with teacher colleagues to align course expectations, outcomes, and daily lessons.

The Classroom Environment – Emotional & Behavioral Engagement

- Establish routines and procedures, develop practices, and integrate curricular activities that affirm student identities, values their knowledge and experience, and expresses enthusiasm for working with them.
- Patterns of interaction between teacher and student and teacher responses to behavior reflect a deep commitment to interrupting patterns of historical and social inequity and to a restorative approach to discipline.
- Creates a collaborative classroom culture that is a cognitively busy place, characterized by a shared belief in the importance and joy of learning. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers.

Instruction – Cognitive Engagement

- Forms a classroom where virtually all students are cognitively engaged in challenging content through well-designed learning tasks and activities that require complex thinking and provide appropriate scaffolding to support student independence and challenge to explain their thinking.
- Create assessments that are fully integrated into instruction, through extensive use of formative assessment, to inform instruction, individual and small-group conferences, and support the setting of meaningful learning outcomes and goals
- Seizes on opportunities to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address group or individual student misunderstanding.

Professional Responsibilities

- Articulate the impact their own practice and beliefs have on immediate student outcomes and the college completion journey.
- Works tirelessly to build relationships with colleagues that are characterized by mutual support and cooperation towards a shared vision of college success for all students
- Promotes a culture of professional inquiry that inspires continual improvement towards meeting our mission
- Meet with families as requested and/or needed.

- Be prepared and accountable for your role as a Teacher according to the School Site Safety Plan (during drills & actual emergency situations).
- Participate, if applicable, in all activities, meetings, and classes related to California Teacher Induction. Complete any necessary documentation on time and accurately.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is continuously required to speak and listen for extended periods. The employee is also required to sit or stand for long periods, and to regularly to walk; use hands or fingers to handle, or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch or crawl. The employee must regularly lift and move up to 25 pounds. Specific vision abilities required for this job include close vision, peripheral vision, depth perception, and the ability to adjust focus. The employee is further required to have the physical, mental, and emotional stamina to fully perform the duties and responsibilities of the position, and the mental acuity to collect, evaluate, and interpret data; to reason; to define problems; to establish facts; to draw valid conclusions; and to make effective judgments and decisions.

Work Environment:

The work environment characteristics are representative of those in a normal office, building, classroom/school setting which one might encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Qualifications (Required):

- Unwavering commitment to DCP's vision
- Minimum of a Bachelor's Degree
- California or Out-of-State/Country teaching credential
- DOJ Fingerprint Clearance
- TB Clearance

FLSA: Exempt

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Education Specialist

Summary:

The Education Specialist is responsible for ensuring the success of DCP students who have qualified for Special Education services. Additionally the Education Specialist must ensure that DCP is compliant with all state and federal regulations in regards to Special Education services. In order to achieve these goals, the Education Specialist must collaborate with appropriate staff and district personnel, including but not limited to: Special Education Manager, Administration, DCP teachers, Central Office staff, School Psychologist, the Program Specialist, and other District/SELPA personnel. The Education Specialist must also be able to create relationships with students and their families so that they will feel comfortable working with them. The Education Specialist needs to ensure that all modifications and resources support students with special needs on their path to a 4-year University. The Education Specialist will work closely with the DCP teachers and monitor the progress of DCP's Special Education students. The Education Specialist will also be a resource to staff and families of Special Education students who are struggling.

Responsibilities:

Student and Family Support:

- Oversee the development and implementation of student Individual Education Plan (IEP) on assigned caseload.
- Meet with incoming students and their families to discuss and review IEPs, as necessary.
- Ensure IEP process and documentation are compliant with all state and federal regulations and timelines.
- Ensure that goals, accommodations/modifications and resources are aligned with DCP's curriculum and mission as well as the needs of the student.
- Monitor student progress and IEP implementation through observation, meeting with students, tracking data (e.g. grades, discipline, etc), collaborating with general education staff, etc., and provide follow-up support as necessary.
- Manage and facilitate all testing for students with special needs.
- Work closely with families to communicate student progress, both through informal communication, and formal, written reports of progress.
- Supervise a tutorial, intervention, or other support class for students with special needs as needed.
- Develop student self-advocacy skills as they transition to college.
- Collaborate with special education staff as appropriate (i.e. school psychologist, speech and language pathologist, occupational therapist, nurse, and counselor) to monitor and support student progress.



Staff Support:

- Work with staff to develop and implement classroom-based modifications/strategies to support students with special needs.
- Regularly communicate student's goals and modification/strategies with administration and teachers.
- Support child find processes, including participation in Student Study Team (SST) meetings as needed, including follow up with administration, teachers, and appropriate personnel to determine next steps.
- As assigned, lead Professional Development to support general education staff in meeting the needs of students with disabilities
- Document weekly service minutes with students with IEPs.
- Communicate as necessary with Special Education manager, Operations Staff, and SELPA staff regarding students who enter and exit DCP's Special Education Program.
- Complete any other reporting as mandated by school or SELPA.
- Ensure discipline protocols are followed appropriately for students with IEPs.
- Maintain current knowledge of laws, rules, and regulations regarding special education.
- Other duties as assigned

QUALIFICATIONS:

- Bachelor's Degree
- Valid California teaching credential
- Experience working in urban middle/high school setting (preferred)
- Bilingual Preferred, but not required

FLSA: Exempt

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant. Also, this job description reflects management's assignment of essential functions; and nothing in this herein restricts management's right to assign or reassign duties and responsibilities to this job at any time.

revised 05.17.19

10.5 DCP Central Office Positions



Summary:

The Executive Director (ED) is responsible for organizational leadership and strategy, resource development and financial management, community outreach and collaboration, and meeting the mission. The ED provides leadership and operational expertise in promoting and enhancing DCP's vision and mission. This includes creation and implementation of strategic plans, fundraising, program scaling, and board and staff development.

Responsibilities include but are not limited to:

Fulfilling the Mission of Downtown College Prep

- Fulfill the mission of DCP to prepare first-generation college-bound students to succeed at a four-year college or university
- Instill the mission in others and move everyone toward achieving the mission

Organizational Leadership and Management

- Engage with stakeholders to implement DCP's vision, and build consensus among the board, staff, key stakeholders, and the community to achieve it
- Lead the organization through development, implementation and monitoring of strategic roadmaps, along with policies and procedures, that translate the vision into action
- Program, Visioning, Development and Management
- Understand current and emerging climate in charter schools and K-12 education reform, and be able to respond creatively and effectively through DCP's programs
- Build partnerships and collaborative relationships to help realize the organization's broader vision

Financial Management

- Develop, manage, and monitor organizational budgets, understanding that the funding of programs and initiatives reflects organizational priorities

Resource Development

- Working with the Board and the Director of Advancement, deepen and expand relationships with diverse funding sources, including foundation, corporate and individual donors to secure additional resources to grow DCP's operating budget and impact
- Organize and implement fund development plan to raise in excess of \$1M from private sources

Staff Supervision and Human Resources

- Oversee DCP employees, working closely with DCP's executive management team
- Create a culture that fosters staff development, creativity, learning, risk taking, open dialogue, responsibility, and accountability, while providing support and mentoring where necessary

Communications and Public Relations

- Perform as effective spokesperson and ambassador for the organization, increasing DCP's visibility and effectiveness
- Working with staff and consultants, develop messages, materials and vehicles supporting communications platform

Board Relations and Development

- Work in partnership with Board of Directors on appropriate issues, policies, and strategic direction
- Leverage and develop board skills and capabilities



- Prepare regular financial and organizational reports for the board

Qualifications

- Extensive experience working with DCP's target student and community in an education setting;
- Excellent communication and community-building skills;
- Broad knowledge of the requirements and standards of California public schools as they relate to instruction, evaluation and reporting; knowledge of Federal Standards, specifically pertaining to NCLB
- Broad knowledge of curriculum development and instructional strategies;
- Proven capacity or leadership including ability to effectively assemble and motivate a team of professionals to achieve ambitious and measurable results
- Proven ability to develop meaningful relationships with diverse and key stakeholders.
- Educational leadership and/or experience working in a K-12 focused organization
- At least eight years experience running a non-profit organization
- Proven ability to raise funds
- A Bachelor's degree is required, an advanced degree or equivalent experience would be preferred
- Fluency in Spanish preferred

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is continuously required to speak and listen for extended periods. The employee is also required to sit or stand for long periods, and to regularly to walk; use hands or fingers to handle, or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, crouch or crawl. The employee must regularly lift and move up to 25 pounds. Specific vision abilities required for this job include close vision, peripheral vision, depth perception, and the ability to adjust focus. The employee is further required to have the physical, mental, and emotional stamina to fully perform the duties and responsibilities of the position, and the mental acuity to collect, evaluate, and interpret data; to reason; to define problems; to establish facts; to draw valid conclusions; and to make effective judgments and decisions.

Work Environment:

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FLSA: Exempt

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant. Also, this job description reflects management's assignment of essential functions; and nothing in this herein restricts management's right to assign or reassign duties and responsibilities to this job at any time.



Chief Academic Officer

Summary

The Chief Academic Officer (CAO) is a key member of the Executive team who will oversee the instructional program and support and develop central office, school leaders, instructional coaches and teachers in ensuring strong academic results for all students.

The CAO will report directly to the Executive Director and manage the Curriculum and Instruction team. Working in close partnership with the Executive Director and the Executive team, the CAO will set the strategic vision for the academic program, and the culture and practice of teaching and learning across the organization. The CAO will ensure organization-wide socialization of and consistent implementation of the core academic and cultural practices and set the vision for a coherent organization-wide professional development program across instructional professional learning communities.

Ideal candidates have demonstrated commitment to educational equity; possess high emotional intelligence and can proactively build trusting relationships; can deftly balance vision setting with systems building and execution; have deep expertise in instruction, utilizing data to determine org/school health and supporting teams to achieve ambitious goals; have excellent communication skills and can communicate across stakeholder groups; has ability to see the big picture while managing competing priorities and initiatives.

This is a full-time position, with a significant amount of time on campus and in classrooms.

Key Responsibilities:

Strategy and Vision

In collaboration with the Executive team:

- oversee execution of strategic plan and ensure achievement of objectives and key results
- ensure socialization and implementation of DCP's model across the organization
- set the organization's academic program, culture and instructional practices
- further define organization-wide consistent practices and design a plan for implementation and socialization of consistent practices
- lead the annual strategic budgeting process

Instructional Program Leadership

- Identify, refine, and articulate the core components of DCP's instructional playbook, bringing depth, clarity and coherence to instructional practices and their integration with student services
- Implement the organization's academic priorities and goals in collaboration with the Curriculum & Instruction team
- Articulate and oversee design of network-wide instructional professional development that is aligned to organizational goals and responsive to individual needs
- Provide leadership, support and accountability on adopting research-proven pedagogy and standards-based instructional practices in alignment with DCP mission and values
- Ensure high quality, consistent implementation of the curriculum, strong instructional practices and routines
- Monitor and evaluate the effectiveness of instructional programs
- Support instructional leaders in establishing, prioritizing and implementing programs that are aligned to DCP's mission
- Ensure instructional programs exceed compliance requirements across federal, state and local laws, as well as programmatic guidelines

Assessment and Data

- Ensure the network and individual schools have the appropriate systems to identify, capture and make meaning of data, and regularly capture and use data to understand progress toward goals
- Develop org-wide system for assessment and data analysis specific to student learning outcomes
- Lead the development and adoption of formative assessment programs
- Develop and oversee plan for communication of student performance results to internal and external stakeholders
- Ensure local, state and federal compliance with assessment and reporting requirements and standards

Supervision and Management

- Foster a supportive and positive culture while ensuring accountability
- Oversee hiring of highly qualified staff who excel at meeting the academic and social-emotional needs of students
- Collaborate with Managing Director of Schools to ensure development and support of Principals as instructional leaders
- Directly manage, support and develop Curriculum and Instructional team, ensuring that school teams experience them as an indispensable support and high value add

Coaching and Development

- Observe and provide regular, actionable feedback to Curriculum and Instruction team
- Develop and monitor professional development plans that include job-embedded opportunities and external professional learning opportunities to address growth areas and promote expertise
- Actively build effective and collaborative relationships with team members across the organization and with community and external stakeholders

Competencies:

- Demonstrated commitment to educational equity, diversity and inclusive practices
- Deep knowledge of diversity, equity and inclusiveness research and practices
- Deep commitment to and/or extensive experience serving low-income, first generation college students
- Experience working to support multiple campuses from a central, network or district office
- Significant experience as school leader of high performing school
- Seasoned large, multi-layered team manager, with track record of leading to others to achieve results
- Deep expertise in teaching and learning with sophisticated understanding of the highest leverage instructional programs and practices
- Expertise in building the systems and practices to support high performing student and adult cultures
- Sophisticated understanding of analyzing and utilizing data
- Outstanding strategic planning and systems building skills
- Ability to articulate and operationalize a clear strategic vision and rally others to own and execute that vision
- Demonstrates high degree of emotional intelligence, self reflection and humility, proactively building trust and practicing servant leadership
- Experience with charter schools and authorizers preferred

Physical Demands:

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Work Environment:

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FLSA: Exempt

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Chief Operating Officer

Summary

Reporting to the Executive Director (ED), the Chief Operating Officer (COO) is a senior leader in the organization and is responsible for leading the internal organization processes and infrastructure necessary for DCP to grow and fulfill its mission. The COO leads a team of talented operations staff and supports them to succeed in their roles. The COO serves in a multi-faceted role and provides leadership, oversight, and management to the organization. The COO is responsible for all areas relating to operations, data, human resources, information technology, legal, compliance, facilities management, food services and other functions of the organization.

Description and Key Functions:

Planning, Leadership & Management

- Lead the process for defining and implementing service levels for schools as DCP grows
- Lead the constant improvement of support processes and communication with schools
- Ensure performance management and professional development of non-instructional/non-academic staff
- Work with the ED, staff, and appropriate Board Committees to prepare timely and detailed reports to the DCP Board of Directors about the operational health of the organization.
- Serve as a member of the senior leadership team
 - Participate in DCP's organizational wide leadership team
 - Help chart short and long-term strategy for the organization
 - Serve as the point of contact for school principals to address any operational needs
 - Represent DCP as needed to resolve operational issues with external parties including legal counsel, Districts, State, Board of Directors et cetera.
 - Support Board Committees such as Personnel, Strategy, Facilities et cetera
 - Ensure ED and Board are well informed of all critical operational projects, work and risks.

Budgeting & Planning

- Financial Planning: Support the Controller, Executive Director and Principals in developing and monitoring organization-wide budgets and financial controls.
- Oversee budgets in areas the COO is responsible for such as operations, HR and technology
- Maintain relationships with Charter Organizations, School Districts, County Office of Education and CA Department of Education.
- Participate in ensuring that internal financial controls are in place and followed.

Operational Leadership and Management

- Oversee reporting and monitoring of organizational performance metrics.
- Oversee student information systems, student data management & reporting.
- Manage deployment of DCP resources, financial structures and long-range planning initiatives
- Assist in the development of a long-range facilities master plan.
- Manage long-range facility acquisition and security needs, including facility leases and/or subleases, Proposition 39 proposals and leases, etc.
- Manage all activities related to student attendance, including truancy, independent studies, and other functions related to attendance
- School Culture and campus safety: oversee implementation of school handbook, manage student discipline including suspensions and expulsions.
- Oversee school nutrition programs in compliance with all federal and state laws
- Oversee compliance with health and safety laws
- Office management: oversee administrative functions to ensure smooth daily operations of



physical plant and equipment.

Talent Development and Human Capital Leadership

- In conjunction with ED and other DCP leaders, establish and implement all functions associated with human resources activities including recruitment, hiring, selection, training, retention, and termination.
- Establish and implement all functions associated with employee benefits, insurance providers, retirement plans, and vacation/sick leave plans.
- Establish and implement all functions associated with employee compensation policies, job descriptions and company pay plans.
- Establish and implement written HR policies and procedures that comply with company policies and federal employment laws, in coordination with external HR Consultant.
- Serve as the main DCP Complaints Officer: receive, investigate and resolve all stakeholder complaints including student, staff and parents.

IT Management (in conjunction with external IT Service Provider(s))

- Oversee, supervise and manage IT technology including the development, use, and maintenance of a network.
- Ensure organization has sufficient technology infrastructure to meet the operational needs of the school, has effective disaster recovery systems & backup, and data security to meet all needs.
- Research, select, and manage IT service providers and/or consultants.
- Manage the purchasing of new computer hardware and software.
- Direct the implementation of new computer systems, in coordination with the IT Service Provider and/or consultant.
- Develop policies and procedures regarding IT security and network security.
- Maintain inventory of all computer systems.

Contracts & Legal/Risk Management

- Maintain oversight of risk management and legal activities: letters of agreement, contracts, leases, and other legal documents and agreements
- Contract Administration: prepare, process, and manage various contracts for independent contractors, vendors, and other consultants.
- Serve as liaison to all contractors and public grantors/funders.
- Ensure appropriate legal review of contracts and solicit external legal advice as required.
- Address legal claims and notices for the Board of Directors and the schools it oversees
- Liaison to legal counsel regarding legal claims made against the organization or its schools or other matters requiring legal representation
- Responsible for monitoring and reporting any legal changes or matters of concern to the Board of Directors
- Oversee and ensure legal compliance with all student discipline processes and policies

QUALIFICATIONS:

Education

- Graduation from an accredited four-year college or university with major course work in business administration or related fields.
- MBA degree strongly preferred.

Experience

- Eight years experience in operations, administration, human resources, or related field



required.

- Eight years of significant supervisory experience required.
- Experience working in charter school environment preferred.

Knowledge, Skills, and Abilities

- Considerable knowledge of charter school operations and compliance, finance administration and budget control.
- Ability to plan and organize; to budget funds; to interpret laws and regulations; to communicate effectively; and to plan, assign, and/or supervise the work of others.
- Must be able to thrive in a fast-paced environment.
- Must have strong experience with Microsoft Office Suite, esp. in Excel with extensive spreadsheet experience.
- Strong entrepreneurial focus and bottom-line orientation.
- Strong verbal and written communication skills.
- Strong organizational and multitasking skills.
- Strong interpersonal, supervisory and customer service skills.
- Ability to work under pressure and meet deadlines as required.
- Ability to work in a cross-functional environment serving diverse populations.
- Attention to detail and commitment to accurate results.
- Hands on team player.

Physical Demands:

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Work Environment:

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FLSA: Exempt

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Controller

Summary:

Reporting to the Executive Director, the Controller is the fiscal leader of the organization and provides leadership, develops policies, and directs the financial activities to assure accurate reporting of the financial status of DCP. The Controller oversees all accounting and financial reporting activities of the organization, and its network of charter schools, to ensure that financial information managed and disseminated is accurate and in compliance with accounting principles and organizational standards.

Key Responsibilities:

- Partner with the Board of Directors, Executive Management team (Executive Director, Chief Achievement Officer, Chief Operating Officer) and other senior DCP leaders to plan for growth and provide support to planning initiatives.
- Maintain the financial accounting system and all management information databases
- Suggest/implement system/process improvements to ensure adequate internal controls and efficient processes
- Supervise daily accounting activities (is responsible for ensuring productive functioning of accounting staff.
- Prepare/oversee timely annual and monthly financial statements consistent with non-profit and government generally accepted accounting principles
- Lead the annual budget process, including preparation of the annual budgets, projections and tracking budget to actuals
- Develop financial models for school expansion, facilities development and other special projects, as needed
- Manage facility financing and work closely with the Executive Director and CFO on an acquisition strategy
- Represent the organization with regard to financial matters to interested parties including school funders, representatives of the San Jose Unified School District, the Santa Clara County Office of Education and the State Government, banking officials, the school's outside accounting firm, and the Board of Directors
- Oversee the payroll system
- Assure compliance with all applicable State and Federal laws and regulations as they pertain to financial matters
- Coordinate the annual audit with outside auditors
- Recruit, train, supervise and evaluate a growing department staff over time
- Oversee management of the grant administration function including: monitor and track federal and state contracts/grants and invoicing to ensure compliance and timely collection



Requirements:

Education

- Graduation from an accredited four-year college or university with major course work in Accounting.
- CPA strongly preferred.

Experience

- 5+ years experience
- 5 + years of significant supervisory experience required.
- Experience working in charter school environment preferred.

Knowledge, Skills, and Abilities

- Entrepreneurial thinker with exceptional leadership skills and a desire to effect broad change in public education
- A thorough knowledge of non-profit and generally accepted accounting principles (GAAP)
- The proven ability to communicate clearly, perform at a high level under pressure, and work efficiently as a team member and as a leader
- Independent working style complemented by team work and collaboration
- Attention to details and deadlines
- Strong knowledge of educational policy and California public education financial requirements

Physical Demands:

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Managing Director of Schools

Summary:

In alignment with all of the research about the importance of highly effective principals in the success of schools, DCP deeply believes in and is committed to investing in the support and development of our Principals. The Managing Director of Schools (MD) reflects that belief and commitment. The exclusive focus of the MD is the support, coaching and development of principals.

In addition, the MD's leadership influences changes in systems and changes in thinking. Also, MD has very strong influence on building future leadership pipelines and developing the next generation of institutional leaders. Specifically, the MD directly manages, supports, coaches and evaluates a team of Principals, ensuring they are effective leaders and successfully implementing the organization's core model and practices.

Working closely with the Curriculum & Instruction team, and working closely with and reporting to the Chief Academic Officer, the MD of Schools will create and facilitate the professional learning program and community for Principals. The MD is a skilled coach, a strong systems builder and planner, and a highly emotionally intelligent, self-reflective servant leader.

Key Responsibilities:

- Directly manage, develop, support and evaluate a team of Principals in the following areas: vision & culture, instructional program, talent development, systems-operations-data, personal leadership and school leadership "triage"
- In collaboration with the Chief Academic Officer, design high impact, well structured professional development program for Principals based on a cohort learning/ professional learning community model
- Design robust Principal coaching, feedback, and check-in structure
- Support Principals in design of robust teacher coaching, feedback and evaluation
- Develop capacity of Principals to design, develop and manage school based leadership team
- Develop capacity of Principals in goal setting and strategic planning
- Ensure Principal is socialized and supported in executing organization's mission, culture and consistent practices through design of onboarding program, design of PD and through regular site visits and observations
- Develop capacity of Principals to provide high leverage, effective instructional coaching
- Collaborate closely with the Chief Academic Officer & Curriculum & Instruction team to ensure Principal learning opportunities are robust and aligned to need
- Demonstrate servant leadership through self reflection, humility and proactive trust building with team members across the organization

Qualifications:

- Deep commitment to and/or extensive experience serving low-income, first generation college-going students
- Minimum of 4 years experience as Principal of high performing school



- Demonstrated ability to coach and develop others through structured, systematic feedback and observation
- Strong at systems building and data analysis
- Track record designing, facilitating and continuously improving professional learning communities and/or professional development
- Demonstrates high degree of emotional intelligence, self reflection and humility, proactively building trust and constructive relationships with variety of stakeholders

Physical Demands:

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Director of Advancement

Summary:

The Director of Advancement enables and furthers fulfillment of the DCP mission by planning, guiding, and evaluating the advancement efforts of the organization in fundraising, marketing, event planning, grant writing, communication and stakeholder engagement. Working closely with and reporting to the Executive Director, the Director of Advancement is the lead fundraising officer at DCP and a member of the senior management team of Downtown College Prep. The Director works closely with the Executive Director and the Board of Directors to provide leadership for the advancement program so as to build a strong culture of philanthropy and support throughout the school community and beyond.

Key Responsibilities:

The Director of Advancement leads and manages the Advancement Office, and coordinates all aspects of fundraising:

- Serves on the Executive Team
- Works with the Executive Director and Board of Directors to build an advancement plan that is integrated with DCP's strategic plan.
- Works with staff to develop goals and strategies for each giving program, including cultivation strategies for all major gift prospects.
- Supervises overall Advancement Office personnel activities, including the hiring, definition of job responsibilities, and performance review process for each staff member or the hiring of consultants/independent contractors.
- Oversees Advancement Office operations, including donor files and database, gift accounting and acknowledgment, pledge collection, creation of financial records, and archives.
- Provides information for short and long-term financial planning about gifts, including an evaluation of expected gifts.
- Oversees the creation and supervision of the Development Office budget, including approval of contracts and invoices.
- Serves as Public Relations clearing house for the organization including newsletters, Annual Report, press releases, online and email communications, web site and e-fundraising, and photography.
- Manages the prospect research and grant writing program.
- Oversees content for the school website, ensuring dynamic content and accuracy.
- Identifies, recruits, and trains volunteers for a variety of development and communication related committees and task forces, and as solicitors.
- Identifies, cultivates, and solicits institutional donors.
- Other duties assigned



Requirements:

- Seven to ten years of demonstrated fundraising success in nonprofit organizations, preferably in educational institutions
- Experience designing and implementing comprehensive fundraising plans
- Previous experience managing a campaign, development office, and/or an advancement team
- Excellent leadership, management, organizational, analytical, and entrepreneurial skills
- Ability to effectively engage stakeholders in solicitation and cultivation activities
- Exceptional communication skills, with proven ability to write effectively, speak persuasively, and listen attentively
- Analytical skills and great attention to detail
- Entrepreneurial attitude and willingness to evaluate activities and initiate action
- Ability to work well with both students and adults representing a range of socio-economic groups
- Proficiency with technology tools including Database Management preferred
- Bachelor's degree required

Physical Demands:

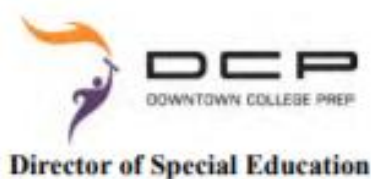
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Work Environment:

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About the Opportunity:

The Director of Special Education serves as the administrator responsible for the coordination of Special Education services, programs, and personnel. This individual ensures that all timelines and applicable special education laws are met and plays a critical role in developing the systems needed to monitor program implementation and effectiveness as DCP grows.

Reporting to the Chief Academic Officer (CAO) and serving as an integral member of the Education Team and will collaborate with senior management to provide coherent professional development and support to ensure that the Special Education program at DCP is highly effective.

Outcomes & Responsibilities Include:

Systems for Program Quality

- Lead the development and implementation of efficient processes to ensure legal compliance with all applicable laws and high quality delivery of services
- Assist with development of special education budgets and purchases.
- Monitor the implementation of special education services and support the ongoing improvement of programs
- Prepare applications, reports, and documents for internal analysis and/or submission to the Local, State, and Federal Agencies
- Supervise & coach site-based staff to ensure effective implementation of special education programs

Program Implementation

- Supervise the identification, evaluation, and placement of students referred for special education
- Support site administrators to ensure that IEP meetings are completed in compliance with all applicable laws and provide technical support, including facilitation of high-priority meetings, as needed.
- Conduct reviews of assigned special education documents so as to ensure compliance with district/SELPA procedures, state, and federal law.
- Supervise the development and implementation of Individualized Education Plans (IEP's)
- Monitor law and regulations pertaining to special education and recommend required policies and procedures
- Transition the development and implementation of 504 plans across school sites to the Director of Student Services
- Represent DCP in due process hearings and mediation as needed

- Participate in special education programs with public and private organizations and agencies including the Santa Clara County Office of Education, San Jose Unified School District (or other school districts DCP schools may be located in or authorized by) and Special Education Local Plan Areas (SELPA's).

Talent Management

- Lead the recruiting and hiring of new special education staff.
- Supervise and evaluate the performance of assigned staff in collaboration with the site administrators
- Coordinate school psychologists, speech and language pathologists, nurses, and all support providers that are non-DCP employees and monitor effectiveness of those services
- Maintain relationships with the Special Education and related personnel at the Santa Clara County Office of Education, San Jose Unified School District (or other school districts DCP schools may be located in or authorized by) and at Special Education Local Plan Areas (SELPA's).

Professional Development

- Lead the development and implementation of professional development for staff as it relates to special education. Collaborate with central office staff and site administrators to develop and implement professional development that supports meeting the needs of students with diverse learning needs
- Support staff to analyze, interpret, and respond to data on the performance of students with special needs
- Connect staff with external resources (e.g. conferences, trainers, SCCOE resources, et cetera) to support their professional development
- Coordinate the professional learning community of Ed Specialist teachers and special education staff throughout the year

Assume other duties and responsibilities as assigned.

Requirements:

- Maintain Confidentiality
- Experience working with the DCP target student population
- 5+ years of successful experience as a special educator, especially in demographically similar schools
- Bachelor's Degree required; Master's Degree preferred
- Valid Special Education Teacher Certification Required
- Strong analytical and communication skills
- Administrative Credential preferred
- Fluent in written and spoken Spanish preferred

Physical Demands:

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Family Engagement Manager

Summary:

The Family Engagement Manager (FEM) will support family leadership, advocacy, education and other forms of engagement in support for their students and DCP community. The FEM will work with principals, site leadership staff, college success staff, parent associations, and community groups to develop action plans to meet college-going mindsets and outcomes for our families. In collaboration with the College Success Team, the FEM helps ensure that families understand and are engaging in our mission of college success at all levels of the organization. While this role supports with some recruitment strategies, the primary goal for the FEM is to ensure that we are building a culture that retains our families who will promote DCP's mission throughout the community.

Parent Leadership and Advocacy:

- Identify training needs and coordinate, create and deliver training for parent leaders
- Support sites with family mobilization efforts as needed by sites and DCP
- Develop and support partnerships with parents, neighbors, community agencies, and various community groups to inspire and motivate families
- Promote greater participation and engagement in advocacy in our communities by investing in the civic education of our team and families
- Monitor relevant legislation that potentially impacts our schools, families, and communities and work with our leadership team to educate our families
- Coordinate parent volunteers to participate in org-wide initiatives

Family Education:

- Work with the Director of College Success to articulate outcomes that support college-going mindsets for families across grade levels
- Partner with local organizations and professionals that build our capacity to deliver high-quality educational resources to meet our family outcomes
- Ensure that sites are delivering accurate, timely, and informative materials to families to track their students' academic progress towards college readiness
- Promote resources that support family needs related to immigration and citizenship, housing, English language learners, etc.

School Climate and Culture:

- Develop consistent and effective messaging to families regarding our mission of college success
- Build and implement systems to track family engagement data for each school site



- Build and implement annual family surveys at each site to gather feedback on school climate and culture
- Collaborate with site principals to develop their parent engagement programming plans to execute regular family events, such as open houses, small gatherings at homes of neighborhood families, and speaking engagements with community groups.
- Work with site leadership and teachers to identify and deliver professional development needs to build strong relationships with families at all levels.

Family Recruitment and Retention

- Ensure that our recruitment and retention programming efforts are connected to our broader family engagement and education priorities
- Facilitate parent involvement in recruiting activities
- Support with the development of communication and marketing materials including flyers and presentations to relevant stakeholder
- Gather and analyze data from families who transition out of DCP

Other duties as assigned.

Requirements:

- Bachelor's Degree or Equivalent Experience Required
- Fluent in written and spoken Spanish
- Experience working with first-generation students and relentless belief in the role that families play in the success of students toward college eligibility and completion
- Ability to communicate with stakeholders across a variety of high-stakes issues
- Ability to use data to make informed decisions
- Proven track record initiating and managing multiple projects
- Proficiency with computer software applications, including MS Office
- Strong written and verbal communication, interpersonal, and customer-service skills
- Good organizational, time management, problem-solving skills and the ability to work accurately and meet deadlines with frequent interruptions
- Responsiveness, attention to detail are essential, and a customer service orientation in assisting and collaborating with other school staff in the efficient execution of the school's mission

Physical Demands:

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Appendix 11- Student and Staff Handbooks



11.1 DCP Student Handbook 2020-21

11.2 DCP Employee Handbook 2019-20



Downtown College Prep Student & Family Handbook

2020-2021

Preparing First Generation Students for College Success

Revised: 8/04/2020

**Founded in 2000. DCP serves students in 5th-12th grade
at four campuses across San José.**

Our Campuses

DCP ALUM ROCK MIDDLE SCHOOL

2888 Ocala Ave.
408-942-7000
Grades 6-8

DCP EL CAMINO MIDDLE SCHOOL

1402 Monterey Hwy.
408-384-4040
Grades 5-8

DCP ALUM ROCK HIGH SCHOOL

1776 Educational Park Dr.
408-384-4554
Grades 9-12

DCP EL PRIMERO HIGH SCHOOL

1402 Monterey Hwy.
408-271-1730
Grades 9-12



DCP Instructional Calendar 2020-2021

July 2020	August 2020	September 2020	October 2020
Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
November 2020	December 2020	January 2021	February 2021
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March 2021	April 2021	May 2021	June 2021
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Federal holidays 2020/21

July 4	Independence Day	November 11	Veterans Day	January 1	New Year's Day	March 31	Cesar Chavez Day
September 7	Labor Day	November 26	Thanksgiving Day	January 18	Martin Luther King Day	May 25/31	Memorial Day
		December 25	Christmas Day	February 15	Presidents' Day		

DCP Calendar Key

NEW TEACHER PD	High School Only: Early Exit/Release: December 16-18 and June 8-10	Days of Instruction	180
PD Days - No School	Middle School Only: Early release for Family Conferences: October 19-23 and April 8-9	Teacher PD/Prep Days	13
Teacher Prep Days - No School		Total Work Year	193
First Day and Last Days of School		Semester 1 - Aug 11 to Dec 18	94
No School		Semester 2 - Jan 11 to Jun 10	99
Early Release/Minimum Days			



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Phone 408-942-7000
Fax 408-942-7000
Grades 6-8**

Principal
Leticia Villa-Gascon
lvilla@dcp.org
Ext 401

Assistant Principal
Jose Zavala
jzavala@dcp.org
Ext 401

School Operations Manager
Melanie Felix
mfelix@dcp.org
Ext 413

**Visit our website at dcp.org/arms to view:
Staff Directory, Office Hours, Class times and Bell Schedule**

Academic Supports

Advisory

- Advisory class is a graded class where students learn skills to support their success in middle school, high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
- Students are assigned a specific advisory teacher (advisor) who will act as the point person for the student's academic path. Advisors will contact parents (or parents should contact the advisory teacher) if there are any concerns about the student or if they have questions about how best to support their student's learning.
- Advisors will help students and parents understand promotion and graduation requirements, and whether the student is "on track."

Office Hours

- Teachers are available at least one day a week to meet and work with students outside of scheduled class time.
- Office hours are an optional support for students to take advantage of to stay on track.
- Students who are identified by teachers as "at risk" for not promoting may be assigned mandatory office hours by their advisory teacher, content teacher, or an administrator.
- Mandatory office hours may be lifted if a student's grade(s) improve.

Campus Supervision

Campus supervision begins 15 minutes before school; starts every morning and ends 15 minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in a DCP sports team, club, or attending office hours with a teacher. Students are not allowed to be on the Ocala Middle School side of campus during school hours, unless accompanied by a staff member.

Shared Campus

DCP Alum Rock Middle School shares a campus with another school—Ocala Middle School. We work closely with the staff of Ocala so that the schedules of the DCP Alum Rock students do not conflict with their students. In the event of an emergency, the schools will communicate with each other to ensure the safety of all students.

Breakfast/Lunch Program

The Charter School participates in the National School Lunch Program. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

Breakfast Rates: \$2.25 full price // \$0.30 reduced price

Lunch Rates: \$4.00 full price // \$0.40 reduced price

Bringing Lunch

The office is not able to store student lunches. Parents may bring lunch for their students at the beginning of the lunch period. Parents must always check in at the office and may not go directly to classrooms. All students are expected to eat in the cafeteria, and parents should not remain on campus to eat lunch with their child.

Visitor/Parent Parking

The DCP parking lot is reserved for school staff, parent visitors and community members with appointments with school staff. Families of our students are welcome to park in the school parking lot. Unauthorized vehicles on school property may be towed at the owner's expense.



**1776 Educational Park Dr.
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Grades 9-12**

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Assistant Principal
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Ext 302

School Operations Manager
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**Visit our website at dcp.org/arhs to view:
Staff Directory, Office Hours, Class times and Bell Schedule**

Academic Supports

Advisory

- Advisory class is a graded class where students learn skills to support their success in middle school, high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
- Students are assigned a specific advisory teacher (advisor) who will act as the point person for the student's academic path. Advisors will contact parents (or parents should contact the advisory teacher) if there are any concerns about the student or if they have questions about how best to support their student's learning.
- Advisors will help students and parents understand promotion and graduation requirements, and whether the student is "on track."

Office Hours

- Teachers are available at least one day a week to meet and work with students outside of scheduled class time.
- "Tutorial" will be built into the bell schedule to make it easier for teachers and students to meet and work together.
- Office hours are an optional support for students to take advantage of to stay on track.
- Students who are identified by teachers as "at risk" for not promoting may be assigned mandatory office hours by their CCR teacher, content teacher, or an administrator.
- Parents may participate in counseling sessions and decisions.

Campus Supervision

Campus supervision begins 15 minutes before school; starts every morning and ends 15 minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in a DCP sports team, club, or attending office hours with a teacher.

Breakfast/Lunch Program

The Charter School participates in the National School Lunch Program through East Side Union High School District. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

Purpose Statement for Senior Privileges

The policies and procedures below apply to all DCP Seniors. As role models on campus, seniors are held to the highest expectations. DCP seniors embody the core values of our school- Desire, Community, Pride. Seniors succeed in a rigorous course load and serve as campus leaders. Seniors learn independently and make thoughtful decisions to ensure their college success. Seniors continue developing the personal discipline needed to succeed in future academic and professional situations.

Seniors at DCP prepare themselves for college by:

- Demonstrating a commitment to their learning
- Studying and problem solving independently
- Consistently turning in assignments of quality
- Showing proficiency in reading, writing and mathematics

Seniors at DCP show leadership by:

- Taking responsibility for their own success

- Strengthening school culture
- Dressing and acting professionally
- Being on time and ready to learn

When a senior does not meet the above outlined expectations, they will receive a referral and/or be placed on a strict behavior contract.

Senior Dress Code

All seniors are expected to attend school every day in the following dress code. Seniors may choose to dress professionally, wear the uniform, or wear college gear. However, all dress must follow these guidelines:

Shirts

- Uniform shirts, collared shirts, polos, button-ups, college shirts, or DCP T-shirts only.
- No spaghetti straps t-shirts, or see through tops; no sleeveless tops; no exposed midriff.
- Sweatshirts: DCP logo or college gear.

Pants/Shorts/Skirts/Dresses

- Black or Khaki pants-NO JEANS
- No cut-offs—pants; skirts, shorts must be hemmed
- No leggings, sweats, or exercise pants or shorts
- Shorts, Skirts, dresses must reach arm's length at fingertips sides.
- Pants, long shorts, skirts, capris must be size appropriate
- Nothing excessively loose or tight fitting

Shoes

- Closed-toe and closed-heel
- No sandals or slippers
- No red or blue anywhere on the shoe

Accessories

- No spikes or anything that may be harmful to others
- No hats, caps or other head coverings may be worn on campus except for religious reasons
- No red or blue nail polish
- No distracting or excessive makeup or jewelry
- Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco
- No solid red or blue item of clothing, accessories or other objects that is for the purposes of claiming gang interest/affiliation

Professional Dress: Black and White

We are teaching you how to dress professionally as you enter the professional world - for interviews, work, presentations, etc.

- Black Pants: Slacks - NO JEANS, sweatpants, athletic pants or leggings
- White or Black Shirts: Dress shirts, button-ups or blouses. No spaghetti straps, crop tops, see through tops, or sleeveless tops.
- Black or White Skirts and Dresses: Must be no more than 4 inches above the knee.

Loss of Privileges

A senior can lose senior privileges or be placed on a contract for any of the following reasons:

- Tardiness and Truancy
- Dress Code violations
- Negative Behavior

Lockers

Very limited, earned privilege. Lockers can be accessed before and after school and during Forum. Lockers are subject to search. Seniors must turn in a Locker Agreement.

DCP

- Reserves the right to cut any lock not issued by DCP.
- Reserves the right to search any locker at any time.
- Is not responsible for any damage, theft, or vandalism that may occur to the locker and/or its contents.

Students

- Are to use their lockers to temporarily store outerwear and school supplies.
- Must keep their lockers neat, clean, free of clutter. It is our expectation that students will respect the privacy and property of others.
- Are responsible for all contents of the locker as well as the condition of the locker itself (inside and out). Lockers must be kept free of graffiti or other damage. No permanent markings allowed in the locker (this includes permanent stickers). Nothing is permitted to be on the outside of the locker. The cost of any repairs to damaged or permanently marked lockers will be the responsibility of the student.
- May decorate the inside of their lockers using ONLY magnetic items that can be easily removed and will not leave any damage.
- Will not store valuable personal property in lockers. DCP is not responsible for safekeeping of any contents.
- Will not leave food in lockers overnight.
- Will not keep anything illegal in their lockers, such as drugs, alcohol, stolen property, weapons, anything deemed by the school or police to be a danger, or anything else illegal to possess.

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Culture and Traditions

Downtown College Prep – which operates El Primero High School, Alum Rock High School, El Camino Middle School and Alum Rock Middle School (collectively referred to as “DCP” or the “Charter School”) believes that culture and tradition build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community.

Mission-Driven

DCP is guided by a singular, unambiguous mission: to prepare first generation students for college success. Whether a student has struggled for years or has had a history of success, the goal is the same. From the moment you enter DCP to the moment you leave, we will support you in becoming a college bound student.

Our Values and Traditions: Desire, Community & Pride

Since the founding of DCP in 2000, the values of desire, community, and pride have guided the work of staff and students. It is our traditions that have kept us true to our values.

Desire: We work hard to solve the problem and reach our goals.

- **College Prep Classes:** All high school students are required to take college prep classes. This means they take classes required by the California State University (“CSU”) and University of California (“UC”) systems in order to apply.
- **Extended School Day:** Students at DCP are in school longer hours each day to give students more time in school to achieve academic excellence.

Community: We show respect and make our communities strong and healthy.

- **The DCP Clap:** A slow clap that builds to a faster, stronger clap until everyone is engaged marks the start of every assembly of parents, students or staff. The clap is a tradition borrowed from the United Farm Workers and the civil rights movement.
- **Assemblies:** Every month, and on special occasions, the entire student body and staff assemble as a community. During assemblies, there are a variety of presentations, student performances, and student recognition.
- **Parents, Staff, and Students:** We know that in order to achieve our mission, parents, students, and staff must all work together. We rely on the leadership of parents to create healthy community. We provide opportunities for students to lead one another.
- **Clubs, Field Trips, & Sports:** Each DCP campus offers a variety of activities for students. Participation builds a sense of common purpose, identity, and helps forge supportive relationships.

Pride: We make good decisions and do our best.

- **The Handshake:** The traditional greeting at DCP is a firm and confident handshake. The handshake is a great way to show pride in yourself. When you shake someone's hand you should look the person in the eye, stand tall and offer a firm and confident handshake.
- **The Uniform:** DCP students must wear uniforms to schools. The uniform improves student safety, promotes school unity, and most importantly helps develop a sense of pride.

Admissions Requirements

The Charter School shall require students who wish to attend the Charter School to complete an application form. Applications are available online or in hard copy form in both English and Spanish. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. If the number of applicants exceeds the number of available spaces, we hold a public random drawing in accordance with Education Code Section 47605 (d). Following the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. All applicants will be notified via letter and phone call, and the date and time are posted publicly on the school website. Families will be invited to attend the lottery, but are not required to do so in order to secure their spot.

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

1. All students currently enrolled in the Charter School
2. In-District siblings of students currently enrolled in the Charter school
3. Out of District siblings of students currently enrolled in the Charter school
4. Students from other DCP schools
5. Students residing within district boundaries
6. Students residing outside district boundaries

DCP schools are open to all students and we encourage all students to apply. Specifically, the school shall:

- Be open to any students wishing to attend the school, subject only to capacity.
- Be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.
- Consider students for admission without regard for and will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).
- Be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). No test, interview, or assessment shall be administered to students prior to acceptance and enrollment into the school.
- Comply with all laws establishing minimum and maximum age for public school attendance in charter schools.
- Not determine admission according to the place of residence of the pupil, or of his or her parent or guardian, within the state, except in the case of a public random drawing.
- Not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as

condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

- Not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
- Adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.
- Comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. The Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.
- Comply with all laws establishing minimum and maximum age for public school attendance.
- Ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.
- Maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

The only circumstance under which a student may not be admitted is if the student is currently under an expulsion order from another school district or charter school or recently completed the term of expulsion.¹ The Charter School will review the offense listed in the expulsion order to make a determination and may either deny admission or schedule a meeting with the Principal or designee to consider admission, consistent with the Readmission process in the Discipline Policy.

After admission, students are required to submit an enrollment packet, which shall include the following:

- Student Registration Form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

In regard to immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions are allowed under the conditions provided in SB 277 (2015). The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

DCP will comply with all state and federal laws governing admission of homeless and foster youth to charter schools.

¹ A student who is currently in suspended expulsion status may enroll at a DCP school.

Nondiscrimination Statement

DCP is nonsectarian in its programs, admissions policies, employment practices, and all other operations. DCP does not charge tuition and does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, immigration status, religious affiliation, 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).

DCP adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Executive Director (ED)/Chief Operating Officer (COO)/
Director of Student Services (DSS)
Downtown College Prep
1400 Parkmoor Ave,
Ste 206 San Jose, CA
95126
complaints@dcp.org
408.271.8120 ext. 101/408.271.8120 ext. 102 / 408.271.8120 ext. 103

A complete copy of DCP's Uniform Complaint Procedures ("UCP") and Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy is available in Appendix A, on the Charter School website, and upon request at the front office.

Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C).):

Director of Student
Service

The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
7. Parents/guardians and unaccompanied youth are fully informed of all transportation, services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel

- responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1985 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the School, a copy of the Charter School's complete policy shall be provided at the time of enrollment and at least twice annually.

Foster Students

As required by state law, Downtown College Prep ensures that all educational decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held. DCP understands that foster students have additional needs and works with them and their family to provide support as needed. For additional information concerning services for foster children and youth, please contact your school's office or the Director of Student Services.

Students in Military Families

There are unique aspects of life as a military family that may require additional supports. As required by state law, Downtown College Prep ensures that all educational decisions for students in military families shall be made to ensure that each student has the opportunity to meet the same academic achievement standards to which all students are held. For additional information concerning services for foster children and youth, please contact your school's office or the Director of Student Services.

DCP College Success Programs

DCP's model for preparing students for college success focuses on providing students with positive relationships, experiences, and resources that increase their likelihood of getting into and graduating from competitive four-year institutions. An average of 95% of DCP graduates enroll in two and four-year colleges after graduation and more than half of those students have selected to attend four-year colleges. Our model is unique in that we integrate our college success work across academic and non-academic programs and activities so that students are consistently exposed to new opportunities and ideas that can shape their path to and through college. Our teachers are at the center of this work as they not only teach an academic discipline, but also serve as our students' primary advocates at school by coaching them through challenges and staying connected with families.

Every DCP school has a unique set of programs and resources to cater to the needs of the students and the community. These programs and resources are carefully articulated across our College Success Domains:

1. **Academic Knowledge:** *How are we building an environment where students own their learning?*
2. **College Knowledge:** *How are we building students' college-going identities towards college enrollment and completion?*
3. **Interpersonal & Self-Knowledge:** *How are students engaging in meaningful activities that build on their metacognitive skills?*

We know that our students will have a high quality educational experience at DCP when we are constantly improving our work inside and outside of the classroom along these three areas.

Advisory/CCR

All campuses have an advising program in the form of advisory/CCR. Students are exposed to curriculum and programming that address academic, college, and interpersonal & self-knowledge through positive teacher-student relationships. The structure of programs varies by grade and time of year to adapt to student developmental needs related to socio-emotional learning and self-management. High schools have dedicated curriculum in their CCR courses in junior and senior years where they earn academic credit and are supported by a college guidance counselor to ensure that students are eligible and applying to four-year colleges. DCP also has dedicated staff that connects students with meaningful experiences and opportunities to prepare them for college and career.

The following areas are some key programming activities that specifically connect to our college coaching work with students.

College Success Center

Each high school hosts a College Success Center (College Lab) on campus to connect students with resources and opportunities that guide them along their college path. The center's office hours vary depending on the time of year, but DCP high school students and families connect with our College Guidance Counselors around resources and new opportunities.

Alumni Services

DCP has been a leader in supporting students beyond high school graduation by providing a dedicated Alumni Success Counselor for our graduates to transition to college and career. The Alumni Success Counselor works with both high schools to ensure students are completing the college enrollment process after high school graduation when graduates and families need the most support. Our alumni can book an appointment with our counselor regardless of where they are in their college or life journeys. The Alumni Success Counselor is located at the College and Career Center at our DCP El Primero High School campus or can be reached by email at alumni@dcp.org.

College Tours

DCP takes students on a range of college experiences as our budgets allow, from day conferences to overnight tours in and outside of the Bay Area. College tours are meant to expose students to college options and help them understand what it takes to build a competitive application. Some tours are free, while longer, overnight tours are partially financed by students.

DCP Scholarship Program

During their senior year in high school, students can apply for the DCP College Scholarship to help finance the cost of college. Any senior with a minimum 2.5 GPA who will attend a four-year university may apply. Successful candidates have thoughtfully completed application essays, participated in meaningful community service and summer opportunities, and prepared well for their scholarship interviews. Scholarships are not guaranteed for any students and will depend on the funds available. Students may reapply for the scholarship if the funds are available while in college. Students attending community college will be supported through the California Community College Promise Grant to help finance their first two years of college for those who qualify.

Parent Programming

DCP provides parents with workshops throughout middle and high school on a variety of topics that include: financial aid and college savings, choosing a college, and monitoring student progress. Parents of seniors will have a "Senior Family Academy" that is a series of workshops to teach parents about the financial aid and college application and enrollment process to support their children. Every school site will also host parent meetings throughout the year to keep families engaged about their child's progress.

Extracurricular Activities

DCP has extracurricular activities such as sports, clubs and community service opportunities that are led by staff, teachers, and community volunteers. These activities all are designed to provide students with opportunities that fit student interests and also challenge students to develop their skills as community leaders.

Pre-College Programs

DCP has developed partnerships to ensure students have access to programs, internships, and academic enrichment opportunities to apply to while in high school. These pre-college programs help students build their college admissions profiles and resumes to increase their college and employment opportunities after high school. The majority of these programs provide full or partial scholarships for students. Students must apply to programs and are supported through the admissions process. Students and families can visit the program website at dcp.org/enrichment.

DCP Academic Program

Student Commitment

The most successful students at DCP are students who take responsibility for their own learning. This means the students push themselves to get to class on time, to do their own homework and to ask for help when they need it. The staff at DCP offers a lot of support, as do our parents, but in the end, it is the student who must believe in the mission of going to college to be successful in meeting this goal.

Meeting with a Teacher

Students are encouraged to meet with their teachers on their own periodically to get help or ask questions about the course. Going to speak to an instructor outside of regular class time is a great skill to have for college. Students who are failing a class, at risk of retention, or have skills significantly below grade level may be required to attend Mandatory Office Hours.

Teacher Qualifications

All DCP parents/guardians may request information regarding the professional qualifications of classroom

teachers and/or paraprofessionals.

Homework

We believe the purpose of homework is to support academic skills, increase understanding, invite parent and family participation, and provide opportunities to develop the DCP values of desire, community, and pride in order to be prepared for college success.

At DCP we assign homework for several reasons:

- To practice what has been learned in class
- To check that the student has understood what has been taught in class
- To help students prepare for what they are about to learn.
- To help students apply new skills/ideas from their classes.

How Much Homework?

Students should expect to receive about 1 to 2 hours of homework every day. This includes 30 minutes of independent reading time every evening.

Where to Get Homework Help

When students need help with work that needs to be completed at home, we expect them to use the following strategies if they have questions

- Ask their teacher for help after class and/or during office hours. Teachers will have set office hours at least one day a week for one hour.
- Call a study buddy.
- Consult with teacher or classmates via email or online tools (Edmodo, SchoolLoop, Google Classroom, etc.). Students can use online tools to ask questions of classmates and teachers.

How Parents Can Help with Homework

The best way for parents to support their students with homework is:

- Making sure the student has a place and time to do homework
- Asking students about the homework
- Make sure that your student is reading every night for at least 30 minutes
- Looking over the students homework log or planner to see that the student is keeping track of assignments
- Communicating with teachers when parents have questions about the homework
- Reviewing grades regularly on PowerSchool

Parents should not have to tutor students at home every day. If it seems that the homework is too difficult for your child, please contact the school. Students should be able to complete homework on their own or with minimal support from peers or teachers.

Homework and Absences

Students who are absent or tardy for any reason, including suspension, are responsible for making up any missing classwork and homework. Students are responsible for knowing and understanding the late-work policy for each class and speaking with the teacher. Whenever possible, parents or students should contact the teachers to find out any missed assignments while the student is absent, so they may be turned in on time.

Academic Excellence Policy

The coursework at DCP is designed to support every student and to help every student thrive in college. As a school, we will work to ensure that every student is prepared for college.

Academic Eligibility for College

When in high school, students will only be eligible for acceptance to a California public university based on a grade point average ("GPA") and Scholastic Aptitude Test ("SAT")/American College Testing ("ACT") score combination for eligibility. Please see the California State University College Eligibility Index below. DCP Students who are passing all their classes and who are maintaining eligibility according to the index below are considered to be meeting the minimum academic standards. Students with a 3.0 GPA or above are considered to be achieving academic excellence. Teachers and administrators will hold every student to the high expectations needed for a college preparatory curriculum. Students in grades 10 and 11 will take practice exams such as the PSAT to prepare for their official tests in Spring of junior year. While college admissions test scores are an important part of the college admissions process, earning a GPA of 3.0 or better alone increases the types of colleges and financial aid students can access regardless of their family income.

California State University College Eligibility Index

GP A	SAT Score Range	ACT Score Range	GP A	SAT Score Range	ACT Score Range
3.0 + GPA - Any SAT/ACT Score Accepted					
2.9	560-630	10-12	2.4	960-1030	20-22
2.8	640-710	12-14	2.3	1140-1110	22-24
2.7	720-790	14-16	2.2	1120-1190	24-26
2.6	800-870	16-18	2.1	1200-1270	26-28
2.5	880-950	18-20	2.0	1280-1350	28-30

Students that are not on track for college eligibility should expect one or more of the following interventions:

- **Academic Agreements:** Students may be put on a plan by a teacher, staff member, or administrator in order to hold the student accountable for academic excellence. These plans will include routine grade checks and the interventions described below.
- **Mandatory Office Hours, Wednesday School, or Saturday School** - Students may be required to spend extra time at school when they are not achieving academic excellence.
- **Student Conferences:** DCP may call meetings with parents, teachers, or support providers to develop plans to support students who are not achieving academic excellence. Students are required to attend these meetings.
- **Intervention Period** - Students may be required to attend an extra tutorial period in order to get back on track.
- **Loss of Privileges:** Students may lose privileges such as school dances, celebrations, or field trips if their grades are low or they have missing assignments. Classwork always comes first before special privileges and events.

- **Course Based Policies:** Teachers will determine policies for their own courses regarding homework, exams and grading that will be outlined in the course syllabi.
- **Parent Communication -** DCP staff will communicate with parents regarding students successes and struggles in achieving academic excellence.

Academic Integrity

One of DCP's Core Values is pride. This means that we expect DCP students to take responsibility for completing their own work. Students choosing to compromise their own academic integrity or the academic integrity of others through cheating, copying, plagiarizing or anything related is unacceptable. Students who cheat, copy or claim credit for work that is not theirs disrespect our core values, the DCP Community, and themselves as learners. Assisting others in any form of academic dishonesty is also considered cheating.

DCP does not tolerate cheating and will respond with significant consequences. Any form of cheating will result in a referral, zero credit on the assignment, immediate contact of the family, and in the case of a major assignment both parties will be placed on an academic integrity agreement.

State Testing

DCP shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress), as required by law. Notwithstanding any other provision of law, a parent's or guardian's written request to School officials to excuse his or her child from any or all parts of state assessments shall be granted.

Grading Policy

In order to measure progress towards successful college admissions, DCP uses the CSU/UC system to calculate Grade Point Average ("GPA"). GPA is a very important factor in determining whether or not your student will be accepted to a 4-year university.

Letter Grade	Percent	GPA	Explanation
A+	97-100	4.0	Student has demonstrated exceptional mastery of the academic standards and is prepared to engage in work that is beyond the grade level expectations.
A	93-96	4.0	
A-	90-92	4.0	
B+	87-89	3.0	Student has demonstrated solid mastery of the academic content and has generally exceeded the minimum level of achievement required for proficiency.
B	83-86	3.0	
B-	80-82	3.0	
C+	77-79	2.0	Student has met minimum requirements for mastery of grade level concepts.
C	73-76	2.0	
C-	70-72	2.0	
F+	60-69	0	Student has not demonstrated sufficient mastery of grade level concepts. Student may need to repeat the assignment or course. (This would be a D in a traditional school).

F	0-50	0	Student has not demonstrated sufficient mastery of grade level concepts. Student may need to repeat the assignment or course.
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Grade Point Average Calculation

For students in grades 5-12, the GPA will be an average of all course grades using the GPA values above to determine their cumulative (or unweighted) GPA.

For the purposes of college admissions a UC/CSU GPA (or weighted) GPA is calculated separately for students in grades 10-12. The UC/CSU GPA (or weighted) GPA is calculated as follows:

- Only count letter grades from 10th – 12th grade (including grades in summer school starting the summer prior to 10th grade year).
- Only use classes that meet the a-g requirement
- A = 4, B = 3, C = 2, F+=1, F = 0
- + and – don't count as added points (i.e. B+, B and B- are all worth 3 points).
- AP and Community College classes add 1 point to your class for grades C- and above (A = 5, B = 4, etc).
- Honors classes taken in grades 10-12 add 1 point to your class for grades C- and above (A = 5, B = 4)
- If you earn an F/F+, you can take that class over and your new grade will replace the F/F+.

Honor Roll

There are three levels to the DCP honor roll:

Level	GPA
Summa Cum Laude (with highest honor)	3.75 - 4.0
Magna Cum Laude (with great honor)	3.5 - 3.74
Cum Laude (with honor)	3.0 - 3.49

Note: Students with a failing grade in any class are not eligible for the honor roll.

High School Promotion and College Eligibility

DCP students are promoted from one grade to the next based on their progress towards meeting DCP's graduation requirements that align with the A-G coursework for UC/CSU eligibility by the end of 12th grade. Students make adequate progress when they are passing a minimum number of courses by the end of the summer of each academic year. To pass a course and earn credit, a student must meet course content proficiency by earning 70% (C-) or higher. While DCP aligns with research that largely supports the idea that retaining students is not an effective strategy for improving academic achievement at any grade level, we know that DCP students have historically benefited from an additional year of high school to earn their high school diploma and meet four-year college eligibility requirements. DCP has also identified the time periods in high school when students have the greatest opportunity to get back on track.

High school students will follow a credit-based guideline for tracking their progress towards on-time graduation. Students who are at or above these credits will be promoted unconditionally to the next grade level. Students who fall below the expected credits may be conditionally promoted with a support plan. Students will monitor their credit status and progress towards meeting their graduation requirements in their College and Career Readiness (advisory) course every grading period with the support of their teacher and/or College Guidance Counselor. Students with an Individualized Education Plan (IEP) will receive guidance on their promotion status throughout the year and in their annual IEP meeting. The Principal or designee will work with the College Guidance Counselor to identify students who are at risk of falling below credits throughout the academic year.

and summer. The promotion guidelines are detailed below:

The Promotion and College Graduation Guidelines were updated in September 2019. The grade-level promotion process has been updated for all classes and the graduation guidelines will take effect with the Class of 2024 who are entering freshmen in the 2020-21 academic year.

DCP Promotion Guidelines - Classes 2021, 2022, and 2023				
Subject Requirements	Grade 10 (Including 9th grade credits)	Grade 11	Grade 12	Total Grad. Credits
(A) Social Studies/ History	10	10	0	20
(B) English	20	10	10	40
(C) Mathematics	20	10	0	30
(D) Laboratory Science	10	10	0	20
(E) Language Other Than English	0	10	10	20
(F) Visual and Performing Arts	0	0	10	10
(G) Electives: Additional A-G Course Requirements (CCR, Economics, and elective)	10	0	0	10
Recommended End of Year Credits	70	50	30	150
Minimum Cumulative Credits Required for Promotion	70	120	150	150
Credit Range for Conditional Promotion	30-70	90-120	Appeal to Graduate High School Required if credits are below 200 (CO 2024) or below 150 (CO 2021-23)	
Credit Range for Promotion Appeal	<30	<90		

DCP Promotion Guidelines - Classes of 2024 and Beyond					
Subject Requirements	Grade 9	Grade 10	Grade 11	Grade 12	Total Grad. Credits Class of 2024+
(A) Social Studies/ History	0	10	10	5	25
(B) English	10	10	10	10	40
(C) Mathematics	10	10	10	0	30
(D) Laboratory Science	10	10	0	10	30
(E) Language Other Than English	0	0	10	10	20
(F) Visual and Performing Arts	0	0	0	10	10
(G) Electives: Additional A-G Course Requirements (CCR, Economics, and elective)	0	10	10	15	35
Other Non-A-G courses (PE/Health)	10	0	0	0	10
Recommended End of Year Credits	40	50	50	60	200
Minimum Cumulative Credits Required for Promotion	40	90	140	200	200
Credit Range for Conditional Promotion	10-40	40-90	90-140	Appeal to Graduate High School Required if credits are below 200	
Credit Range for Promotion Appeal	<10	<40	<90		

These promotion guidelines are meant to advise students, families and staff to ensure that students make progress towards graduation. DCP will individualize the support for each student depending on the sequence of their coursework, UC/CSU validation, and other external or independent work. High school students who fall far below the minimum credits for their grade level and/or do not follow through on promotion agreements will be recommended to complete an additional year or more of high school. To determine if the student needs an additional year, a promotion appeal process is in place prior to the start of the new academic year. The timeline and steps for identifying students and completing the appeals process is outlined below:

Beginning of Semester 2

Students review their first semester grades in their College and Career Readiness (advisory) course to monitor their academic progress.

Middle of Semester 2

The Principal or designee will review a report of students who are not on track to pass their courses and may fall below the required credits for their grade level. Students in this category will receive additional guidance on supports available (i.e. office hours, parent/teacher conference, goal setting, etc.) to get back on track. They will also complete a plan in their College and Career Readiness (advisory) course courses to stay on track for promotion.

End of Semester 2 and Summer

The Principal or designee will review a report of students who continue to fall below credit requirements. Students and their parent/guardians will be informed of their options for credit recovery in the summer and timeline for reviewing their promotion status for the next academic year.

By End of Summer

The Principal or designee with the feedback of parent/guardians and College Guidance Counselor will determine the outcome of their promotion status by completing an appeal process for students who are below or far-below the recommended credits for their grade-level. The outcomes of the appeal may include:

- **Promotion Granted:** The student has met the minimum credits and/or has enough time in their schedule to meet all graduation requirements by the end of 12th grade.
- **Promotion Conditional:** The student has not earned the minimum credits, but has a viable plan to complete the necessary coursework including outside of school options (i.e. summer school, independent studies, community college, etc.). The Principal or designee will co-create an agreement with the student and parent/guardian outlining a set of agreements necessary to stay on track. The progress on these agreements will be reviewed in the first progress report of the year to reevaluate their promotion status that may require an adjustment of coursework or lead to an additional year of high school.
- **Promotion Denied:** The student does not have enough time in their schedule to complete their remaining course requirements. The student is so far behind that it may be in their best interest to be re-designated in the same grade level and add a year of high school. The staff may also look at school assessments to determine if the student has made progress towards meeting CAASPP standards by 11th grade to ensure that we are looking at multiple measures of academic progress beyond course credits and grades. The Principal or designee will be responsible for reviewing and making this recommendation.

Middle of Semester 1

All agreements for students with conditional or denied promotion status will be reviewed by the Principal or designee to determine if students continue in their grade level. If students do not meet their agreements, their promotion status will be reassessed and a new promotion review process will be issued to determine conditional or denied promotion status. The Principal or designee must report any mid-year promotion changes for approval to a Central Office designee by the deadline provided.

The student's grade level will be taken into consideration when determining whether a student is denied promotion and must repeat the same grade level. DCP recommends 10th grade as the grade level for students to repeat because it provides students with the greatest probability of meeting CAASPP standards and UC/CSU eligibility. Repeating other grade levels is not advised and will be discussed and implemented only if necessary on a case by case basis.

Students with Individualized Education Plans (IEP) will have their goals evaluated as part of the promotion process outlined above in their annual IEP meeting. A student with an IEP who is not meeting the minimum credit requirements, but is meeting or making progress on their IEP goals, will be considered for promotion with feedback from parents/guardians and appropriate staff. The same promotion outcomes may apply to students with an IEP and final recommendations will be made with their parents/guardians, case manager, and Principal or designee. Students with an IEP will receive an additional review from the Principal or designee prior to the start of the new academic year and meet with the student and their family.

GRADUATION REQUIREMENTS

Graduation Requirements

DCP's mission works to support all graduates to access and thrive in a four-year university. In order to ensure this happens, DCP's graduation requirements are aligned to the California State University (CSU) and University of California (UC) eligibility requirements. DCP has identified additional coursework with the guidance of local and state requirements to ensure students strengthen their foundational skills in civics, STEM, and personal development for college and career success.

In order to be accepted to a CSU or UC a student must take and pass the A-G course requirements. The minimum A-G course requirements of 150 total credits will continue to be required for students graduating in the classes of 2021, 2022, and 2023. In addition to the minimum A-G courses, new courses will be added in the DCP graduation requirements in the areas of History/Social Studies, Science, and Electives detailed in the figure below. The new graduation requirements will go into effect beginning with the Class of 2024 when they enter high school in 2020-21. DCP students must meet the requirements outlined in the table below and must pass two semesters with a 70% (C-) or better to receive credit to receive one year of credit unless otherwise noted. All courses will be approved by the University of California A-G courses and subject to CSU/UC validation guidelines with the exception of the courses listed under "Other: Non-A-G" requirements. The graduation requirements will be updated to align with any future changes to the CSU or UC eligibility requirements if needed.

Since 2012, an average over 70% of graduates have been admitted to a 4-year college, with 50% of graduates ultimately enrolling in four-year college and 96% enrolling in two or four-year colleges.

These outcomes are possible due to the support for all students, including students with IEP's, who graduate UC/CSU eligible and/or participate in the appeals process to ensure they have access to a post-secondary plan. Students with Individualized Education Plans (IEP's) are not exempt from graduation requirements and also participate in the appeals process detailed below to ensure their access to a high school diploma or certificate of completion based on the completion of their IEP goals and coursework. Prior to the appeals process, however, students with IEP's receive additional support through their Case Manager to prepare for the appeals process and support their post-secondary planning. The College Guidance Counselor and Case Manager also meet midyear to review the graduation eligibility of 12th grade students with an IEP to identify additional support needs, including helping students transition their accommodations to a post-secondary institution.

Approved Courses and Required Units for Graduation

	A-G Subject Area	Sample A-G Approved Courses	Required Courses (Non A-G)	DCP Credits Required beginning in 2024	UC/CSU Credits Required	UC/CSU Credits Recommended
A	Social Studies/History	<u>*5 Credits:</u> American Government AP Government and Politics United States <u>*10 Credits:</u> AP United States History US History <u>*10 Credits:</u> World History		25 (Econ required under G below)	20	20
B	English	<u>*40 Credits:</u> English I English II English III English IV ERWC AP English Language and Composition AP Literature and Composition		40	40	40

C	Mathematics	<u>*30 Credits:</u> Integrated Math I Integrated Math II Integrated Math III Pre-Calculus AP Calculus A/B Statistics		30	30	40
D	Laboratory Science	<u>*30 Credits:</u> Biology Chemistry Physics To be added as a 3rd course: PLTW Introduction to Engineering Computer Science		30	20	30
E	Language Other Than English	<u>*20 Credits:</u> Spanish I/II Spanish I/II (Native Speakers) AP Spanish Language and Culture		20	20	30
F	Visual and Performing Arts	<u>*10 Credits:</u> Media Arts Studio Art Theater		10	10	10
G	College-Preparatory Elective	<u>*35 Total Credits:</u> <u>*5 Credits:</u> Economics <u>*20 Credits:</u> Junior Seminar Senior Seminar <u>*10 Credits:</u> ASB Leadership Environmental Science Ethnic Studies Or, any of the approved A-G classes once the minimum requirement has been met		35	10	10

O	Other Non-A- G		**10 Credits: Physical Education / Health Guided Studies Freshman/So phomore Forum	10	0	0
Total Courses				200	150	180

*One year language other than English or one year visual and performing arts or one year of career technical education.

Community College Dual Enrollment

DCP has partnered with the San Jose Evergreen Valley Community College district to offer eligible juniors and seniors the opportunity to take community college courses at DCP called Dual Enrollment. These courses vary by semester and year depending on the availability of San Jose City College (SJCC) faculty. To participate in the Dual Enrollment program at DCP, students must be in good academic standing (on track for graduation) and be prepared to enroll as SJCC students. The final grades on these courses are administered through SJCC and become permanent on their record when they transition to college. Students who take and pass community college courses in addition to AP courses at DCP become highly competitive college applicants and get a head start on college by entering with college-level units at most public institutions. Students can also meet with their College Guidance Counselor to take courses outside of school or during the summer. Students taking community college courses outside of DCP must complete a form to add their grades and credits on their DCP transcript.

Additionally, students must be accepted to a 4-year university in order to qualify for graduation. DCP's College Success Team and senior advisors support all students and families during their application process to ensure that they have all of the information and support they need to apply successfully to a 4-year university.

Graduation Appeals

In order to graduate from DCP, students must pass all required classes and be accepted to a four-year university. Students who don't meet DCP's graduation requirements but feel they have fulfilled DCP's mission may appeal to the Graduation Appeal Committee. Students who are in the truancy process or are not in good standing with attendance or behavior may not be granted an appeal if they have not met the minimum academic requirements. If a student is not accepted to a 4-year university but completed all the A-G requirements and college applications, they will be eligible to earn their high school diploma if they have a postsecondary plan in place by graduation through a streamlined appeals process. More information about the Graduation Appeals process is available from the Principal.

College Admissions

All students will apply to colleges during their senior year. The College Guidance counselors will work with students and their families to help them find universities that are appropriate and meet their needs.

There are many differences between universities – price, size, program, and competitiveness. In California, there are 3 types of public colleges and numerous private colleges.

Community College

Community colleges are 2-year schools that can get you an associate's degree and/or help you transfer to a 4-year university. All community colleges have programs designed to help students transfer to a 4-year university. A student cannot get a 4-year degree at a community college. DCP always recommends that students start at a 4-year university unless there are financial needs. Statistically, students who start at community colleges are much less likely to earn a 4-year degree. DCP works with students to identify the community college based on their goals and connects them to support programs at each campus to increase their chances of transferring to a 4-year college.

California State University ("CSU")

There are 23 campuses throughout the state. Students with a minimum GPA of 2.0 can apply to a CSU. CSU's offers special admissions programs such as the Educational Opportunity Program (EOP) that increases the chances of admissions for students between a 2.0-2.9 GPA. Size varies from campus to campus. Examples of CSU's: San Jose State, Cal State Monterey Bay, San Francisco State, San Diego State, Cal State East Bay, and Sonoma State.

The CSU university system uses a combination of GPA and test scores to determine a student's eligibility. At DCP, students take the SAT and ACT in their junior year. Students may retake either test in the fall of senior year.

University of California ("UC")

In general UC's are more competitive because they require a minimum of a 3.0 GPA to apply. There are 10 campuses throughout the state. The UC campuses tend to be larger schools, with an average of 25,000 students. Examples of UC's: UC Santa Cruz, UC Riverside, UC Merced, UC Berkeley, UC Los Angeles, UC Davis, and UC San Diego.

The UC application requires short personal insight essays and takes student participation in community service, internships, summer programs, and employment into consideration in addition to a minimum 3.0 GPA and SAT/ACT test scores. AP/Honors courses and coursework that exceed the minimum requirements for admissions increase student chances of admissions. Students can also submit additional SAT II and AP test scores for consideration.

Private College

Campuses range greatly in terms of competitiveness, size and price. Examples of Private Colleges: Santa Clara University, Stanford, Princeton Notre Dame de Namur, University of San Francisco, Mount Holyoke, Smith, Occidental, and Loyola Marymount University.

While the private college admissions process is similar to the UC process, most schools require a range of long and short personal statements, letters of recommendation, and counselor evaluations. Students applying to private schools should focus on taking AP and honors courses, participate in pre-college summer programs, and engage in leadership opportunities at school or their communities to increase their chances of admission and financial aid.

College Financial Aid

Families and students frequently express fears about paying for college. College can be affordable and often free of debt depending on the family's income level, student GPA and type of colleges.

Cal Grant Program Notice

The Charter School is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent, if the Student is under 18)

has opted out by or before February 1.

Students may be eligible for California state aid in the form of a "Cal Grant" depending on their GPA and family income that can be enough to cover the cost of tuition. All students regardless of their immigration status can apply to California state aid. The federal government also provides grants (free money) and low-interest loans for those who qualify. The table below highlights family income ceilings to qualify for one of three grants in California that can make CSU's and UC's very affordable for students. DCP supports students and families through all of the financial aid applications (FAFSA or Ca DREAM Act Application) and meets with every family member to review their college costs once students are admitted. Undocumented students are only eligible for state aid, including Cal Grant awards by applying to the CA DREAM Application. In addition to the DCP Scholarship, DCP also has partnerships with scholarship providers and makes individual scholarship recommendations for students. Students can apply to scholarships as early as middle school and the majority of scholarships are offered in 12th grade.

Information about Completion of Applications for Financial Aid

Commencing with the 2020-21 school year, the governing board of DCP must ensure that each student, at least once before the pupil enters grade 12, receives information on how to properly complete and submit either the Free Application for Federal Student Aid (FAFSA) or California Dream Act application. A paper copy of the FAFSA or the California Dream Act application must be provided to a pupil or parent/guardian upon request.

The information provided in the notice shall include, but not necessarily be limited to, the following materials:

1. The types of documentation and personal information that each student financial aid application requires, including, but not necessarily limited to, documents relating to income taxes, finances and income, college choices, academic status, and personal identification such as social security or taxpayer identification numbers
2. An explanation of definitions used for each application, such as "legal guardianship," "household size," "parent," "dependent," and taxable college grants and scholarships"
3. Eligibility requirements for student financial that may be applied for using the FAFSA or the California Dream Act Application
4. Application timelines and submission deadlines
5. The importance of submitting applications early, especially when student financial aid is awarded on a first-come, first-served basis

2020-21 CAL GRANT PROGRAM INCOME CEILINGS		
	Cal Grant A and C	Cal Grant B
Dependent students and Independent students with dependents other than a spouse		
<u>Family size:</u>		
Six or more	\$123,100	\$67,600
Five	\$114,100	\$62,600
Four	\$106,500	\$56,000
Three	\$98,000	\$50,300
Two	\$95,700	\$44,700
Independent students		
Single, no dependents	\$39,000	\$39,000
Married, no other dependents	\$44,700	\$44,700

2020-21 CAL GRANT PROGRAM ASSET CEILINGS	
Dependent students [†]	\$82,400
Independent students	\$39,200

[†] This ceiling also applies to independent students with dependents other than a spouse.

Section 504 and Special Education

Section 504

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified disabled individual in the United States...shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

The purpose of Section 504 in a K-12 context is to ensure that all children with disabilities that substantially impact a major life function have access to a Free and Appropriate Public Education (FAPE). Section 504 prohibits discrimination while ensuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. The specific supports provided through Section 504 depend on the needs of the particular student and can include both academic and non-academic activities as part of their school experience. These supports are documented at the school site through a "504 Plan".

If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your school Administrator.

Additionally, Section 504 provides that parents or guardians with disabilities that impede their access to information about their child(ren)'s educational progress may request accommodations. Please reach out to your school administrator if you have a disability that is impeding your access to your child's education.

Special Education

The Individuals with Disabilities Act (IDEA) provides rights and protections to children with disabilities and to their parents. The Individuals with Disabilities Act (IDEA) is a federal law that mandates and affirms the right of all children with disabilities to a Free Appropriate Public Education (FAPE). The purposes of IDEA are to do the following:

- Ensure that all children with disabilities have available to them a Free Appropriate Public Education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living
- Ensure that the rights of children with disabilities and parents of such children are protected
- Assess and ensure the effectiveness of efforts to educate children with disabilities.

Under IDEA, students are given an Individualized Education Plan (IEP) to support them through their educational journey. IEPs detail students' accommodations, modifications, services, and supports that are needed for students to access educational benefit.

A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized. The parent of any student who suspects their child needs or qualifies for special education services may make a referral for an evaluation by contacting the Principal of the school in the form of a written request.

Attendance Policies

California law requires that students attend school full time. Furthermore, it is extremely important for all students to attend school daily in order to gain the maximum benefit from their education and to demonstrate

a dedication to being on track for college. Regular and punctual school attendance is expected and enforced.

Parents/Guardians are expected to ensure that students arrive on time to class every day. However, students are ultimately responsible for their attendance. Students who arrive to class on time consistently show that they care about their education and take it seriously. Students that consistently arrive late disrespect their classmates, teachers, and their own learning.

Parents/guardians are expected to try to schedule doctor, dentist, or other required appointments on holidays or outside of school hours whenever possible. If this cannot be avoided, then please have your child attend at least part of the day. It's better to attend at least some classes than to miss an entire day.

Absences

When a student is absent, parents/guardians must call the school by 9 a.m. each day of a student's absence. If an absence is not verified by a parent within 48 hours, the absence will be considered an unexcused absence, and a truancy report may be generated for the student.

Excused and Unexcused Absences and Tardies

All absences must be verified by a parent or guardian or the absence is considered unexcused. According to California state law and DCP school policy the list below outlines excused and unexcused absences:

Excused Absences and Tardies

- Illness. A doctor's note is required for an absence of 3 days or more.
- Medical or dental appointments
- Attending the funeral service of an immediate family member. One day for services conducted within the state, and up to three days if the service is conducted out-of-state.
- To participate in a religious celebration, holiday, or ceremony.
- To obtain required immunizations if the absence is not more than five days
- Approved participation in a school event or activity, or meeting with an administrator
- Personal or family emergency when approved by a school administrator
- Appointments, conferences or interviews with law enforcement officers, and probation officers

Unexcused Absences and Tardies

- Missing or being tardy to class or school for a reason not listed as an excused absence or tardy
- Any absence or tardy which has not been verified by the parent/guardian or approved by administrator
- Time out of class/school while under jurisdiction of Truancy Abatement Burglary Suppression Program (TABS)
- Not being in an assigned classroom at the start of the class period
- Leaving class without permission or leaving with permission but not returning within acceptable time

Cutting Class or School

Cutting class is defined as one or more of the following:

- Missing any portion of the school day in which neither parents nor the school have given permission for the student to miss school.
- Leaving campus without permission at any time of the school day.
- Any absence due to cutting is automatically unexcused.

A student who cuts school may receive a truancy report in addition to the consequences such as mandatory restitution time, Saturday School, or Community Service.

Making up School Work

Students who are absent or tardy for any reason, including suspension, are responsible for making up any missing classwork and homework. Students are responsible for knowing and understanding the late-work policy for each class and speaking with the teacher.

Excessive Absences

Excessive absences are extremely harmful to a student's academic progress. Students that are absent too frequently will not remain on track for college. Furthermore, excessive absences and/or tardies may be cause for a senior to have to appeal to graduate.

The following guidelines outline the process for students who have excessive unexcused and/or excused absences:

Excessive Unexcused Absences

An unexcused absence or an unexcused tardy of 30 minutes or more is considered a truant event. If a student has a total of 3 truant events during the school year, a truancy letter will be generated and the student, parent/guardian will be asked to meet with an administrator.

Excessive Excused Absences

If a student is absent 3 or more consecutive days, a doctor's note or other documentation deemed appropriate by the site administrator must be presented to the office or the student must be brought to school to prove illness.

If a student is absent 10% or more of the school year (18 days), it is considered excessive and the family will be notified either by letter, phone, or at a meeting that a doctor's note documentation deemed appropriate by the site administrator will be required for every absence. Furthermore, the student may be scheduled for an ARB hearing to determine whether they should stay enrolled at DCP.

Withdrawal due to excessive unexcused absence

- When students are absent, the school will make attempts to contact the parent/guardian to determine the reason for the absences.

Tardy Policy

A student who is not in his/her seat in the assigned classroom when the period begins is considered tardy. Being habitually tardy can harm a student's ability to reach his or her full academic potential. It is unacceptable for a college prep student to be consistently late to class. Students will face both academic and disciplinary consequences as a result of tardies.

Excused Tardies

If a tardy is due to a scheduled appointment, medical emergency, or some other factor outside of the student's control (car trouble), a parent/guardian may write a note in order to excuse the tardy. The student

will not face disciplinary consequences. If tardies become excessive, then an administrator will meet with the parent and student to determine necessary steps to ensure good attendance.

Students are expected to be in their seat ready to begin working as soon as the bell rings. If students are not in their seat, ready to be working when the bell rings, they will be marked tardy. Students with excessive tardies may also receive a referral and be entered in the truancy process. If the problem persists, the student may be placed on a behavior contract. Seniors with excessive tardies may lose senior privileges.

Short Term Independent Study

Short Term Independent study may be granted on a case-by-case basis for extenuating circumstances when a student is unable to attend the regular school program.

Short Term Independent study will not be granted for vacation or leisure travel.

The maximum amount of time a student may be on Short Term Independent Study is:

Four weeks for medical reasons. If a student has a permanent medical issue that affects his or her attendance, he or she should consult the Section 504 coordinator or special education teacher to discuss options.

Two weeks for all other reasons.

Short Term Independent Study must be requested **in writing on a Short Term Independent Study Request Form at least 10 school days** prior to the first day of student absence. Parent(s)/Guardian(s) must use the following process:

Submit Short Term Independent Study Request form to main office (10 days of notice)

Principal will review request and respond within 2 school days

If approved, the Short Term Independent Study Agreement will be generated within 5 days

Parent and Supervising Teacher will meet at least 3 days prior to first day of Short Term

Independent Studies to sign and review Short Term Independent Study Agreement

The Supervising Teacher will ensure that all board approved policies regarding Short Term Independent Study are followed and that all required documentation for Short Term Independent Study is properly maintained

Please note that the work specified in the Short Term Independent Study Agreement **must be completed and turned in on time**. If the agreement is not followed, then the student could face a severe negative impact on grades. In addition, not following a Short Term Independent Study Agreement could potentially trigger a truancy process, as the missed days of school would then be considered unexcused absences.

Truancy

A student is considered a Legal Truant if they have three truant events in a school year. A truancy event is an unexcused absence or an unexcused tardy for more than any 30-minute period during the school day.

DCP will generate a truancy report and will notify, by mail and phone, the parent/guardians each time a student is truant. Following the first truancy notification, a student is considered truant on every absence from school without a valid excuse, or every tardy or absence from class for more than thirty minutes. Students and parents are subject to the provisions regarding truancy and attendance pursuant to Education Code section 48260 eq. seq.

In addition, according to California state law, legal action may be taken against a student and/or parent when

a student is declared a habitual truant. Habitual truancy is defined as being reported as truant three or more times during the school year. Before declaring a student habitually truant, an administrator will attempt to meet with the student and their parent/guardian to develop a solution to the student's attendance issue. If truancy problems continue, the student may be referred to DCP's Student Attendance Review Board (SARB) or to a probation officer or district attorney mediation program.

Truancy Notification Process

1 st Truancy 3 rd Unexcused full day absence, single period absence or tardy of 30 minutes or more	<ul style="list-style-type: none"> • Student and family notification
2 nd Truancy 4 th Unexcused full day absence, single period absence or tardy of 30 minutes or more	<ul style="list-style-type: none"> • Student and family notification • Meeting with an administrator • Student declared a legally truant •
3 rd Truancy 5 th Unexcused full day absence, single period absence or tardy of 30 minutes or more	<ul style="list-style-type: none"> • Student and family notification • Meeting with an administrator • Student declared a habitual truant
4 th Truancy 6 th Unexcused full day absence, single period absence or tardy of 30 minutes or more	<ul style="list-style-type: none"> • Student and family notification • Meeting with an administrator • Initiation of process that may result in DCP Attendance Review Board (ARB) and / or District Attorney Truancy Abatement Program

Possible Consequences of Truancy

Student

May be required to attend weekend makeup classes

Written warning by an officer of the peace, which will be kept on file for up to 2 years, and may be forwarded on to any school receiving the student's records

Will be required to attend an Student Attendance Review Board or District Attorney's Truancy Mediation Program

May be required to perform up to 40 hours of court-approved community service

May be subject to a fine of not more than \$100, plus additional fines for court no-shows

May be required to attend a court-approved truancy prevention program
Suspension or revocation of driving privileges for one year

Parent

May be subject to a fine of not more than \$100; upon a second conviction, a fine of not more than \$250, and up to \$500 for a third conviction
May be sentenced to a court-mandated parent education and counseling program

Student Attendance Review Board

The Student Attendance Review Board is composed of the Principal and representatives from various youth-serving agencies. DCP convenes this board when a student accumulates an extraordinary number of absences and/or tardies for the purpose of helping truant or noncompliant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. This board may, among other things, recommend terms of student attendance, probation, duration of suspension or withdrawal from school. The student's attendance is mandatory and at least one parent or guardian must be present.

Enrollment during First Week of School

Families and students will be notified prior to the end of the academic year of the first day of school for the following year. This information will also be posted on our website and at our front office.

A student's parent/guardian must communicate with the school in advance if a student will be absent at the start of the school year. Any returning student that is absent for the first three (3) days of the school year could lose his/her spot at DCP. Families would have the option to re-apply for admission to DCP, but would be entered at the end of any waiting list.

The Principal can authorize exceptions for extreme cases such as a death in the immediate family or if the student has a medical condition preventing him/her from starting school on time. A doctor's note will be required in such instances. The doctor's note must be provided by the end of the third day of school to prove a medical condition exists, or the student will be dropped.

Please note that family vacations and travel, including travel delays, will not be considered valid reasons for missing the start of school. Absences for those reasons will be unexcused and will initiate the truancy process. We publish the school calendars well in advance specifically to allow families to plan accordingly.

Withdrawal

If you choose to withdraw your child from DCP for any reason, please come to the office in person and complete withdrawal paperwork. This allows us to ensure that your child's next school receives records on time. It also allows us to contact families on our waiting list so that they may enroll their child at DCP.

Student Behavior

DCP is committed to nurturing the culture and tradition necessary to build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community. As such, students are held accountable for their behavior while

on school grounds; while going to or coming from school; during the lunch period (whether on or off the campus); and during, or while going to or coming from, a school sponsored activity.

DCP also implements a restorative approach to discipline, focusing on community building, accountability, and harm-repair when students behave outside of the expected norms and commitments. Students are asked to reflect on their behavior and harm done, repair the harm, and develop skills to make better choices in the future.

For a complete copy of DCP's discipline requirements, please review the Suspension and Expulsion Policy and Procedures in Appendix A.

Commitment to Fostering a Safe and Supportive Learning Environment

While DCP aims to help all students realize their full potential, DCP is also committed to a safe and supportive learning environment. Therefore, DCP expects students to act in a manner that upholds this commitment.

Students who act in ways that are inconsistent with fostering a safe and supportive learning environment will be held accountable in accordance with DCP's student discipline policy and practice, which may include suspension or even expulsion.

Rewards & Consequences

Students will regularly be acknowledged for demonstrating the school values or for making an excellent effort. Several students will be acknowledged for being the "Lobo of the Week." Teachers will also make positive phone calls home regularly to families to let them know of their student's accomplishments. Students may also earn special privileges, such as trips, prizes, or free dress day passes as a reward for a job well done.

When students choose to engage in poor behavior and decision-making, our first step is to help the student to make amends and to make it right. By correcting the wrong, the student will learn how to take responsibility for their behavior and to hold themselves to a high standard.

Progression of Disciplinary Procedures

Staff at DCP will use the following measures to ensure students exhibit college ready behaviors and parents work with school personnel to build positive school culture.

- Track student behavior in our school database
- Contact and meet with families
- Give students the option to participate in a "Restorative Conference" and/or "Restorative Circle"
- Develop behavior contracts
- Hold meetings with a combination of advisors, parents, teachers, administrators, counselors or law enforcement
- Suspend
- Review continued enrollment (or recommend for expulsion)

Please note discipline consequences and interventions are to be used as general guidelines only. DCP may choose alternative steps for dealing with infractions, including, when appropriate, suspension and expulsion in accordance with the DCP suspension and expulsion policy. Questions regarding this process should be directed to an administrator.

Gang Related Behavior

Gangs are one of the greatest challenges to the safety of all students. DCP addresses the issue of gangs using the following principles:

- The safety of our students is absolutely the highest priority
- We will not allow gangs on DCP campuses
- With the right support, students can turn away from gangs and choose a better path for themselves

We believe that the best way to address gang related behavior is to work with families. DCP seeks to help students turn away from gangs. Staff members are trained on how to observe for signs that students are interested or affiliated with gangs. If staff members observe any such behavior, families will be contacted and the issue at hand will be addressed immediately. For example, students who come to school wearing red or blue will be asked to change their clothes. If wearing such clothing becomes a recurring problem, students may be placed on a gang behavior contract and/or face more serious consequences.

It is important to note that while DCP is committed to helping students, there may be instances where students blatantly engage in gang related behavior or reject attempts to help. In these circumstances, even a first-time offense could result in more serious or severe consequences.

Serious Consequence Behaviors

While there are a number of offenses that could lead to serious consequences, including suspension and/or expulsion, DCP wishes to highlight the following egregious offenses as particularly injurious to DCP's mission:

- Possession, use, sale, or distribution of drugs.
- Possession, use, sale, or distribution of alcohol.
- Gang Related Behavior, including but not limited to, appearing on campus or anywhere near campus wearing red or blue or any other gang-related accessories.
- Fighting
- Aggression towards any member of the staff.

Students who commit the above offenses will face serious consequences, which may include suspension and/or expulsion.

Behavior Agreement

Students may be placed on a behavior agreement to help them correct their behavior. There are two levels of behavioral agreement:

Level 1 Behavior Agreement

A Behavior Agreement identifies the specific problem behavior(s) that a student needs to improve and the desired behaviors. The behavior agreement is signed by a parent, the student, and a teacher or administrator. The agreement is designed to help the student correct his/her behavior.

Level 2 Behavior Agreement

A Level 2 agreement is generally developed after a student commits a serious offense and is suspended. The agreement specifies what the student must do in order to remain in good standing at DCP. The agreement will usually identify the problem behavior(s), the desired behavior(s), and also specify what restitution (such as community service) the student needs to complete. Failure to adhere to the terms of the agreement may result in further disciplinary consequences up to and including suspension and expulsion.

The length of the agreement will be determined by the Principal and may be extended for any violation listed under conduct and behavior.

Dress Code Policy

Our dress code is intended to help create a safe, productive learning environment that focuses on preparing students for college. Just as doctors, nurses, lawyers, and teachers all dress appropriately for their professions, we expect students to dress appropriately for a rigorous learning environment.

Students must be in uniform every day. If a student is not in uniform, parents will be contacted and the student will be held in the office until a uniform is brought to the school.

Students may earn free dress days. Students will receive a pass or a letter to show parents when this occurs.

DCP Dress

Code

Shoes

- Closed toe and closed heel
- No sandals or slippers
- No red no blue anywhere on the shoe
- No Nike Cortez shoes
- No High heels

Pants, Shorts, Skirts

- All pants, shorts and skirts must be khaki or black. No blue jeans
- No cut-offs or ripped—pants; skirts, shorts must be hemmed
- No leggings, sweats, or exercise pants or shorts
- Skirts and shorts must reach at least end of your fingertips
- Pants, long shorts, skirts, capris must be size appropriate
- Pants must be tied or held up using appropriate accessories
- Nothing excessively loose or tight fitting

Shirts

- DCP Polo shirt or other approved DCP shirt (e.g.: Lobo of the Week) must be worn every day
- Shirts must be proper fitting
- Shirts may not be tied with rubber bands or scrunchies
- No bare midriff

Sweatshirts, Jackets, Backpacks

- DCP sweaters and jackets are required (with a DCP logo) and must be black, grey, orange, purple or white (DCP colors only)
- All non-approved jackets, sweaters, or outerwear must be removed on campus
- Sweatshirts or jackets worn in class must have the DCP logo
- Backpacks cannot be solid blue or red.
- Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

Physical Education

- DCP PE T-Shirt
- DCP PE shorts or plain, black shorts
- Solid black or gray sweatpants

Students must have shoes that allow them to participate fully in all physical education activities

Accessories

- No spikes or anything that may be harmful to others
- No hats, caps or other head coverings may be worn on campus except for religious reasons
- No red or blue nail polish
- No distracting or excessive makeup or jewelry
- Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

No solid red or blue item of clothing, accessories or other objects that is for the purposes of claiming gang interest/affiliation

Situations Where DCP Uniform May Not Be Required

Senior Dress Code

Seniors in good standing are not required to wear the school uniform and have their own dress code, please see Senior Policies.

College Gear Day

College Gear Day happens at every campus. This is a day when DCP Staff wears college gear and share stories with students about their own college paths. Students are welcome to participate in College Gear Day after the College Trip. After this important milestone, students are welcome to wear college gear in lieu of the uniform, along with the staff, on College Gear Day. Students participating in College Gear day may wear jeans and college gear.

Spirit Days

The student council will develop a list of spirit days.

Professional Dress

Students will periodically make presentations to their peers or people outside of the DCP community. On these occasions, we encourage students to dress in a more formal manner (professional clothing) that shows how seriously we take our learning. Students will be provided with guidelines on how to dress professionally.

Free Dress Days

Students can periodically earn a free dress day. Parents will receive a letter or students will be given an individual pass that verifies that they do not have to wear the DCP uniform on a particular day. See Dress Code for guidelines for free dress days.

Uniform Violations Policy

Students who are out of uniform must immediately report to the Front Desk to get a uniform from a parent, purchase a uniform (if available), or leave campus with parent approval. Each time a student is on campus out of dress code a referral will be logged, multiple violations will result in a detention.

Student Personal Items Policies

School Materials & Personal Items

We expect DCP students to come to school prepared to learn every day. This includes having all the

necessary learning materials. We also recognize that students will bring personal items to school. Students bring personal items at their own risk. The School does not take responsibility for the loss or theft of personal items. Personal items that interfere with student learning or present a safety risk are subject to confiscation.

The lists below include some guidelines as to appropriate materials and personal items:

School Materials

- No pictures, writing, or images that promote drugs, alcohol, violence, or any illegal activity.
- No obscene words or images
- No images or words that denigrate or defame a racial, ethnic, or minority group
- No gang-related symbols, colors, or images

Personal Items

- No laser pointers.
- No cell phones, mp3/music players turned on or in use; only for permitted usage. (See Cell Phone Policy) Non-permitted usage will result in confiscation.
- Personal laptops are for academic use only. Laptops are subject to confiscation if they are used for anything other than schoolwork.
- Anything that distracts/disrupts the school environment is subject to confiscation

Cell Phone Policy

. Students who choose to bring cell phones to school always do so at their own risk. The School does not take responsibility for any lost or stolen personal items. In addition, there are specific limits to the appropriate use of cell phones on campus. Ultimately, appropriate use guidelines are to make sure cell phones do not impede the learning process. The following guidelines must be followed:

General Guidelines

- Calls can only be placed before or after school.
- During school hours, the phone must be powered off and placed out of sight or in a teacher directed space.
- Cell phones are not to be charged at school.
- Any permitted student use of a cell phone must always follow our technology policy. Failure to do so will result in the cell phone being confiscated and privilege revoked.

Acceptable Uses of Cell Phones in School

At DCP, we recognize that the tools that students use to learn are changing, and a cell phone could be a useful tool for students in accessing information and engaging in learning. Therefore, students have the ability to earn the following privileges within the oversight of staff:

- Use personal cell phone in class to access software programs that are used for school purposes and as directed by staff
- Take a picture or video if for a specific class assignment and with staff permission
- Use cell phone capabilities in other ways as directed and allowed by a staff member

Cell Phone Bathroom Policy

When students leave class to use the bathroom, they must first turn in their cell phone(s) and/or other devices to the teacher. Teacher will return the device(s) when the student re-enters class, or when there is a break in class if timing is inappropriate/disruptive. If student is found outside of class with a device (during class time), the device may be confiscated by any staff member.

Cell Phone Confiscation and Return

In the event that a cell phone is confiscated due to a student's improper use, the administration may request that the parent or guardian come to school to pick up the cell phone instead of returning it directly to the student. This is up to the discretion of school administration.

Headphones

Students may only use personal headphones inside the classroom when using DCP software/programs and/or have the permission of the teacher. Headphones may not be worn outside or during PE class without permission from the teacher.

Bicycles, Skateboards, & Scooters

Bicycles, skateboards, in-line skates, roller skates, scooters may not be ridden, sat on or stood on while on campus.

Bicycles must be walked on campus and state law requires that all students wear bike helmets to and from school when riding their bicycles.

Students should bring their own lock to secure their bicycle to the bike rack. Students bring bicycles at their own risk.

Skateboards and bikes should not be used at any time on campus; therefore, they should either be locked in the front closet or on the bike rack for the duration of the school day.

Personal Item Confiscation Policy

Anything that disrupts the learning environment, violates school rules, or is otherwise distracting or inappropriate in a school setting may be confiscated and returned to a parent. Students may not use any electronic device such as portable music players, cameras, and cellular phones on campus without a staff member's permission.

Consequences for bringing and/or using items that are inappropriate or distracting will be as follows:

First Time

Item held in office. Parent is contacted. Item can be picked up at end of day.

Second Time

Item held in office. Parent is contacted. Item held for one week.

Third Time

Item held in office. Parent is contacted. Lunch detention. Item held indefinitely pending signed behavior contract.

A parent/guardian may designate another adult to pick up the confiscated item.

Student Parking

There is no student parking area located on school grounds and students may NOT park in the school parking lot during the school day. The DCP parking lot is reserved for school staff, parent visitors and community members with appointments with school staff. Students may park off campus at their own risk. Unauthorized vehicles on school property may be towed at owner's expense.

Food/Drink

No eating or drinking (except for water) is allowed in classrooms without a teacher's or staff member's permission. Food is only allowed in designated eating areas and outside.

Expectations During Lunch & Breaks

Students are expected to be within designated boundaries during lunch and breaks. Students may not go off campus during lunch and/or breaks. Students should only go to the main office during lunch and breaks for valid reasons.

Students are expected to engage in safe, responsible behavior during lunch and breaks. Students may be in a classroom during lunch and breaks only if supervised by a staff member.

Students are responsible for keeping the campus clean. Students are expected to pick up after themselves after eating, and to make sure that trash is disposed of appropriately in trash cans.

Entering a Class

DCP Students are expected to show desire in all that they do. This is reflected from the first moment that students enter the classroom. DCP students are expected to be prepared for each class with all necessary materials and to be fully in uniform before entering the class. DCP students are expected to begin working as quickly as possible after entering the classroom.

Dismissal / End of Class

The most important thing to remember is that teachers dismiss the class, not clocks or bells. Students are not dismissed from class until the teacher dismisses them. Homework assignments should be appropriately recorded by the end of class, and students should leave their desk area neat and free of clutter so that it is ready for the next class. Students are expected to follow the teacher's expectations for how to exit the classroom.

Assembly

DCP holds assemblies as a natural way to build community. During assemblies, students and staff have the opportunity to deepen relationships with the DCP community, mission, and values.

Ambassadors (Greeting Visitors)

Student ambassadors are used as an extension of the DCP values and mission. Ambassadors are responsible to greet any visitors while on campus and inform them of daily activities and learning objectives.

Expectations at School Sponsored Events

All DCP rules and expectations apply at any school sponsored event, both on and off campus. DCP students are to uphold the mission, values, and expectations while at any school sponsored event and comply with all DCP policies and rules. This includes but not limited to sporting events, dances, recruiting events, celebrations, field trips, and overnights. DCP staff has the jurisdiction to identify any behavior that might be a breach of expectations and therefore has the authority to distribute consequences as necessary.

Campus Cleanliness, Vandalism and Graffiti

Willfully damaging, defacing, or stealing any part of school property or private property is unacceptable and will not be tolerated. Students found damaging the school campus, private property or any property associated with DCP in any way such as by tagging, littering, destroying foliage or writing on desks will earn a referral and are subject to suspension or expulsion, pursuant to the suspension and expulsion policy listed in this handbook.

Students and their parents/ guardians may be responsible for the cost of the damages or loss. If any willful damage or loss occurs as a result of willful misconduct, a student and their parent/guardian may be held financially responsible for any such damage or loss caused to the School or School property.

Public Displays of Affection

Students may not engage in displays of affection that are deemed offensive, sexual in nature, or inappropriate for the school environment. This includes, but is not limited to kissing and inappropriate physical contact.

DCP reserves the right to deem an act as inappropriate for the school environment.

Parent/guardian will be notified and students may face disciplinary consequences.

Holding hands is permitted.

Student Information

A complete copy of DCP's Student Records, Directory Information and the FERPA Policy can be found in Appendix A. The following provides a brief overview of important information.

Contact Information

Parents/Guardians must notify the office as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that any and all communication will be received without delay or interruption.

Cumulative File

State law requires the school maintain certain information. As required, the Cumulative File is a student's academic record from Kindergarten through high school. School personnel with legitimate educational interests, schools of intended enrollment, specified federal and state educational administrators, and those who provide financial aid are entitled to access to pupil records without parental consent. Access may be obtained without parental consent in response to a court order (§49076, 49077, 49078).

School records will be forwarded upon request of a school to which a parent/guardian transfers a student.

Parents/Guardians continue to have the right to review records either before or after transfer to another school. If there are any questions regarding a student's school records, please contact an Administrator.

Military Recruitment

Under the general provisions of the No Child Left Behind (NCLB) Act, secondary schools receiving funds under this act shall provide armed forces recruiters access to students and student recruiting information.

DCP shall provide, upon a request by military recruiters or an institution of higher education, access to high school student names, addresses, and telephone listings, referred to as "directory data" Such information may include:

Name	Major Fields of Study
Address	Dates of Attendance
Date and Place of Birth	Diplomas and Awards
Received Last Educational Institution Attended	

A high school student or the parent of the student may request that this information not be released without written parental consent. Please contact the School Operations Manager for additional information.

Student Health and Safety

DCP believes that student safety results, to a large extent, from a sense of community. The staff is committed to knowing students and to identifying issues before they become significant problems. In addition, the dress code, site schedule, and safety policies are all designed to promote student safety.

Additionally, each DCP site maintains a Comprehensive School Safety Plan ("CSSP") and executes the appropriate safety drills as mandated by California law. In addition, the CSSP contains the complete text of DCP's policy against sexual abuse of any staff, student, volunteer, or other stakeholder. A copy of the CSSP is kept at the front desk for parents and students to review, and records of each safety drill are kept with the Office Manager as well as at the Central Office.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325- 120375, and Title 17, California Code of Regulations Sections 8000- 8075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Physical Examination

A parent or guardian having control or charge of any child enrolled at DCP may file annually with the principal of the Charter School a statement in writing, signed by the parent or guardian, stating that he or she will not consent to a physical examination of his or her child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he or she shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Vision and Hearing

DCP shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 et seq. and SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision and hearing to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by the Charter School. DCP shall maintain student immunization, health examination, and health screening records on file.

Diabetes

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

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

Emergency Information

All students must have an emergency information form filled out and signed by the parent or guardian at the beginning of each school year. This card identifies what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information (*Education Code 49408*). If this

information changes at any point during the school year, it is the responsibility of the parent or guardian to come to the school and fill out a new emergency information form.

Closed Campus Policy

Once students arrive at DCP they may not leave the school campus even if class has not started. Students may not leave campus during school hours unless accompanied by a DCP staff member or given express permission by a parent. For seniors only, parents/guardians may sign a permission form giving their senior student permission to leave campus during free periods, lunch or tutorial. It is considered cutting if a senior student leaves campus without a signed permission form from their parent/guardian.

If a student has permission from his or her parent or guardian to leave campus for an excused absence during the school day, the parent, guardian, or authorized adult representative must come to the office in person to pick up the student.

Violation of the closed campus rule will be considered cutting and will be treated as such. (See Cutting Class or School)

What does it mean to be on campus?

Students are considered on campus when they are in a DCP school building, within the boundaries marked by the fence, or on the sidewalk near the parking lot accompanied by a teacher.

Students are not supervised by school staff when the campus is closed. When campus is closed, students are the responsibility of the parent or guardian.

Picking Up a Student During School Hours

For safety purposes, students will only be released to a parent, guardian, or emergency contact who is officially noted on school documents.

A parent or guardian must give written or verbal consent to the school if they are permitting their student to be released to an unofficial guardian during the day.

Without written or verbal consent from a legal parent or guardian every time this is necessary, the school will not release the student to anyone other than those persons listed as guardians or emergency contacts.

The office staff or other school personnel may ask for photo ID to verify the identity of an adult picking up a student. This is to ensure the safety of our students.

- Excessive early pickup will result in a parent meeting with the administration and a possible referral to the ARB process.

Rainy Day Procedures

Students are not allowed outside on rainy days due to safety concerns. Students who wish to be outside during lunch on a rainy day must remain under the awning of the buildings. Students must do their best to remain dry and keep our buildings clean. Seniors with off campus privileges will still be permitted to leave campus on rainy days.

Health Facilities

A school nurse is not available at DCP schools. Since the schools do not have facilities or the staff to care for sick student, a student not well enough to participate in the classroom may not remain at school. This is not only in the best interests of the student, but serves as protection for other students as well. Parents/Guardians should make prior arrangements for someone authorized by the Emergency Information form into transport and care for their student if such a situation should arise.

Medication

DCP shall adhere to Education Code Section 49423 regarding administration of medication in school and as set forth herein.

If your student needs to take any prescription medications, you must have:

- 1) A doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication; and
- 2) A written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, students are not allowed to have medicine in their classrooms, lunch boxes, backpacks, or in their pockets. All medication must be dispensed through the office.

Parents/guardians may also come and administer medication to your student at the school, if needed. From time to time some parents request that their student be able to take acetaminophen (Tylenol) or ibuprofen (Advil) at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

In order for school personnel to administer medication to students, the following is

required: A signed statement from a licensed physician that includes:

- Name of student
- Name of the medication with dosage and route (oral, topical, etc.)
- Frequency and time of administration
- Date of the order and the discontinuation date, if applicable
- Any known drug allergies or reactions
- Parent signature **must** be included

Please note that a Parent/Physician Statement must be provided each school year and/or before any medication is given at school. If the medication order is **changed** during the school year, a new, signed **Parent/Physician Statement** is necessary.

NOTE: *Non-prescription medications may only be given according to the policy stated for prescription medications.*

Emergency Epinephrine Auto-Injectors

DCP shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to office staff and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Self-Administration of Medication

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or asthma medication, the Charter School shall obtain both a written statement from the physician, surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

Blood-borne Pathogens

DCP meets state and federal standards for dealing with blood- borne pathogens and other potentially infectious materials in the workplace. DCP has 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.

Counseling Services

DCP offers counseling services to students on campus. **Counseling services are not guaranteed and DCP may refer students and families to local agencies for additional support if the needs cannot be met on campus.** In cases where the student is in danger of hurting self or others, DCP staff will work with local experts or emergency services to ensure that the crisis is de- escalated and that the student is transferred to an appropriate and safe facility. DCP students may be referred by a staff or family member for any of the following examples:

- Drastic changes in mood
- Difficult time paying attention in class
- Abrupt drop in grades
- Experiencing the loss of a loved one
- Evidence of unhealthy or risky behavior
- Anxiety or depression
- Changes in the family structure due to divorce or housing

The scope of school based counseling services is not appropriate for meeting all counseling or mental health needs and parents and students may need to seek services outside of school depending on the level or intensity of presenting need.

How the Counseling Process Works:

1. **Making a Referral:** A staff, family member, or any student may request services by completing an online or paper form through the front office. Once a referral is made a variety of metrics are used to determine what, if any services, the student may receive at DCP.
2. **Engaging Student:** Adults making a referral on the behalf of a student, should be discussing the services directly with the student. Students need to agree to receiving counseling support, so referring students without their knowledge may make it harder for the student to trust the process.
3. **Availability of Services:** Students are seen based on the availability of a site counselor, but are often prioritized by staff or the counselor if the student needs immediate assistance. Counselors can see only a certain number of students per day and cannot take more students until they have closed their cases.
4. **Parental Consent:** A site counselor may see the student without parental consent for the first session if the student is 12 years or older. A legal guardian will be contacted to discuss the continuation of services and may be asked to participate in one or more counseling sessions with the student.
5. **Counseling Duration:** A student will receive a fixed amount of counseling appointments on site, usually around 10-12. The counselor may work with the student to end or expand services beyond the agreed upon sessions. The counselor may also recommend that the student receive services outside the school through a hospital or local agency.
6. **Students with Disabilities:** DCP will provide services to students with disabilities who require counseling services consistent with the student's Section 504 Plan or IEP.

Crisis Response

In the event of a student exhibiting behaviors that require a crisis response, a school counselor or emergency service provider may provide crisis assessment or support without parental consent in

line with crisis response procedures. Parents who have questions about mental health crisis procedures are encouraged to contact the school and speak with the administrator or counselor directly..

Child Abuse Reporting

DCP is committed to following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, DCP's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of DCP must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

If the employee knows or reasonably suspects that the student has been the victim of child abuse or neglect, the employee must report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and must prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

The principal or designee does not need to inform the student's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect.

The student may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. (Penal Code § 11174.3)

When a social worker or police officer takes a suspected child abuse victim into custody, the principal or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

Smoke/Tobacco Free Campus

Smoking and the use of tobacco products by all persons is prohibited on school property. This includes school buildings, grounds, and all school sponsored events off and on campus.

Visitors Policy

DCP encourages community members who are interested in learning more about DCP or becoming a part of DCP's development or community to schedule a visit. Parents/Guardians are always welcome at DCP and do not need to schedule an appointment to visit the school, unless the parent has previously been disruptive to the educational environment. See below for more information regarding visiting our campus.

It is the expectation that students will be welcoming to all visitors and treat all visitors with respect. When visitors are on campus, all DCP rules apply.

All Visitors should be aware that DCP campuses have a no tolerance policy in regards to gang related or gang affiliated dress or behavior. DCP does not hesitate to notify the appropriate authorities.

Parents and Guardians

Parents are encouraged to visit DCP throughout the year to become familiar with the DCP college prep environment and to keep track of their student's progress. Parents are welcome to visit their student's classes or other school events during the school day. To ensure student safety, parents must sign in at the front office and receive a visitor's pass.

An appointment is not required to visit DCP. If you would like to speak with a specific administrator or staff member, it is suggested you make an appointment in order to ensure the staff member's

availability.

If parents are interested in visiting classes make an appointment with the teacher prior to visiting, parents are encouraged to contact an administrator to arrange for a classroom tour.

Please note that classroom visits may not be permitted if they are disruptive to the student learning (e.g. during exams)

Other adult visitors

If you would like time to speak with an administrator please, make an appointment at least one day prior to the visit. We cannot guarantee administrator's will be available at unscheduled times.

Check in at the front office

Wear a visitor's badge and be escorted to your destination

Non-DCP Student Visitors

All non-DCP student visitors who are not part of the recruitment program may not be on the school campus during any part of the school day. If at any time any student visitor is disrupting the learning environment or in any way disturbing the community, the student will be asked to leave.

Students who are interested in attending DCP may visit DCP during the school day only as part of the recruitment program. Students are allowed to participate in the shadow program where they will accompany a DCP student throughout the school day to determine if attending DCP is an appropriate decision. If a shadowing student disrupts the learning environment in any way, a parent will be called to pick up the student.

To shadow a student at DCP:

The parent/guardian of the non-DCP student must make an appointment in advance by contacting the School Operations Manager.

The student must wear khaki or black pants and a black, white, or gray polo or button-down shirt.

DCP will provide lunch for the shadow.

Shadow days vary from school sites. Please contact the front office to schedule a shadow day.

Extra-Curricular Activities

At DCP, we have the goal of every student becoming involved in clubs, sports, work or other pursuits outside the classroom. All of these experiences can give students new skills, help them learn about themselves, help them discover their interests, and they are also fun.

Participation in extra-curricular also are an important part of the path to college. Most college applications ask about your activities. That's because the things you do in your free time reveal a lot about you in ways that grades and test scores do not. Your accomplishments outside the classroom show what you're passionate about and that you have qualities valued by colleges. Colleges want to know that you are a good student, and that you are also a person outside of the classroom. Your participation in extra-curricular activities help you show them that.

Clubs

Clubs at DCP are a great way for students to learn new activities, meet new friends and develop new skills. A wide variety of clubs are offered at DCP for all students. Announcements about clubs are made during assembly and flyers are posted around campus. We also encourage students who have new ideas for clubs to get a sign-up sheet from the front office and if they have any questions to speak to the Principal or Assistant Principal.

Athletics

We believe that Athletics at DCP are a great way for students to develop lifelong skills, relationships, and learning experiences. Students learn team building skills, self-discipline and a positive work ethic. Athletics create a sense of unity among teammates, as well as a sense of community and pride amongst the school population.

In order to be eligible for DCP athletics, students must 1) complete a sports physical by a doctor and; 2) return a completed Athletics permission slip packet turned in for each season prior to participating in Athletics

Academic Requirements for Participation in Extracurricular Activities:

Maintain at least a 2.0 GPA at each grading period. If the student does not have a 2.0 at the grading period, they are not eligible to play until the next grading period.

May not have any F's during the season. If at any time a student is carrying a F, they are not eligible to participate in games until that F has been brought up to a C or better.

Note: Students may still attend practices and be a part of a team while improving their grades to be eligible to play in games.

Students are responsible for turning in homework on time. On game days, students may miss classes and are responsible for finding out what the homework is and turning it in on time.

Parent & Family Engagement Policy

Downtown College Prep (DCP) firmly believes that we can only accomplish our mission of college success by working closely with students and their families. DCP families will be empowered and encouraged to engage in their student's academic journey and become active partners in creating a school community where all students thrive.

We view family engagement as a shared responsibility where schools actively engage families in meaningful ways while focusing on student learning, development, and community. We recognize and respect that every parent is able to be involved at different levels due to unique circumstances such as family, work, health, and even cultural reasons. Regardless of each family's particular needs, we encourage every parent/guardian to play a role in supporting their child's education. Therefore, our schools offer different ways to partner with us as a parent/guardian.

In our work with parents and families, DCP commits to do the following:

- Work together with parents to create an excellent learning environment and community.
- Provide communication to families in English, Spanish and, when possible, for other home languages or with oral translation as needed.
- Collaborate with parents to develop school policies, to review current school performance data and to contribute suggestions to the development of our Local Control Accountability Plan and Title I, III program services on an annual basis.
- Provide parents with workshops on preparing their children for college including but not limited to:
 - o How to understand their child's progress on state and local assessments,
 - o How to work with teachers to improve their child's achievement
 - o Support for foster parents, coordinating efforts with other state and federal programs
- Provide educators and staff with training and support to work with parents as partners in their child's education.
- Empowering parents to be advocates for their children on the path to college.
- Host an annual meeting to review our school's participation in Title I, Part A including the requirement for us to meet the rights of families to be involved in their child's educational program.
- Offer flexible meetings at different times for different purposes and child care as the budget allows to support family participation in school activities.
- Provide families with current information about the Title I programs including the school's curriculum, academic assessments and performance on California's academic standards for all students and for students who are learning English, have disabilities, or are migrants.

Expectations of All Families:

- Commitment and willingness to fulfill the Commitment to College form, our school-parent/student compact.
- Attend parent-teacher conference(s).
- Attend registration meeting, back to school night and two additional meetings in the school year.
- Have two-way communication between school and home regarding the education and well-being of the student.
- Stay abreast of your student's academic progress by: accessing Powerschool, asking front office for report card or contacting the teacher directly.

Other ways DCP encourages parents/guardians to get involved:

- Join or participate in a decision-making parent group such as Site-Level Parent Group/Club, School Site Council, ELAC, and/or DCP Parent Coalition (organization wide).
- Attend public DCP Board of Directors meetings.
- Participate in a DCP staff hiring committee.
- Attend workshops, parent classes or school events.
- Volunteer in the office, classroom, or school events as needed.
- Visit your student's classroom.
- Help recruit students and families.

- Help with fundraisers .

No student will be penalized or denied enrollment if parents/guardians elect not to volunteer.

Home Visits

DCP understands the value of home visits when on-boarding new families or special circumstances when families cannot come to campus. When possible, on a case by case basis, we will reach out to families to offer a home visit.

Staff, Student and Family Commitment to College

Downtown College Prep School-Parent Compact

Teacher and Staff Commitments:

We commit to the success of our students in the following ways:

- always believe in our students' ability to succeed in college.
- get to know our students as learners and as people.
- arrive at DCP on time and maintain excellent attendance.
- update our gradebooks at least every two weeks so that parents and students can track their progress.
- contact students and families if the student is not on track to succeed.
- teach students and provide additional support outside of the school day when appropriate.
- attend and participate in all staff meetings and professional development.
- teach DCP students in a way that promotes critical thinking and shared ownership of learning
- teach students the habits and skills they need to be successful in college.
- make ourselves available by cell phone, email, and in person to work with students and parents.
- schedule a meeting with a parent within one week of a request.
- listen to any concern(s) that students or parents might have and work together to solve them.
- treat all students and staff with respect at all times.
- hold our students to high expectations (including Student Commitments to College) and congratulate them when they succeed or demonstrate growth.
- respond to communication from students, parents, and fellow staff members in a timely matter
- always protect the safety, interests, and the rights of all individuals in the classroom.
- support the DCP COMMUNITY, take PRIDE in our work, and demonstrate DESIRE to continuously improve as educators
- demonstrate a GROWTH MINDSET by always trying to make our school better, learning from our mistakes, and helping students to realize that they can get smarter by working hard.
- provide a rigorous college prep curriculum along with necessary support in order to prepare our students to be accepted and graduate from a 4 year college or university.

We understand that keeping these commitments will help our students get to college.

Student Commitments:

I commit to College Success! I will dedicate myself to:

- show **PRIDE** by showing up, working hard and trying my best.
- arrive at school and my classes on time, in dress code, and with the necessary materials.
- maintain excellent attendance.
- put in extra time if I need to complete missing work or if I need additional help.
- greet new community members with a firm handshake, eye contact, and a smile.
- show **DESIRE** to do whatever it takes to graduate from a four-year college or university.
- complete all of my work, both in class and out of class.
- ask for help from classmates or teachers when I need it, during school and after school.
- ask questions and focus on learning during classes.
- explore my strengths and areas for growth to meet my academic and personal goals.

- show **COMMUNITY** by treating teachers, students, and all adults with respect.
- accept the consequences and tell the truth if I choose to disrespect the DCP community.
- adhere to the behavior expectations outlined in DCP handbook.
- share my story of growth and goals with members of my community.
- demonstrate a **GROWTH MINDSET** by asking questions, taking healthy risks, learning from mistakes, and working to get smarter.

I understand that keeping these commitments will help me get to college. If I break one, I could lose privileges and/or face disciplinary consequences as articulated in the policies and processes in the Student Handbook.

Family Commitments:

I (parent and/or guardian) commit to College Success for my student! I/We will dedicate myself/ourselves to...

- make sure my student attends school, arrives on time, with the necessary materials, and in uniform.
- call the school by 9:00 a.m. that day to notify the school, on the rare day when my child must be absent
- schedule doctor, dentist, and other appointments outside of school hours. If this is not possible, I will have my student attend school for as much of the day as possible when there is an appointment.
- ensure that my student completes all programs or classes and attends all meetings that are mandatory.
- always help my student in the best way I know how, and will do whatever it takes for him/her to learn.
- will make sure my student seeks and receives support when needed
- review the electronic portal such as Powerschool and seek help at the front office if I am not able to access or view my student's grades.
- provide a quiet place for my student to study, review homework every night, and use the agenda and Powerschool to monitor my student's progress.
- allow my student to remain after school if needed to complete missing work or receive extra academic help.
- support the school policies and disciplinary consequences if my student has chosen to disrespect the DCP community.
- make myself available to the school to support my student, the DCP community and its mission.
- attend parent meetings, exhibitions, and conferences.
- communicate regularly with the school and contact my student's teachers or the school when I have questions.
- expect my student to be in dress code and follow the uniform policy
- expect my student to follow all DCP rules in order to protect our community and all individuals in the classroom.
- **the college success mindset and work in partnership with the school so my student can graduate from a 4-year college/university**

I understand that the above agreements will help lead to college success for my/our student and family. I have read the above Commitment to College, and by signing, I agree to these commitments.

Please provide the school with new contact information if you move and/or change your phone number.

Volunteering at DCP

Volunteers help enrich the student's education and provide extra assistance for teachers and school staff. Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program.

Security Requirements for Volunteers

All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the students and staff as well as in case of an emergency.

TB Test Result

All volunteers working in the classroom and with students must have a negative TB test on file in the school office within the past four years before starting to work with students. The Office Manager will maintain a copy on file in the school office and remind permanent volunteers when their TB is due to expire.

Background Check

One of DCP's foremost values is the safety of students and staff. In accordance with California law and in keeping with DCP's values, all parent volunteers and visitor volunteers who work with students **without supervision of a certificated staff member in the same room must be fingerprinted** for a criminal background check. Unsupervised volunteers who need to be fingerprinted include: coaches, business mentors, tutors, and chaperones on field trips – **anyone who is working with a student(s) without supervision**. The results of the background check are **confidential** and will not be discussed with other staff members and/or parents.

Complaint Procedures

Most complaints can be resolved by informal discussions between the complainant and the employee or the employee's principal/supervisor. If you are unable to resolve a complaint through informal means or if you would like to utilize DCP's formal complaint procedures, please refer to Appendix. If you have any questions about complaint procedures, contact the school Principal.

Policy Overview

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to restorative conversations and circles, alternatives to suspension, advising and counseling students, conferring with parents or guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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

As used in this Policy, "school property" includes, but is not limited to, electronic files and databases.

B. Enumerated Offenses

1. A pupil shall not be suspended from school or recommended for expulsion, unless the principal or the principal's designee of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant

to any of the enumerated offenses listed below:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force of violence upon the person of another, except self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. A pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students, as defined in Education Code sections 48900.2

- [sexual harassment], 48900.3 [hate violence], or 48900.4 [harassment and intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- a) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.
 - t) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property

damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family

- u) 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.
- v) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- w) Intentionally harassed, threatened or intimidated school personnel, school volunteers, and/or a student or group of students, in a sufficiently severe and pervasive manner to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of school personnel, volunteers, and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

2. Mandatory Offenses:

a) Unless the principal or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the principal or designee shall suspend and recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds:

- i. Causing serious physical injury to another person, except in self-defense.
- ii. Possession of any knife or other dangerous object of no reasonable use to the pupil.
- iii. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (A) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or (B) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- iv. Robbery or extortion.
- v. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- vi. If the principal or designee makes a determination not to recommend expulsion, as described in paragraph 2(a), above, he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

b) The principal or designee shall suspend and recommend for expulsion a student when it is determined the student:

- i. Possessed, sold, or otherwise furnished a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school. The term "firearm" has the same meaning as described in Section 921 of Title 18 of the United States Code.
- ii. Brandishing a knife at another person.

- iii. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- iv. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- v. Possession of an explosive. The term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

If it is determined during an expulsion hearing that a student has possessed a firearm or explosive on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

3. Other Means of Correction

Suspension or expulsion for any offense not listed in Section 2, Mandatory Offenses, shall be imposed only when other means of correction fail to bring about proper conduct. DCP provides for Other means of correction may include, but are not limited to, the following:

- a) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- b) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- c) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- d) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- e) Enrollment in a program for teaching prosocial behavior or anger management.
- f) Participation in a restorative justice program.
- g) A positive behavior support approach with tiered interventions that occur during the school day on campus, such as but not limited to a behavior contract.
- h) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- i) Community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

C. Suspension and Recommendation for Expulsion Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the

pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. 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 Limits/Recommendation for Expulsion

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

Prior to a recommendation for expulsion, the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. This meeting may take place separate from or as part of the suspension conference explained above.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's Board. The Director of Student Services or other administrator identified by the Board, shall appoint panel members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) 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 pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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.

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of

psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may

subject them to an unreasonable risk of physical or psychological harm.

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

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

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

I. Written Notice to Expel

The 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: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Charter School shall also send notice to the student's district of residence, as required by Education Code section 47605(d)(3).

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of the District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment 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/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

5. Special Circumstances

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

The 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.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent 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.

Student Records, Directory Information and the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records 5 business days after the day DCP receives a request for access. Parents or eligible students should submit to the school principal or designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask DCP to amend a record should write the school principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the parent or eligible student when hearing is requested.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School of Morgan Hill to comply with the requirements of FERPA. The name and

address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. To other Charter School officials, including teachers, within the educational agency or institution whom the Charter School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36.(§99.31(a)(10)).
9. Information the Charter School has designated as "directory information" under §99.37. (§99.31(a)(11)).

"Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. No Child Left Behind, Section §9528 requires districts to disclose names, addresses and telephone numbers of high school students to military recruiters upon request, unless the parent/guardian requests that information not be released without prior written parental consent.

DCP has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address

- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not wish DCP to disclose directory information from your child's education records without your prior written consent to any third parties and/or to military recruiters, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the following:

Joyce Noble
Director of
Operations DCP
Central Office
1400 Parkmoor Ave.
Ste 208 San Jose, CA
95128

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Across the Bridge Foundation DBA Downtown College Preparatory Charter School ("DCP") believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, DCP prohibits any acts of discrimination, harassment, sexual harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, sexual harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyber bullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, age, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, DCP will make reasonable efforts to prevent students from being discriminated against, sexually harassed, harassed, intimidated and/or bullied, and will take action to investigate, respond,

and address any reports of such behaviors in a timely manner. DCP staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Moreover, DCP will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which DCP does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. DCP will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator

("Coordinator"): Executive Director

Chief Operating Officer

Downtown College

Prep 1400 Parkmoor

Ave, Ste 206 San

Jose, CA 95126

408.271.8120 ext. 101

& 102

complaints@dcp.org

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Differential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq.*; 34 C.F.R. § 106.1 *et. seq.*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by DCP.

DCP is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by DCP.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act is the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager, of a communication including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 1. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 2. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff members are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, sexual harassment, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All members of the school community, including students, employees, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Chief Operating Officer (COO) or the Executive Director (ED) Please see below for contact information.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to use the report form. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, sexual harassment, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

DCP acknowledges and respects every individual's rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings and/or resolve the issue, as determined by the Executive Director or designee on a case-by-case basis.

DCP prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Investigating

Upon receipt of a report of harassment, sexual harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of DCP, the COO or ED will promptly initiate an investigation. In most cases, a thorough investigation will take no more than five (5) school days. If the COO or ED determines that an investigation will take longer than five (5) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete. At the conclusion of the investigation, the COO, ED or designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation, which lead to the report.

However, in no case may the COO, the ED or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, sexual harassment, harassment, intimidation or bullying would remain in a secure location in DCP's Central Office.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Policy and Procedures, such investigation will be undertaken concurrently.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in the Student/Family Handbook and UCP Policy.

Appeal

Should the reporting individual find the COO or ED's resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Board of Directors. The Board shall conduct a confidential review of the Complainant's appeal and render a final disposition. In addition, when sexual harassment, harassment, or bullying is based upon one of the protected characteristics set forth in this policy, a Complainant may also file a Uniform Complaint at any time during the process, consistent with the Uniform Complaint Policy and Procedures. Unless the harassment is also being investigated as part of the Uniform

Complaint Policy Process, the decision of the Board shall be final.

Consequences

Students or employees who engage in discrimination, sexual harassment, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion for a student, as outlined in DCP's Student Discipline Policy.

ED & COO Contact Information

Executive Director, ext
101 Chief Operating
Officer, ext 102 Downtown
College Prep
1400 Parkmoor Ave,
Ste 208 San Jose, CA
95128
408-271-8120
complaints@dcp.org

TITLE IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form
(Additional pages can be added & attached if necessary)

Your Name:

Date:

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize DCP to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date:

Print Name

To be completed by DCP:

Received by:

Date:

Follow up Meeting with Complainant held on:

Student Use of Technology Policy

The Board of Directors of Across the Bridge Foundation, a California nonprofit public benefit corporation doing business as Downtown College Preparatory Charter School (or "Charter School"), adopts the this Student Use of Technology Policy and Acceptable Use Agreement to apply to all schools operated by

Downtown College Prep.

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Chief Operating Officer ("COO") or Executive Director ("ED") or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The COO, ED or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the COO, ED or designee shall block access to such sites on Charter School computers with Internet access. The COO, ED or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Acceptable Use Agreement

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a

- teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
 4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
 - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Participating in political activities.
 - h. Conducting for-profit business.
 - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
 5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the

staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor student shall be liable for the replacement cost for property the Charter School loaned to the student that the student fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code 48904).

Student Name (please print):

Grade:

Student Signature:

Date:

Parent/Guardian Name (Please Print):

Parent/Guardian Signature:

Date:

Uniform Complaint Policy and Procedures

Across the Bridge Foundation DBA Downtown College Preparatory Charter School ("DCP") has adopted this policy to comply with applicable federal and state laws and regulations. DCP is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, sex, sexual orientation, gender, gender expression, gender identity, genetic information, ethnic group identification, immigration status, race or ethnicity, ancestry, national origin, nationality, religion, color, mental disability, physical disability, medical condition, marital status or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Pregnant and Parenting Pupils; Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If DCP finds merit in a pupil fees complaint, DCP shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by DCP to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.
- (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

DCP acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. DCP cannot guarantee anonymity of the Complainant. This includes keeping the identity of the Complainant confidential. However, DCP will attempt to do so as appropriate. DCP may find it necessary to disclose information regarding the complaint/Complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Operating Officer, Executive Director or designee on a case-by-case basis.

DCP prohibits any form of retaliation against any Complainant in the complaint process, including but not limited to a Complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the Complainant.

Compliance Officers

DCP Board of Directors designates the following Compliance Officers to receive and investigate complaints and to ensure DCP's compliance with law:

Executive Director (ED)/Chief Operating Officer (COO)
Downtown College Prep
1400 Parkmoor Ave, STE
206 San Jose, CA 95128
complaints@dcp.org
408.271.8120 ext. 101/408.271.8120 ext. 102

The Executive Director or COO shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the ED or COO.

Should a complaint be filed against the Executive Director or COO, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Executive Director or Chief Operating Officer designee shall annually provide written notification of DCP's Uniform Complaint Procedures to students, employees, parents/guardians, the Board of Directors, school advisory committees, appropriate private school officials or representatives, and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in DCP speak a single primary language other than English.

The Executive Director or designee shall make available copies of DCP's Uniform Complaint Procedures free of charge.

The annual notice shall include the following:

- (1) A statement that Charter School is primarily responsible for compliance with state and federal laws and regulations;
- (2) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity;
- (3) A statement identifying the responsible staff member, position, or unit designated to receive complaints;
- (4) A statement that the complaint review shall be completed within 60 calendar days from the date of receipt of the complaint;
- (5) A statement that an unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the Complainant first obtains knowledge of the facts of the alleged discrimination;
- (6) A statement that the Complainant has a right to appeal DCP's decision to the CDE by filing a written appeal within 15 days of receiving DCP's decision. The appeal to the CDE must include a copy of the complaint filed with DCP and a copy of DCP's decision;
- (7) A statement advising the Complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3;
- (8) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Uniform Complaint Procedures

The following procedures shall be used to address all complaints which allege that DCP has violated federal or state laws or regulations governing educational programs. Compliance Officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

• **Step 1: Filing of Complaint**

Any individual, public agency or organization may file a written complaint of alleged noncompliance by DCP.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date when the Complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who

believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

• **Step 2: Mediation**

Within three days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of a discrimination, harassment, intimidation or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend DCP's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

• **Step 3: Investigation of Complaint**

The Compliance Officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide DCP's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her

engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

DCP's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

• **Step 4: Response**

OPTION 1:

Unless extended by written agreement with the Complainant, the Compliance Officer shall prepare and send to the Complainant a written report of DCP's investigation and decision, as described in Step #5 below, within 60 days of DCP's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the Compliance Officer shall prepare and send to the Complainant a written report of DCP's investigation and decision, as described in Step #5 below. If the Complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the Complainant within 60 days of DCP's initial receipt of the complaint or within the time period that has been specified in a written agreement with the Complainant.

• **Step 5: Final Written Decision**

DCP's decision shall be in writing and sent to the Complainant. DCP's decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the Complainant's right to appeal DCP's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of DCP's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with DCP's decision, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving DCP's decision. When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of DCP's decision.

Upon notification by the CDE that the Complainant has appealed DCP's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by DCP, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.

6. A copy of DCP's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by DCP when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which DCP has not taken action within 60 days of the date the complaint was filed with DCP.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of DCP's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if DCP has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint in accordance with 5 CCR § 4622.

Uniform Complaint Procedure Form

Additional pages can be added & attached if necessary

Last Name:

First Name/MI:

Student Name (if applicable):

Grade: Date of Birth:

Street Address/Apt. #:

City:

State:

Zip Code:

Home Phone: Cell Phone:

Work Phone:

School/Office of Alleged Violation:

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education ☐ Consolidated Categorical Programs ☐ Nutrition

Services ☐ Career/Technical Education ☐ Migrant and Indian Education ☐ Special

Education ☐ Child Development Programs ☐ Pupil Fees ☐ Lactating

Pupils

☐ Local Control Funding Formula/Local Control and Accounting Plan ☐ Tobacco-Use Prevention Education

☐ Juvenile Court School Pupils ☐ No Child Left Behind Programs ☐ Foster/Homeless Youth

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

☐ Age

☐ Gender / Gender Expression /
Gender Identity

☐ Sex (Actual or Perceived)

☐ Ancestry

☐ Genetic Information

☐ Sexual Orientation (Actual or
Perceived)

☐ Color

☐ National Origin

☐ Based on association with a
person or group with one or

☐ Disability (Mental or Physical)

☐ Ethnic Group Identification

☐ Race or Ethnicity

more of these actual or
perceived characteristics

☐ Medical Condition

☐ Religion

☐ Immigration Status

☐ Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature:

Date:

Mail complaint and any relevant documents to:

Executive Director (ED)/Chief Operating Officer (COO)
Downtown College Prep
1400 Parkmoor Ave, STE
208 San Jose, CA 95126
complaints@dcp.org
408.271.8120 ext. 101/408.271.8120 ext. 102

11.2 DCP Employee Handbook 2019-20



ACROSS THE BRIDGE FOUNDATION
EMPLOYEE HANDBOOK
JULY 2019

Across the Bridge Foundation
A non-profit organization created to establish and govern
Downtown College Preparatory Charter Schools

Website: www.dcp.org

1400 Parkmoor Avenue • Suite #206 • San Jose, CA 95126
Phone: 408-271-8120 ext. 109 & 117 • Fax: 408-271-8855
E-mail: hr@dcp.org

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Appendix B: Harassment/Discrimination/Retaliation Complaint Form

Appendix C: Internal Complaint Form



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Section

1

Introduction

Downtown College Prep

Across the Bridge Foundation (ABF) is a nonprofit 501(c)(3) organization established in 1999 to found and govern charter schools under the name "Downtown College Prep" (DCP). Whether employees work on a campus or in the administrative offices, ABF is the employer.

About the Organization. The first charter high school in Silicon Valley, Downtown College Prep was founded in San José in 2000 with the belief that all students, regardless of background and prior academic achievement, can and should be prepared for college success. Through our singular commitment to college success, we ensure that our largely low-income Latino students and families are fully supported in the pursuit of a college degree. DCP alumni have among the highest rates of college matriculation and are four times more likely to graduate from college than their peers nationwide. DCP's values – *ganas*, *comunidad*, and *orgullo* – have been central to realizing our mission and continue to guide our work. The vast majority of these students are low-income, Latino youth, whose families have limited educational attainment.

We are deeply committed to supporting, measuring and reporting college completion for our graduates, and serving as a replicable national model of college readiness and persistence.

Our vision. Ensure that more first-generation students have the vision, confidence, and academic skills to succeed in college and beyond, realizing their fullest potential and harnessing their power to become leaders in their field and community. DCP Alumni pursue careers in education, engineering, business, and social services. They are creating new pathways of opportunity for their families and community. Our alumni have graduated from colleges across California and the United States, including: San Diego State University, San José State University, Santa Clara University, San Francisco State University, Smith College, University of California Berkeley, University of California Davis, University of California Merced, University of California Santa Cruz, University of San Francisco, Wesleyan University, and many more!

Advancement Department. DCP's fundraising more closely resembles the fund development activities of independent and post-secondary schools than traditional public schools. DCP's Executive Director along with the DCP Director of Advancement leads fundraising that supports the specific needs of each school site and other initiatives that support DCP's overall mission. Because DCP's focus is on the sustainability of various funding streams over time, rather than need-to-need, meeting our fund development goals requires coordination among all employees.

If employees are presented with or are considering philanthropic opportunities to support particular



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programs or initiatives, they should follow these guidelines:

- Present funding possibilities to the Director of Advancement for research and consideration.
- Refer potential donors to the Director of Advancement rather than trying to handle these conversations.
- Do not apply for funding or request donations without touching base with the Director of Advancement. The Director of Advancement is responsible for all grant proposals, internet fundraising, direct mail appeals and individual face-to-face asks.
- Check with the Director of Advancement regarding the employee's role in raising money or garnering in-kind gifts.

There was a time when only 1 and 100 low-income students in San Jose graduated from college. That time is no longer. Together we are building a long-lasting and multi-generational vision and commitment to college completion.

Welcome to DCP. Prepare to become fully engaged: mind, body and spirit.

How to Use the Handbook

The guidelines in this Employee Handbook introduce employees to DCP and the charter schools we operate and govern the terms of employment with DCP. These guidelines apply to anyone on our payroll, regardless of their number of regularly scheduled work hours. This Employee Handbook supersedes all previous Employee Handbooks whether written or oral, express or implied, relating to the employment relationship with DCP and shall not be changed or subject to change orally. Employees are eligible for our benefits according to the specific terms of each benefit.

Every employee is required to read this Employee Handbook and is responsible for understanding its contents. In addition, every employee is required to sign a copy of Appendix A of this Employee Handbook once they have finished reading it. By signing a copy of Appendix A, employees acknowledge that they have read the entire Employee Handbook, fully understand its contents, and agree to be bound by its terms. This also means that if employees accept or continue employment with DCP, employees understand that they are expected to comply with the guidelines contained within this Employee Handbook; failure to do so may result in disciplinary action up to and possibly including termination of employment with DCP. (See Appendix A – Acknowledgment.)

If employees have any questions relating to the Employee Handbook or its contents, please direct them to their manager or HR. Failure to do so will not excuse employees from their obligation to adhere to the guidelines contained within this Employee Handbook.

DCP welcomes employee suggestions for ways to make this Employee Handbook easier to use. DCP reserves full discretion to add to, modify, or delete any provisions of these guidelines, or the policies and procedures on which they may be based, at any time, with or without prior notice. If any benefit description in this Employee Handbook differs from an applicable plan description, the plan descriptions shall control.

Definitions. We consistently use the following definitions throughout this Employee Handbook.

- "ABF" refers to Across the Bridge Foundation.
- "DCP" or the "School" refers to Downtown College Preparatory, the name of our charter schools.



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- "Site Management Team" refers to the Principal, Assistant Principal(s) and the School Operations Manager.
- "HR" refers to DCP's Human Resources Department. Throughout this Employee Handbook when school employees are directed to the "Site Management Team," "School Operations Manager", or "Front Office," employees based at central office should contact HR instead.
- "Employee/s" and "you/your" are interchangeable terms used to describe all ABF employees in all categories.
- "Board" refers to ABF's Board of Directors.
- "We/us" and "our/ours" refers to DCP and the charter schools it operates.

This Employee Handbook provides a general understanding of our employment guidelines. While it answers many common questions concerning employment, it cannot anticipate every situation or answer every question. If employees have any questions or concerns relating to their employment with DCP, employees should refer to the Employee Handbook first. If employees still have any questions or concerns after reviewing the Employee Handbook, the employee should immediately contact their manager or HR.

Conventions. Words in *italics* indicate a guideline in this Employee Handbook by the same name. Words that are underlined indicate the name of a document or form. Words in **bold** indicate special emphasis requiring your added attention.

Except if stated expressly otherwise by employment contract, it is the policy of DCP that all employees are considered "at-will" employees of the School. Accordingly, either DCP or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Employee Handbook, employment applications, DCP memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Employee Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Employee Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Amendment to Employee Handbook

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

DCP reserves the right to amend, delete or otherwise modify this Employee Handbook at any time provided that such modifications are in writing and duly approved by the employer.



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Any written changes to the Employee Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Employee Handbook.



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Section

2

Employment

Equal Employment Opportunity

DCP is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or

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Section 2 – Employment



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- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact their manager and HR to request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. DCP will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. DCP will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

DCP is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. DCP's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

DCP does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to HR, the Executive Director or designee.

When DCP receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or HR, the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. DCP is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment.

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;

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Section 2 – Employment



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- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment. DCP is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to HR or the Executive Director. See Appendix B for the "Harassment/Discrimination/Retaliation Complaint Form" and Appendix C for the general "Internal Complaint Form." (See *Appendix B – Harassment/Discrimination/Retaliation Complaint Form* and *Appendix C – Internal Complaint Form*.)

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:



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- o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate DCP policy.

Internal Complaint Review Policy

The purpose of this policy is to afford all employees of Across the Bridge Foundation DBA Downtown College Preparatory Charter School ("DCP" or the "Charter School") the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's *Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation*. (See *Employment – Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation*.)

Internal Complaints (Complaints by Employees Against Employees). This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:



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1. The complainant will bring the matter to the attention of the Chief Operating Officer (COO), Executive Director or HR as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will summarize his or her complaint to writing, indicating all known and relevant facts. The HR, the COO or the Executive Director will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the Charter School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Complaints by Third Parties Against Employees. This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the COO, the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the COO or Executive Director (or designee) shall abide by the following process:

1. The COO or Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the COO or the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements.

1. **Confidentiality:** All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. **Non-Retaliation:** All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. **Resolution:** The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



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Whistle Blowing

DCP requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Open Door

DCP's collaborative work environment recognizes each employee's right to approach any manager or the Executive Director, to discuss ideas, work problems, or perceived unfair treatment. Employees are encouraged to raise concerns promptly. If discussing a problem in accordance with this policy does not resolve it, please consult the *Resolving Problems* guideline.

Neither DCP nor its employees will permit retaliation because an employee uses the open door guideline. (See *Performance – Resolving Problems*.)

Confidentiality, Proprietary Information and Ethical Conduct

Confidential and Proprietary Information. DCP is committed to conducting business in an ethical manner. Internal records, documents, data, lists and databases, curriculum, designs, plans, ideas, handbooks, business and academic information are DCP's property and must never be given to an outside organization or individual, except through normal channels and with appropriate written authorization. Confidential and proprietary information includes, but is not limited to, information about: students or their families; employees or their families; medical conditions or disciplinary actions; employee lists; telephone lists; donor, alumni, sub-contractor or vendor lists; technical, development, marketing or financial information or business plans; and confidential Board information.

All such information, records and data are the proprietary and confidential property of DCP and/or our students, employees, Board members, suppliers and advisors. An improper transfer of material or disclosure of proprietary or confidential information, even though the employee does not personally gain by such action, is unacceptable. When employment ends, all proprietary DCP records and data must be

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returned. Violations of this confidentiality, proprietary information and ethical conduct guideline may result in disciplinary action, up to and including termination of employment.

Nothing in this guideline is intended to prohibit employees from engaging in legally protected activity such as discussing wages, hours, and terms or conditions of employment with one another.

Students' Confidential Information. We must take care to protect the confidentiality of students' private information, including academic information. When possible and practical, students' posted grades or notes should be identified by using DCP's student identification numbers. Students should be cautioned to protect their confidentiality by not sharing their identification numbers. All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Ethical Conduct. DCP is committed to protecting our excellent reputation for operating with integrity, fairness and a commitment to the highest ethical standards. Our reputation for integrity is a valuable asset and rests on employees' conduct. Integrity must underlie all our business and academic relationships.

Employees benefit from DCP's excellent reputation and are obliged to protect it. DCP expects all employees to follow the highest standards of ethical conduct while carrying out work responsibilities. DCP expects that employees will not engage in conduct or activity that may raise questions as to DCP's integrity or values, or otherwise cause embarrassment. Further, employees may be subject to discipline if someone engages in prohibited behavior on their behalf.

Managers are responsible for promoting compliance with this guideline and for ensuring that all employees are familiar with it. Employees are encouraged to ask questions, seek guidance and communicate concerns regarding potentially improper, unethical or wasteful business practices and health, safety, and environmental issues so that concerns may be investigated. (See *Performance – Standards of Conduct*.)

Conflicts of Interest

We expect employees to devote full efforts and attention to our work. Further, we expect employees to use good judgment, adhere to high ethical standards, and avoid situations that create an actual or potential conflict between personal interests and DCP's or students' interests.

A conflict of interest may exist when the employee's loyalties or actions are contrary to DCP's or students' interests, or are divided between DCP's interests and those of another, such as another employer. If the employee or others with whom the employee has a close relationship (e.g., a family member or close acquaintance) have a financial or employment relationship that may impact impartiality, that fact must be disclosed to HR or the Executive Director. Employees should be aware that entering into a personal relationship with another employee, or with someone with whom DCP transacts business, or with someone who is related to a DCP student, may create a conflict of interest that requires full disclosure to DCP, and perhaps to third parties.

The following list illustrates some of the most common conflicts of interest that could develop, but it is not intended to be inclusive. Employees must avoid all common conflicts of interest, including:

- Developing and failing to disclose a personal relationship with another employee, a student, or with someone related to a student, that might interfere or appear to interfere with impartial judgment in decisions affecting DCP, employees or students, or that might cause morale



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problems, disputes, misunderstandings, or potential harassment, discrimination or retaliation complaints;

- Failing to disclose a personal relationship or a financial interest that is relevant to DCP's business;
- Performing outside work, including self-employment, that interferes with employment at DCP;
- Accepting outside fees, honoraria or other compensation for work-related activities;
- Using proprietary or confidential information or affiliation with DCP for personal gain or to the detriment of DCP or our students;
- Using DCP's facilities, equipment, material or labor for personal use without prior management approval;
- Acquiring an interest in property or assets of any kind for the purpose of selling or leasing it to DCP; or
- Committing DCP to give financial or other support to an outside activity or organization.

Both the fact and the appearance of a conflict of interest should be avoided. Please notify HR or the Executive Director before accepting outside affiliations, speaking engagements, consultancies, Board positions, honorary degrees or awards, submitting articles for publication, or engaging in other activities which might confer real or perceived benefit or which might be construed as influencing or otherwise compromising DCP. If employees are uncertain whether transactions, activities, or relationships constitute a conflict of interest, please discuss them with HR or the Executive Director.

Employees are required to report to HR or the Executive Director any gifts or gratuities offered by an outside individual or organization, or an attempt to influence performance or gain access through the offer of gifts, gratuities, or entertainment.

The Executive Director must approve any exceptions to this guideline in a signed document. Failure to observe this guideline, including failure to disclose a conflict or to seek written exception to this guideline, may result in disciplinary action up to and including termination of employment.

Confidential Personnel Records

DCP maintains confidential personnel files on all employees. Employee personnel file includes such information as the employee's job application, resume, records of credentials and training, performance reviews, salary information, and other work-related documents. Generally, only HR, the Executive Director or legal consultants, have access to employee personnel files. Employees may request access to their personnel file.

All personnel files are DCP's property and we restrict access to the information they contain. Employees may review their file by making an appointment with HR. Employees may not remove any material from their personnel file. If an employee wants to add material to their personnel file, the employee must ask HR before doing so. Upon request, the employee may obtain a copy of any document in their personnel file.

Keeping file information current is important for compensation and benefits. Employees must notify HR in writing if any of the following information changes. If appropriate, HR will notify the employee's manager or the Executive Director.

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- A legal name - the employee's, a spouse's, partner's or dependent's, or an emergency contact's
- Home address, home phone or cell phone, or email address
- Emergency contact information
- Emergency medical information
- Changes in marital status or number of dependents (for insurance purposes)
- Change of beneficiary for insurance policies
- Status of driver's license, current automotive property and liability insurance coverage, or DMV record (if at any time the employee drives for DCP business)
- Forms authorizing federal and state income tax withholding
- Information about completing educational or training courses
- Updates to teaching credentials
- Commendations and compliments (internal or external)

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Recruitment and Hiring

DCP values employee and community involvement in the hiring process. It is the responsibility of the hiring manager to convene an interview committee. The committee may recommend a candidate to the hiring manager; however the hiring manager makes the ultimate decision when selecting a candidate.

We want to hire people with the experience, skills, abilities, knowledge, positive attitude, personality and motivation best suited to our work and culture. We select employees who can help achieve our goals, share our commitment to outstanding education, and whose competencies and abilities enhance our services to students. We value and are committed to diversity in our work force, and we hope employees will encourage applicants who are aligned with our mission and values to apply for employment.

Existing Positions. Existing positions that are vacated will be posted internally and/or externally for all interested candidates. HR and hiring managers are responsible for posting, interviewing, and hiring.

Newly-Created Positions. New positions may or may not be posted and both internal and external candidates may be considered. Posting a new position, promoting an internal candidate or hiring an external candidate is at the discretion of the hiring manager and/or the Executive Director.

Hiring Relatives. Generally we will not hire individuals who are related to each other, whether by birth, marriage, or domestic partnership, because of the potential to create a conflict of interest. Relatives of present employees may be hired by DCP only if: (1) the individuals concerned will not work in a direct supervisory relationship with one another; and (2) the employment will not pose difficulties for supervision, security, safety, or morale. "Relatives" are defined as spouses, domestic partners, children, sisters,

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brothers, mothers, fathers, cousins, nieces, nephews, uncles, aunts, grandparents, grandchildren, and persons related by marriage.

Present employees who marry or become domestic partners or who become related by marriage will be permitted to continue employment with DCP only if they do not work in a direct supervisory relationship with one another, or otherwise pose difficulties for supervision, security, safety, or morale. If employees who marry or who become related by marriage do work in a direct supervisory relationship with one another, DCP will attempt to reassign one of the employees to another position for which he or she is qualified, if such a position is available. If no such position is available, then one of the employees may be required to leave DCP. The decision as to which employee leaves will be left solely to the employees. In the event that no alternative position is available and neither employee voluntarily leaves DCP, DCP will determine in its discretion which employee to terminate based on legitimate business needs.

Proof of Auto Insurance. DCP has the right to request proof of auto insurance and/or obtain a DMV report at the beginning of the school year, or at any time, for employees who are required to drive in the course and scope of their employment. If the employee has provided this documentation, the employee must immediately notify HR of any changes in their personal auto insurance or the status of their driver's license.

Immigration Compliance

DCP will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, DCP will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.



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Section

3

Safety and Security

Introduction

DCP is committed to providing safe and secure work environments and will take all practical steps necessary to prevent workplace injuries and crimes against students, employees, and visitors.

Preventing Workplace Injuries. Employees play the most important role in eliminating workplace injuries. If employees observe unsafe conditions or negligent work practices, or if employees have ideas that will help DCP and/or employees work more safely, they should alert a member of the Front Office, HR, or the employee's manager. If an employee needs additional training to perform their job safely, they should ask immediately. Everyone should remember that the negligence of even one person can result in serious injury.

Ergonomics. DCP will take reasonable steps to ensure that work spaces are ergonomically sound. Employees should advise their manager or HR if they have special needs in this regard. As noted earlier, in response to accommodations sought because of a disability or other qualifying condition, DCP will engage in an interactive process with the employee to determine if a reasonable accommodation exists and can be provided without creating an undue hardship on DCP. All requests for a reasonable accommodation should be accompanied by a doctor's note that the employee must provide to DCP as part of the employee's request.

Reporting Workplace Illnesses or Injuries. State and federal laws require that any illness or injury that occurs in the workplace must be reported immediately. If an employee becomes ill or injured as a result of the workplace, the employee must notify their manager and HR immediately. The employee will be asked to complete a written [Illness/Injury Report](#). In compliance with state law, DCP maintains a written [Safety Plan](#). A copy of this plan is reviewed with employees during new hire orientation and at least annually thereafter, and is available in the employee lounge or by asking your manager or HR.

Health and Safety Policy. DCP is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Principal or the School Operations Manager or the Front Office any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

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Reporting Fires and Emergencies. It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

First Aid at Work. DCP will work with employees to provide first aid in medical emergencies that do not require hospitalization. First aid supplies for minor physical complaints are located at the Front Office. If supplies are missing or need replenishing, please contact the Front Office. **For serious illnesses or injuries, call an ambulance by dialing 9-1-1 from a school phone and notify your School Operations Manager, Office Manager and/or a member of the Site Management Team.**

Emergency Procedures. State law requires that emergency drills be conducted at least once each semester. In the event of an emergency or disaster, employees are responsible for ensuring that evacuation is quick and orderly. All employees, students, volunteers and visitors should assemble calmly as far from danger as possible, and employees should stay with students unless otherwise instructed. The Site Management Team, the COO, the Executive Director or designee will provide further instructions as dictated by the situation and emergency responders.

If an emergency is caused by a chemical spill or reaction, evacuate the area and, if necessary, evacuate the building. Call for emergency assistance and be prepared to give emergency responders information as to the nature of the chemical spill or reaction.

Security

DCP is committed to providing secure work sites. Please pay attention to student, personal and campus security. Never give unauthorized persons a building key or access card. Promptly report strangers or suspicious people to the Front Office, a member of the Site Management Team, or HR. If necessary, **call emergency personnel by dialing 9-1-1 from a school phone.** (Note: Dialing 9-1-1 from a cell phone may delay emergency response time.)

All employees must take care to secure their personal property.

Communications Systems and Data Security

DCP's "Communications Systems", including but not limited to computer systems, cloud-based software, voice mail, phones, facsimile, copy machines, electronic devices, Internet access and email, should be used only for work purposes and only by employees or other authorized individuals, except as provided in this guideline. DCP's Communications Systems are readily accessed by many people, so do not communicate anything on our systems that would embarrass DCP, students or their families, employees or their families, or others associated with DCP.

While we recognize that DCP-issued laptop computers may be used for some personal business, we ask that employees exercise **great caution** and sound judgment regarding any downloaded material. Laptops must be returned if the employee no longer works for DCP. DCP is not responsible for any personal software or data that may be stored on a laptop. Further, personal files on DCP computers may be backed-up on our server and, therefore, become accessible to others.

Communications Systems Are Not Private. DCP's Communications Systems are our property and are maintained exclusively for our benefit. As such, employees do not maintain any reasonable expectation of privacy in DCP Communications Systems. Any information sent and received on DCP's Communications Systems is open to inspection by DCP at any time.



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Communications, whether personal or work-related, are not private when they are transmitted, received, or stored using our Communications Systems. Any electronically-stored communications that employees either send to or receive from others on any of our systems may be retrieved and reviewed by DCP. No one may encrypt workplace communications without authorization from the Executive Director.

Given the potential for wide distribution of electronic messages, do not use email or voice mail to send inappropriate or disruptive messages. **If a message would not be appropriate as a formal written communication, it is not appropriate as an office electronic or voicemail communication.** While our Communications Systems are for work use, limited personal use is permitted. Personal use that threatens to impair productivity or otherwise damage DCP may result in disciplinary action, up to and including termination of employment.

DCP specifically prohibits employees from using our Communications Systems for any of the following purposes:

- Making threatening or defamatory remarks;
- Receiving or distributing pornography;
- Transmitting comments, images, or jokes that could offend on the basis of a person's race, sex, sexual orientation, religious affiliation, ethnic background, national origin, physical or mental disability, or any other legally-protected category;
- Failing to correctly identify the sender by sending anonymous communications or using deception to disguise the sender's identity;
- Jeopardizing the security of our Communications Systems by enabling unauthorized third parties to access or use the Communications Systems;
- Transmitting messages using forged or fictitious names;
- Damaging, altering, or disrupting Communications Systems in any way;
- Participating in any type of gambling;
- Transmitting without DCP authorization copyrighted, trademarked and/or, patented material, trade secrets or other confidential, private, or proprietary information or material;
- Disclosing without authorization anyone's codes, passwords or personal information (e.g., contact information, medical information, travel plans, etc.); or
- Using without authorization someone else's codes or passwords.

Employees are cautioned that their work may be subject to investigation, search and review by others in accordance with this guideline. In addition, electronically-stored communications that employees send to or receive from others may be retrieved and reviewed by DCP at any time. These cautions extend to personal material on any of DCP's Communications Systems.

Communications stored on our Communications Systems are not private and will be retained as part of regular back-up procedures. The use of personal passwords should not be considered an assurance of the confidentiality of any communication. Furthermore, DCP reserves the right to monitor our Communications Systems and employees' internet use.



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Passwords and Internal Privacy. Employees should not access a colleague's communications without the specific permission of the colleague, HR, or the Executive Director. If necessity requires using another employee's work tools, that use should not extend to opening communications of a personal nature.

Protecting Confidential Communications. DCP's work involves confidential communications so employees should always be certain to whom a communication is being sent. When using our Communications Systems, be aware of the potential for privacy breaches and take extra precautions to ensure that communications are completed discreetly and confidentially.

Employees should not open or automatically reply to electronic messages unless the sender is known. It is fairly easy to falsify or alter a sender's name and/or routing on messages. If a message seems suspicious, refer it to an employee familiar with the sender before replying. If in doubt, do not simply respond to the address in an email header; confirm the address through the DCP data base or school records.

Personal Use of Electronic Media. Employees have no right of privacy as to information or data communicated through DCP's Communications Systems. All information and documentation related to the use of the Communications Systems is DCP's property and may be reviewed and used for purposes that DCP considers appropriate. Unauthorized use of or damage to our Communications Systems may be grounds for disciplinary action, up to and including termination of employment.

Laptop Computers and Portable Electronic Devices. DCP issues laptop computers and other portable electronic devices for work use. The DCP Tech Team tracks the assignment of all equipment. DCP employees who are issued a laptop or other portable electronic device for work use must only use that device for work purposes. It is the employee's responsibility to make sure nothing is saved on the equipment, but rather saved in the cloud or backed up on an external hard drive that is not stored on the equipment. Upon separation from employment, all laptop computers and other portable electronic devices must be returned to DCP.

Protecting DCP's Laptop Computers and Electronic Devices. Employees are responsible for the safekeeping, proper care, and appropriate use of DCP issued equipment.

If an employee damages their issued equipment or the equipment needs to be serviced, the employee must report the problem to DCP's Tech Team. In the event a laptop or electronic device is stolen, the employee must inform DCP and file a police report. Give the police as much information as possible and take the responding officer's name and contact information afterward, ask the Tech Team for the serial number of any hardware that was stolen and send that to the responding officer so they can put that into the stolen goods database. Send the police report and case number to dcptechteam@dcps.org. In the event an employee's issued equipment is damaged or stolen due to the employee's negligence, DCP may charge the employee for the replacement equipment.

Social Media. This policy covers employees creating, posting to, commenting on, or uploading to any internet website. This includes (but is not limited to) blogs, wikis, chat rooms, bulletin boards, newsgroups, discussion groups, video sharing sites, picture sharing sites, virtual worlds, social networks, and social media sites (e.g., Facebook, LinkedIn, Twitter, YouTube, etc.), whether or not such sites are set to "private."

Employees using social media or other interactive websites are required to adhere to the following guidelines:

- An employee's online postings must not violate any of DCP's policies, be detrimental to DCP's best interests, or interfere with an employee's regular work duties. For example, employees must always be in compliance with DCP's policies regarding non-disclosure of proprietary, confidential, and personal information. Accordingly, employees are prohibited from revealing, or making any



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reference to, any proprietary or confidential information, trade secrets, or other information covered by such policy. Even vague or disguised references to such information could violate DCP's policies and applicable laws.

- Employees are also prohibited from identifying a partner, vendor, supplier or affiliate by name, or discussing online the confidential information of the Board, partners, vendors, suppliers or affiliates.
- If an employee's online posting in any way identifies DCP, the employee must not speak in a way that suggests the employee is speaking on behalf of DCP. Rather, the employee must speak in the first person, and make it clear that the posting only reflects the employee's personal views and opinions.
- Employees are prohibited from using DCP's logos, trademarks or other intellectual property without DCP's prior written authorization.
- Employees are personally and legally responsible for their online postings and comments and must comply with all applicable laws, including copyright and fair use laws. Employees must refrain from posting any content that is harassing, discriminatory, defamatory, threatening, libelous or otherwise illegal or injurious.
- Any inappropriate postings that violate these guidelines must be reported to the Executive Director or HR immediately.

DCP, in its sole discretion, will determine whether a particular online posting or other communication violates DCP policy. DCP reserves the right to monitor content sent or received on DCP-provided technology. In addition, DCP reserves the right to require employees to refrain from commenting on topics related to DCP if advisable to comply with securities or other laws, and/or to ensure compliance with any law or policy. This policy is not intended to interfere with any rights employees may have under applicable laws including the right to discuss the terms or conditions of their employment.

Failure to follow this policy may lead to disciplinary measures, up to and including termination of employment. Should employees have any questions about this policy or its application, they should contact the Executive Director, HR, or the employee's manager.

Blogging. Composing or reading blogs is not appropriate during work time or while using DCP's Communications Systems unless it is a component of the employee's job. The casual nature of the blog medium can allow sensitive or proprietary information to be shared. Even password-protected private blogs can be cracked by hackers and internal communications could be made public.

Desks and Other Storage Devices. Although DCP may provide desks and other storage devices for the employee's convenience, they remain DCP's sole property. Employees may not lock desks and other storage devices unless we provide the lock, and we reserve the right to retrieve documents from absent employees' desks or files when required to complete our work.

We reserve the right, at all times and without prior notice, to inspect and search any and all DCP property. These inspections may be conducted during or after business hours, in the presence or absence of employees. Only the Executive Director, a Board member, HR, or a specifically-authorized manager may conduct such a search.

Cell Phones. Cell phones allow employees to stay in touch with family members throughout the work day. Excessive personal use of these devices that threatens productivity during the work day may result in disciplinary action, up to and possibly including termination of employment.



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Cameras. Personal cell phones, smartphones and similar devices that contain camera functionality must be used cautiously and appropriately. Taking pictures of others on DCP premises or during work hours without their permission is prohibited. Also taking pictures of information or items belonging to others, taking pictures of minors without parental consent, or information DCP considers confidential, is prohibited.

Visitors

Only visitors who have specific appointments and who have registered with the office are permitted at our campuses or in the DCP offices. Restricting unauthorized visitors assists in maintaining security, protecting against theft, and avoiding potential distractions and disturbances. Please note, our school sites have more detailed visitor policies in their student handbooks that have more specific guidelines for different categories of visitors (e.g., parents).

All visitors must check-in at the office and receive a guest badge. Employees are responsible for the conduct and safety of their guests on our premises and at DCP functions.

Workplace Violence

Workplace violence is a national concern. We strictly prohibit students, employees, consultants, visitors, or anyone else on our premises or at DCP-related activity, from engaging in any conduct, whether verbal or physical, which intimidates, endangers or creates the perception of intent to harm persons or property. Further, we seek to prevent workplace violence before it begins and reserve the right to deal preemptively with behavior that suggests violence may occur. Examples include but are not limited to:

- physical assaults or threats of physical assault, whether made in person or by other means (e.g., in writing, by phone, fax, text, or email);
- speech that is intimidating and has the purpose or effect of threatening the health or safety of a co-worker or student;
- possession of firearms or any other weapon on DCP property, while conducting business for DCP, or at a work-related function;
- any other conduct or acts which management believes represent an imminent or potential danger to workplace safety and/or security;
- Behavior that suggests a propensity towards violence (e.g., belligerent speech, excessive arguing or swearing, sabotage or threats of sabotage, or a demonstrated pattern of refusal to follow DCP's policies and procedures); and
- Defacing DCP property or causing physical damage to our facilities.

Reporting Potential Violence. If the employee observes or become aware of any of the above-listed actions or behaviors by an employee, client, visitor, student or other party, the employee must immediately notify HR, or their manager. If appropriate, the employee may also dial 9-1-1 from a land line to request assistance. Employees must not engage in a physical or verbal confrontation with a potentially violent individual. Further, the employee must notify their manager and HR if a restraining order is in effect, or if a potentially violent personal situation exists that could result in workplace violence.

Investigation and Action. All reports of actual or potential workplace violence will be taken seriously and will be investigated promptly and thoroughly. We will maintain the confidentiality of the reporting employee and the investigation to the extent reasonably possible, but we may need to disclose results,

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including reports to law enforcement, to protect individual safety. DCP will not tolerate retaliation against an employee who makes a good faith report of actual or potential workplace violence, or who participates in an investigation concerning workplace violence.

If DCP determines that violence occurred or was threatened, appropriate action will be taken. Such action may include disciplinary action, verbal or written warnings, suspension, or termination of employment. If the violent behavior is that of a non-employee, DCP will take appropriate action.

Violations of this policy, including failure to report threats or incidents or to cooperate in an internal investigation, may result in disciplinary action, up to and including termination of employment.

Mandated Reporting of Student Neglect or Abuse

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

DCP will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Employee Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Investigations. As stated above, DCP administration and staff are mandated reporters and therefore have a legal obligation to contact child protective services to report suspected child abuse or neglect in cases whereby the alleged abuse or neglect is by a caretaker such as a parent, guardian or someone living in the student's home. In cases where the alleged abuse or neglect is by a non-caretaker such as DCP staff or others, DCP Administration is required to contact law enforcement. Such reporting fulfills a legal obligation and should not be interpreted as a conclusion of wrongdoing on the part of any employee(s) mentioned in the report. In connection with mandated reporting, DCP may also conduct its own investigation into the suspected child abuse or neglect. DCP will, within the extent of the control it is able to exert over a given situation, make every reasonable effort to avoid removing staff from their duties to investigate an incident. In cases where such removal is necessary, DCP will make every reasonable effort to do so in a manner, which is least disruptive to the school and does not damage, unnecessarily, the professional standing of the employee. If removal occurs, DCP will maintain confidentiality to the extent possible. Based on the individual circumstances, and in the judgment of DCP, one or more affected employees may be placed on paid administrative leave during the investigation. If DCP is informed that a law enforcement agency will conduct an investigation, DCP has an obligation to avoid any action that may be viewed as interfering with or impeding the investigation. Accordingly, DCP may be restricted from acting without direction from law enforcement in such cases.



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Employees should inform administration if there is any unlawful harassment, and are encouraged to do so in order to allow these issues to be quickly addressed.

Professional Boundaries: Staff/Student Interactions

Purpose. It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in current ABF and DCP ethics-related rules and regulations so that staff will better understand the prohibitions and behavior boundaries incumbent upon them.

The rules of conduct set forth in this policy are not intended to serve as an exhaustive list of requirements, limitations, or prohibitions on staff conduct and activities. Rather, they are intended to:

- Alert staff to some of the more sensitive and often problematic matters involved in staff-student relationships;
- Specify boundaries related to potentially sexual situations and conduct that is contrary to accepted norms of behavior and in conflict with duties and responsibilities of staff; and
- Provide staff with clear guidance in conducting themselves in a manner that reflects high standards of professionalism.

It is important for ABF and DCP to maintain a school-wide culture in which students and staff understand their responsibility to report misconduct without fearing retaliation from students, staff, or administration. In order to prevent abuse and/or exploitation, students and staff must know that the administration will support them when they report possible misconduct.

Although this policy gives clear direction regarding appropriate conduct between staff and students, each staff member is obligated to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One helpful standard that can be quickly applied when assessing whether your conduct is appropriate is to ask yourself, "Would I be doing this if the student's family, or my colleagues or family, were standing next to me?"

Boundaries. For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a staff/student relationship is deemed an abuse of power and a betrayal of public trust.

Corporal Punishment. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to property. For clarification purposes, the following examples are offered for direction and guidance of ABF and DCP personnel:

Examples of PERMITTED actions (NOT corporal punishment)

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;



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- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; and
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; and
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Examples of Other Acceptable and Unacceptable Behaviors. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student's or parent's point of view. The objective of the following lists of acceptable and unacceptable behavior is not to restrain positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behavior to their daily activities. Although good-natured, heartfelt interaction with students certainly fosters learning, student/staff interactions must always be guided by appropriate boundaries regarding activities, locations, and intentions.

Duty to Report. When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors. The following non-exhaustive list of behavior shall be considered in violation of this policy:

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from school.
- Making, or participating in sexually inappropriate comments.
- Sexual jokes, or jokes/comments with sexual innuendos.
- Seeking emotional involvement with a student for your benefit.
- Listening to or telling stories that are sexually oriented.

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- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Behaviors without Parent and Supervisor Permission. The following behavior should only be exercised when a staff member has parent and supervisor permission:

- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at the school with the door closed.
- Allowing students in your home.
- Sending emails, text messages, or letters to students if the content is not about school activities.
- Intentionally being alone with a student on campus or away from the school.

Cautionary Behaviors. Staff members should only engage in the following behavior when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to, or immediately after, the occurrence.

- Being alone in a room with a student at school with the door closed.
- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Behaviors.

- Getting a parent's written consent for any after-school activity.
- Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (any communication should be limited to using school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.



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- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Informing your supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or co-workers.
- Asking another staff member to be present if you will be alone with any type of special needs student.
- Asking another staff member to be present when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if your actions are worth your job and career.

Criminal Background Checks

As required by law, all individuals working or volunteering at DCP will be required to submit to a criminal background check. No condition or activity will be permitted that may compromise DCP's commitment to the safety and the well-being of students and employees. Safety and well-being take precedence over all other considerations.

While we place great value on the contributions of employees, educators, and volunteers, there are conditions that are incompatible with unsupervised access to children. Conditions that preclude working at DCP include conviction on charges of a controlled substance or sex offense, or a serious or violent felony. DCP has therefore adopted a strict policy of prohibiting any individual with such a criminal history from contact with DCP students on school grounds or other sanctioned school activities. Additionally, should an employee, during his/her employment with DCP, be charged or convicted of any offense, the employee must immediately report the charge or conviction to DCP's HR.

Tuberculosis Testing

Anyone working or volunteering at a school site must be able to demonstrate that they are free from active tuberculosis (TB) as a condition of employment or volunteering. This guideline applies to:

- New employees and volunteers
- Continuing employees and volunteers
- Food handlers (DCP employees, third-party contract and temporary employees, volunteers)
- Substitute teachers

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- Student teachers under the supervision of an educator
- Anyone providing student services at a school site

TB Testing. All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Documentation. Documentation of TB risk assessments/examinations must be provided to HR and will be kept on file.

Workers' Compensation Insurance

DCP provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any work-related injury or illness that requires medical, surgical or hospital treatment. Subject to legal requirements, workers' compensation insurance provides benefits after a short waiting period.

The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report work-related injury to HR;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC 1) and return it to the Manager or HR; and
- Provide DCP with certification from the employee's health care provider regarding the need for workers' compensation disability leave and certification of the employee's ability to return to work.

It is DCP's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. DCP, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the DCP operation.



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- An employee who is injured on the job should go or be taken to an approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice made by EMS personnel for the most appropriate medical center or hospital will be recognized as an approved center.
- All accidents and injuries must be reported to the School Operations Manager and to HR. Failure by an employee to promptly report a work-related injury could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to a DCP-approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, an employee must have a medical release from a DCP-approved medical facility before returning to work.
- Any time there is a job-related injury DCP's policy may require drug/alcohol testing along with any medical treatment provided to the employee.

Workers' compensation coverage does not extend to injuries resulting from participation in non-work recreational or social activities.



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Section

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Performance

Summative Evaluations

DCP conducts written evaluations for all employees at least once each year. The summative evaluation process encourages open communications so that problems, if any, can be identified while still correctable. Employees may request observations by management and/or informal performance feedback any time.

The summative evaluation process was developed and continues to be refined by DCP. Considerable attention is placed on setting individual goals and action plans, as well as meeting overall and position-specific performance standards. If a performance deficiency is noted, an employee typically receives a written Performance Improvement Plan unless more rapid intervention is warranted.

Regularly reviewing performance allows DCP to build strong, high performance teams that consistently meet or exceed goals.

Features. DCP's evaluation process is tailored to various types of positions (i.e., teaching, administrative, management) and is fine-tuned annually. The process has six main components:

- Performance goals and growth plans;
- Observation, feedback, coaching, and mentoring;
- Performance Improvement Plan to call attention to performance problems;
- Written mid-year Formative and year-end Summative Reviews;
- Notices of Intent to Re-employ; and
- Employment and re-employment offer letters.

Timing. Employees are reviewed at least once annually, usually in May, although the employee may request performance feedback anytime throughout the year.

We review the Summative Evaluation Timeline annually, making changes as needed. Updated copies of the timeline are available at the beginning of the academic year and may be obtained from HR.



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Resolving Problems

DCP seeks to treat all employees respectfully, fairly, and honestly. We expect employees to treat each other and students the same way. Comments should be made in a positive manner and criticism, if needed, should be offered constructively. Generally speaking, resolving problems as soon as possible means using available internal resources: the employee's manager and HR.

If the employee believes that a policy or decision affecting them is unfair, please try to resolve the problem through DCP's internal processes as soon as possible. Concerns will be investigated appropriately for the circumstances and the employee's manager, HR or any other manager assigned to help resolve the problem will respond as soon as possible. (See *Introduction – Open Door, Employment – Equal Employment Opportunity and Confidentiality, Proprietary Information and Ethical Conduct.*)

Performance Counseling

Performance counseling provides a way to let employees know if there is a performance problem and to reassert DCP's performance expectations. The goal of performance counseling is always to improve performance. The performance counseling procedure:

- If some aspect of performance does not meet DCP's standards, the employee's manager will usually talk with the employee. Often a discussion is sufficient to correct the situation.
- If discussion fails to result in performance changes or in situations where the employee's manager and/or HR believes it is warranted, a written Performance Improvement Plan may be created. A Performance Improvement Plan is a clear warning that a problem is serious and, if uncorrected, will result in further action, possibly including termination of employment.

While performance counseling may begin with discussion, different situations (including prior performance problems) could call for beginning with a Performance Improvement Plan or terminating employment without benefit of discussion or written notice. This performance counseling procedure in no way limits or alters DCP's at-will employment relationship.

An employee who receives a Performance Improvement Plan will work closely with management to improve performance. Employees may request more frequent observation, coaching, and feedback.

All employment at DCP is at-will, regardless of the performance counseling process. This means that employment may be ended by the employee or by DCP at any time, with or without cause and with or without advance notice. Nothing in this Employee Handbook, or in any other document or statement, limits the at-will nature of employment.

Standards of Conduct

Work Conduct. Common sense and courtesy remain the best guidelines for workplace conduct. We expect that employees will be professional in dealings with students and their families, colleagues and their families, Board members and their families, and members of the public or media.

While it is difficult to describe all the positive behaviors we seek or the negative behaviors we seek to discourage, the following examples of behaviors are definitely not appropriate while representing DCP. These behaviors may result in disciplinary action, up to and including termination of employment. This list is illustrative only and does not include all types of conduct that threaten security, personal safety, the



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welfare of employees or students, DCP's operations, or are otherwise unacceptable in the workplace.

- Insubordination – refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority, or refusing to speak to supervisors or other employees.
- Inefficiency – poor work performance including low work volume, carelessness or unnecessary wastes of time or material, improper handling of financial transactions, and neglect of job duties or responsibilities.
- Violating the Professional Boundaries: Staff/Student Interaction Policy. (See *Safety and Security – Professional Boundaries: Staff/Student Interactions.*)
- Unauthorized soliciting, collecting of contributions, distributing literature, written or printed matter is strictly prohibited on DCP property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks. (See *Performance – Solicitation.*)
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property, or of DCP's or students' property.
- Using or possessing firearms, weapons or explosives of any kind on DCP premises or while representing DCP.
- Fighting or instigating a fight on DCP premises or while representing DCP.
- Violating DCP's sexual harassment policy. (See *Employment – Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.*)
- Using profane, abusive or threatening language in conversations with other employees; intimidating or interfering with other employees. (See *Safety and Security – Workplace Violence.*)
- Immoral or indecent conduct.
- Conviction of a criminal act.
- Violations of DCP's *Drug and Alcohol-Free Workplace* policy, including being under the influence of alcoholic beverages during work time or while interacting with and/or responsible for students, or excessive drinking or impairment due to alcoholic beverages in connection with DCP-authorized events. (See *Performance – Drug and Alcohol-Free Workplace.*)
- Tampering with or falsifying a report or record including, but not limited to, personnel, absence, sickness or production reports or records, specifically including applications for employment and time off or time tracking records. (See *Compensation – Time Keeping.*)
- Entering time on another employee's time record, or arranging for another employee to enter time on your time record. (See *Compensation – Time Keeping.*)
- Excessive absenteeism or tardiness, excused or unexcused, or an unauthorized absence from DCP during the workday. (See *Compensation – Time Keeping and Benefits – Discretionary Time Off.*)



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- Using tobacco on DCP premises, at DCP functions or while representing DCP. (See *Performance – Using Tobacco*.)
- Releasing confidential information without authorization. (See *Employment – Confidential Personnel Records*.)
- Dishonesty.
- Unauthorized use of DCP equipment, time, materials, facilities, or credit.
- Discourteous or rude behavior.
- Conducting personal business during business hours and/or unauthorized or excessive use of business telephones for personal calls. Excessive use of personal cell phones or using personal cell phones during work time.
- Gambling on DCP's premises.
- Posting notices on DCP's premises without prior written approval of management, unless the posting is on a DCP bulletin board designated for employee postings.
- Engaging in sabotage or espionage (industrial or otherwise).
- Sleeping during work hours.
- Any other conduct detrimental to other employees or DCP's interests or its efficient operations.

All DCP employment is at-will, and nothing in this guideline alters the at-will employment relationship. Employees who possess an employment contract which provides for other than at-will employment shall have the procedures and process for termination during the contract specified in the contract.

Off-Duty Conduct. While DCP does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with DCP's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect DCP or its integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects DCP's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by DCP, employees are expected to devote their energies to their jobs with DCP. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's DCP work schedule, duties, and responsibilities;
- Additional employment that creates a conflict of interest or is incompatible with an employee's DCP position;
- Additional employment that impairs or has a detrimental effect on an employee's DCP work performance;
- Additional employment that requires an employee to conduct work or related activities on DCP's property during working hours or that requires using DCP's facilities and/or equipment; and



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- Additional employment that directly or indirectly competes with the business or the interests of DCP.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to DCP explaining the details of the additional employment. If the additional employment is authorized, DCP assumes no responsibility for it. DCP shall not provide *Workers' Compensation Insurance* coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time. (See *Safety and Security – Workers' Compensation Insurance*.)

Quality Service

We must always remember that students, their parents, our colleagues and members of the public deserve our courteous attention at all times. Questions, whether asked in person or by phone, should be addressed promptly and professionally. If the employee cannot respond promptly and completely to a question they should find someone who can respond. Employees should never show that questions or concerns are an interruption or an annoyance, and should take care to conduct all conversations in a professional, cordial manner.

Punctuality and Reliability

Work Schedules. Employees have various starting and stopping times, and some employees may not work every day. The employee should be in place and ready to work by the agreed starting time, and should remain at work for the employee's entire work schedule except for meal periods, rest breaks, or when authorized to leave on DCP business. If the employee leaves the premises during work hours, the employee must make sure their manager and the Front Office know he/she will be gone and how to reach the employee.

Absences. An "absence" is defined as failing to report to work or leaving work for reasons other than pre-approved paid or unpaid time off. Late arrival, early departure or other unscheduled absences from regular work hours are disruptive and, unless there is an emergency, must receive prior approval.

DCP realizes that some absences are unavoidable and, in cases of illnesses or emergencies, are justified. **DCP does not want employees to report for work if they are too ill to be productive and safe or if the employee is likely to be contagious to others.** DCP expects employees to keep unplanned absences to a minimum because they place an additional burden on employees to cover the work in addition to their own. If a necessary absence is unplanned, employees must call their manager and, if working at a school site as a teacher, the person identified for coordinating substitute teacher placement on the campus no later than one (1) hour before the employee is scheduled to work. Make a point of speaking to the person identified for coordinating substitute teacher placement on the campus, the employee's manager, or a member of your Site Management Team, rather than leaving a message. In all cases, employees must be sure to leave a phone number where they can be reached.

Excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Employees absent for three (3) consecutive work days without notification are presumed to have resigned. (See *Performance – Standards of Conduct, Compensation – Time Keeping, and Benefits – Discretionary Time Off*.)

Tardiness. "Tardiness" is failing to report to work at the agreed upon starting time, or to return promptly from a scheduled break or errand. If the employee is going to be delayed in returning to work, the employee must call their manager or the Front Office. Late calls, no calls, unexcused tardiness and/or unexcused absences are all considered to be policy violations that may result in disciplinary action, up to and including



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termination of employment. (See *Performance – Standards of Conduct and Compensation – Time Keeping*.)

Drug and Alcohol-Free Workplace

DCP is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other DCP stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Using Tobacco

In keeping with DCP's goal to provide a safe and healthful work environment, and in compliance with local laws, no form of tobacco may be used on our property, while representing DCP or attending a DCP function, or while interacting with students and their families. We expect employees to abide by all legal limitations concerning the use of tobacco while working or representing DCP.

Personal Appearance

DCP's work environment is professional, but casual. We expect employees to present a clean, neat appearance and to dress according to work requirements during business hours or while representing DCP.

Since unacceptable attire is a shorter list than acceptable attire, the following attire is always unacceptable unless DCP suspends appearance guidelines for a particular event:

- T-shirts with messages or art work other than a manufacturer's logo or college branding;
- Casual sandals such as flip-flops or shoes that are dirty, torn, or broken;
- Clothing that is unbefitting a role model for young people, including clothing that is soiled, wrinkled, torn, ill-fitting, too flashy, too short, too tight, too low-cut or too revealing;
- Facial jewelry other than earrings; and
- Excessive jewelry. DCP encourages employees to limit visible jewelry to watches, rings, necklaces, and bracelets.

Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are never permitted.

Make-up should be used in moderation and personal grooming (e.g., combing hair, applying lipstick) should be done privately. Hair should be dry and neatly groomed, and employees should attend to personal hygiene (e.g., bathing, using deodorant or antiperspirant) before coming to work. Facial hair that is kept neatly trimmed is acceptable.

Many people are allergic to scent. DCP asks that employees use scented products very sparingly, if at all.

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If the employee is not certain whether a particular article or type of clothing is appropriate, they should ask HR before wearing the item in question. DCP reserves the right to ask employees whose attire or accessories violate our personal appearance guidelines to remove the accessory while working or to return home to correct the problem.

Cell Phone/PDA Etiquette

Employees should turn off cell phones and personal digital assistants (PDAs) or set them to vibrate so others are not disturbed. We discourage the use of cell phones or PDAs to make or receive personal calls during work time, except in an emergency. Cell phones and PDAs may be used freely when not in work areas and during rest breaks or meal periods as long as others are not disturbed.

Employees may not use cell phones or PDAs while driving on DCP business unless there is a hands-free connection, and even then we strongly discourage the use of electronic devices while driving.

Solicitation

Individuals who are not employed by DCP may not directly solicit, or post/distribute literature on school campuses or in school offices at any time for any purpose. Employees may not solicit or post/distribute literature on school campuses, unless specifically authorized by this policy. Such rules are as follows:

- Employees may not solicit other employees during work times.
- Employees may not distribute literature of any kind during work times, or in any work area at any time.
- The posting of materials on the DCP Bulletin Boards is permitted with approval from Human Resources.
- Employees may solicit Go Fund Me donations from staff for urgent assistance to any staff member or student, as long as the employee receives advance written approval from the Executive Director. The Executive Director may deny any request. Solicitation of Go Fund Me donations from students, parents/guardians, families, vendors, volunteers, service providers, suppliers, etc. is strictly prohibited. Employees may voluntarily make donations to the Go Fund Me request. Employees must follow all other requirements of this policy when soliciting Go Fund Me donations.

As used in this policy, work time does not include meal periods, rest breaks or any other periods in which employees are not scheduled to work.

Any violation of this policy may result in disciplinary action, including release from at-will employment.



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Section

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Compensation

Pay Philosophy

Our people are our greatest asset to achieving DCP's mission: our students' lives are transformed by the strength and commitment of our staff. We value people who positively contribute to our organizational culture and get results that matter. We see the need to offer robust opportunities for ongoing professional development and differentiated compensation to **attract, develop, and retain talent**. As such, our program is driven by the following five guiding principles:

Transparency. We share information with employees about our talent processes and the talent decisions that personally affect them, including our compensation approach and how that approach may benefit employees over time.

Contribution and Impact. We believe in the power of distributed leadership and strong, sustained performance from employees. Employees who continue to contribute meaningfully to our mission will have opportunities for higher monetary compensation.

Differentiation. We believe in the power of having employees with a healthy mix of experience, including employees who want to retire here, to achieve our mission. Our approach therefore differentiates such that our strong contributors have the competitive compensation and additional supports that will enable them to have a sustainable career at DCP while they support newer colleagues.

Validity. We hold managers accountable to executing DCP processes, including goal-setting, coaching, and providing assessments of contribution and performance, in a clear, fair, and consistent fashion, such that any individual at DCP can expect to be treated equitably in our system.

Sustainability. We value sustainability of our employees and our organization. Our efforts to maximize the financial rewards we can offer our employees cannot come at the expense of our students, or put us at greater risk of eliminating staff and further burdening remaining employees.

Our Total Rewards approach includes not only monetary compensation, but also benefits that support DCP team members and their families, earned flexibility, development and growth opportunities, and a positive work culture, as **we aim to create an environment where our people can grow to become, strong, long-term contributors who continue to strengthen their impact on students.**



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Total Compensation

An employee's total compensation consists of:

- **Cash Compensation** - Cash compensation includes base pay and overtime, if applicable. It is determined by factors such as competitive market rates, depth of expertise and professionalism, and performance. For employees in non-exempt positions, overtime pay is calculated on the base pay rate.
- **Benefits (Non-cash Compensation)** - Benefits include both legislated benefits and DCP discretionary benefits such as *Holidays and School Closure Days*, and *Discretionary Time Off*. Benefits vary depending on employment category. (See *Compensation – Employment Categories, Benefits – Holidays and School Closure Days*, and *Discretionary Time Off*.)

Pay Increases. The decision to award a pay increase is influenced by the competitive market rates for each position, performance during the past year, and DCP's financial condition. Management reviews compensation following summative evaluations. If an increase is offered, it normally takes effect at the beginning of the school year. Pay increases are not promised or guaranteed from year-to-year, nor are they linked directly to a cost of living increase or seniority.

Employment Categories

This guideline describes various employment classifications. These classifications do not guarantee employment for any specified time, nor do they change the at-will nature of the employment relationship.

Regular Employees. Regular employees are those hired or re-hired with written offer letters and/or employment agreements specifying employment status. Neither employment nor re-employment offer letters change the at-will employment relationship. Employees or DCP may end employment at any time with or without advance notice, for any or no reason.

Exempt/Non-exempt. Positions are categorized as either exempt or non-exempt under applicable law. Employees in exempt positions are exempt from overtime pay, daily time tracking for payment purposes, and mandated meal and rest breaks. Employees in non-exempt positions are covered by the minimum wage requirements, mandatory meal and rest breaks, daily time tracking, and the overtime pay requirements of applicable law.

Job duties and scope, dictate whether a position is classified as exempt or non-exempt. DCP contracts with an independent expert to correctly evaluate and classify positions.

Full-time/Part-time. Regular employees also belong to an employment category related to the number of hours normally scheduled to work each week. Because there can be variations in how school schedules are organized, each school site will define "full-time" for teachers at the beginning of the school year and employment or re-employment offer letters will indicate full-time or part-time employment status.

Generally, "full-time" employees are normally scheduled to work at least forty (40) hours per week. Depending on the position and as defined in each employment offer letter, a full-time employee may have a ten (10) or twelve (12) month work year. Regular full-time employees are eligible for all benefits, subject to the terms, conditions and limitations of each benefit program.

"Part-time" refers to employees who are normally scheduled to work less than forty (40) hours per week. Part-time employees working thirty (30) or more hours per week are eligible for medical benefits. However, part-time employees are generally not eligible for DCP's discretionary benefits.

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Seasonal/Limited-term/Contract Employees. From time to time, we may invite graduate students or others to gain work experience at DCP. They may be engaged as seasonal/limited-term/contract employees with no expectations for long-term employment or discretionary benefits, or they may be in unpaid positions simply to accomplish a specific task or gain work experience.

While working at DCP, seasonal/contract/limited term employees are subject to DCP's policies and procedures. The Executive Director and HR will approve all such employment relationships.

Work Schedules

Employees in Non-exempt and Exempt Positions. Business hours for DCP are normally Monday through Friday from 8:00am – 5:00pm. The typical work schedule for regular full-time employees in non-exempt positions is forty (40) hours per work week, scheduled as eight (8) hours per day Monday-Friday. For non-exempt employees, the hiring manager works with HR and employees to develop a daily schedule with starting and stopping times, a meal period, and rest breaks. Exempt employees are generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal Periods and Rest Breaks for Employees in Non-exempt Positions. Meal periods should be scheduled approximately mid-way through the work schedule. Employees in non-exempt positions who work five (5) hours or longer should take one 30-minute unpaid meal period. If the total work period on a day is no more than six (6) hours employees may waive the meal period **by mutual written consent**; both employees and supervisors must sign any such waiver.

Employees should log-out at the beginning of a meal period and log-in when returning, and should also let management know when leaving and returning. If the nature of our work occasionally requires an on-duty meal period, we will create a written memo signed by an employee and a supervisor to document the on-duty meal period, and pay will be in accordance with all applicable wage and hour laws.

Full-time employees in non-exempt positions must take one paid ten (10) minute rest break for every four (4) hours of work, scheduled approximately mid-way in the four (4) hours or major portion of four (4) hours. Breaks may not be added to a meal period, combined into one twenty (20) minute break, or taken at the beginning or end of the work day.

Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

It is important that adequate supervision and phone coverage be maintained throughout the day. This means that employees may be asked to stagger rest breaks and meal periods to ensure continuous coverage.

Workday and Workweek Defined. DCP defines the basic workday and workweek for the purpose of being able to accurately calculate overtime for employees in non-exempt positions. These definitions of workday and workweek do not necessarily correspond to established schedules or an employee's regularly scheduled hours.

For the purposes of calculating overtime, DCP's workday begins at 12:00 a.m. and ends twenty-four (24) hours later. The DCP workweek begins each Saturday at 12:00a.m. through Friday.



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Time Keeping

Employees in Exempt Positions. Positions classified as exempt are not required by law to maintain a written record regarding daily start and stop times. Exempt employees are, however, required to accurately record all time (four (4) hours or more) away from their regular work schedules (e.g., *Holidays and School Closure Days, Discretionary Time Off*). (See *Benefits – Holidays and School Closure Days and Discretionary Time Off*.)

Employees in Non-exempt Positions. Position classified as non-exempt must maintain an accurate daily record of the time the employee begins and ends work and the beginning and ending time of each meal period. The beginning and ending times of split schedule or departure from work for personal reasons must also be recorded. DCP compensates for all overtime hours in accordance with state and federal laws; hours worked in excess of eight (8) hours in a day or forty (40) hours in a week will be compensated at overtime rates. The manager of employees in non-exempt positions determines the need for overtime, which must be authorized in advance because overtime impacts DCP's budgets. Failure to obtain advance authorization for working overtime may result in disciplinary action, up to and possibly including termination of employment.

DCP uses ADP Time & Attendance; employees will be assigned a personal identification number that the employee may not share with anyone. Employees may not log into the time tracking system using anyone else's number or tamper with, change, modify, delete or otherwise handle another employee's time record or time codes.

The ADP Payroll System records time to the minute. Whether using a computerized or paper system, employee's may not check-in more than five (5) minutes before the beginning of work or check-out more than five (5) minutes after the end of work, unless authorized by your manager or HR. Other than the beginning and ending of a work day or taking a meal period, employees may not check-in or check-out without authorization. If the employee forgets to check-in or check-out, the employee must notify their manager as soon as possible so that the oversight can be corrected.

DCP pays employees in non-exempt positions for their attendance at mandatory work-related meetings, lectures and training programs. If a meeting extends through lunchtime, employees in non-exempt positions will be given an additional unpaid meal period of at least thirty (30) minutes, even if DCP provided a meal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

Time Records are Legal Documents. Time records are legal documents, so employees should take care that they are always accurate and up-to-date. The employee's manager reviews time records before payroll is processed. Corrections or modifications to time records must be initialed by the employee and manager.

Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Overtime for Employees in Non-exempt Positions. The nature of DCP's activities requires occasional overtime and flexible scheduling. DCP will try to take employee needs into account by giving as much advance notice of schedule changes as practical.

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are

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exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. DCP will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the manager. DCP provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays and Direct Deposit

Paydays. DCP pays all employees twice a month on the 15th (or the Friday before if the 15th falls on the weekend) and on the last business day of the month. Employees will be notified if there are changes to the payroll schedule.

Teachers' Pay Options. Teachers are offered the option of receiving their annual pay in eleven (11) or twelve (12) monthly installments, chosen before the beginning of the school year and beginning in August. Eligible teachers who receive their pay in eleven (11) installments will have benefits (e.g., medical and dental insurance) in effect for twelve (12) months.

Paychecks and Direct Deposit. We encourage employees to use direct deposit for convenience and to have the quickest access to pay. Funds transferred through direct deposit typically, though not always, become available shortly after midnight on payday. Employees who use direct deposit receive a pay voucher on payday (unless they elect to receive the voucher electronically); employees who do not use direct deposit receive a "live" paycheck. Vouchers and paychecks are available at each DCP location by 5:00 p.m. on payday.

If an employee loses their live paycheck, they must inform HR immediately. The employee will be required to sign an affidavit that their check has been lost and, if the bank has not paid the check, DCP will stop payment and replace the lost check within one (1) work day. If the employee later finds their check, they should return it promptly to HR.

Unless an employee gives written authorization to HR, DCP will only release the employee's paycheck or voucher only to the employee. If an employee is absent on payday, the employee's check or voucher will be held until the employee returns to work.

Pay Deductions and Setoffs

Pay Deductions. The law requires certain deductions from every paycheck, including applicable federal, state, and local taxes. We also deduct Social Security taxes (when applicable) on earnings up to a specified limit called the Social Security "wage base." DCP matches Social Security taxes the employee pays.



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Every deduction from the employee's paycheck is explained on the check voucher. If the employee does not understand the deductions, they should ask HR to explain them.

All federal, state, and Social Security taxes will be automatically deducted from paychecks. The federal withholding tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report changes in filing status to HR and to fill out a new W-4 form. Employees may change the number of withholding allowances they claim for Federal Income Tax purposes at any time by filing out a new W-4 form and submitting it to HR.

At the end of the calendar year, a W-2 "withholding statement" will be prepared and forwarded to each employee for use in preparing income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

Pay Setoffs. Pay setoffs are deductions taken to help pay a debt or obligation to DCP or others (e.g., garnishments). Pay setoffs, as with court orders, must be authorized in writing by an employee or by a third party.

Questions. Questions regarding paychecks, payroll taxes, or payroll deductions should be directed to HR.

Pay Corrections

DCP takes reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid on the scheduled payday. If there is an error in pay, employees should promptly alert HR within 24 hours so that corrections may be made as quickly as possible.

Emergency Closing

There may be times when emergencies such as fires, power failures, or earthquakes disrupt operations. In extreme cases, these circumstances may require closing temporarily. If the Principal or Executive Director or Designee closes a campus or offices due to emergency conditions, DCP will pay employees in accordance with applicable wage and hour laws.



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Section

6

Benefits

Introduction

This section summarizes the benefits offered to employees and is not intended to modify or replace any term or condition of a benefit plan as described in a [Summary Plan Description](#) or contracts of insurance. This summary information is subject to change. For detailed information on benefits coverage, employees should refer to the [Summary Plan Descriptions](#) or contracts of insurance to determine the exact terms and conditions of coverage. If any statement in this [Handbook](#) or any statement made by a DCP employee conflicts with a [Summary Plan Description](#) or contracts of insurance, the [Summary Plan Description](#) or contracts of insurance will govern.

DCP pays the full cost of some benefits and others require contributions from employees. HR can answer questions about benefits.

Eligibility for Benefits. Eligibility for benefits depends on a variety of factors, including but not limited to the employee's regularly scheduled hours per week and the employee's length of employment. (See [Compensation – Employment Categories](#).)

Holidays and School Closure Days

DCP's charter schools set an instructional calendar, including holiday and school closure days, at the beginning of each school year. All employees will receive an instructional calendar before the school year begins. Holidays not observed by our schools are considered to be regular work days. Employees are not paid for holidays or school closure days.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Principal or HR. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. DTO, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

Discretionary Time Off

Discretionary time off (DTO) is paid time off that may be scheduled flexibly to meet work and personal needs.

Eligibility. Only regular full-time and part-time benefited employees are eligible to accrue DTO. (See [Compensation – Employment Categories](#).)

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Accruing DTO. Regular full-time and part-time benefited employees accrue DTO each pay period. DTO does not accrue for any month in which an employee is not paid by DCP. An employee who is out on an unpaid leave of absence will stop accruing DTO for the duration of the leave.

Maximum Accrual Cap. If employees do not use all of their accrued DTO by the end of the school year, accrued but unused DTO may be carried forward into the next school year and the employee will continue to accrue DTO until the employee reaches the "Maximum Accrual Cap." Once the employee reaches the "Maximum Accrual Cap" employees will stop accruing until the employee uses DTO and their balance falls below the maximum allowed. Employees may not accrue DTO beyond the "Maximum Accrual Cap" and will not be compensated for accrual beyond the maximum accrual cap. The "Maximum Accrual Cap" is 20 Days.

Scheduling Time Off. Employees must schedule DTO in advance so that plans may be made to cover the employee's work. We realize, however, that there may be times when you cannot plan in advance.

- **Planned Time Off** – Submit a Time Off Request to the employee's manager for approval, who will check schedules and approve the request subject to staffing requirements. If several employees request the same days off and multiple requests cannot be accommodated, generally, the first request approved by the manager will have priority. Time Off requests for five (5) days or less will be expedited; Time Off requests for more than five (5) days should be submitted at least two (2) weeks' in advance of the need for time off.
- **Unplanned Time Off** – School employees who are unable to report to work must call the person designated at their site for emergency absence calls as soon as practical, but no less than one (1) hour before the scheduled starting time. If it is not possible to call in one (1) hour before the employee's scheduled start time, the employee is expected to call in as soon as they are able. If the employee is unsuccessful reaching the designated person, the employee must try to reach a member of the Site Management Team. Central Office employees should call HR or the Manager when taking unplanned time off. This call-in procedure must be repeated each day of absence unless other arrangement are made in advance.

Borrowing against Future DTO Accrual. Employees may not borrow against future DTO accrual. Employees in non-exempt positions may be permitted to take time off without pay if they exhaust their DTO. Employees who have exhausted accrued DTO may be suspended without pay if their absences become excessive.

Recording DTO. DTO must be requested in ADP Workforce Now.

Employees in non-exempt positions must use DTO in minimum increments of one (1) hour. Employees in exempt positions must use DTO in increments of no less than one-half day. Teachers who must be replaced by a per diem substitute teacher must use DTO in increments of one-half day.

Calculating DTO. If the reason for the employee's absence qualifies the employee to receive other benefits (e.g., *Worker's Compensation Insurance*, *State Disability Insurance*, or *Paid Family Leave*), DCP will calculate the pay that the employee is eligible to receive from other sources and will integrate DTO up to 100% of the employee's regular rate of pay. (See *Safety and Security – Workers' Compensation Insurance, Benefits – State Disability Insurance, and Paid Family Leave*.)

If the employee is eligible for *State Disability Insurance* or *Workers' Compensation Insurance*, the employee is responsible for filing promptly for those benefits. DCP will estimate the amount of other benefits and will calculate how much DTO to integrate. Employees must inform HR promptly if DCP's estimate of the employee's other benefits is inaccurate.



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Paying DTO. DCP pays DTO at the employee's base rate of pay at the time the employee use it, not including overtime or any special compensation such as incentives or bonuses. When DCP integrates DTO with other benefits, DCP never pays more than 100% of regular pay. Employees leaving DCP will be paid for all accrued but unused DTO with the final paycheck. DCP will not "cash out" or "buy out" accrued but unused DTO, except at termination of employment.

Sick Leave

DCP provides paid sick leave to all employees. The sick leave provisions that apply to all employees appear in this policy.

Eligibility. All DCP employees are eligible for paid sick leave.

Uses for Sick Leave. To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies or unforeseen events, the School offers paid sick leave to its employees. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Employees will not be discriminated or retaliated against for taking or requesting sick leave in accordance with this policy.

Front Loaded Sick Leave. All employees will receive twenty-four (24) hours of paid sick leave on his or her hire date and every year thereafter at the beginning of the school year. Sick leave that is not used in the year will not carryover to the following year.

If an employee's absence exceeds the amount of his/her accrued sick leave, the employee may make a written request for unpaid time off or if the employee is eligible for DTO, to use DTO.

Planned Sick Leave. Written requests for planned sick leave (e.g., medical appointments) should be submitted as far in advance as possible. Requests for planned sick leave should take into consideration DCP's needs and must be approved in advance by the employee's manager.

Unplanned Sick Leave. School employees who are unable to report to work must call the person designated at their site for emergency absence calls as soon as practical, but no less than one (1) hour before the scheduled starting time. If it is not possible to call in one (1) hour before the employee is scheduled, the employee must call in as soon as possible. If the employee is unsuccessful reaching the designated person, the employee must try to reach a member of the Site Management Team. Central Office employees should call HR when taking unplanned sick leave. This call-in procedure must be repeated each day of absence unless other arrangements are made in advance.

Scheduling Sick Leave. Employees in non-exempt positions must use sick leave in minimum increments of one (1) hour. Employees in exempt positions and teachers who must be replaced by a per diem substitute teacher must use sick leave in minimum increments of two (2) hours.

Integrating Sick Leave with Other Benefits. Sick leave may run concurrently with any other leave where permitted by state and federal law.

Paying Sick Leave. DCP does not allow employees to "borrow" from future sick leave accrual or to "gift" accrued sick leave to each other. Sick leave is not considered as time worked when computing overtime. Accrued but unused sick leave is not paid at the end of employment.

Rehire Privilege. If an employee leaves and is rehired within one year from the date of separation, the prior sick leave accrual balance will be reinstated.



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Insurance Benefits

Eligibility. DCP offers standard health insurance benefits: medical, dental, and vision. We reserve the right to share the cost of insurance with employees and to adjust the amount of the cost-sharing as needed. Eligible employees may contact HR for more information. (See *Compensation – Employment Categories*.)

State Disability Insurance

State Disability Insurance (SDI) provides income replacement in the event of a non-work related disability or illness that lasts more than one week. SDI is administered by California's Employment Development Department (EDD). Employees may obtain a SDI application from the EDD, or they may complete an application by going to the EDD website at www.edd.ca.gov. Employees are responsible for filing a SDI claim with the EDD.

Eligible employees may integrate accrued *Discretionary Time Off* with SDI to replace more income while off work, up to 100% of regular pay. (See *Benefits – Discretionary Time Off*.)

COBRA Benefits Continuation

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

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DCP will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. DCP will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- DCP stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

Family and Medical Leave

Overview. DCP provides family and medical leave for up to twelve (12) or twenty six (26) weeks (depending upon the reason for the leave) of unpaid leave per year to eligible employees in accordance with California's Moore-Brown-Roberti Family Rights Act (CFRA) and the federal Family and Medical Leave Act of 1993 (FMLA); pregnancy-related disability leave for up to four (4) months in accordance with the California Fair Employment and Housing Act (FEHA); and disability leave as required to reasonably accommodate employees with a workplace injury or a qualified disability under the Americans with Disabilities Act (ADA) or the FEHA.

These unpaid leaves of absence are required by law. DCP, however, provides other programs to replace lost wages and assist eligible employees who are on family or medical leaves of absence.

The following is a summary guide to the family and medical leave of absence procedures and guidelines for employees. We will work with you on specific details of your leave, and will provide you with appropriate detailed documents for your situation.

Note: If your leave is requested for pregnancy, childbirth, or related medical conditions, also consult the *Pregnancy Disability Leave* guidelines. Other specific requirements and benefits may apply. (See *Benefits – Pregnancy Disability Leave*.)

Employee Eligibility Criteria. To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of baby-bonding where the threshold is twenty (20) employees).



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Events That May Entitle An Employee To FMLA Leave. The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate *Pregnancy Disability Leave* policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of FMLA Leave Which May Be Taken. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.



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The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid Sick Leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as *Discretionary Time Off* or *Sick Leave*, supplement the partial wage replacement benefit unless otherwise prohibited by law. (See *Benefits – Discretionary Time Off* and *Sick Leave*.)

An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued Sick Leave and may request to use *Discretionary Time Off* at the beginning of any otherwise unpaid FMLA leave.

If an employee has exhausted his/her Sick Leave and *Discretionary Time Off*, leave taken under FMLA shall be unpaid leave. The receipt of Sick Leave pay or *State Disability Insurance* benefits will not extend the length of the FMLA leave. (See *Benefits – Discretionary Time Off*, *Sick Leave*, *State Disability Insurance*, *Paid Family Leave*, and *Workers' Compensation Insurance*.)

Health Benefits. The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

DCP may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
- The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority. An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.



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Medical Certifications. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

Recertification is required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave. An employee should request FMLA leave by completing a Request for Leave form and submitting it to HR. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.

Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay,



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benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement. DCP may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave. No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how DCP complies with the [California Pregnancy Disability Act](#), which requires DCP to give each employee an unpaid leave of absence of up to four (4) months (eighty-eight (88) working days) per pregnancy, as needed, for the period(s) of time the employee is actually disabled by pregnancy, childbirth, or related medical conditions.

Eligibility. To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability. This benefit is available to all employees who are affected or disabled by pregnancy, regardless of length of service.

Events That May Entitle an Employee to Pregnancy Disability Leave. The four-month pregnancy disability leave allowance includes time off taken (with or without pay) for any of the following reasons:



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- Inability to work at all or inability to perform one or more of the essential functions of the job without undue risk to the employee, the successful completion of the pregnancy, or to other persons because of pregnancy or childbirth, or because of a medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- Needing to take time off for prenatal care.

Duration of Pregnancy Disability Leave. Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by-case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave. An employee on pregnancy disability leave may use accrued DTO and/or Sick Leave at the beginning of any otherwise unpaid leave period. The receipt of DTO, Sick Leave or State Disability Insurance (SDI) benefits will not extend the length of pregnancy disability leave. (See *Benefits – Discretionary Time Off, Sick Leave and State Disability Insurance*.)

Benefits during a Pregnancy Disability Leave. DCP shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. DCP can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Break in Service. An employee on pregnancy disability leave remains an employee of DCP and the position guaranty portion of a pregnancy disability leave will not constitute a break in service. When an



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employee returns from pregnancy disability leave within the position guaranty period, she will return with the same seniority she had when the leave commenced.

Medical Certification. An employee requesting a pregnancy disability leave must provide medical certification from her licensed healthcare provider on a form supplied by DCP. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certification is required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to HR. An employee asking for a Request for Leave form will be referred to DCP's current pregnancy disability leave policy.

An employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt DCP's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that accommodates recurring periods of leave better than the employee's regular position.

DCP will respond to a pregnancy disability leave request, within five (5) days of receiving the request. If a pregnancy disability leave request is granted, DCP will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Returning to Work. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, the employee must be reinstated to a comparable position unless one of the following is applicable:

- The employer would not have offered a comparable position to the employee if the employee would have been continuously at work during the pregnancy disability leave.
- There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

When a request for pregnancy disability leave is granted to an employee, DCP will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

In accordance with DCP policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that



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she is able to resume work. If the employee can return to work with limitations, DCP will evaluate those limitations, engage in an interactive process to determine if reasonable accommodations exist and can be provided, and, if possible, will accommodate the employee as required by law. If an accommodation cannot be made, the employee will be separated from DCP.

Medical Insurance for Your New Dependent. Employees should note that they are responsible for notifying HR of the birth or adoption of a child, and for promptly adding the child to their medical plan if they have dependent coverage.

Lactation Accommodation

DCP accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

DCP will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location, other than a bathroom, that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Paid Family Leave

Through the California Paid Family Leave (PFL), employees may be partially reimbursed for pay lost when taking time off to care for a seriously-ill spouse or domestic partner, child, step-child, child for whom the employee has parenting responsibilities, parent or step-parent, parent-in-law, grandparent, sibling, grandchild or to bond with a new child. PFL does not create the right to a leave of absence.

Under PFL, employees are eligible for up to six (6) weeks of benefits in a rolling twelve (12) month period. PFL runs concurrently with other benefits available under applicable laws. You may integrate accrued DTO and or Sick Leave, if the reason is related to the illness of a family member, with PFL to replace income while you are off work. However, you will never be paid more than 100% of regular salary. (See *Benefits – Discretionary Time Off and Sick Leave*.)

For additional information, employees may refer to the PFL brochure available from the Employment Development Department (EDD), or visit the website at www.paidfamilyleave.org. Employees are responsible for filing a PFL claim promptly with the EDD.

Bereavement/Funeral Leave

Regular full-time and part-time employees may take up to five (5) days of paid bereavement/funeral leave in an academic year in connection with the death of an immediate family member. We define "immediate family" as only these relationships: spouse or domestic partner, child, stepchild, or child for whom the employee has parenting responsibilities, parent or legal guardian, step-parent, parent-in-law, grandparent or grandparent-in-law, and sibling, step-sibling, or sibling-in-law.

Employees who need bereavement/funeral leave should notify HR, who must approve the leave, and your supervisor, who must arrange work coverage. Abuse of this benefit may result in disciplinary action or termination of employment. Bereavement/funeral leave is in addition to other paid time off benefits.



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Jury Duty and Witness Leave

DCP recognizes the importance of fulfilling civic responsibilities by serving on a jury or appearing as a witness. Regular full-time employees responding to a subpoena to serve as a juror or to appear as a witness in a matter not related to DCP will be granted up to three (3) days off with pay in a rolling twelve (12) month period. If you need extra paid time, you may use accrued DTO. If you are subpoenaed to serve as a witness on DCP's behalf, there are no time limits to service and your time off will be paid. (See *Benefits – Discretionary Time Off*.)

Employees should notify HR and their manager and provide a copy of your subpoena or jury summons in advance of taking jury duty and witness leave. If employees serve as a juror or a witness, they are expected to report for work during any periods of recess or on a day when they are dismissed in time to return to work.

Employees will be required to show proof from the Court Clerk that they served on jury duty. DCP reserves the right to reduce an employee's regular pay by the amount of compensation they receive from other sources. Employees in exempt positions should ask HR about applicable compensation rules concerning jury or witness service.

Bone Marrow/Organ Donor Leave

Bone Marrow/Organ Donor Leave. Employees who have completed ninety (90) days of employment at DCP and who need time off work to donate an organ or bone marrow to another person may receive up to five (5) workdays off in a twelve (12)-month period for bone marrow donation and up to thirty (30) workdays off in a twelve (12) month period for organ donation. DCP requires that you use up to five (5) days of accrued but unused DTO, Sick Leave or a combination of Sick Leave and DTO, if you have it. If you do not have it, it will be paid time off. (See *Benefits – Discretionary Time Off* and *Sick Leave*.)

Medical Certification. Employees who need time off to donate bone marrow or an organ to another person must provide written verification of the need for the leave (for example, stating that the employee is a bone marrow donor or an organ donor) and the verification must state that there is a medical necessity for the donation.

Employees returning from donor leave will be reinstated to the position held before the leave began, or to a position with equivalent seniority status, benefits, pay and other terms and conditions of employment. DCP may refuse to reinstate an employee if the reason is unrelated to taking a donor leave.

Victims of Abuse Leave

DCP provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.



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- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide DCP with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide DCP one (1) of the following certifications upon returning back to work:

- A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
- A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
- Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, DCP will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact HR.

Time Off to Vote

DCP encourages you to exercise your right to vote in all elections. We hope you will request and use absentee ballots, and we will provide paid time off to vote in accordance with the law.

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two (2) days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. For more information, employees should refer to the workplace postings.

Military Leave

DCP shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued *Discretionary Time Off* (DTO) as wage replacement during time served, provided such DTO was accrued prior to the leave.

Except for employees serving in the National Guard, DCP will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

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An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

DCP shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

California Spousal Military Leave. Employees regularly scheduled to work twenty (20) or more hours per week, and whose spouse is on active duty in the United States Armed forces, National Guard or Army Reserve and deployed during a period of military conflict, may take up to ten (10) days of unpaid leave in a rolling twelve (12) month period when the spouse is on leave from the deployment. Employees may use accrued DTO to be compensated during the time off. (See *Benefits – Discretionary Time Off*.)

We ask that an employee eligible for this benefit provide as much advance notice as possible of the need for time off. DCP will not allow retaliation against an employee who requests and uses this leave.

School Appearance and Activities Leave

As required by law, DCP will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of DCP, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused *Discretionary Time Off* to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Volunteer Civil Service Leave

DCP provides unpaid time off for certain regular employees who are emergency rescue personnel required to perform emergency duty. "Emergency rescue personnel" includes any person who is "...an officer, employee or member of a fire department or fire protection or firefighting agency of the federal government, the State of California, a city, county, city and county, district, or other public or municipal corporation or political subdivision of California, or of a sheriff's department, police department, or a private fire department, or of a disaster medical response entity sponsored or requested by the State of California, whether that person is a volunteer or partly paid or fully paid, while he or she is engaged in providing emergency services."

Employees who are volunteer firefighters are eligible for unpaid leave of up to fourteen (14) days per calendar year for fire or law enforcement training.

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Additionally, an employee who is a member of the Civil Air Patrol may take up to ten (10) days of unpaid leave each year to complete requirements. DTO may be used to pay for this time off. (See *Benefits – Discretionary Time Off*.)

If this guideline applies to you, employees should inform HR.

Leave for a Crime Victim

If you are the victim of a crime, or your immediate family member (i.e., spouse or domestic partner, child, step-child, child for whom you have parenting responsibilities, parent or step-parent) is the victim of a crime, or you are a domestic partner or child of a domestic partner who is a crime victim, you may request unpaid leave to attend judicial proceedings related to the violent or serious crime.

You must provide a copy of the notice of the judicial proceeding to your manager and HR as far in advance as possible or, if advance notice is not possible, as soon as possible after the proceeding. If you wish to be paid for the time off, you may use accrued DTO and or Sick Leave. DCP will treat your request for such leave with appropriate confidentiality and will not allow retaliation against you for using leave for crime victims. (See *Benefits – Discretionary Time Off* and *Sick Leave*.)

Unpaid Personal Leave of Absence

Under special circumstances employees who have completed one (1) year of employment and who have exhausted accrued DTO may be granted an unpaid personal leave of absence. Unpaid personal leaves of absence are granted only for the most compelling reasons and are at DCP's complete discretion.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a *Family and Medical Leave Act*, California Family Rights Act leave, and/or *Pregnancy Disability Leave*, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused DTO pay, provided that the DTO pay was earned prior to the commencement of leave. No DTO time is accrued during any type of unpaid leave of absence.

DTO or Sick Leave will not accrue for the duration of the personal leave. An employee may need to elect *COBRA Benefits Continuation* coverage to keep health insurance benefits in effect. A personal leave of absence does not carry a guarantee of continued employment with DCP. (See *Benefits – Discretionary Time Off*, *Insurance Benefits*, and *COBRA Benefits Continuation*.)

Failure to Return from a Leave of Absence

If you fail to return from a leave of absence on the date agreed and we have no medical information to justify your continued absence, DCP will assume that you have voluntarily resigned. (See *Separation – Voluntary Separation*.)

Retirement Plan

Depending on your position, you participate in either STRS (State Teachers' Retirement System) or PERS (Public Employees' Retirement System).



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STRS and PERS offer an option to participate in a 403(b) and 457(b) retirement plan. Employees who choose this option may elect to participate through DCP payroll deductions. For further information, please contact HR.

Continuing Education

DCP seeks to hire and retain talented, energetic, and committed employees. As we expand our impact by opening new schools, we will seek to develop and promote existing employees while hiring and developing new employees.

Development and Leadership. DCP is committed to developing employees and creating new and challenging opportunities for employees to grow in their skills and talents. Leadership at all levels of DCP is encouraged and valued.

It is the responsibility of each employee to engage their manager regarding growth and leadership interests. It is the manager's responsibility to encourage growth and development, identify new opportunities to learn, and set reasonable expectations for employees regarding leadership potential within the organization.

Development at DCP's Request. From time to time, DCP may ask that employees attend classes, training programs, seminars, conferences, lectures, meetings or other internal or external activities for DCP's benefit and to enhance skills and job knowledge. When this occurs, DCP will pay for the cost of the training, time (including overtime, if applicable) to attend the session and, if needed, will advance expense money or reimburse reasonable expenses when proper receipts are submitted. Customary and reasonable expenses may include registration fees, books, meals, transportation, parking and accommodations. DCP may ask employees to share what has been learned so that others may benefit.

Reimbursement policies regarding expenses should be discussed in advance with a member of the Administrative Team.

Development at Employees' Request. DCP also encourages employees to engage in continuing education of various kinds to sharpen knowledge and skills. Continuous learning is a key to every person's long-term economic security, much of which will necessarily happen outside of work on personal time. Employees who need time away from work to pursue development opportunities specific to personal goals may use accrued DTO or explore alternative work schedule possibilities with a member of the Administrative Team. (See *Benefits – Discretionary Time Off*.)

Documenting Development. If you receive a certificate or degree confirming continuing education, please ask HR to place a copy in your personnel file.



REVISED JULY 2019

Section

7

Separation

Voluntary Separation

DCP makes decisions to re-employ or release employees each year. In the spring, DCP gives employees a Notice of Intent to Re-employ to signal our desire to continue employment, and to ask for a similar indication from employees as to intent to return to DCP.

We recognize that even the most dedicated employees may, for a host of personal and professional reasons, choose to leave DCP. Further, the DCP model is not for everyone. We hope that the Notice of Intent to Re-employ, given and returned in a timely manner, will allow sufficient time for everyone to make a smooth transition.

There will be times when an employee resigns during the year. In such cases, DCP will prepare a final check that includes all wages and overtime due, plus payment for all accrued *Discretionary Time Off*. DCP will also prepare a written Change in Employment Relationship Notice. An exiting employee will be expected to return all DCP property (e.g., keys, identification passes, laptop computers and other equipment, credit cards, remote access tools, communications systems, etc.) prior to the last day of work. (See *Benefits – Discretionary Time Off*.)

If an employee fails to report for three (3) consecutive workdays without notice, DCP will assume the job has been abandoned and will process a voluntary separation.

Involuntary Separation

Should it ever be necessary to release an employee from their at-will employment with DCP, DCP shall attempt to have a final check for all wages and accrued but unused *Discretionary Time Off* ready on the last day of employment. DCP will also prepare a written Change in Employment Relationship Notice. (See *Benefits – Discretionary Time Off*.)

All involuntary separations require the approval of the Executive Director and/or the Chief Operating Officer.

Exit Interviews

When an employee leaves, HR typically will go over final paperwork and an exit interview will be conducted. This is the time to finish returning DCP property and an opportunity for us to listen carefully to your reflections about working at DCP. We are open to all your comments; your feedback will help us grow and improve.



REVISED JULY 2019

Employment References for Former Employees

It is the policy of DCP to keep information regarding former employees confidential, except for employee job title and dates of employment. If you choose to give a reference for another employee, you will do so as an individual not on behalf of DCP and must include the following disclaimer as part of their reference. **Disclaimer:** "I give this reference in my personal capacity and the opinions expressed are mine alone and do not reflect the views of Across the Bridge Foundation dba Downtown College Prep." No written employment reference may be provided on DCP letterhead. All requests for a reference from DCP shall be referred to and handled by HR.



REVISED JULY 2019

Appendix A

Acknowledgment

I have received and read a copy of the Employee Handbook for Across the Bridge Foundation (DCP). I understand that the policies, rules and benefits described in it are subject to change at DCP's sole discretion at any time, and compliance with DCP's rules is a condition of my new or continued employment. I understand that the Employee Handbook replaces (supersedes) all other previous Employee Handbooks, oral or written, for Across the Bridge Foundation (ABF) or Downtown College Prep (DCP). I understand that my signature below indicates that I have received a copy of DCP's Employee Handbook and have read it, understand it, and agree to the guidelines, including the terms of my at-will employment.

Print Employee Name

Employee's Signature

Date

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Appendix A - Acknowledgment

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Appendix B

Harassment/Discrimination/Retaliation Complaint Form

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the HR Department, Chief Operating Officer, Executive Director or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

DCP will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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Appendix B – Harassment/Discrimination/Retaliation Complaint Form

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REVISED JULY 2019

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Print Employee Name: _____

Employee Signature: _____ Date: _____

To be completed by the Charter School:

Received by: _____ Date: _____

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Appendix B – Harassment/Discrimination/Retaliation Complaint Form

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REVISED JULY 2019



Internal Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

1 | Page

Appendix C – Internal Complaint Form



REVISED JULY 2019

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Print Name

Signature of Complainant

Date

To be completed by the Charter School:

Received By

Date

Appendix 12- Financial Documents



12.1 ABF 2018-19 Approved Audit

12.2 DCP Alum Rock Three-Year Projected Budget

12.3 DCP Alum Rock Three-Year Projected Cash Flow

12.4 DCP Alum Rock Budget Narrative And Assumptions

12.1 ABF 2018-19 Approved Audit



Annual Consolidated Financial Report
June 30, 2019

Across the Bridge Foundation
dba Downtown College Preparatory

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

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FINANCIAL SECTION



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Across The Bridge Foundation (DCF)
San Jose, California

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of the Across The Bridge Foundation ("ABF") doing business as Downtown College Preparatory ("DCF" or "School") (a nonprofit organization), which comprise the consolidated statement of financial position as of June 30, 2019, the related consolidated statements of activities and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Across The Bridge Foundation (DCP), as of June 30, 2019, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements on the consolidated financial statements as a whole. The supplementary information as listed in the table of contents, including Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, is presented for purposes of additional analysis and are not a required part of the consolidated financial statements. The supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Information

The management's discussion and analysis is presented for the purposes of additional analysis and is not a required part of the consolidated financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2019, on our consideration of the Across The Bridge Foundation (DCP)'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Across The Bridge Foundation (DCP)'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Across The Bridge Foundation (DCP)'s internal control over financial reporting and compliance.

 Erik Bailly LLP

Palo Alto, California
December 11, 2019

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2019



Management's Discussion and Analysis – Fiscal Year 2018-19

Since Across the Bridge Foundation (ABF), doing business as Downtown College Preparatory (DCP or “the School”), is a nonprofit organization, the Management Discussion and Analysis is not a required document for the Annual Financial Report. This section is included to provide additional insight to the organization including its mission, impact, and financial outlook.

Organization Profile

DCP is a nonprofit public benefit corporation incorporated under the laws of the State of California and recorded by the Secretary of State on September 16, 1999.

Mission and Vision

DCP prepares first-generation students for college success.

DCP prepares first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion. DCP’s “To and Through” college completion model ensures graduates and their families are supported in their pursuit of a college degree. With a focus on students who are historically underserved by traditional public schools, DCP families are largely low-income and Latino, with limited educational attainment.

The first component of DCP’s model is getting students “to” college by ensuring that they possess: a personal commitment to college starting in middle school; the deeper learning competencies to complete the coursework required to apply to and attend a four-year college; leadership and immersive learning experiences that give them a competitive advantage; and the mindset and college know-how to navigate the university experience.

The second component of DCP’s model is getting students “through” college, which involves a family-level commitment and financial plan; an accessible support system of advisors, peers, and alumni; and the personal qualities of confidence, grit, tenacity, and perseverance to see their college dreams through to fruition. Today, 98% of DCP graduates enroll in college after high school, and 88% of these students persist in college after two years. Nationally, only 11% of the lowest-income students complete college within 6-years. DCP’s college completion and persistence rate is 53%.

Today, DCP graduates serve as leaders in the community. Currently, DCP graduates make up 12% of DCP staff, serving as teachers, community organizers, and operations staff. Many DCP grads have pursued professional careers as engineers, social service providers and medical practitioners. These students have proven there are no limitations to their potential and contributions to our community.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2019

Current Overview

In 2018-19, DCP completed and launched a 5-year strategic plan focused on achieving four major objectives. DCP's strategic plan is designed to prepare DCP for a future where we will continue to be competitive in attracting first-generation families and ensuring that through those efforts we achieve our mission.

Objectives:

1. DCP students achieve a four-year college degree.
2. DCP students, families and staff understand the barriers to first-generation college success and commit to the personal and professional growth necessary to achieve the mission.
3. DCP expands the national movement for educational equity and is an exemplar for first-generation college success.
4. DCP attracts and stewards financial resources in order to meet its obligations and seize opportunities.

DCP has identified ten Key Results which will drive our efforts for the next five years. We have further refined our focus so that in 2019-20 we will target four **Priority Focus Key Results**.

Priority Focus Key Results

Key Result 1 - Academic Progress

Critical to our success as an organization is our ability to help first generation students gain the academic skills necessary to thrive in college. Many students arrive at DCP having not yet gained the academic skills expected for their grade level in all subjects. We welcome them and we believe that we can help them build their skills and accelerate their learning so that they are ready for college upon graduation. This doesn't happen in a month or a year. It takes a full commitment over the student's DCP career.

For this reason, we are committed to supporting 100% of our students in demonstrating progress towards those grade-level standards to ensure academic readiness for college.

Key Result 3 - College Competitiveness

One of the critical factors that sets DCP apart is our focus on supporting first-generation college students to enroll and persist in college. In order for DCP students to have the confidence and opportunity to access all postsecondary options, we must ensure that our students have the types of experiences, coursework, and guidance to meet this goal.

For this reason, we are committed to ensuring that 90% of students graduate meeting or exceeding UC/CSU eligibility.

Key Result 6 - Teacher Retention

The research is clear that teachers gain in skill substantially from their 1st to 4th year. These skills have immediate and profound impacts on student learning, the culture of the school and the job satisfaction of peers.

For this reason, DCP aims to have at least 60% of teachers with 4 or more years of experience at DCP.

ACROSS THE BRIDGE FOUNDATION
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MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2019

Key Result 10 - Financial Sustainability

Living in California, we know that the public contribution to education is insufficient to meet the many needs of our students.

For this reason, DCP must establish a budget that is financially sustainable in order to create stability in programming, commitments to families and our staff.

Key Results for Future Focus

Key Result 2 - Middle school through 12th grade Pathways

DCP strongly believes that we will see the greatest success when we can work with our students and families from 5th or 6th grade through high school graduation.

Key Result 4 - Minimizing Bias

DCP strongly believes that we all must work to minimize the impact of bias and systemic inequalities in DCP and the larger society.

Key Result 5- Teacher Effectiveness

Increasing our collective teaching skills is a high value for DCP.

Key Result 7- Graduating our Students

DCP is committed to graduating each and every 9th grade student who enters our schools.

Key Result 8- College Persistence

Increasing the percentage of our students who persist through college to graduation is an important priority.

Key Result 9- Alumni Impact

DCP's mission doesn't end with a college degree for each of our alumni. We aim to have each of our alumni contribute in meaningful ways to their communities and to find employment that can uplift themselves and their families.

In 2018-19, DCP operated four campuses in San Jose serving grades 5-12 including two middle schools and two high schools. As the first charter high school in Santa Clara County, DCP's educational model has led the way in San Jose and throughout California. Today, dozens of charter schools exist in Santa Clara County with a similar mission to promote the college success of underserved communities.

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dba Downtown College Preparatory

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2019

Downtown College Prep High School – DCP El Primero

Downtown College Prep High School (DCP El Primero) is the flagship campus within the DCP network. It was founded in 2000 and graduated its first class in 2004. Nearly every graduate of the Class of 2019 is enrolled in college. DCP seniors boasted a 55% UC admit rate and a 92% CSU admit rate. 34% intend to declare a STEM major. DCP El Primero served 475 students in grades 9-12. Over 80% of students qualify for free/reduced lunch. At DCP El Primero students begin to explore their college-going identity in the school's close-knit, college-bound culture and supportive environment. Enrichment opportunities available to students also continue to expand including internships and immersive summer opportunities, including study abroad. DCP ensures that every family has a college & financial aid plan, and the know-how to navigate the college application and admissions process.

DCP Middle School – DCP El Camino

DCP El Camino Middle School opened its doors in Fall 2014 with a founding class of 120 6th graders. Today, DCP Middle School is the largest school in the DCP network serving 593 students in grades 5-8. Over 80% of students qualify for free/reduced lunch. Nearly 80% of 8th graders at DCP El Camino feed into DCP El Primero as 9th graders.

Downtown College Prep Alum Rock – DCP ARHS

DCP Alum Rock High School celebrated its third class of high school graduates. Nearly every graduate of the Class of 2019 is enrolled in college. DCP seniors boasted a 55% UC admit rate and a 86% CSU admit rate. 43% intend to declare a STEM major. Students at DCP Alum Rock High School possess a college-going mindset and are equipped to tackle a rigorous college prep curriculum. Launched in Fall 2013 with its first class of 9th graders, DCP Alum Rock High School serves 294 students in grades 9 through 12. Over 75% of students qualify for free/reduced lunch. In 2018-19, DCP Alum Rock High School was one of the highest performing schools for low-income Latino students in Santa Clara County and the State of California as measured by the California Assessment for Student Progress and Performance. DCP Alum Rock High School boasts a rigorous and competitive four-year engineering program.

Downtown College Prep Alum Rock – DCP ARMS

DCP Alum Rock Middle School (DCP ARMS) was established in 2011 in response to the low level of academic achievement and college readiness in East San Jose. In 2019, the third class of DCP ARMS students graduated from DCP Alum Rock High School. In 2018-19, the school served 355 students in grades 6-8. Over 70% of students qualify for free/reduced lunch.

Notable Highlights:

- In 2018-19, DCP successfully completed construction of a 12,000 sq ft gymnasium and STEM lab to support the DCP Alum Rock Middle School's STEM classes. The STEM program at DCP Alum Rock Middle School is preparing middle school students to transition into DCP Alum Rock High School which provides a strong engineering curriculum and pathway to college success.
- In April 2019, DCP was one of three Bay Area high schools to be invited to National College Signing Day at UCLA sponsored by Reach Higher and featuring Former First Lady Michelle Obama. DCP students were featured in this news article by the University of California Office of the President:

<https://www.universityofcalifornia.edu/news/michelle-obama-cheer-college-signing-day>

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- DCP had its first national Questbridge Scholar from ARHS who was matched to Swarthmore College with a full-ride scholarship (one of 1,044).
- DCP launches a longitudinal study with researchers from UC Santa Cruz to study the transition to college for first-generation students from DCP's Class of 2019.

Program

DCP believes that a college degree is a critical asset that can propel low-income students out of the cycle of poverty, creating a broader horizon of career options, and improving the outlook for themselves and their families.

At the core of DCP's model is the fundamental belief that the opportunity to attend a high-quality, mission-driven, college-prep school is the most important factor in a student's eventual college success. At DCP, the school culture and academic program are aligned around a single goal: college completion. Excellence in teaching ensures that poverty, lack of English fluency, and low levels of parent education are not determining factors in a student's college success.

The key elements that make DCP schools especially effective in serving our target student are:

1. The academic program is designed to be responsive and flexible to individual student needs and is focused wholly on deeper learning and college readiness.
2. School culture is focused on optimism and effort to inspire students to become ambitious, confident college-prep learners.
3. Flexibility of the charter status is used to fundamentally rethink and redesign professional development to support the schools' college-prep mission.
4. Close working relationships are developed with the families and communities served by the school.

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

Fiscal Year 2018-19 Highlights

Academic and College Success Achievement Highlights

CAASPP Results

In 2018-19, DCP students realized significant academic gains on the California Assessment of Student Performance and Progress (CAASPP) which measures student performance in English language arts and math for grades 5-8 and 11.

DCP focuses on scale score growth not just proficiency. Scale score growth helps us understand how close students are to achieving the standard and whether our academic programs are meeting students' needs. DCP students had significant scale score growth in 2019, ensuring more students are on track to meeting and exceeding standards over time. The State recognizes any growth of 15+ or higher as a significant increase.

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MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2019

- For English Language Arts, DCP students, on average, scored 17 points higher than the previous year; English learners scored 22 points higher.
- For math, DCP students on average scored 21 points higher than the previous year; English learners scored 22 points higher.
- At the DCP Alum Rock Schools, 11th grade students scored 13 points above the state standard, an impressive performance given that for similar populations, the State of California scored approximately 30 points below standard in 2018.
- At DCP Alum Rock Schools and DCP El Camino Middle School, there was a substantial increase in Math scale scores for all grades. At DCP Alum Rock Middle School in the 7th grade, the math scores went up by 46 points for all students and at DCP El Camino Middle School in the 5th grade the scale score is up 34 points, 6th grade is up 36 points and 8th grade is up 41 points.

With regard to proficiency, at DCP El Camino the year-over-year increase in proficiency in ELA is 12%; in math, the year-over-year increase in proficiency is 14%. At DCP Alum Rock Middle School the year-over-year increase in proficiency in ELA is 1%; in math, the annual year-over-year increase in proficiency is 8%.

This is compared to the State where according to the California Department of Education State Superintendent Tony Thurmond "expressed deep concern that improvement is less consistent across the score range in the later grades of 7, 8, and 11, with a persistent percentage of students of color not meeting standards and, in several grades, showing declining scores from last year." DCP schools work to see gains each year in its students progress and growth, and while there are always areas of improvement, the gains in 2018-2019 are important to highlight and recognize.

Graduation, College Enrollment, Persistence and Enrollment Results

- DCP celebrated two graduating senior classes from its two high schools.
- 95% of the Class of 2019, the largest in DCP history, matriculated to college.
- 88% of DCP graduates are persisting in college after 2 years.
- 53% of DCP grads have completed college or are on track to complete college in six years compared to 11% of the lowest-income students nationwide.
- The first state report on college-going rates is released in summer 2019 with DCP schools outperforming the state on average for Latino, Socioeconomically Disadvantaged, and English Learners.
- Both of DCP's high schools rank #2 (EPHS) and #3 (ARHS) among similar schools in San Jose for "Percent Prepared" on the College and Career-Readiness Indicator that is part of the State of California school dashboard.

ACROSS THE BRIDGE FOUNDATION
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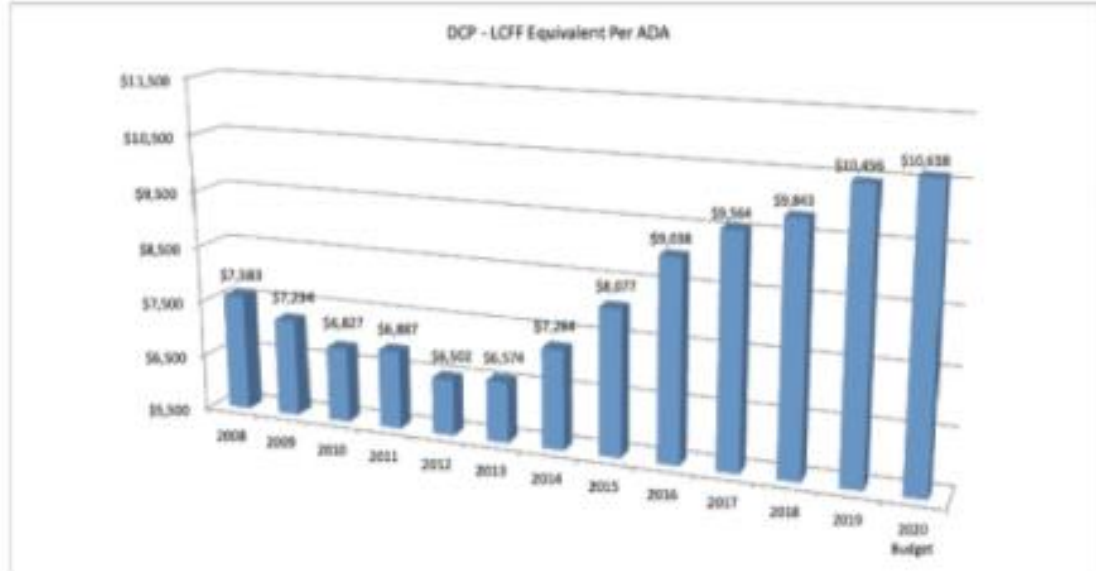
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2019

Financial Summary

As the Schedule of Financial Trends and Analysis on page 12 indicates, Total Revenues increased 13% in fiscal year 2018-19. Government Revenues increased 14% while Other Revenues increased 3%. The overall growth is due largely to construction grants, Local Control Funding Formula (LCFF) increased funding levels and organizational expansion in student attendance. DCP added approximately 37 new average daily attendance (ADA) seats for a 2.3% increase in student ADA. ADA, not enrollment, is the factor used to calculate per student government funding.

Government Revenues: Government revenues increased 14% over the prior year. Fiscal year 2018-19 was year six of the 8-year implementation schedule for the new CA State Local Control Funding Formula (LCFF) and as anticipated the State funded at 100% of LCFF rates which was two years ahead of the initial 8-year implementation schedule for Proposition 30's LCFF model. The new formula yielded an increase of 6.2% per ADA funding level. This, along with DCP's 2.3% increase in ADA and several government grants to support DCP's facility construction projects, resulted in the increase in government revenues.

While a 6.2% increase in LCFF funding is notable, fiscal year 2019 funding rates remain a reflection of the 2008 State Budget Crisis. As the chart below depicts, fiscal year 2019 State ADA revenues have, for the fifth year in a row, surpassed fiscal year 2008 pre State Budget Crisis levels. While this increase appears substantial, based on historical COLA increases of 3% per year, ADA revenues are still slightly less than they would have been had the budget crisis never occurred.



Based on the US Census Bureau's 2017 Annual Survey of School System Finances, California ranks 20th in the nation for per pupil funding for Public Elementary-Secondary Schools; funding only 46% of levels invested by 1st ranked Washington DC.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2019

Other Revenues: Other revenues increased by 3% year over year. This is primarily due to a 1.5% increase in Scholarship fundraising efforts.

Expenses: Expenses increased 3.6% due primarily to cost of living adjustments.

Looking ahead: DCP continues to be optimistic as the California Legislative Analyst's Office describes the near and long-term economic budget outlook as positive. However, as complications for charter schools persist, obtaining affordable facilities and rising pension costs continue to be among the most significant challenges. In addition, due to the high cost of living, the Bay Area is experiencing a teacher shortage. Competition for the decreasing pool of available teachers is driving the cost of teachers higher as schools offer greater salaries and benefits packages in order to attract talent. Going forward, DCP anticipates spending a greater percentage of its revenues on rent, leasehold improvements, teacher salaries, and pension & medical benefits.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2019

	(Budget) 2020 ¹	2019	2018	2017
Revenues				
Governmental revenues	\$ 22,591,321	\$ 23,832,627	\$ 20,869,517	\$ 17,370,491
Other revenues	1,537,225	1,655,589	1,600,139	1,366,321
Total Revenues	<u>24,128,546</u>	<u>25,488,216</u>	<u>22,469,656</u>	<u>18,736,812</u>
Expenses				
Operating expenditures	23,780,283	22,384,575	21,626,748	17,236,261
Depreciation	240,142	164,896	150,036	128,967
Total Expenses	<u>24,020,425</u>	<u>22,549,471</u>	<u>21,776,784</u>	<u>17,365,228</u>
Change in Net Assets	<u>\$ 108,121</u>	<u>\$ 2,938,745</u>	<u>\$ 692,872</u>	<u>\$ 1,371,584</u>
Ending Net Assets	<u>\$ 8,201,089</u>	<u>\$ 8,092,968</u>	<u>\$ 5,154,223</u>	<u>\$ 4,461,351</u>
Average LCFF per ADA	<u>\$ 10,618</u>	<u>\$ 10,456</u>	<u>\$ 9,843</u>	<u>\$ 9,564</u>

ABF Combined net assets have increased by \$3,631,617 over the past two years. Total net assets at the year end of 2018-19 consists of \$1,085,280 with donor restriction for various programs and \$7,007,688 without donor restriction. The fiscal year 2019-20 budget projects an increase in net assets of \$108,121.

ABF Combined had an operating surplus in all of the past three years and anticipates incurring an operating surplus during the 2019-20 fiscal year.

Average principal apportionment per ADA increased \$613 from prior year's \$9,843 per ADA to \$10,456 per ADA. An increase of \$162 in average principal apportionment per ADA is anticipated during fiscal year 2019-20.

This Schedule presents the financial trends and analysis on the Across the Bridge Foundation Combined (ABF Combined), excluding the DCP Foundation (DCPF).

¹ Budget 2020 is included for analytical purposes only and has not been subjected to audit.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019

ASSETS

Current Assets		
Cash and investments	\$ 5,959,268	
Current portion of pledge cash	600,182	
Accounts receivable	2,828,581	
Current portion of pledge receivable	319,094	
Due from other agencies	81,958	
Prepaid expenses and other current assets	152,909	
Total Current Assets		\$ 9,941,992
Non-Current Assets		
Noncurrent portion of pledge receivable	105,000	
Capital assets	49,210,230	
Less: accumulated depreciation	(3,541,819)	
Total Non-Current Assets		45,773,411
Total Assets		<u>\$ 55,715,403</u>

LIABILITIES AND NET ASSETS

LIABILITIES

Current Liabilities		
Accounts payable	\$ 3,206,961	
Deferred revenue	149,065	
Due to other agencies	829,228	
Current portion of long-term obligations	129,783	
Total Current Liabilities		\$ 4,315,037
Noncurrent Liabilities		
Deferred rent	189,000	
Noncurrent portion of long-term obligations	39,830,574	
Total Non-Current Liabilities		40,019,574
Total Liabilities		<u>44,334,611</u>

NET ASSETS

With Donor Restrictions		
Scholarships	339,983	
Federal and state programs	566,613	
Associated student body	13,081	
Private funding and other	165,603	
Debt covenants	3,287,824	
Total Restricted Net Assets		4,373,104
Without Donor Restrictions		7,007,688
Total Net Assets		11,380,792
Total Liabilities and Net Assets		<u>\$ 55,715,403</u>

The accompanying notes are an integral part of these financial statements.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

CONSOLIDATED STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES			
Local control funding formula sources			
State apportionment	\$ 6,598,722	\$ -	\$ 6,598,722
In-lieu property taxes	10,672,546	-	10,672,546
Federal revenue	-	3,677,010	3,677,010
State revenue	737,647	2,146,702	2,884,349
Local revenues			
Scholarships	-	379,913	379,913
Associated student body	-	20,405	20,405
Private funding	1,046,513	55,179	1,101,692
Other revenues	60,654	192,064	252,718
Satisfaction of program restrictions	7,428,821	(7,428,821)	-
Total Revenues	<u>26,544,903</u>	<u>(957,548)</u>	<u>25,587,355</u>
EXPENSES			
Program services			
Teacher salaries and benefits	8,462,469	-	8,462,469
Academic and student support salaries and benefits	4,630,166	-	4,630,166
Student transportation	312,479	-	312,479
Instructional and student services	1,031,482	-	1,031,482
Student scholarships	225,066	-	225,066
Bond related	1,614,519	-	1,614,519
Occupancy	1,353,066	-	1,353,066
Instructional and student supplies	665,067	-	665,067
Student nutrition	292,213	-	292,213
Equipment leases	99,082	-	99,082
Special education fee	803,815	-	803,815
Depreciation	1,251,912	-	1,251,912
Subtotal	<u>20,741,336</u>	<u>-</u>	<u>20,741,336</u>
Management and general			
Administrative salaries and benefits	1,784,413	-	1,784,413
District supervisory fee	102,271	-	102,271
Insurance	100,245	-	100,245
Operating expenses	963,940	-	963,940
Depreciation	7,501	-	7,501
Subtotal	<u>2,958,370</u>	<u>-</u>	<u>2,958,370</u>
Total Expenses	<u>23,699,706</u>	<u>-</u>	<u>23,699,706</u>
NET CHANGE IN NET ASSETS	2,845,197	(957,548)	1,887,649
NET ASSETS, BEGINNING	<u>4,162,491</u>	<u>5,330,652</u>	<u>9,493,143</u>
NET ASSETS, ENDING	<u>\$ 7,007,688</u>	<u>\$ 4,373,104</u>	<u>\$ 11,380,792</u>

The accompanying notes are an integral part of these financial statements.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2019

CASH FLOWS FROM OPERATING ACTIVITIES	
Increase in net assets	\$ 1,887,649
Adjustments to reconcile decrease in net assets to net cash provided by operating activities	
Depreciation expense	1,259,413
Amortization expense	(20,749)
Changes in operating assets and liabilities	
Increase in accounts receivable and due from balances	(546,522)
Decrease in deferred revenue	(39,063)
Increase in prepaid expenses	(37,675)
Increase in accounts payable and due to balances	321,498
Increase in pledge cash balance	(181)
Net Cash Provided by Operating Activities	<u>2,824,370</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Cash payment on acquisition of capital assets	<u>(7,785,083)</u>
Net Cash Used for Investing Activities	<u>(7,785,083)</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Payment of debt	<u>(106,876)</u>
Net Cash Provided by Financing Activities	<u>(106,876)</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	<u>(5,067,589)</u>
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>11,026,857</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 5,959,268</u>

The accompanying notes are an integral part of these financial statements.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - ORGANIZATION AND MISSION

Across the Bridge Foundation (dba Downtown College Preparatory), hereafter known as the "School", is a nonprofit, public benefit corporation incorporated under the law of the State of California and recorded by the Secretary of State on September 16, 1999. Downtown College Preparatory operates small academic charter schools with a clear goal of preparing each of its students to thrive at a four-year university. High standards, personalized attention and an explicit focus on college success drive the academic programs at Downtown College Preparatory. The efforts of everyone at the School, students, staff and community, are aligned to achieve this singular vision.

Downtown College Preparatory opened the first charter high school in Santa Clara County. It was chartered by the San Jose Unified School District on December 2, 1999. The School opened in September 2000 with its first class of one hundred 9th grade students, adding a grade each year, and graduated its first class of students in 2004. In August of 2008, the School opened a new campus, DCP Alviso, which suspended operations in 2011-2012. In August of 2011, the School opened a new grade 6-12 charter, DCP Alum Rock. In August of 2014, the School opened DCP Middle School. Today, Across the Bridge Foundation serves approximately 1,800 students.

For presentation purposes the School has elected to reflect separately the financial statements for the middle and high school grades of the 6-12 grade DCP Alum Rock charter in the supplementary information section of this report. In addition, the financial statements present the activities of DCP Foundation (DCPF). DCPF is a non-profit benefit corporation formed in fiscal year 2014-2015 under Section 509(a)(3) of the Internal Revenue Code as a supporting organization for Across the Bridge Foundation. Significant intra-entity accounts and transactions have been eliminated in consolidation.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the School are described below to enhance the financial statements.

Financial Statement Presentation

The accompanying financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2016-14. Under ASU 2016-14, the School is required to report information regarding its financial position and activities according to two classes of net assets: With Donor Restrictions and Without Donor Restrictions. In addition, the School is required to present a statement of cash flows. As of June 30, 2019, the School had \$4,373,104 in with donor restriction net assets.

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The School uses the accrual basis of accounting. Revenues are recognized when they are earned and expenses are recognized in the accounting period in which the liability is incurred.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

Contributions

Contributions received are recorded as without donor restriction, or with donor restriction depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in with donor restriction net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the with donor restriction net assets are reclassified to without donor restriction net assets and reported in the statement of activities as "Satisfaction of program restrictions."

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures in the financial statements. Accordingly, actual results could differ from those estimates.

Income Taxes

The School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. It is also exempt from state franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2009 and forward may be audited by regulatory agencies, however, the School is not aware of any such actions at this time.

The School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the statement of cash flows, the School considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2019, management had determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

Capital Assets

It is the School's policy to capitalize individual property and equipment purchases over \$5,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as without donor restriction contributions unless the donor has with donor restriction the donated asset to a specific purpose. Furniture and equipment are depreciated using the straight-line method, over 3 to 7 years. Building and improvement are depreciated using the straight-line method, over 20 to 39 years. As of June 30, 2019, depreciation expense was \$1,259,413.

Deferred Revenue

Deferred revenue arises when potential revenue did not meet the eligibility requirement. In subsequent periods, when the eligibility requirement is met, or when the School has a legal claim to the resources, the liability for deferred revenue is removed from the consolidated statement of financial position, and revenue is recognized.

Certain grants received before the eligibility requirements are met are recorded as deferred revenue.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The governing board has designated, from net assets without donor restrictions, net assets for an operating reserve and board-designated endowment.

Net Assets with Donor Restrictions – Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted had been fulfilled, or both.

Evaluation of Subsequent Events

The School has evaluated subsequent events through the date these consolidated financial statements were available to be issued. See Note 11.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 3 - CASH AND INVESTMENTS

Cash and investments at June 30, 2019, consist of the following:

	Reported Amount	Bank Balance
Cash and Investment		
Cash on hand and in banks	\$ 2,837,660	\$ 3,100,575
Investment in certificates of deposits	67,000	67,000
Investment in money market funds	3,054,608	3,054,566
Subtotal	5,959,268	6,222,141
Pledged cash	600,182	600,182
Total Cash and Investments	<u>\$ 6,559,450</u>	<u>\$ 6,822,323</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The School maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The School has not experienced any losses in such accounts. At June 30, 2019, the School had \$3,209,089 of the cash on hand and in banks balance in excess of FDIC insured limits. Management believes the School is not exposed to any significant risk related to cash. At June 20, 2019, the investment in money market funds of \$3,054,608 was with donor restriction for construction and debt service payments.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2019, consist of the following:

Local control funding formula	
State aid	\$ 210,950
In-lieu property taxes	896,488
Total Local Control Funding Formula	<u>1,107,438</u>
Federal receivable	217,023
State receivable	890,716
Lottery receivable	80,373
Local receivable	533,031
Sub Total	<u>1,721,143</u>
Total Accounts Receivable	<u>\$ 2,828,581</u>

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 5 - PLEDGE RECEIVABLE

Various development campaigns are organized by the School throughout the course of any given year. Amounts pledged, but not received by year-end were \$424,094.

Estimated future collections are as follows:

<u>Fiscal Year</u>	
2020	\$ 319,094
2021	80,000
2022	25,000
	<u>\$ 424,094</u>

NOTE 6 - CAPITAL ASSETS

Capital assets at June 30, 2019, consist of the following:

	<u>Balance</u> <u>July 1, 2018</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance</u> <u>June 30, 2019</u>
Non-depreciable Capital Assets:				
Work in progress	\$ 3,380,900	\$ 7,731,843	\$ 3,102,958	\$ 8,009,785
Depreciable Capital Assets:				
Building and improvements	37,089,130	3,102,958	-	40,192,088
Vehicles	61,712	-	30,856	30,856
Furniture and equipment	924,261	53,241	-	977,502
Total Capital Assets	<u>41,456,003</u>	<u>10,888,042</u>	<u>3,133,814</u>	<u>49,210,231</u>
Less Accumulated Depreciation:				
Building and improvements	1,606,735	1,126,950	-	2,733,685
Vehicles	61,712	-	30,856	30,856
Furniture and equipment	644,815	132,463	-	777,278
Total Accumulated Depreciation	<u>2,313,262</u>	<u>1,259,413</u>	<u>30,856</u>	<u>3,541,819</u>
Capital Assets, Net	<u>\$ 39,142,741</u>	<u>\$ 9,628,629</u>	<u>\$ 3,102,958</u>	<u>\$ 45,668,412</u>

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 7 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2019, consist of the following:

Salaries and benefits	\$ 488,148
Vendor payables	2,340,822
Accrued discretionary time-off	377,991
Total Accounts Payable	<u>\$ 3,206,961</u>

NOTE 8 - LONG TERM LIABILITIES

Revolving Note with Comerica Bank

As allowed by definition of the days of cash on hand covenant calculation, on June 25, 2018, the Across the Bridge Foundation entered into a revolving note agreement with Comerica Bank to bridge deferrals of state payments in order to meet the covenants of the Charter School Revenue Bond. The balance on the note as of June 30, 2019, was \$0. The School pledged \$600,182 cash as of June 30, 2019 for the revolving note.

Loan Agreement with Sobrato Family Foundation

On April 26, 2016, the Across the Bridge Foundation and DCP Facilities 2, LLC entered into a loan agreement with Sobrato Family Foundation for the purpose of constructing school facilities located at 1402 Monterey Road, San Jose, California, in which the School has a leasehold interest under the Lease Agreement (see page 25) between the School and the San Jose Unified School District for the purpose of operating charter schools.

The balance on the loan as of June 30, 2019, was \$2,893,124, and has an interest at a rate of 2 percent per annum beginning on the date of closing. The final payment of principal and interest shall be on or before April 26, 2026.

California School Finance Authority-Charter School Revenue Bonds

The California School Finance Authority (Authority) issued Charter School Revenue Bonds, referred to as Downtown College Prep - Obligated Group Series 2016, in the aggregate principal amount of \$36,405,000 (Bonds) on April 28, 2016. The Authority loaned the proceeds of the Bonds to Downtown College Prep Foundation, a consolidated entity included in the School's consolidated financial statements.

The Bonds are for the purpose of financing and refinancing certain costs of acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of the land and educational facilities of the School. Interest on the Bonds will be payable semiannually on June 1 and December 1, commencing December 1, 2016.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

The outstanding loans and bonds of the School are as follows:

	Balance July 1, 2018	Deductions	Balance June 30, 2019	Due in One Year
Revenue Bonds	\$ 36,405,000	\$ -	\$ 36,405,000	\$ -
Premiums	682,982	20,749	662,233	20,749
Subtotal	37,087,982	20,749	37,067,233	20,749
Sobrato Loan	3,000,000	106,876	2,893,124	109,034
Total	\$ 40,087,982	\$ 127,625	\$ 39,960,357	\$ 129,783

The School's outstanding revenue bonds of \$36,405,000 and the Sobrato Loan of \$2,893,124 are secured with collateral of the school properties located at 1402 Monterey Road, San Jose, CA and 2888 Ocala Avenue, San Jose, CA.

The School's bonds mature through 2051 as follows:

Fiscal Year	Principal	Interest to Maturity	Total
2020	\$ -	\$ 1,750,663	\$ 1,750,663
2021	570,000	1,750,663	2,320,663
2022	595,000	1,727,863	2,322,863
2023	620,000	1,704,063	2,324,063
2024	645,000	1,679,263	2,324,263
2025-2029	3,605,000	7,980,015	11,585,015
2030-2034	4,455,000	7,100,364	11,555,364
2035-2039	5,580,000	5,939,413	11,519,413
2040-2044	7,085,000	4,410,250	11,495,250
2045-2049	9,000,000	2,456,250	11,456,250
2050-2051	4,250,000	321,250	4,571,250
Total	\$ 36,405,000	\$ 36,820,057	\$ 73,225,057

The bonds require compliance with certain covenants, for instance liquidity and base rent coverage ratios. Compliance with the requirements of some of the covenants was effective beginning in fiscal year 2017. The School believes it is in compliance with all the covenants.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

The School's Sobrato Loan matures through 2026 as follows:

Fiscal Year	Principal	Interest to Maturity	Total
2020	\$ 109,034	\$ 56,591	\$ 165,625
2021	442,077	50,823	492,900
2022	451,000	41,900	492,900
2023	460,104	32,797	492,901
2024	469,391	23,510	492,901
2025-2026	961,518	18,425	979,943
Total	<u>\$ 2,893,124</u>	<u>\$ 224,046</u>	<u>\$ 3,117,170</u>

NOTE 9 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the Public Employees' Retirement System (CalPERS).

California State Teachers' Retirement System (CalSTRS)

Plan Description

The school contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at:

<http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the state is the sponsor of the STRP and obligor of the trust. In addition, the state is both an employer and nonemployer contributing entity to the STRP.

The District contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans. The STRP provisions and benefits in effect at June 30, 2019, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire date	2% at 60	2% at 62
Benefit formula	5 years of service	5 years of service
Benefit vesting schedule	Monthly for life	Monthly for life
Benefit payments	60	62
Retirement age	2.0% - 2.4%	2.0% - 2.4%
Monthly benefits as a percentage of eligible compensation	10.25%	10.205%
Required employee contribution rate	16.28%	16.28%
Required employer contribution rate	9.828%	9.828%
Required state contribution rate		

Contributions

Required member, District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2019, are presented above and the District's total contributions were \$1,162,368.

California Public Employees' Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017 annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at:
<https://www.calpers.ca.gov/page/forms-publications>.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of credit service are eligible to retire at age 55. Members hired on or after January 1, 2013, with five years of credit service are eligible to retire at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2019, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	7.00%
Required employer contribution rate	18.062%	18.062%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers are determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions go through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The school is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2019, are presented above and the total District contributions were \$643,384.

Social Security

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (STRS or PERS) must be covered by Social Security or an alternative plan. The School has elected to use Social Security. Contributions made by the School and an employee vest immediately. The School contributes 6.2 percent of an employee's gross earnings. An employee is required to contribute 6.2 percent of his or her gross earnings to the pension plan.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - COMMITMENTS AND CONTINGENCIES

Grants

The School received financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the School. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2019.

Litigation

The School is not currently a party to any legal proceedings.

Operating Leases

In August 2011, the School entered into a lease agreement with the Sobrato Foundation (the Lessor) to secure a portion of the premises for the central office at 1400 Parkmoor Avenue, Suite 206, San Jose, California. The base rent for the period beginning August 1, 2018 and ending July 31, 2021 shall be \$2,256 monthly.

The School entered into a lease agreement with the East Side Union High School District (the Lessor) to occupy classrooms and office spaces for Alum Rock High at Independence High School Campus, located at 1776 Educational Park Drive, San Jose, CA 95133. The base rent for the period beginning July 1, 2016 and terminating on June 30, 2021. The current base rent is \$6,219 monthly.

The School entered into a lease agreement with Alum Rock Union Elementary School District to occupy the premises for Alum Rock Middle. The lease commenced on May 7, 2014 and ends on July 31, 2045 with an option to extend the term of the lease for three successive option periods of five years each. The base rent is included as part of the lease obligation described below between the School and DCP Facilities LLC.

The School entered into a lease agreement with San Jose Unified School District to occupy the premises for DCP Middle and DCP High. The lease commenced on October 23, 2015 and ends on October 22, 2065. The lease contains an option to purchase the premises at any time during the lease term for a price which will be equal to the District's costs of acquisition of the premises calculated in a manner consistent with applicable law. The base rent is for \$1 annually. In fiscal year 2015-2016, the School made the full payment on its lease commitment through the end of the lease term.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019

In conjunction with the issuance of the Downtown College Prep - Obligated Group Series 2016 bonds described in Note 8 to finance the construction of DCP Middle, DCP High and Alum Rock Middle Schools, the School entered into a lease agreement (the "Lease Agreement") with DCP Facilities 1 and DCP Facilities 2, LLCs. The lease agreement requires the School to make payments to DCP Facilities 1 and DCP Facilities 2 equivalent to the amounts needed to service the debt, make rent payments for Alum Rock Middle, pay bond trustee fees and other costs associated with the financing transaction. The rent payments to DCP Facilities 1 and 2 are as follows for all three campuses:

Fiscal Year	DCP Middle (El Camino)	DCP High (El Primero)	Alum Rock Middle (Ocala)	Lease Obligation
2020	\$ 560,399	\$ 664,783	\$ 747,657	\$ 1,972,840
2021	746,353	885,604	871,525	2,503,482
2022	747,004	886,382	872,133	2,505,520
2023	747,332	886,777	872,438	2,506,547
2024	747,205	886,631	872,317	2,506,153
2025-2029	3,724,527	4,419,601	4,807,512	12,951,640
2030-2034	3,714,001	4,407,286	4,876,400	12,997,686
2035-2039	3,701,237	4,392,357	4,906,161	12,999,755
2040-2044	3,692,083	4,381,777	4,940,542	13,014,403
2045-2049	3,677,622	4,364,972	4,971,212	13,013,806
2050-2051	1,405,590	1,668,428	1,890,637	4,964,656
Total	<u>\$ 23,463,354</u>	<u>\$ 27,844,598</u>	<u>\$ 30,628,535</u>	<u>\$ 81,936,487</u>

NOTE 11 - SUBSEQUENT EVENTS

Management has reviewed subsequent events and transactions that occurred after the date of the consolidated financial statements through December 11, 2019, the date the consolidated financial statements were issued. The consolidated financial statements include all events or transactions, including estimates, required to be recognized in accordance with generally accepted accounting principles.

The ever-rising cost of living and shortages in single-family homes is causing a drop in enrollment across many schools in the bay area. The drop in enrollment is being felt across the board in different areas in Santa Clara County with decreases projected between 5 to 10% annually. The School's enrollment isn't impacted yet by this change other school districts are seeing but it is unknown how this will have an impact on our enrollment in future years. In addition, the 2017 Tax Cuts and Jobs Act may have an impact on the School's revenue sources such as governmental grants, charitable contributions from individuals and organizations in the future years.

SUPPLEMENTARY INFORMATION

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2019

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through California Department of Education (CDE):			
Title I - Basic Grants Low-Income and Neglected	84.010	14329	\$ 640,164
Title II - Improving Teacher Quality Local Grants	84.367	14341	78,239
Title III - Limited English Proficient (LEP) Student Program	84.365	14346	47,824
Title IV - Student Support and Academic Enrichment	84.424A	15396	39,242
Special Education Basic Local Assistance Entitlement	84.027	13379	59,893
Charter Schools Program Facilities Incentive Grant	84.282D	N/A	2,192,633
Total passed through California Department of Education			3,057,995
Direct grants:			
Charter Schools Program for Replication and Expansion for High Quality Charter Schools	84.282M	N/A	403,838
Total U.S. Department of Education			3,461,833
U.S. DEPARTMENT OF AGRICULTURE			
Passed through California Department of Education:			
Child Nutrition: School Programs	10.555	13524	215,177
Total U.S. Department of Agriculture			215,177
Total Expenditures of Federal Awards			\$ 3,677,010

See accompanying note to supplementary information.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2019

ORGANIZATION

Across The Bridge Foundation (ABF) operates DCP high school grade 9-12, Alum Rock school grade 6-12, and DCP middle school grade 5-8. The DCP high school's charter was granted on December 2, 1999 by the San Jose Unified School District. The 6-12 Alum Rock school's charter was granted on November 18, 2009 by the Santa Clara County Office of Education. The DCP middle school's charter was granted on September 19, 2013 by the San Jose Unified School District.

DCP Foundation (DCPF) is a non-profit benefit corporation formed in fiscal year 2014-15 under Section 509(a)(3) of the Internal Revenue Code as a supporting organization for Across the Bridge Foundation.

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
GOVERNING BOARD ABF		
Ms. Sandra Moll	President	2022
Ms. Maria Arellano	Vice President	2021
Ms. Kathy Yates	Treasurer	2022
Ms. Mary P. Curtis	Secretary	2022
Mr. Marc Ketzel	Director	2020
Mr. Don Imwalle	Director	2022
Ms. Lisa Cole	Director	2022
Mr. John Koeplin	Director	2020
Mr. Miguel Salinas	Director	2020
Mr. Josue Fuentes	Director	2020
Ms. Jackie Zeller	Director	2021
Mr. Riaan Du Preez	Director	2021
Ms. Kathryn Hanson	Director	2021

GOVERNING BOARD DCPF

Mr. Rodney Jenny	President	2020
Mr. Sean Meeks	Secretary/Treasurer	2020
Mr. Jeff Black	Director	2020
Mr. Terry Deveau	Director	2020

ADMINISTRATION

Ms. Jennifer Andaluz	Executive Director/Co-founder
Ms. Ruth Wamuyu Schriver	Chief Operating Officer
Ms. Amy Fowler	Chief Academic Officer
Ms. Paula Gallant	Controller

See accompanying note to supplementary information.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2019

Grade Level	P2 Report	Annual Report
Alum Rock Campus		
Middle/High School		
Grade sixth classroom based	126.33	125.36
Grade seventh through eighth classroom based	218.43	216.54
Grade ninth through twelve classroom based	280.56	278.07
Subtotal	625.32	619.97
DCP High Campus		
High School		
Grade ninth through twelfth classroom based	458.37	451.99
Subtotal	458.37	451.99
DCP Middle Campus		
Middle School		
Grade five through sixth classroom based	225.91	223.68
Grade seventh through eighth classroom based	342.27	338.83
Subtotal	568.18	562.51
Total	1,651.87	1,634.47

The School does not have non-classroom based ADA.

See accompanying note to supplementary information.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2019

Grade Level ¹	1986-87 Minutes Requirement	2018-19 Actual Minutes	2018-19 Days of Instruction	Status
Alum Rock Middle Campus				
Grade 6	54,000	60,300	179	Complied
Grade 7	54,000	60,300	179	Complied
Grade 8	54,000	59,070	179	Complied
Alum Rock High Campus				
Grade 9	64,800	65,275	179	Complied
Grade 10	64,800	65,275	179	Complied
Grade 11	64,800	65,275	179	Complied
Grade 12	64,800	65,275	179	Complied
DCP Middle Campus				
Grade 5	54,000	56,905	179	Complied
Grade 6	54,000	55,030	179	Complied
Grade 7	54,000	54,405	179	Complied
Grade 8	54,000	55,030	179	Complied
DCP High Campus				
Grade 9	64,800	64,875	179	Complied
Grade 10	64,800	64,875	179	Complied
Grade 11	64,800	64,875	179	Complied
Grade 12	64,800	64,875	179	Complied

¹ The Alum Rock campus operates only grades 6 through 12. The DCP Middle campus operates only grades 5 through 8. The DCP High campus operates only grades 9 through 12.

See accompanying note to supplementary information.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019

	Central Office	DCP High	Alum Rock Middle	Alum Rock High
ASSETS				
Current Assets				
Cash and investments	\$ 513,388	\$ 726,550	\$ 1,050,555	\$ 125,320
Current portion of pledge cash	-	-	600,182	-
Accounts receivable	42,679	553,992	855,088	387,422
Current portion of pledge receivable	294,094	-	-	-
Due from other entities	4,526	9,060	24,920	-
Due from other funds	1,362,750	745,258	1,447,332	790,407
Due from DCPF Facilities	28,224	-	36,000	-
Prepaid expenses and other current assets	10,801	69,551	13,713	11,054
Total Current Assets	2,256,462	2,104,411	4,027,790	1,314,203
Noncurrent Assets				
Noncurrent portion of pledge receivable	55,000	-	-	-
Capital assets	66,370	1,811,943	1,751,305	168,148
Less: accumulated depreciation	(65,346)	(355,854)	(96,354)	(141,954)
Total Non-Current Assets	56,024	1,456,089	1,654,951	26,194
Total Assets	\$ 2,312,486	\$ 3,560,500	\$ 5,682,741	\$ 1,340,397
LIABILITIES				
Current Liabilities				
Accounts payable	\$ 734,863	\$ 383,361	\$ 685,223	\$ 377,075
Deferred revenue	-	-	-	-
Due to other agencies	21	61,532	327,622	13,958
Due to other funds	2,250,285	560,447	945,365	918,628
Due to DCPF Facilities	-	6,025	-	-
Current portion of long-term obligations	-	-	-	-
Total Current Liabilities	2,985,169	1,011,365	1,958,210	1,309,661
Long-term Debt				
Deferred Rent	-	-	-	-
Noncurrent portion of long-term obligations	-	-	-	-
Total Non-Current Liabilities	-	-	-	-
Total Liabilities	2,985,169	1,011,365	1,958,210	1,309,661
NET ASSETS				
With donor restrictions:				
Scholarships	339,983	-	-	-
Federal and state programs	-	217,481	185,769	-
Associated student body	-	7,060	2,367	3,654
Private funding and other	4,925	22,133	112,839	25,706
Debt covenants	-	-	-	-
Without donor restrictions	(1,017,591)	2,302,462	3,423,555	1,376
Total Net Assets	(672,683)	2,549,135	3,724,531	30,736
Total Liabilities and Net Assets	\$ 2,312,486	\$ 3,560,500	\$ 5,682,741	\$ 1,340,397

Appendix 12.1 ABF 2018 Financial Audit

DCP Middle	Eliminations	ABF Combined	DCP Foundation	Eliminations	Total Consolidated
\$ 309,080	\$ -	\$ 2,724,893	\$ 3,234,375	\$ -	\$ 5,959,268
-	-	600,182	-	-	600,182
619,320	(138,430)	2,320,071	954,378	(445,868)	2,828,581
-	-	294,094	25,000	-	319,094
-	-	38,506	43,452	-	81,958
337,233	(4,682,980)	-	106,525	(106,525)	-
-	-	64,224	-	(64,224)	-
47,790	-	152,909	-	-	152,909
1,313,423	(4,821,410)	6,194,879	4,363,730	(616,617)	9,941,992
-	-	55,000	50,000	-	105,000
1,785,751	-	5,583,517	43,626,713	-	49,210,230
(137,180)	-	(796,688)	(2,745,131)	-	(3,541,819)
1,648,571	-	4,841,829	40,931,582	-	45,773,411
\$ 2,961,994	\$ (4,821,410)	\$ 11,036,708	\$ 45,295,312	\$ (616,617)	\$ 55,715,403
\$ 348,226	\$ (138,430)	\$ 2,390,318	\$ 1,262,511	\$ (445,868)	\$ 3,206,961
-	-	-	149,065	-	149,065
122,904	-	526,037	303,191	-	829,228
8,255	(4,682,980)	-	143,364	(143,364)	-
21,360	-	27,385	-	(27,385)	-
-	-	-	129,783	-	129,783
500,745	(4,821,410)	2,943,740	1,987,914	(616,617)	4,315,037
-	-	-	189,000	-	189,000
-	-	-	39,830,574	-	39,830,574
-	-	-	40,019,574	-	40,019,574
500,745	(4,821,410)	2,943,740	42,007,488	(616,617)	44,334,611
-	-	339,983	-	-	339,983
163,363	-	566,613	-	-	566,613
-	-	13,081	-	-	13,081
-	-	165,603	-	-	165,603
-	-	-	3,287,824	-	3,287,824
2,297,886	-	7,007,688	-	-	7,007,688
2,461,249	-	8,092,968	3,287,824	-	11,380,792
\$ 2,961,994	\$ (4,821,410)	\$ 11,036,708	\$ 45,295,312	\$ (616,617)	\$ 55,715,403

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

CONSOLIDATING STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2019

	Central Office	DCP High	Alum Rock Middle	Alum Rock High
REVENUES				
Local control funding formula sources				
State apportionment	\$ -	\$ 1,504,146	\$ 2,189,252	\$ 2,064,608
In-lieu property taxes	-	3,468,623	1,468,508	1,435,978
Federal revenue	171,248	957,350	792,525	215,197
State revenue	-	1,044,619	735,788	143,520
Local revenues	4,158,854	63,509	16,726	69,767
Total Revenue	4,330,102	7,038,247	5,202,799	3,929,070
EXPENSES				
Program services				
Teacher salaries and benefits	-	2,446,625	1,783,088	1,584,117
Academic and student support				
salaries and benefits	1,599,492	803,387	642,473	806,018
Student transportation	-	60,208	32,508	161,096
Instructional and student services	-	245,428	318,987	206,794
Student scholarships	225,066	-	-	-
Bond related	-	-	-	-
Occupancy	-	975,304	1,017,244	215,467
Instructional and student supplies	1,752	178,970	116,035	136,425
Student nutrition	153	91,735	18,540	20,372
Equipment leases	-	28,428	25,090	19,445
Special education fee	-	345,031	17,152	13,958
Depreciation	-	59,245	17,334	20,687
Subtotal	1,826,463	5,234,361	3,988,451	3,184,379
Management and general				
Administrative salaries and benefits	1,784,413	-	-	-
District supervisory fee	-	16,576	34,664	33,897
Insurance	4,613	34,525	16,559	10,174
Operating expenses	622,732	732,090	443,630	834,074
Depreciation	7,501	-	-	-
Subtotal	2,419,259	783,191	494,853	878,145
Total Expenses	4,245,722	6,017,552	4,483,304	4,062,524
INCREASE (DECREASE) IN NET ASSETS	84,380	1,020,695	719,495	(133,454)
NET ASSETS, BEGINNING	(757,063)	1,528,440	3,005,036	164,190
NET ASSETS, ENDING	\$ (672,683)	\$ 2,549,135	\$ 3,724,531	\$ 30,736

See accompanying note to supplementary information.

Appendix 12.1 ABF 2018 Financial Audit

DCP Middle	Eliminations	ABF Combined	DCP Foundation	Eliminations	Total Consolidated
\$ 840,716	\$ -	\$ 6,598,722	\$ -	\$ -	\$ 6,598,722
4,299,437	-	10,672,546	-	-	10,672,546
1,540,690	-	3,677,010	-	-	3,677,010
960,422	-	2,884,349	-	-	2,884,349
45,475	(2,698,742)	1,655,589	2,356,933	(2,257,794)	1,754,728
7,686,740	(2,698,742)	25,488,216	2,356,933	(2,257,794)	25,587,355
2,648,639	-	8,462,469	-	-	8,462,469
778,796	-	4,630,166	-	-	4,630,166
58,667	-	312,479	-	-	312,479
260,273	-	1,031,482	-	-	1,031,482
-	-	225,066	-	-	225,066
-	-	-	1,614,519	-	1,614,519
917,340	-	3,125,355	485,505	(2,257,794)	1,353,066
231,885	-	665,067	-	-	665,067
161,413	-	292,213	-	-	292,213
26,119	-	99,082	-	-	99,082
427,674	-	803,815	-	-	803,815
60,129	-	157,395	1,094,517	-	1,251,912
5,570,935	-	19,804,589	3,194,541	(2,257,794)	20,741,336
-	-	1,784,413	-	-	1,784,413
17,134	-	102,271	-	-	102,271
34,374	-	100,245	-	-	100,245
816,668	(2,698,742)	750,452	213,488	-	963,940
-	-	7,501	-	-	7,501
868,176	(2,698,742)	2,744,882	213,488	-	2,958,370
6,439,111	(2,698,742)	22,549,471	3,408,029	(2,257,794)	23,699,706
1,247,629	-	2,938,745	(1,051,096)	-	1,887,649
1,213,620	-	5,154,223	4,338,920	-	9,493,143
\$ 2,461,249	\$ -	\$ 8,092,968	\$ 3,287,824	\$ -	\$ 11,380,792

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

CONSOLIDATING STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2019

	Central Office	DCP High	Alum Rock Middle
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase (Decrease) in net assets	\$ 84,380	\$ 1,020,695	\$ 719,495
Adjustments to reconcile increase (decrease) in net assets to net cash provided by operating activities			
Depreciation expense	7,501	59,245	17,334
Amortization expense	-	-	-
Changes in operating assets and liabilities			
Decrease (Increase) in accounts receivable	(342,569)	(1,035)	(57,948)
Decrease (Increase) in due from balances	(800,170)	187,203	(1,079,515)
Increase (Decrease) in deferred revenue	-	-	-
Increase in deferred rent	-	-	-
Decrease (Increase) in prepaid expenses	11,364	(50,612)	21,353
Increase (Decrease) in accounts payable	237,667	(87,195)	74,842
Increase (Decrease) in due to balances	1,074,269	131,116	945,365
Decrease (Increase) in pledge cash balance	-	-	(181)
Net Cash Provided by (Used for) Operating Activities	272,442	1,259,417	640,745
CASH FLOWS FROM INVESTING ACTIVITIES			
Cash payment on acquisition of capital assets	-	(971,492)	(962,648)
Net Cash Used for Investing Activities	-	(971,492)	(962,648)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payment of debt	-	-	-
Net Cash Used for Financing Activities	-	-	-
NET CHANGE IN CASH AND CASH EQUIVALENTS	272,442	287,925	(321,903)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	240,946	438,625	1,372,458
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 513,388	\$ 726,550	\$ 1,050,555

See accompanying note to supplementary information.

Appendix 12.1 ABF 2018 Financial Audit

Alum Rock High	DCP Middle	Eliminations	ABF Combined	DCP Foundation	Eliminations	Total Consolidated
\$ (133,454)	\$ 1,247,629	\$ -	\$ 2,938,745	\$ (1,051,096)	\$ -	\$ 1,887,649
20,687	60,129	-	164,896	1,094,517	-	1,259,413
-	-	-	-	(20,749)	-	(20,749)
-	-	-	-	-	-	-
24,993	175,117	138,430	(63,012)	(929,378)	445,868	(546,522)
(787,583)	(165,789)	2,635,624	(10,230)	(79,140)	89,370	-
-	-	-	-	(39,063)	-	(39,063)
-	-	-	-	-	-	-
15,329	(35,109)	-	(37,675)	-	-	(37,675)
191,036	(42,489)	(138,430)	235,431	531,935	(445,868)	321,498
747,933	(263,059)	(2,635,624)	-	89,370	(89,370)	-
-	-	-	(181)	-	-	(181)
78,941	976,429	-	3,227,974	(403,604)	-	2,824,370
-	(1,173,769)	-	(3,107,909)	(4,677,174)	-	(7,785,083)
-	(1,173,769)	-	(3,107,909)	(4,677,174)	-	(7,785,083)
-	-	-	-	(106,876)	-	(106,876)
-	-	-	-	(106,876)	-	(106,876)
78,941	(197,340)	-	120,065	(5,187,654)	-	(5,067,589)
46,379	506,420	-	2,604,828	8,422,029	-	11,026,857
\$ 125,320	\$ 309,080	\$ -	\$ 2,724,893	\$ 3,234,375	\$ -	\$ 5,959,268

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

**COMBINING STATEMENT OF FINANCIAL POSITION FOR ALUM ROCK MIDDLE
SCHOOL, DCP MIDDLE SCHOOL, AND DCP HIGH SCHOOL
FOR THE YEAR ENDED JUNE 30, 2019**

	DCP High (El Primero)	Alum Rock Middle	DCP Middle (El Camino)	Combined
ASSETS				
Current Assets				
Cash and investments	\$ 726,550	\$ 1,050,555	\$ 309,080	\$ 2,086,185
Current portion of pledge cash	-	600,182	-	600,182
Accounts receivable	553,992	855,088	619,320	2,028,400
Due from other entities	9,060	24,920	337,233	371,213
Due from other funds	745,258	1,447,332	-	2,192,590
Due from DCPF Facilities	-	36,000	-	36,000
Prepaid expenses and other current assets	69,551	13,713	47,790	131,054
Total Current Assets	2,104,411	4,027,790	1,313,423	7,445,624
Noncurrent Assets				
Capital assets	1,811,943	1,751,305	1,785,751	5,348,999
Less: accumulated depreciation	(355,854)	(96,354)	(137,180)	(589,388)
Total Non-Current Assets	1,456,089	1,654,951	1,648,571	4,759,611
Total Assets	\$ 3,560,500	\$ 5,682,741	\$ 2,961,994	\$ 12,205,235
LIABILITIES				
Current Liabilities				
Accounts payable	\$ 383,361	\$ 685,223	\$ 348,226	\$ 1,416,810
Due to other agencies	61,532	327,622	122,904	512,058
Due to other funds	560,447	945,365	8,255	1,514,067
Due to DCPF Facilities	6,025	-	21,360	27,385
Current portion of long-term obligations	-	-	-	-
Total Current Liabilities	1,011,365	1,958,210	500,745	3,470,320
NET ASSETS				
Restricted for:				
Federal and state programs	217,481	185,769	163,363	566,613
Associated student body	7,060	2,367	-	9,427
Private funding and other	22,133	112,839	-	134,972
Unrestricted	2,302,462	3,423,555	2,297,886	8,023,903
Total Net Assets	2,549,135	3,724,531	2,461,249	8,734,915
Total Liabilities and Net Assets	\$ 3,560,500	\$ 5,682,741	\$ 2,961,994	\$ 12,205,235

See accompanying note to supplementary information.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

**COMBINING STATEMENT OF ACTIVITIES FOR ALUM ROCK MIDDLE SCHOOL,
 DCP MIDDLE SCHOOL, AND DCP HIGH SCHOOL
 FOR THE YEAR ENDED JUNE 30, 2019**

	DCP High (El Primero)	Alum Rock Middle	DCP Middle (El Camino)	Combined
REVENUES				
Local control funding formula sources				
State apportionment	\$ 1,504,146	\$ 2,189,252	\$ 840,716	\$ 4,534,114
In-lieu property taxes	3,468,623	1,468,508	4,299,437	9,236,568
Federal revenue	957,350	792,525	1,540,690	3,290,565
State revenue	1,044,619	735,788	960,422	2,740,829
Local revenues	63,509	16,726	45,475	125,710
Total Revenue	<u>7,038,247</u>	<u>5,302,799</u>	<u>7,686,740</u>	<u>19,927,786</u>
EXPENSES				
Program services				
Teacher salaries and benefits	2,446,625	1,783,088	2,648,639	6,878,352
Academic and student support salaries and benefits	803,387	642,473	778,796	2,224,656
Student transportation	60,208	32,508	58,667	151,383
Instructional and student services	245,428	318,987	260,273	824,688
Occupancy	975,304	1,017,244	917,340	2,909,888
Instructional and student supplies	178,970	116,035	231,885	526,890
Student nutrition	91,735	18,540	161,413	271,688
Equipment leases	28,428	25,090	26,119	79,637
Special education fee	345,031	17,152	427,674	789,857
Depreciation	59,245	17,334	60,129	136,708
Subtotal	<u>5,234,361</u>	<u>3,988,451</u>	<u>5,570,935</u>	<u>14,793,747</u>
Management and general				
District supervisory fee	16,576	34,664	17,134	68,374
Insurance	34,525	16,559	34,374	85,458
Operating expenses	732,090	443,630	816,668	1,992,388
Subtotal	<u>783,191</u>	<u>494,853</u>	<u>868,176</u>	<u>2,146,220</u>
Total Expenses	<u>6,017,552</u>	<u>4,483,304</u>	<u>6,439,111</u>	<u>16,939,967</u>
INCREASE (DECREASE) IN NET ASSETS	<u>1,020,695</u>	<u>719,495</u>	<u>1,247,629</u>	<u>2,987,819</u>
NET ASSETS, BEGINNING	<u>1,528,440</u>	<u>3,005,036</u>	<u>1,213,620</u>	<u>5,747,096</u>
NET ASSETS, ENDING	<u>\$ 2,549,135</u>	<u>\$ 3,724,531</u>	<u>\$ 2,461,249</u>	<u>\$ 8,734,915</u>

See accompanying note to supplementary information.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2019

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The School has not elected to use the ten percent de minimis cost rate as covered in Section 200.414 Indirect (F&A) costs of the Uniform Guidance.

Local Education Agency Organization Structure

This schedule provides information about the school's members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with provisions of *Education Code* Sections 46200 and 46206. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made through the Santa Clara County Office of Education to Across the Bridge Foundation.

Schedule of Instructional Time

The School has received funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of *Education Code* Sections 46200 through 46206.

The School must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Combining and Consolidating Statement of Financial Position, Statement of Activities and Statement of Cash Flows

The combining and consolidating statements are included to provide information regarding the individual campuses that have been included in the School's basic financial statements.

INDEPENDENT AUDITOR'S REPORTS



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Directors of
Across The Bridge Foundation (DCP)
San Jose, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of financial position of Across The Bridge Foundation ("ABF") doing business as Downtown College Preparatory ("DCP" or "School") (a nonprofit organization) as of and for the year ended June 30, 2019, and the related statement of activities and cash flows for the year then ended, and related notes to the financial statements, which collectively comprise Across The Bridge Foundation (DCP)'s basic financial statements, and have issued our report thereon dated December 11, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Across The Bridge Foundation (DCP)'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Across The Bridge Foundation (DCP)'s internal control. Accordingly, we do not express an opinion on the effectiveness of Across The Bridge Foundation (DCP)'s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

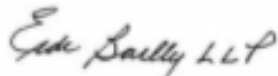
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Across The Bridge Foundation (DCP)'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Palo Alto, California
December 11, 2019



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Directors of
Across The Bridge Foundation (DCP)
San Jose, California

Report on Compliance for Each Major Federal Program

We have audited Across The Bridge Foundation ("ABF") doing business as Downtown College Preparatory ("DCP") (a nonprofit organization)'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of DCP's major Federal programs for the year ended June 30, 2019. DCP's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the Federal statutes, regulations, and the terms and conditions of its Federal awards applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of DCP's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about DCP's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of DCP's compliance.

Opinion on Each Major Federal Program

In our opinion, DCP complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2019.

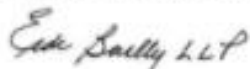
Report on Internal Control over Compliance

Management of DCP is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered DCP's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of DCP's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

 Erik Sautley LLP

Palo Alto, California
December 11, 2019



INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

To the Board of Directors of
Across The Bridge Foundation (DCP)
Palo Alto, California

Report on State Compliance

We have audited Across The Bridge Foundation ("ABF") doing business as Downtown College Preparatory ("DCP" or "School") (a nonprofit organization) compliance with the types of compliance requirements as identified in the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the DCP's State government programs as noted below for the year ended June 30, 2019.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the DCP's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2018-2019 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about DCP's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of DCP's compliance with those requirements.

Unmodified Opinion

In our opinion, Across The Bridge Foundation (DCP) complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2019.

In connection with the audit referred to above, we selected and tested transactions and records to determine the DCP's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures Performed</u>
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
California Clean Energy Job Act	Yes
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	Yes

We did not perform testing for Before School program, Independent Study-Course Based, Charter School's Non-Classroom Instruction, or Determination of Funding for Non Classroom-Based Instruction; because the school did not participate in those program.

Eide Bailly LLP

Palo Alto, California
December 11, 2019

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2019

FINANCIAL STATEMENTS

Type of auditor's report issued on whether the financial statements audited were in accordance with GAAP:

Unmodified

Internal control over financial reporting:

Material weaknesses identified?

No

Significant deficiencies identified?

None reported

Noncompliance material to financial statements noted?

No

FEDERAL AWARDS

Internal control over major programs:

Material weaknesses identified?

No

Significant deficiencies identified not considered to be material weaknesses?

None reported

Type of auditors' report issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance?

No

Identification of major programs:

CFDA Number(s)

84.282D, 84.282M

Name of Federal Program or Cluster

Charter Schools Program:

Facilities Incentive Grant, Replication
and Expansion for High Quality

Charter Schools

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

Yes

STATE AWARDS

Type of auditor's report issued on compliance for programs:

Unmodified

**Across The Bridge Foundation (DCP)
dba Downtown College Preparatory**

**FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2019**

None reported.

**Across The Bridge Foundation (DCP)
dba Downtown College Preparatory**

**FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2019**

None reported.

**Across The Bridge Foundation (DCP)
dba Downtown College Preparatory**

**STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2019**

None reported.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2019

There were no audit findings reported in the prior year's schedule of financial statement findings.

12.2 DCP Alum Rock Three-Year Projected Budget

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Appendix 12.2 DCP Alum Rock Three-year Projected Budget

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Appendix 12.3 DCP Alum Rock Three-year Projected Cash Flow

12.3 DCP Alum Rock Three-Year Projected Cash Flow

Downtown College Prep Alum Rock			Prior Yr Pymt	Current Yr Pymt	Aug-20	Sep-20	Oct-20	Nov-20
Cash Flows			Jul-20	Jul-20				
Appendix 12.3								
Beginning Cash Balance			\$ 932,578	\$ 1,537,789	\$ 1,298,612	\$ 732,174	\$ 2,066,809	\$ 2,139,178
REVENUES:	Object Code							
Charter Schools Gen. Purpose Entitlement - State Aid	8011		313,104	190,930	190,930	343,674	343,674	343,674
Education Protection Account - State Aid	8012		110,598	-	-	133,677	-	-
In Lieu of Property Taxes	8096		219,949	-	180,086	360,172	240,115	240,115
No Child Left Behind - Federal, Title Funding	8290		41,943	-	-	77,319	-	-
Special Education - Federal	8181-8182		-	-	-	111,327	-	-
Child Nutrition - Federal	8220		-	-	-	-	12,271	12,271
Other Federal (LLMF, CARES)	8290		-	-	-	639,622	198,112	-
Special Education - State	StateRevSE		-	-	-	349,968	-	-
Lottery - State	8560		-	-	-	-	32,229	-
All Other State Revenues			-	-	-	-	54,950	-
SB740	8590		-	-	-	-	590	590
Child Nutrition - State	8590		-	-	-	-	-	-
ASES			-	-	-	17,756	-	-
Other State Revenue (MBG, LLMF, CTE, Etc)	8590		-	-	-	145,876	-	19,095
All Other Local Revenues - (Donations, student activities, etc)	8600-8799		-	3,187	3,187	3,187	3,187	3,187
Enrollment Deficit			-	-	-	-	-	-
TOTAL REVENUES RECEIVED			\$ 685,594	\$ 194,117	\$ 374,203	\$ 2,182,579	\$ 885,127	\$ 618,931
Downtown College Prep Alum Rock			Prior Yr Pymt	Current Yr Pymt	Aug-20	Sep-20	Oct-20	Nov-20
Cash Flows			Jul-20	Jul-20				
Appendix 12.3								
Beginning Cash Balance			\$ 932,578	\$ 1,537,789	\$ 1,298,612	\$ 732,174	\$ 2,066,809	\$ 2,139,178
EXPENSES:								
Certificated Salaries								
Teachers' Salaries	1100			181,351	181,351	181,351	181,351	181,351
Certificated Pupil Support Salaries	1200							
Certificated Supervisors' and Administrators' Salaries	1300			40,924	40,924	40,924	40,924	40,924
Other Certificated Salaries	1900			41,316	41,316	41,316	41,316	41,316
Total, Certificated Salaries				\$ 263,591	\$ 263,591	\$ 263,591	\$ 263,591	\$ 263,591
Non-certificated Salaries								
Instructional Aides' Salaries	2100			40,050	40,050	40,050	40,050	40,050
Non-certificated Support Salaries	2200			14,719	14,719	14,719	14,719	14,719
Non-certificated Supervisors' and Administrators' Salaries	2300			12,345	12,345	12,345	12,345	12,345
Clerical and Office Salaries	2400			14,553	14,553	14,553	14,553	14,553
Other Non-certificated Salaries	2900			-	-	-	-	-
Total, Non-certificated Salaries				\$ 81,667	\$ 81,667	\$ 81,667	\$ 81,667	\$ 81,667
Employee Benefits								
STRS	3101-3102			6,609	45,549	45,549	45,549	45,549
PERS	3201-3202			10,938	10,938	10,938	10,938	10,938
OASDI/Medicare/Alternative	3301-3302			10,451	10,451	10,451	10,451	10,451
Health and Welfare Benefits	3401-3402			32,778	32,778	32,778	32,778	32,778
Unemployment Insurance	3501-3502			3,305	3,305	3,305	3,305	3,305
Workers' Compensation Insurance	3601-3602			3,494	3,494	3,494	3,494	3,494
Other Employee Benefits	3901-3902			6,688	6,688	6,688	6,688	6,688
Total, Employee Benefits				\$ 113,202	\$ 113,202	\$ 113,202	\$ 113,202	\$ 113,202
Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100			27,220	2,722	2,722	2,722	2,722
Material and Supplies	4300			20,301	20,301	20,301	20,301	20,301
Non-capitalized Equipment	4400			136,399	68,199	7,578	7,578	7,578
Food	4700			14,345	14,345	14,345	14,345	14,345
Total, Books and Supplies				\$ 198,264	\$ 105,567	\$ 44,945	\$ 44,945	\$ 44,945
Services and Other Operating Expenditures								
Travel and Conference	5200			-	-	-	8,978	-
Dues and Memberships	5300			-	-	25,435	-	-
Insurance	5400			10,939	3,646	3,646	3,646	3,646
Operations and Housekeeping Services	5500			792	792	792	792	792
Rentals, Leases, Repairs, and Noncap. Improvements	5600			104,934	104,934	104,934	104,934	104,934
Professional/Consulting Services and Operating Expenditures	5800			173,700	173,700	173,700	173,700	173,700
Communications	5900			845	845	845	845	845
Total, Services and Other Operating Expenditures				\$ 291,209	\$ 283,917	\$ 309,352	\$ 292,895	\$ 283,917
TOTAL EXPENDITURES PAID				\$ 433,294	\$ 940,641	\$ 847,944	\$ 812,757	\$ 796,301
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)				\$ (239,177)	\$ (566,438)	\$ 1,334,634	\$ 72,370	\$ (177,369)
Other Sources:								
DCP Ctrl Ofc Advance	8930-8979							
Charter School Revolving Loan Fund								
Less: Other Uses								
Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999							
TOTAL OTHER FINANCING SOURCES/USES				\$ -	\$ -	\$ -	\$ -	\$ -
Net Cash Position				\$ (239,177)	\$ (566,438)	\$ 1,334,634	\$ 72,370	\$ (177,369)
Cummulative Cash Position				\$ 1,298,612	\$ 732,174	\$ 2,066,809	\$ 2,139,178	\$ 1,961,809

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Appendix 12.3 DCP Alum Rock Three-year Projected Cash Flow

Downtown College Prep Alum Rock			Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Total Cash 2020-21
Cash Flows									
Appendix 12.3									
Beginning Cash Balance			\$ 1,985,319	\$ 2,056,285	\$ 1,685,956	\$ 1,698,949	\$ 1,231,844	\$ 735,100	\$ 932,578
REVENUES:									
Charter Schools Gen. Purpose Entitlement - State Aid	8011		343,674	160,831	60,785	60,785	60,785	-	2,756,523
Education Protection Account - State Aid	8012		-	-	133,677	-	-	133,677	645,305
In Lieu of Property Taxes	8096		240,115	240,115	420,201	210,101	210,101	210,101	3,011,285
No Child Left Behind - Federal, Title Funding	8290		-	-	77,319	-	-	77,319	351,220
Special Education - Federal	8181-8182		-	-	-	-	-	-	111,327
Child Nutrition - Federal	8220		12,271	12,271	12,271	12,271	12,271	12,271	110,435
Other Federal (LLMF, CARES)	8290		-	-	-	-	-	-	837,734
Special Education - State	StateRevSE		-	-	-	-	-	-	349,968
Lottery - State	8560		33,285	-	-	33,285	-	33,285	132,083
All Other State Revenues			-	-	-	-	-	-	-
SB740	8590		127,066	-	63,533	-	-	-	245,549
Child Nutrition - State	8590		590	590	590	590	590	590	5,309
ASES			98,101	-	37,731	-	-	-	163,589
Other State Revenue (MBG, LLMF, CTE, Etc)	8590		-	-	-	-	-	-	164,971
All Other Local Revenues - (Donations, student activities, etc)	8600-8799		3,187	3,187	3,187	3,187	3,187	3,187	38,240
Enrollment Deficit			-	-	-	-	-	-	-
TOTAL REVENUES RECEIVED			\$ 858,288	\$ 416,993	\$ 809,294	\$ 320,217	\$ 296,933	\$ 470,428	\$ 8,913,537
Downtown College Prep Alum Rock			Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Total Cash 2020-21
Cash Flows									
Appendix 12.3									
Beginning Cash Balance			\$ 1,985,319	\$ 2,056,285	\$ 1,685,956	\$ 1,698,949	\$ 1,231,844	\$ 735,100	\$ 932,578
EXPENSES:									
Certificated Salaries									
Teachers' Salaries	1100		181,351	181,351	181,351	181,351	181,351	181,351	2,068,536
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300		40,924	40,924	40,924	40,924	40,924	40,924	491,087
Other Certificated Salaries	1900		41,316	41,316	41,316	41,316	41,316	41,316	461,184
Total, Certificated Salaries			\$ 263,591	\$ 263,591	\$ 263,591	\$ 263,591	\$ 263,591	\$ 263,591	\$ 3,020,807
Non-certificated Salaries									
Instructional Aides' Salaries	2100		40,050	40,050	40,050	40,050	40,050	40,050	440,550
Non-certificated Support Salaries	2200		14,719	14,719	14,719	14,719	14,719	14,719	161,914
Non-certificated Supervisors' and Administrators' Salaries	2300		12,345	12,345	12,345	12,345	12,345	12,345	148,137
Clerical and Office Salaries	2400		14,553	14,553	14,553	14,553	14,553	14,553	174,638
Other Non-certificated Salaries	2900		-	-	-	-	-	-	-
Total, Non-certificated Salaries			\$ 81,667	\$ 81,667	\$ 81,667	\$ 81,667	\$ 81,667	\$ 81,667	\$ 925,239
Employee Benefits									
STRS	3101-3102		45,549	45,549	45,549	45,549	45,549	45,549	507,644
PERS	3201-3202		10,938	10,938	10,938	10,938	10,938	10,938	131,254
OASDI/Medicare/Alternative	3301-3302		10,451	10,451	10,451	10,451	10,451	10,451	125,409
Health and Welfare Benefits	3401-3402		32,778	32,778	32,778	32,778	32,778	32,778	393,333
Unemployment Insurance	3501-3502		3,305	3,305	3,305	3,305	3,305	3,305	39,662
Workers' Compensation Insurance	3601-3602		3,494	3,494	3,494	3,494	3,494	3,494	41,929
Other Employee Benefits	3901-3902		6,688	6,688	6,688	6,688	6,688	6,688	80,257
Total, Employee Benefits			\$ 113,202	\$ 113,202	\$ 113,202	\$ 113,202	\$ 113,202	\$ 113,202	\$ 1,319,498
Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100		2,722	2,722	2,722	2,722	2,722	2,722	54,440
Material and Supplies	4300		20,301	20,301	20,301	20,301	20,301	20,301	223,309
Non-capitalized Equipment	4400		7,578	7,578	7,578	7,578	7,578	7,578	272,798
Food	4700		14,345	14,345	14,345	14,345	14,345	14,345	157,792
Total, Books and Supplies			\$ 44,946	\$ 44,946	\$ 44,946	\$ 44,946	\$ 44,946	\$ 44,946	\$ 708,338
Services and Other Operating Expenditures									
Travel and Conference	5200		-	-	8,978	-	-	-	17,957
Dues and Memberships	5300		-	-	-	-	-	-	25,435
Insurance	5400		3,646	3,646	3,646	3,646	-	-	43,754
Operations and Housekeeping Services	5500		792	792	792	792	792	792	9,504
Rentals, Leases, Repairs, and Noncap. Improvements	5600		104,934	104,934	104,934	104,934	104,934	104,934	1,259,206
Professional/Consulting Services and Operating Expenditures	5800		173,700	173,700	173,700	173,700	173,700	173,700	2,084,399
Communications	5900		845	845	845	845	845	845	10,136
Total, Services and Other Operating Expenditures			\$ 283,317	\$ 283,317	\$ 292,895	\$ 283,317	\$ 280,270	\$ 280,270	\$ 3,450,391
TOTAL EXPENDITURES PAID			\$ 787,322	\$ 787,322	\$ 796,301	\$ 787,322	\$ 783,676	\$ 783,676	\$ 9,424,262
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			\$ 70,966	\$ (370,329)	\$ 12,993	\$ (467,105)	\$ (496,743)	\$ (313,248)	\$ (510,725)
Other Sources:	8930-8979								
DCP Ctrl Offc Advance			-	-	-	-	-	-	-
Charter School Revolving Loan Fund			-	-	-	-	-	-	-
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			\$ 70,966	\$ (370,329)	\$ 12,993	\$ (467,105)	\$ (496,743)	\$ (313,248)	\$ (510,725)
Cumulative Cash Position			\$ 2,056,285	\$ 1,685,956	\$ 1,698,949	\$ 1,231,844	\$ 735,100	\$ 421,853	\$ 421,853

Appendix 12.3 DCP Alum Rock Three-year Projected Cash Flow

Downtown College Prep Alum Rock			Prior Yr	Current Yr	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21
Cash Flows			Pymt	Pymt					
Appendix 12.3			Jul-21	Jul-21					
Beginning Cash Balance			\$ 421,853	\$ 877,155	\$ 658,397	\$ 580,466	\$ 1,374,062	\$ 1,617,892	\$ 1,680,805
REVENUES:									
Charter Schools Gen. Purpose Entitlement - State Aid	8011		343,674	188,781	471,670	622,695	622,695	522,649	339,806
Education Protection Account - State Aid	8012		-	-	-	124,055	-	-	124,055
In Lieu of Property Taxes	8096		210,101	-	176,716	353,432	235,621	235,621	235,621
No Child Left Behind - Federal, Title Funding	8290		-	-	-	73,534	-	-	73,534
Special Education - Federal	8181-8182		-	-	-	77,595	-	-	-
Child Nutrition - Federal	8220		12,271	-	-	-	12,102	12,102	12,102
Other Federal (LLMF, CARES)	8290		-	-	-	-	19,550	-	-
Special Education - State	StateRevSE		-	-	-	245,718	-	-	-
Lottery - State	8560		-	-	-	-	33,285	-	-
All Other State Revenues			-	-	-	-	-	-	-
SB740	8590		-	-	-	-	63,533	-	-
Child Nutrition - State	8590		590	-	-	-	582	582	582
ASES			-	-	-	15,093	-	-	-
Other State Revenue (MBG, LLMF, CTE, Etc)	8590		-	-	-	-	-	19,095	-
All Other Local Revenues - (Donations, student activities, etc)	8600-8799		-	3,187	3,187	3,187	3,187	3,187	3,187
Enrollment Deficit			-	-	-	-	-	-	-
TOTAL REVENUES RECEIVED			\$ 566,635	\$ 191,968	\$ 651,573	\$ 1,515,307	\$ 990,554	\$ 793,235	\$ 788,885
Downtown College Prep Alum Rock			Prior Yr	Current Yr	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21
Cash Flows			Pymt	Pymt					
Appendix 12.3			Jul-21	Jul-21					
Beginning Cash Balance			\$ 421,853	\$ 877,155	\$ 658,397	\$ 580,466	\$ 1,374,062	\$ 1,617,892	\$ 1,680,805
EXPENSES:									
Certificated Salaries									
Teachers' Salaries	1100		90,676	-	167,975	167,975	167,975	167,975	167,975
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300		-	38,608	38,608	38,608	38,608	38,608	38,608
Other Certificated Salaries	1900		20,658	-	38,228	38,228	38,228	38,228	38,228
Total, Certificated Salaries			\$ 111,333	\$ 38,608	\$ 244,811	\$ 244,811	\$ 244,811	\$ 244,811	\$ 244,811
Non-certificated Salaries									
Instructional Aides' Salaries	2100		-	-	35,498	35,498	35,498	35,498	35,498
Non-certificated Support Salaries	2200		-	-	13,940	13,940	13,940	13,940	13,940
Non-certificated Supervisors' and Administrators' Salaries	2300		-	11,561	11,561	11,561	11,561	11,561	11,561
Clerical and Office Salaries	2400		-	8,325	8,325	8,325	8,325	8,325	8,325
Other Non-certificated Salaries	2900		-	-	-	-	-	-	-
Total, Non-certificated Salaries			\$ -	\$ 19,885	\$ 69,324	\$ 69,324	\$ 69,324	\$ 69,324	\$ 69,324
Employee Benefits									
STRS	3101-3102		-	6,185	42,048	42,048	42,048	42,048	42,048
PERS	3201-3202		-	11,413	11,413	11,413	11,413	11,413	11,413
OASDI/Medicare/Alternative	3301-3302		-	9,741	9,741	9,741	9,741	9,741	9,741
Health and Welfare Benefits	3401-3402		-	31,865	31,865	31,865	31,865	31,865	31,865
Unemployment Insurance	3501-3502		-	3,081	3,081	3,081	3,081	3,081	3,081
Workers' Compensation Insurance	3601-3602		-	3,345	3,345	3,345	3,345	3,345	3,345
Other Employee Benefits	3901-3902		-	4,272	4,272	4,272	4,272	4,272	4,272
Total, Employee Benefits			\$ -	\$ 69,302	\$ 105,764	\$ 105,764	\$ 105,764	\$ 105,764	\$ 105,764
Books and Supplies									
Approved Textbooks and Core Curricula Materials	4100		-	-	7,795	779	779	779	779
Material and Supplies	4300		-	-	11,087	11,087	11,087	11,087	11,087
Non-capitalized Equipment	4400		-	-	1,554	777	86	86	86
Food	4700		-	-	14,212	14,212	14,212	14,212	14,212
Total, Books and Supplies			\$ -	\$ -	\$ 34,647	\$ 26,855	\$ 26,165	\$ 26,165	\$ 26,165
Services and Other Operating Expenditures									
Travel and Conference	5200		-	-	-	-	-	9,302	-
Dues and Memberships	5300		-	-	-	-	25,703	-	-
Insurance	5400		-	11,060	3,687	3,687	3,687	3,687	3,687
Operations and Housekeeping Services	5500		-	781	781	781	781	781	781
Rentals, Leases, Repairs, and Noncap. Improvements	5600		-	108,846	108,846	108,846	108,846	108,846	108,846
Professional/Consulting Services and Operating Expenditures	5800		-	160,732	160,732	160,732	160,732	160,732	160,732
Communications	5900		-	852	852	852	852	852	852
Total, Services and Other Operating Expenditures			\$ -	\$ 282,331	\$ 274,958	\$ 274,958	\$ 300,661	\$ 284,259	\$ 274,958
TOTAL EXPENDITURES PAID			\$ 111,333	\$ 410,726	\$ 729,504	\$ 721,712	\$ 746,724	\$ 730,322	\$ 721,021
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			\$ 455,302	\$ (218,758)	\$ (77,931)	\$ 793,596	\$ 243,830	\$ 62,913	\$ 67,864
Other Sources:	8930-8979								
DCP Ctrl Offr Advance			-	-	-	-	-	-	-
Charter School Revolving Loan Fund			-	-	-	-	-	-	-
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			\$ 455,302	\$ (218,758)	\$ (77,931)	\$ 793,596	\$ 243,830	\$ 62,913	\$ 67,864
Cummulative Cash Position			\$ 877,155	\$ 658,397	\$ 580,466	\$ 1,374,062	\$ 1,617,892	\$ 1,680,805	\$ 1,748,669

Appendix 12.3 DCP Alum Rock Three-year Projected Cash Flow

Downtown College Prep Alum Rock										
Cash Flows										
Appendix 12.3										
										Total Cash
										2021-22
Beginning Cash Balance			Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22		
			\$ 1,748,669	\$ 1,974,023	\$ 1,844,299	\$ 2,067,285	\$ 1,940,085	\$ 1,784,595		\$ 421,853
REVENUES:		Object Code								
Charter Schools Gen. Purpose Entitlement - State Aid		8011	339,806	339,806	339,806	339,806	339,806	-		4,811,001
Education Protection Account - State Aid		8012	-	-	124,055	-	-	124,055		496,218
In Lieu of Property Taxes		8096	235,621	235,621	412,337	206,169	206,169	206,169		2,949,197
No Child Left Behind - Federal, Title Funding		8290	-	-	73,534	-	-	73,534		294,134
Special Education - Federal		8181-8182	-	-	-	-	-	-		77,595
Child Nutrition - Federal		8220	12,102	12,102	12,102	12,102	12,102	12,102		121,184
Other Federal (LLMF, CARES)		8290	-	-	-	-	-	-		19,550
Special Education - State		StateRevSE	-	-	-	-	-	-		245,718
Lottery - State		8560	31,976	-	-	31,976	-	31,976		129,214
All Other State Revenues										
SB740		8590	225,000	-	112,500	-	-	-		401,033
Child Nutrition - State		8590	582	582	582	582	582	582		5,826
ASES			98,101	-	37,731	-	-	-		150,925
Other State Revenue (MBG, LLMF, CTE, Etc)		8590	-	-	-	-	-	-		19,095
All Other Local Revenues - (Donations, student activities, etc)		8600-8799	3,187	3,187	3,187	3,187	3,187	3,187		38,240
Enrollment Deficit			-	-	(162,524)	-	-	-		(162,524)
TOTAL REVENUES RECEIVED			\$ 946,375	\$ 591,297	\$ 953,308	\$ 593,821	\$ 561,844	\$ 451,603		\$ 9,596,405
Downtown College Prep Alum Rock										
Cash Flows										
Appendix 12.3										
										Total Cash
										2021-22
Beginning Cash Balance			Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22		
			\$ 1,748,669	\$ 1,974,023	\$ 1,844,299	\$ 2,067,285	\$ 1,940,085	\$ 1,784,595		\$ 421,853
EXPENSES:										
Certificated Salaries										
Teachers' Salaries		1100	167,975	167,975	167,975	167,975	167,975	167,975		1,938,398
Certificated Pupil Support Salaries		1200	-	-	-	-	-	-		-
Certificated Supervisors' and Administrators' Salaries		1300	38,608	38,608	38,608	38,608	38,608	38,608		463,297
Other Certificated Salaries		1900	38,228	38,228	38,228	38,228	38,228	38,228		441,164
Total, Certificated Salaries			\$ 244,811	\$ 244,811	\$ 244,811	\$ 244,811	\$ 244,811	\$ 244,811		\$ 2,843,859
Non-certificated Salaries										
Instructional Aides' Salaries		2100	35,498	35,498	35,498	35,498	35,498	35,498		390,480
Non-certificated Support Salaries		2200	13,940	13,940	13,940	13,940	13,940	13,940		153,345
Non-certificated Supervisors' and Administrators' Salaries		2300	11,561	11,561	11,561	11,561	11,561	11,561		138,727
Clerical and Office Salaries		2400	8,325	8,325	8,325	8,325	8,325	8,325		99,894
Other Non-certificated Salaries		2900	-	-	-	-	-	-		-
Total, Non-certificated Salaries			\$ 69,324	\$ 69,324	\$ 69,324	\$ 69,324	\$ 69,324	\$ 69,324		\$ 782,446
Employee Benefits										
STRS		3101-3102	42,048	42,048	42,048	42,048	42,048	42,048		468,708
PERS		3201-3202	11,413	11,413	11,413	11,413	11,413	11,413		136,954
OASDI/Medicare/Alternative		3301-3302	9,741	9,741	9,741	9,741	9,741	9,741		116,896
Health and Welfare Benefits		3401-3402	31,865	31,865	31,865	31,865	31,865	31,865		382,381
Unemployment Insurance		3501-3502	3,081	3,081	3,081	3,081	3,081	3,081		36,970
Workers' Compensation Insurance		3601-3602	3,345	3,345	3,345	3,345	3,345	3,345		40,139
Other Employee Benefits		3901-3902	4,272	4,272	4,272	4,272	4,272	4,272		51,262
Total, Employee Benefits			\$ 105,764	\$ 105,764	\$ 105,764	\$ 105,764	\$ 105,764	\$ 105,764		\$ 1,233,310
Books and Supplies										
Approved Textbooks and Core Curricula Materials		4100	779	779	779	779	779	779		15,589
Material and Supplies		4300	11,087	11,087	11,087	11,087	11,087	11,087		121,960
Non-capitalized Equipment		4400	86	86	86	86	86	86		3,108
Food		4700	14,212	14,212	14,212	14,212	14,212	14,212		156,327
Total, Books and Supplies			\$ 26,165	\$ 26,165	\$ 26,165	\$ 26,165	\$ 26,165	\$ 26,165		\$ 296,984
Services and Other Operating Expenditures										
Travel and Conference		5200	-	-	9,302	-	-	-		18,603
Dues and Memberships		5300	-	-	-	-	-	-		25,703
Insurance		5400	3,687	3,687	3,687	3,687	-	-		44,238
Operations and Housekeeping Services		5500	781	781	781	781	781	781		9,373
Rentals, Leases, Repairs, and Noncap. Improvements		5600	108,846	108,846	108,846	108,846	108,846	108,846		1,306,150
Professional/Consulting Services and Operating Expenditures		5800	160,792	160,792	160,792	160,792	160,792	160,792		1,929,503
Communications		5900	852	852	852	852	852	852		10,226
Total, Services and Other Operating Expenditures			\$ 274,958	\$ 274,958	\$ 284,259	\$ 274,958	\$ 271,271	\$ 271,271		\$ 3,343,796
TOTAL EXPENDITURES PAID			\$ 721,021	\$ 721,021	\$ 730,322	\$ 721,021	\$ 717,334	\$ 717,334		\$ 8,499,395
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			\$ 225,354	\$ (129,724)	\$ 222,986	\$ (127,200)	\$ (155,490)	\$ (265,732)		\$ 1,097,010
Other Sources:		8930-8979								
DCP Ctrl Offc Advance			-	-	-	-	-	-		-
Charter School Revolving Loan Fund			-	-	-	-	-	-		-
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			\$ 225,354	\$ (129,724)	\$ 222,986	\$ (127,200)	\$ (155,490)	\$ (265,732)		\$ 1,097,010
Cumulative Cash Position			\$ 1,974,023	\$ 1,844,299	\$ 2,067,285	\$ 1,940,085	\$ 1,784,595	\$ 1,518,863		\$ 1,518,863

Appendix 12.3 DCP Alum Rock Three-year Projected Cash Flow

Downtown College Prep Alum Rock Cash Flows Appendix 12.3

		Prior Yr Pymt Jul-22	Current Yr Pymt Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22
Beginning Cash Balance		\$ 1,518,863	\$ 1,974,419	\$ 1,752,834	\$ 1,387,857	\$ 1,904,401	\$ 1,912,052	\$ 1,791,712
REVENUES:	Object Code							
Charter Schools Gen. Purpose Entitlement - State Aid	8011	339,806	191,855	191,855	345,339	345,339	345,339	345,339
Education Protection Account - State Aid	8012	-	-	-	123,633	-	-	123,633
In Lieu of Property Taxes	8096	206,169	-	179,189	358,378	238,919	238,919	238,919
No Child Left Behind - Federal, Title Funding	8230	-	-	-	74,508	-	-	74,508
Special Education - Federal	8181-8182	-	-	-	78,622	-	-	-
Child Nutrition - Federal	8220	12,102	-	-	-	12,034	12,034	12,034
Other Federal (LLMF, CARES)	8290	-	-	-	-	19,550	-	-
Special Education - State	StateRevSE	-	-	-	8,970	-	-	-
Lottery - State	8560	-	-	-	-	31,976	-	-
All Other State Revenues		-	-	-	-	-	-	-
SB740	8590	-	-	-	-	112,500	-	-
Child Nutrition - State	8590	582	-	-	-	579	579	579
ASES	-	-	-	-	15,093	-	-	-
Other State Revenue (MBG, LLMF, CTE, Etc)	8590	-	-	-	-	-	19,615	-
All Other Local Revenues - (Donations, student activities, etc)	8600-8799	-	3,187	3,187	3,187	3,187	3,187	3,187
Enrollment Deficit	-	-	-	-	-	-	-	-
TOTAL REVENUES RECEIVED		\$ 558,658	\$ 195,041	\$ 374,231	\$ 1,247,728	\$ 764,083	\$ 619,672	\$ 798,197

Downtown College Prep Alum Rock Cash Flows Appendix 12.3

		Prior Yr Pymt Jul-22	Current Yr Pymt Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22
Beginning Cash Balance		\$ 1,518,863	\$ 1,974,419	\$ 1,752,834	\$ 1,387,857	\$ 1,904,401	\$ 1,912,052	\$ 1,791,712
EXPENSES:								
Certificated Salaries								
Teachers' Salaries	1100	83,987	-	167,720	167,720	167,720	167,720	167,720
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	-	38,395	38,395	38,395	38,395	38,395	38,395
Other Certificated Salaries	1900	19,114	-	38,016	38,016	38,016	38,016	38,016
Total, Certificated Salaries		\$ 103,101	\$ 38,395	\$ 244,131	\$ 244,131	\$ 244,131	\$ 244,131	\$ 244,131
Non-certificated Salaries								
Instructional Aides' Salaries	2100	-	-	35,048	35,048	35,048	35,048	35,048
Non-certificated Support Salaries	2200	-	-	13,916	13,916	13,916	13,916	13,916
Non-certificated Supervisors' and Administrators' Salaries	2300	-	11,482	11,482	11,482	11,482	11,482	11,482
Clerical and Office Salaries	2400	-	8,211	8,211	8,211	8,211	8,211	8,211
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-
Total, Non-certificated Salaries		\$ -	\$ 19,693	\$ 68,657	\$ 68,657	\$ 68,657	\$ 68,657	\$ 68,657
Employee Benefits								
STRS	3101-3102	-	6,950	47,275	47,275	47,275	47,275	47,275
PERS	3201-3202	-	12,962	12,962	12,962	12,962	12,962	12,962
OASDI/Medicare/Alternative	3301-3302	-	9,695	9,695	9,695	9,695	9,695	9,695
Health and Welfare Benefits	3401-3402	-	33,248	33,248	33,248	33,248	33,248	33,248
Unemployment Insurance	3501-3502	-	3,066	3,066	3,066	3,066	3,066	3,066
Workers' Compensation Insurance	3601-3602	-	3,417	3,417	3,417	3,417	3,417	3,417
Other Employee Benefits	3901-3902	-	4,280	4,280	4,280	4,280	4,280	4,280
Total, Employee Benefits		\$ -	\$ 73,617	\$ 113,942	\$ 113,942	\$ 113,942	\$ 113,942	\$ 113,942
Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	-	-	8,027	803	803	803	803
Material and Supplies	4300	-	-	11,205	11,205	11,205	11,205	11,205
Non-capitalized Equipment	4400	-	-	1,598	799	89	89	89
Food	4700	-	-	14,174	14,174	14,174	14,174	14,174
Total, Books and Supplies		\$ -	\$ -	\$ 35,004	\$ 26,981	\$ 26,271	\$ 26,271	\$ 26,271
Services and Other Operating Expenditures								
Travel and Conference	5200	-	-	-	-	-	9,538	-
Dues and Memberships	5300	-	-	-	-	25,958	-	-
Insurance	5400	-	-	-	-	3,724	3,724	3,724
Operations and Housekeeping Services	5500	-	11,173	777	777	777	777	777
Rentals, Leases, Repairs, and Noncap. Improvements	5600	-	109,310	109,310	109,310	109,310	109,310	109,310
Professional/Consulting Services and Operating Expenditures	5800	-	162,802	162,802	162,802	162,802	162,802	162,802
Communications	5900	-	860	860	860	860	860	860
Total, Services and Other Operating Expenditures		\$ -	\$ 284,322	\$ 277,473	\$ 277,473	\$ 303,431	\$ 287,011	\$ 277,473
TOTAL EXPENDITURES PAID		\$ 103,101	\$ 416,627	\$ 739,208	\$ 731,184	\$ 756,432	\$ 740,012	\$ 730,474
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$ 455,556	\$ (221,585)	\$ (364,977)	\$ 516,544	\$ 7,651	\$ (120,341)	\$ 67,723
Other Sources:	8930-8979							
DCP Ctrl Offc Advance	-	-	-	-	-	-	-	-
Charter School Revolving Loan Fund	-	-	-	-	-	-	-	-
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		\$ 455,556	\$ (221,585)	\$ (364,977)	\$ 516,544	\$ 7,651	\$ (120,341)	\$ 67,723
Cummulative Cash Position		\$ 1,974,419	\$ 1,752,834	\$ 1,387,857	\$ 1,904,401	\$ 1,912,052	\$ 1,791,712	\$ 1,859,434

Appendix 12.3 DCP Alum Rock Three-year Projected Cash Flow

Downtown College Prep Alum Rock Cash Flows Appendix 12.3

		Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Total Cash 2022-23
Beginning Cash Balance		\$ 1,859,434	\$ 2,084,511	\$ 1,954,094	\$ 2,176,987	\$ 2,049,098	\$ 1,892,540	\$ 1,518,863
REVENUES:								
Charter Schools Gen. Purpose Entitlement - State Aid	8011	345,339	345,339	345,339	345,339	345,339	-	3,831,563
Education Protection Account - State Aid	8012			123,633			123,633	494,531
In Lieu of Property Taxes	8096	238,919	238,919	418,108	209,054	209,054	209,054	2,963,601
No Child Left Behind - Federal, Title Funding	8290			74,508			74,508	298,030
Special Education - Federal	8181-8182							78,622
Child Nutrition - Federal	8220	12,034	12,034	12,034	12,034	12,034	12,034	120,407
Other Federal (LLMF, CARES)	8290							19,550
Special Education - State	StateRevSE							248,970
Lottery - State	8560	32,394			32,394		32,394	129,157
All Other State Revenues								
SB740	8590	225,000		112,500			-	450,000
Child Nutrition - State	8590	579	579	579	579	579	579	5,788
ASES		98,101		37,731				150,925
Other State Revenue (MBG, LLMF, CTE, Etc)	8590	-	-	-	-	-	-	19,615
All Other Local Revenues - (Donations, student activities, etc)	8600-8799	3,187	3,187	3,187	3,187	3,187	3,187	38,240
Enrollment Deficit				(164,712)				(164,712)
TOTAL REVENUES RECEIVED		\$ 955,551	\$ 600,057	\$ 962,905	\$ 602,585	\$ 570,192	\$ 455,387	\$ 8,704,286
Downtown College Prep Alum Rock Cash Flows Appendix 12.3								
		Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Total Cash 2022-23
Beginning Cash Balance		\$ 1,859,434	\$ 2,084,511	\$ 1,954,094	\$ 2,176,987	\$ 2,049,098	\$ 1,892,540	\$ 1,518,863
EXPENSES:								
Certificated Salaries								
Teachers' Salaries	1100	167,720	167,720	167,720	167,720	167,720	167,720	1,928,911
Certificated Pupil Support Salaries	1200							
Certificated Supervisors' and Administrators' Salaries	1300	38,395	38,395	38,395	38,395	38,395	38,395	460,741
Other Certificated Salaries	1900	38,016	38,016	38,016	38,016	38,016	38,016	437,285
Total, Certificated Salaries		\$ 244,131	\$ 244,131	\$ 244,131	\$ 244,131	\$ 244,131	\$ 244,131	\$ 2,826,937
Non-certificated Salaries								
Instructional Aides' Salaries	2100	35,048	35,048	35,048	35,048	35,048	35,048	395,526
Non-certificated Support Salaries	2200	13,916	13,916	13,916	13,916	13,916	13,916	153,076
Non-certificated Supervisors' and Administrators' Salaries	2300	11,482	11,482	11,482	11,482	11,482	11,482	137,785
Clerical and Office Salaries	2400	8,211	8,211	8,211	8,211	8,211	8,211	98,532
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-
Total, Non-certificated Salaries		\$ 68,657	\$ 68,657	\$ 68,657	\$ 68,657	\$ 68,657	\$ 68,657	\$ 774,919
Employee Benefits								
STRS	3101-3102	47,275	47,275	47,275	47,275	47,275	47,275	526,979
PERS	3201-3202	12,962	12,962	12,962	12,962	12,962	12,962	155,539
OASDI/Medicare/Alternative	3301-3302	9,695	9,695	9,695	9,695	9,695	9,695	116,341
Health and Welfare Benefits	3401-3402	33,248	33,248	33,248	33,248	33,248	33,248	398,976
Unemployment Insurance	3501-3502	3,066	3,066	3,066	3,066	3,066	3,066	36,794
Workers' Compensation Insurance	3601-3602	3,417	3,417	3,417	3,417	3,417	3,417	41,000
Other Employee Benefits	3901-3902	4,280	4,280	4,280	4,280	4,280	4,280	51,355
Total, Employee Benefits		\$ 113,942	\$ 113,942	\$ 113,942	\$ 113,942	\$ 113,942	\$ 113,942	\$ 1,326,984
Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	803	803	803	803	803	803	16,054
Material and Supplies	4300	11,205	11,205	11,205	11,205	11,205	11,205	123,259
Non-capitalized Equipment	4400	89	89	89	89	89	89	3,196
Food	4700	14,174	14,174	14,174	14,174	14,174	14,174	155,911
Total, Books and Supplies		\$ 26,271	\$ 26,271	\$ 26,271	\$ 26,271	\$ 26,271	\$ 26,271	\$ 298,420
Services and Other Operating Expenditures								
Travel and Conference	5200			9,538				19,076
Dues and Memberships	5300							25,958
Insurance	5400	3,724	3,724	3,724	3,724			44,692
Operations and Housekeeping Services	5500	777	777	777	777	777	777	9,321
Rentals, Leases, Repairs, and Noncap. Improvements	5600	109,310	109,310	109,310	109,310	109,310	109,310	1,311,725
Professional/Consulting Services and Operating Expenditures	5800	162,802	162,802	162,802	162,802	162,802	162,802	1,953,623
Communications	5900	860	860	860	860	860	860	10,317
Total, Services and Other Operating Expenditures		\$ 277,473	\$ 277,473	\$ 287,011	\$ 277,473	\$ 273,749	\$ 273,749	\$ 3,374,712
TOTAL EXPENDITURES PAID		\$ 730,474	\$ 730,474	\$ 740,012	\$ 730,474	\$ 726,750	\$ 726,750	\$ 8,601,972
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$ 225,077	\$ (130,418)	\$ 222,893	\$ (127,889)	\$ (156,558)	\$ (271,363)	\$ 102,314
Other Sources:								
DCP Ctrl Offc Advance	8930-8979							-
Charter School Revolving Loan Fund								-
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		\$ 225,077	\$ (130,418)	\$ 222,893	\$ (127,889)	\$ (156,558)	\$ (271,363)	\$ 102,314
Cummulative Cash Position		\$ 2,084,511	\$ 1,954,094	\$ 2,176,987	\$ 2,049,098	\$ 1,892,540	\$ 1,621,177	\$ 1,621,177

Appendix 12.3 DCP Alum Rock Three-year Projected Cash Flow

Downtown College Prep Alum Rock									
Cash Flows									
Appendix 12.3									
			Prior Yr Pymt Jul-23	Current Yr Pymt Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23
Beginning Cash Balance			\$ 1,621,177	\$ 2,085,081	\$ 1,855,681	\$ 1,476,636	\$ 2,021,221	\$ 2,009,733	\$ 1,891,102
REVENUES:		Object Code							
Charter Schools Gen. Purpose Entitlement - State Aid		8011	345,339	204,692	204,692	368,446	368,446	368,446	368,446
Education Protection Account - State Aid		8012	-	-	-	133,713	-	-	133,713
In Lieu of Property Taxes		8096	209,054	-	191,478	382,956	255,304	255,304	255,304
No Child Left Behind - Federal, Title Funding		8290	-	-	-	79,746	-	-	79,746
Special Education - Federal		8181-8182	-	-	-	79,535	-	-	-
Child Nutrition - Federal		8220	12,034	-	-	-	13,081.80	13,081.80	13,081.80
Other Federal (LLMF, CARES)		8290	-	-	-	-	-	-	-
Special Education - State		StateRevSE	-	-	-	251,861	-	-	-
Lottery - State		8560	-	-	-	-	32,394	-	-
All Other State Revenues			-	-	-	-	-	-	-
SB740		8590	-	-	-	-	112,500	-	-
Child Nutrition - State		8590	579	-	-	-	628.90	628.90	628.90
ASES			-	-	-	15,093	-	-	-
Other State Revenue (MBG, LLMF, CTE, Etc)		8590	-	-	-	-	-	20,008	-
All Other Local Revenues - (Donations, student activities, etc)		8600-8799	-	3,187	3,187	3,187	3,187	3,187	3,187
Enrollment Deficit			-	-	-	-	-	-	-
TOTAL REVENUES RECEIVED			\$ 567,005	\$ 207,879	\$ 399,357	\$ 1,314,536	\$ 785,541	\$ 660,655	\$ 854,106
EXPENSES:									
Certificated Salaries									
Teachers' Salaries		1100	83,987	-	178,890	178,890	178,890	178,890	178,890
Certificated Pupil Support Salaries		1200	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries		1300	-	39,547	39,547	39,547	39,547	39,547	39,547
Other Certificated Salaries		1900	19,114	-	39,641	39,641	39,641	39,641	39,641
Total, Certificated Salaries			\$ 103,101	\$ 39,547	\$ 258,077	\$ 258,077	\$ 258,077	\$ 258,077	\$ 258,077
Non-certificated Salaries									
Instructional Aides' Salaries		2100	-	-	36,099	36,099	36,099	36,099	36,099
Non-certificated Support Salaries		2200	-	-	14,334	14,334	14,334	14,334	14,334
Non-certificated Supervisors' and Administrators' Salaries		2300	-	11,827	11,827	11,827	11,827	11,827	11,827
Clerical and Office Salaries		2400	-	8,457	8,457	8,457	8,457	8,457	8,457
Other Non-certificated Salaries		2900	-	-	-	-	-	-	-
Total, Non-certificated Salaries			\$ -	\$ 20,284	\$ 70,716	\$ 70,716	\$ 70,716	\$ 70,716	\$ 70,716
Employee Benefits									
STRS		3101-3102	-	7,158	50,146	50,146	50,146	50,146	50,146
PERS		3201-3202	-	13,808	13,808	13,808	13,808	13,808	13,808
OASDI/Medicare/Alternative		3301-3302	-	10,230	10,230	10,230	10,230	10,230	10,230
Health and Welfare Benefits		3401-3402	-	36,877	36,877	36,877	36,877	36,877	36,877
Unemployment Insurance		3501-3502	-	3,235	3,235	3,235	3,235	3,235	3,235
Workers' Compensation Insurance		3601-3602	-	3,728	3,728	3,728	3,728	3,728	3,728
Other Employee Benefits		3901-3902	-	4,525	4,525	4,525	4,525	4,525	4,525
Total, Employee Benefits			\$ -	\$ 79,562	\$ 122,550	\$ 122,550	\$ 122,550	\$ 122,550	\$ 122,550
Books and Supplies									
Approved Textbooks and Core Curricula Materials		4100	-	-	8,454	845	845	845	845
Material and Supplies		4300	-	-	11,649	11,649	11,649	11,649	11,649
Non-capitalized Equipment		4400	-	-	1,695	843	94	-	-
Food		4700	-	-	15,367	15,367	15,367	15,367	15,367
Total, Books and Supplies			\$ 0	\$ -	\$ 37,155	\$ 28,704	\$ 27,955	\$ 27,955	\$ 27,955
Services and Other Operating Expenditures									
Travel and Conference		5200	-	-	-	-	-	10,084	-
Dues and Memberships		5300	-	-	-	-	27,826	-	-
Insurance		5400	-	11,973	3,991	3,991	3,991	3,991	3,991
Operations and Housekeeping Services		5500	-	844	844	844	844	844	844
Rentals, Leases, Repairs, and Noncap. Improvements		5600	-	110,688	110,688	110,688	110,688	110,688	110,688
Professional/Consulting Services and Operating Expenditures		5800	-	173,458	173,458	173,458	173,458	173,458	173,458
Communications		5900	-	922	922	922	922	922	922
Total, Services and Other Operating Expenditures			\$ 0	\$ 297,886	\$ 289,904	\$ 289,904	\$ 317,730	\$ 299,988	\$ 289,904
TOTAL EXPENDITURES PAID			\$ 103,101	\$ 437,278	\$ 778,402	\$ 769,951	\$ 797,028	\$ 779,286	\$ 769,202
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			\$ 463,904	\$ (229,400)	\$ (379,045)	\$ 544,585	\$ (11,487)	\$ (118,631)	\$ 84,904
Other Sources:		8930-8979							
DCP Ctrl Offc Advance			-	-	-	-	-	-	-
Charter School Revolving Loan Fund			-	-	-	-	-	-	-
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			\$ 463,904	\$ (229,400)	\$ (379,045)	\$ 544,585	\$ (11,487)	\$ (118,631)	\$ 84,904
Cumulative Cash Position			\$ 2,085,081	\$ 1,855,681	\$ 1,476,636	\$ 2,021,221	\$ 2,009,733	\$ 1,891,102	\$ 1,976,006

Appendix 12.3 DCP Alum Rock Three-year Projected Cash Flow

Downtown College Prep Alum Rock Cash Flows Appendix 12.3									
			Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Total Cash 2023-24
Beginning Cash Balance			\$ 1,976,006	\$ 2,203,318	\$ 2,074,763	\$ 2,315,012	\$ 2,187,310	\$ 2,030,833	\$ 1,621,177
REVENUES:		Object Code							
Charter Schools Gen. Purpose Entitlement - State Aid		8011	368,446	368,446	368,446	368,446	368,446	-	4,070,735
Education Protection Account - State Aid		8012	-	-	133,713	-	-	133,713	534,852
In Lieu of Property Taxes		8096	255,304	255,304	446,782	223,391	223,391	223,391	3,176,965
No Child Left Behind - Federal, Title Funding		8290	-	-	79,746	-	-	79,746	318,982
Special Education - Federal		8181-8182	-	-	-	-	-	-	79,535
Child Nutrition - Federal		8220	13,081.80	13,081.80	13,081.80	13,081.80	13,081.80	13,081.80	129,770
Other Federal (LLMF, CARES)		8290	-	-	-	-	-	-	-
Special Education - State		StateRevSE	-	-	-	-	-	-	251,861
Lottery - State		8560	32,766	-	-	32,766	-	32,766	130,692
All Other State Revenues			-	-	-	-	-	-	-
SB740		8590	225,000	-	112,500	-	-	-	450,000
Child Nutrition - State		8590	628.90	628.90	628.90	628.90	628.90	628.90	6,239
ASES			98,101	-	37,731	-	-	-	150,925
Other State Revenue (MBG, LLMF, CTE, Etc)		8590	-	-	-	-	-	-	20,008
All Other Local Revenues - (Donations, student activities, etc)		8600-8799	3,187	3,187	3,187	3,187	3,187	3,187	38,240
Enrollment Deficit			-	-	(176,280)	-	-	-	(176,280)
TOTAL REVENUES RECEIVED			\$ 996,515	\$ 640,647	\$ 1,019,535	\$ 641,500	\$ 608,734	\$ 486,513	\$ 9,182,523
EXPENSES:									
Certificated Salaries									
Teachers' Salaries		1100	178,890	178,890	178,890	178,890	178,890	178,890	2,051,775
Certificated Pupil Support Salaries		1200	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries		1300	39,547	39,547	39,547	39,547	39,547	39,547	474,563
Other Certificated Salaries		1900	39,641	39,641	39,641	39,641	39,641	39,641	455,163
Total, Certificated Salaries			\$ 258,077	\$ 258,077	\$ 258,077	\$ 258,077	\$ 258,077	\$ 258,077	\$ 2,981,500
Non-certificated Salaries									
Instructional Aides' Salaries		2100	36,099	36,099	36,099	36,099	36,099	36,099	397,090
Non-certificated Support Salaries		2200	14,334	14,334	14,334	14,334	14,334	14,334	157,669
Non-certificated Supervisors' and Administrators' Salaries		2300	11,827	11,827	11,827	11,827	11,827	11,827	141,918
Clerical and Office Salaries		2400	8,457	8,457	8,457	8,457	8,457	8,457	101,487
Other Non-certificated Salaries		2900	-	-	-	-	-	-	-
Total, Non-certificated Salaries			\$ 70,716	\$ 70,716	\$ 70,716	\$ 70,716	\$ 70,716	\$ 70,716	\$ 738,164
Employee Benefits									
STRS		3101-3102	50,146	50,146	50,146	50,146	50,146	50,146	558,759
PERS		3201-3202	13,808	13,808	13,808	13,808	13,808	13,808	165,699
OASDI/Medicare/Alternative		3301-3302	10,230	10,230	10,230	10,230	10,230	10,230	122,760
Health and Welfare Benefits		3401-3402	36,877	36,877	36,877	36,877	36,877	36,877	442,524
Unemployment Insurance		3501-3502	3,235	3,235	3,235	3,235	3,235	3,235	38,825
Workers' Compensation Insurance		3601-3602	3,728	3,728	3,728	3,728	3,728	3,728	44,741
Other Employee Benefits		3901-3902	4,525	4,525	4,525	4,525	4,525	4,525	54,299
Total, Employee Benefits			\$ 122,550	\$ 122,550	\$ 122,550	\$ 122,550	\$ 122,550	\$ 122,550	\$ 1,427,607
Books and Supplies									
Approved Textbooks and Core Curricula Materials		4100	845	845	845	845	845	845	16,907
Material and Supplies		4300	11,649	11,649	11,649	11,649	11,649	11,649	128,141
Non-capitalized Equipment		4400	94	94	94	94	94	94	3,370
Food		4700	15,367	15,367	15,367	15,367	15,367	15,367	169,037
Total, Books and Supplies			\$ 27,955	\$ 27,955	\$ 27,955	\$ 27,955	\$ 27,955	\$ 27,955	\$ 317,455
Services and Other Operating Expenditures									
Travel and Conference		5200	-	-	10,084	-	-	-	20,168
Dues and Memberships		5300	-	-	-	-	-	-	27,826
Insurance		5400	3,991	3,991	3,991	3,991	-	-	47,892
Operations and Housekeeping Services		5500	844	844	844	844	844	844	10,133
Rentals, Leases, Repairs, and Noncap. Improvements		5600	110,688	110,688	110,688	110,688	110,688	110,688	1,328,255
Professional/Consulting Services and Operating Expenditures		5800	173,458	173,458	173,458	173,458	173,458	173,458	2,081,497
Communications		5900	922	922	922	922	922	922	11,068
Total, Services and Other Operating Expenditures			\$ 289,904	\$ 289,904	\$ 299,988	\$ 289,904	\$ 285,913	\$ 285,913	\$ 3,526,839
TOTAL EXPENDITURES PAID			\$ 769,202	\$ 769,202	\$ 779,286	\$ 769,202	\$ 765,211	\$ 765,211	\$ 9,051,565
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			\$ 227,312	\$ (128,555)	\$ 240,249	\$ (127,702)	\$ (156,477)	\$ (278,698)	\$ 130,958
Other Sources:		8930-8979							
DCP Ctrl Offc Advance			-	-	-	-	-	-	-
Charter School Revolving Loan Fund			-	-	-	-	-	-	-
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			\$ 227,312	\$ (128,555)	\$ 240,249	\$ (127,702)	\$ (156,477)	\$ (278,698)	\$ 130,958
Cumulative Cash Position			\$ 2,203,318	\$ 2,074,763	\$ 2,315,012	\$ 2,187,310	\$ 2,030,833	\$ 1,752,135	\$ 1,752,135

Appendix 12.4 DCP Alum Rock Budget Narrative and Assumptions

12.4 Annotated Budget And Assumptions

The Downtown College Prep – Alum Rock (DCP) financial statements include a 4-year pro-forma annual budget and 4-year monthly cash flow statement. 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. DCP currently utilizes FASB standards but reserves the right to re-evaluate or change to GASB upon clarification or change in law in order to conform to legal standards.

Revenues

Sources for charter school revenue include state and federal public revenues.

Table 1 below summarizes DCP's projected state and federal public revenues.

Table 1 DCP Projected Public Revenues, State and Federal

<i>Projected Public Revenue Source</i>	<i>Year 1: 2020- 21</i>	<i>Year 2: 2021- 22</i>	<i>Year 3: 2022- 23</i>	<i>Year 4: 2023- 24</i>
LCFF Entitlement	\$7,354,748	\$7,217,104	\$7,318,113	\$7,819,996
Lottery	\$133,139	\$127,905	\$129,574	\$131,064
SB 740 Facility Grant Program	\$254,132	\$450,000	\$450,000	\$450,000
Mandate Block Grant	\$19,095	\$19,095	\$19,615	\$20,008
Child Nutrition - State	\$5,899	\$5,818	\$5,785	\$6,289
Child Nutrition - Federal	\$122,705	\$121,015	\$120,339	\$130,818
SCCOE - SPED - State	\$245,718	\$248,970	\$251,861	\$269,567
SCCOE - SPED - Federal	\$77,595	\$78,622	\$79,535	\$85,126
LLMF - Federal	\$639,622	\$19,550	\$19,550	\$0
LLMF - State	\$62,804	\$0	\$0	\$0
CARES - Federal	\$198,111	\$0	\$0	\$0
Federal Revenue - Title	\$309,277	\$294,134	\$298,030	\$318,982
State Revenue - CTEIG Grant	\$83,072			
State Revenue - ASES	\$150,925	\$150,925	\$150,925	\$150,925
State Revenue - Enrollment Deficit Factor	\$0	(\$162,524)	(\$164,712)	(\$176,280)
Total Public Revenue	\$9,656,842	\$8,570,614	\$8,678,615	\$9,206,495

Local Control Funding Formula (LCFF)

The Local Control Funding Formula (LCFF) includes the following components for school districts and charter schools:

- Provides a per average daily attendance (ADA) base grant for each LEA. The actual base grants vary based on grade span.
- Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.

Appendix 12.4 DCP Alum Rock Budget Narrative and Assumptions

- Provides a supplemental grant equal to 20.0% percent of the adjusted base grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth (FY), or any combination of these factors (unduplicated count).
- Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment. For charter schools, the concentration funding eligibility is based on the lower unduplicated percent of either the charter school or the district in which the school resides.

LCFF assumptions used in the budget are based on the FCMAT Calculator version 21.2 released on 7/13/20. These estimates are reflected in **Table 2** below.

Table 2 LCFF Assumptions and Calculations

<i>LCFF Assumptions</i>	<i>Year 1: 2020-21</i>	<i>Year 2: 2021-22</i>	<i>Year 3: 2022-23</i>	<i>Year 4: 2023-24</i>
Annual COLA	0.00%	0.00%	0.00%	0.00%
LCFF GAP Closed %	100.00%	100.00%	100.00%	100.00%
Per ADA Funding Levels:				
Base Grant, Grades 4-6	\$7,818	\$7,818	\$7,818	\$7,818
Base Grant, Grades 7-8	\$8,050	\$8,050	\$8,050	\$8,050
Base Grant, Grades 9-12	\$9,329	\$9,329	\$9,329	\$9,329
Grade Span Adj., Grades 9-12	\$243	\$243	\$243	\$243
Supplemental Grant, Grades 4-6	\$1,564	\$1,564	\$1,564	\$1,564
Supplemental Grant, Grades 7-8	\$1,610	\$1,610	\$1,610	\$1,610
Supplemental Grant, Grades 9-12	\$1,914	\$1,914	\$1,914	\$1,914
Concentration Grant, Grades 4-6	\$3,909	\$3,909	\$3,909	\$3,909
Concentration Grant, Grades 7-8	\$4,025	\$4,025	\$4,025	\$4,025
Concentration Grant, Grades 9-12	\$4,786	\$4,786	\$4,786	\$4,786

Student Enrollment And Demographics

The number of students enrolled and their demographics drive the amount of revenue DCP can expect to obtain. **Table 3** and **Table 4** show DCP's projected enrollment and pertinent LCFF demographics.

Table 3 DCP's Projected Enrollment by Grade Band

<i>Projected Total Enrollment By Grade Level Group</i>	<i>Year 1: 2020-21</i>	<i>Year 2: 2021-22</i>	<i>Year 3: 2022-23</i>	<i>Year 4: 2023-24</i>
Grades 4-6	99	132	132	132
Grades 7-8	264	226	224	255
Grades 9-12	317	331	341	359
Total Projected Enrollment	680	689	697	746

Appendix 12.4 DCP Alum Rock Budget Narrative and Assumptions

Table 4 DCP's Projected Enrollment for Unduplicated Pupils

<u>Projected Demographics</u>	<u>Year 1: 2020-21</u>	<u>Year 2: 2021-22</u>	<u>Year 3: 2022-23</u>	<u>Year 4: 2023-24</u>
Unduplicated EL/FRPM/FY	532.00	537.00	541.00	581.00
DCP's Unduplicated % (3 Yr. Rolling Average)	77.98%	77.77%	77.93%	77.81%
District's Unduplicated % (Est'd)	85.11%	85.11%	85.11%	85.11%

Average Daily Attendance

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 that period. DCP has a three-year historic attendance rate of 94.77%. ADA is used to calculate most revenue sources. **Table 5** identifies the projected ADA by year.

Table 5 DCP Projected ADA by Grade Band

<u>Projected ADA</u> <u>By Grade Level Band</u>	<u>Year 1: 2020-21</u>	<u>Year 2: 2021-22</u>	<u>Year 3: 2022-23</u>	<u>Year 4: 2023-24</u>
Grades 4-6	124.10	125.49	125.49	125.49
Grades 7-8	262.26	214.86	212.96	242.43
Grades 9-12	282.68	310.78	320.16	337.07
Total Projected ADA	669.04	651.13	658.61	704.99

Lottery

Figures calculated for lottery revenue are based on per ADA projections provided by the CDE of \$199 per year (\$150/ADA unrestricted, \$49/ADA restricted to instructional materials). Funding is based on ADA and is not subject to COLA.

SB 740 Charter School Facility Grant Program

The Charter School Facility Grant Program provides annual assistance with facilities rent and lease expenditures to charter schools that meet eligibility criteria. Successful applicants must meet a variety of requirements, including having at least 55% of their students enrolled at the charter school eligible for Free or Reduced-Price Meals (FRPM) or being located in an elementary school attendance area where at least 55% of students enrolled are eligible FRPM. Charter schools are awarded \$1,211 per unit of classroom-based Average Daily Attendance (ADA), up to 75% of their annual facilities rent and lease costs for the school.

DCP is currently located on two separate campuses; one houses the middle school grades 6-8 while the other houses the high school grades 9-12. The middle school campus qualifies for and receives SB740 funding. For FY 20/21 DCP funding is capped at 75% of annual facility costs, however facility lease schedules for additional space recently constructed will be revised beginning FY 21/22 and will provide a higher maximum funding based on 75% of annual facility costs for the outgoing years.

Appendix 12.4 DCP Alum Rock Budget Narrative and Assumptions

Mandate Block Grant

Figures calculated for mandate block grant revenue are based on per ADA projections of approximately \$45.23 per year for high school grades and \$16.33 per year for middle school grades. Funding is not subject to COLA and is based on prior year ADA..

Child Nutrition

DCP Alum Rock's Middle school campus participates in the National School Lunch Program (NSLP) and receives Federal and State reimbursements. For budget purposes, DCP has established estimates of per enrolled students based on historical reimbursements. The Federal per student rate is estimated at \$338.03 and the State reimbursement rate is estimated at \$16.25 per year. DCP Alum Rock High School participates through the Eastside Union High School District and all expenses and reimbursements are through the District. Therefore, there are no estimates for the high school.

Special Education

DCP Alum Rock participates in the Santa Clara County Office of Education (SCCOE) Special Education Local Plan Area (SELPA). After reconciling the annual revenue and expenditures each year SCCOE provides reimbursement of special education expenditures via a Charter School Bill-Back procedure. DCP has based its reimbursement estimate on historical reimbursements and is using a factor of \$475.46 per enrolled student per year

COVID 19 Grants

Due to the COVID 19 pandemic, there are two Grant programs available for relief. These programs are combined Federal and State efforts and include the Learning Loss Mitigation Fund (LLMF) of which DCP was awarded \$742k and the CARES Act Grant for Elementary & Secondary School Emergency Relief Fund of which DCP was awarded \$198k. These are one-time funds mainly for FY 20/21, with minor amounts available for use through Sept of 2022.

Federal Title Funding

Title I - IV funds are based upon various formulas. For simplicity, and because DCP has several years history receiving these funds, we have calculated an average amount received for all four Title programs based on the number of students.

Based on historical rates, DCP anticipates revenue per student to range between be \$427 and \$455 over the four-year period.

Career Technical Education Incentive Grant (Cteig)

DCP applied for and was awarded the Career Technical Education Incentive Grant for FY 20/21. This program involves a sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post secondary education and careers \$83k.

Appendix 12.4 DCP Alum Rock Budget Narrative and Assumptions

After School Education And Safety Program

DCP Alum Rock's Middle School participates in the After School Education and Safety Program (ASES) and partners with The Boys & Girls Clubs of America to provide after school services. Their Grant award is expected to be \$151k per year

Enrollment Deficit Factor

Based on annual enrollment attrition, DCP includes in its budget procedures a standard enrollment deficit factor of 2% each year. Due to the hold harmless clause on ADA, there is no deficit factor included for FY 20/21.

Other Local Revenues

Other local revenues are minor and consist of revenues collected for student meals, student activities and private donations.

Expenses

DCP's spending priorities align with the school's mission, educational program, management structure, professional development needs and growth plan. A summary of expenditures is included in Table 6.

Table 6 Summary of Projected Expenditures

<i>Projected Expenditures</i>	<i><u>Year 1:</u> <u>2020-21</u></i>	<i><u>Year 2: 2021-</u> <u>22</u></i>	<i><u>Year 3: 2022-</u> <u>23</u></i>	<i><u>Year 4: 2023-</u> <u>24</u></i>
1000 - Certificated Salaries	\$3,051,757	\$2,834,627	\$2,826,704	\$2,987,664
2000 - Classified Salaries	\$925,239	\$782,446	\$774,919	\$798,164
3000 - Employee Benefits	\$1,319,488	\$1,233,310	\$1,326,984	\$1,427,607
4000 - Books and Supplies	\$708,338	\$296,984	\$298,420	\$317,455
5000 - Services and Operational Expenses	\$3,450,391	\$3,343,796	\$3,374,712	\$3,526,839
6000 - Capital Outlay	\$105,156	\$105,156	\$105,156	\$105,156
7000 - Other Expenses	\$0	\$0	\$0	\$0
Total Expenditures	\$9,560,369	\$8,596,319	\$8,706,895	\$9,162,885

Salaries And Employee Benefits

In order to attract and retain high-quality well-trained teachers, DCP must have a salary schedule that is competitive relative to local districts. To achieve this, DCP projects to allot approximately 56% of its budget to compensation. Compensation includes the cost of salaries for all school site staff, including those who work full time, part time, and as substitute employees. Compensation also incorporates all staff benefits including Social Security, STRS, PERS, health benefits, and workers compensation.

Certificated Employees

Appendix 12.4 DCP Alum Rock Budget Narrative and Assumptions

Downtown College Prep staffing assumptions are based upon current staffing levels. **Table 7** provides the projected number of positions of certificated employees.

Table 7 DCP Projected Certificated Staff

<i><u>Projected Certificated Staffing Positions</u></i>	<i><u>Year 1: 2020-21</u></i>	<i><u>Year 2: 2021-22</u></i>	<i><u>Year 3: 2022-23</u></i>	<i><u>Year 4: 2023-24</u></i>
Teachers (Core)	31.0	31.0	31.0	32.0
Teachers (SPED)	6.5	6.5	6.5	6.5
Principal	2.0	2.0	2.0	2.0
Assistant Principal	2.0	2.0	2.0	2.0

Teacher And Administrative Salaries

DCP projects an average teacher salary of \$70,400 beginning in year one. Salaries of administrative positions are based on those currently in place. DCP's annual salary band for Principals and Assistant Principals ranges from \$85,000 to \$150,000. Typically teacher salaries are budgeted with an annual increase of 4.44% and non-teacher salaries assume a 3% annual increase. These assumptions are applied to year one where grant funds are available and again in year four when there is an expected increase in enrollment. Year two reflects a 9% reduction in salaries for both certificated and classified employees and year three is essentially flat. DCP is fairly confident that the \$2.8M PPP loan received by the CMO will be forgiven, however using conservative assumptions; our current budget assumes it will not be forgiven. In addition to the 0% COLA on LCFF and the unknown length of the current COVID 19 crisis, DCP has calculated a worst case scenario net loss and used a placeholder in salaries to offset that loss for purposes of reflecting a balanced budget. It is important to note that no decisions have been made with regard to how DCP will implement the required expense reductions if needed. DCP also maintains a healthy reserve balance; please see the final section of this document titled Reserve Policy

Substitute Teacher Costs

Included in the budget are projections for each full-time teacher to take 7 DTO (discretionary time off) days based on DCP's current substitute compensation rate of \$320 per day.

Classified Employees

The positions of School Operations Manager, College Counselor, Para-professional, Athletic Coordinator, IT Coordinator, and Lunch Server are examples of school site classified employees at DCP. All other staff services are contracted through DCP's Central Office. **Table 8** provides the projected number of positions of classified employees.

Table 8 DCP Projected Classified Staff

<i><u>Projected Classified Staffing Positions</u></i>	<i><u>Year 1: 2020-21</u></i>	<i><u>Year 2: 2021-22</u></i>	<i><u>Year 3: 2022-23</u></i>	<i><u>Year 4: 2023-24</u></i>
Non-Certificated Instructional	6.0	6.0	6.0	6.0
Non-Certificated Support	3.8	3.8	3.8	3.8
Non-Certificated Supervisors	2.0	2.0	2.0	2.0
Clerical and Office	2.0	2.0	2.0	2.0

Appendix 12.4 DCP Alum Rock Budget Narrative and Assumptions

DCP has developed a compensation program that utilizes performance salary bands to ensure their ability to attract and retaining high quality classified employees.

Employee Benefits

Most benefits are statutory and therefore based on cost factors determined by either state or federal mandate. Statutory benefits are calculated by applying these cost factors to employee salary rates. Some benefits differ by type of employee: certificated versus classified. DCP employees participate in the State Teachers' Retirement System (STRS), the Public Employees Retirement System (PERS), Social Security, Medicare, Unemployment, and Workers' Compensation. In addition, health benefits are available which include medical, dental and vision coverage. Health benefits are projected at an average rate of 9.4% of total salaries in year one and increase to 11.1% of total salaries by year four. STRS rates are projected at 16.15%, 16.02%, 18.10, and 18.10% respectively in each of the years presented, PERS rates are projected at 20.70%, 23.01%, 26.24%, and 27.14% of non-certificated salaries for each year presented. **Table 9** provides the projected cost of employee benefits.

Table 9 DCP's Projected Cost of Employee Benefits

<i>Projected Employee Benefits</i>	<i>Year 1: 2020- 21</i>	<i>Year 2: 2021- 22</i>	<i>Year 3: 2022- 23</i>	<i>Year 4: 2023-24</i>
Health Benefits	\$393,333	\$382,381	\$398,976	\$442,524
STRS	\$507,644	\$468,708	\$526,979	\$558,759
PERS	\$131,254	\$136,954	\$155,539	\$165,699
Medicare and Social Security	\$125,409	\$116,896	\$116,341	\$122,760
Unemployment Insurance	\$39,662	\$36,970	\$36,794	\$38,825
Workers Compensation	\$41,929	\$40,139	\$41,000	\$44,741
Professional Development & DTO	\$80,257	\$51,262	\$51,355	\$54,299
Total Employee Benefits	\$1,319,488	\$1,233,310	\$1,326,984	\$1,427,607

Books And Supplies

Cost projections for books and supplies are based on current textbook and instructional supply expenditures determined by examining the historical purchasing patterns of DCP. **Table 10** provides a summary of costs for books and supplies.

- DCP projects textbooks to be updated and replaced every five years with classroom library books being replenished each year.
- Materials and Other Supplies include specific supplies for academic departments plus instructional materials associated with summer programs, parent education, advisories, assemblies, and common instructional supplies not specific to any department such as copier paper. Costs in year one are extraordinary due to COVID 19 and the availability of Grants.
- Non-Capitalized Equipment includes equipment expenditures that are below the limit for capitalization. Examples include chromebooks for student use, laptops for staff, classroom projectors, document cameras, speakers, etc. Costs in year one are extraordinary due to COVID 19 and the availability of Grants.
- Student food costs are for meals provided at the DCCP Alum Rock Middle School campus. Food service programs are government subsidized.

Table 10 DCP's Projected Cost of Books and Supplies

<i>Books and Supplies Expense Projections</i>	<i>Year 1: 2020- 21</i>	<i>Year 2: 2021- 22</i>	<i>Year 3: 2022- 23</i>	<i>Year 4: 2023- 24</i>
Books	\$54,440	\$15,589	\$16,054	\$16,907
Materials and Supplies	\$223,309	\$121,960	\$123,259	\$128,141
Non Capitalized Equipment	\$272,798	\$3,108	\$3,196	\$3,370
Food	\$157,792	\$156,327	\$155,911	\$169,037
Total	\$708,338	\$296,984	\$298,420	\$317,455

Services And Operational Expenses

Services and operational expenses consist primarily of costs related to the following major categories summarized in **Table 11**:

- **Travel and Conference** - College trips for students.
- **Dues and Memberships** - Fees for annual accreditation association (WASC), charter school associations (CCSA, CSDC), and athletic leagues and tournaments.
- **Insurance** – Includes Property, Inland Marine, Excess Crime, Automobile, General Liability, Educators Legal Liability, Umbrella, Excess Liability, Fiduciary Liability, Cyber Liability, Student Accident, and Active Assailant/Workplace Violence.
- **Operations and Housekeeping Services** – All utility costs include gas, electricity, waste, and water are included in DCP's rental agreements. This category includes only on site security services.
- **Rentals, Leases, Repairs** – Includes facility rent at both campuses; lease and maintenance agreements for copiers and postage meters; rental for graduation and athletic venues; building and grounds maintenance; miscellaneous office and classroom equipment repairs. See Table 12 for additional breakdown.
- **Professional/Consulting Services** – Examples include back office services provided by central office; contract services for audit, legal, payroll, and custodial; software license and support; district oversight fees; fieldtrip and activity fees including student transportation; consulting fees for athletic coaches, socio-emotional counseling services, and additional special education support services; other miscellaneous costs such as student testing and assessment fees. See Table 13 for additional breakdown.
- **Communications** – Includes telephone, internet, postage and delivery fees.

Table 11 DCP's Projected Cost of Services and Operations

<i>Projected Services and Operating Expenses</i>	<i>Year 1: 2020- 21</i>	<i>Year 2: 2021- 22</i>	<i>Year 3: 2022-23</i>	<i>Year 4: 2023- 24</i>
Travel and Conference	\$17,957	\$18,603	\$19,076	\$20,168
Dues and Memberships	\$25,435	\$25,703	\$25,958	\$27,826
Insurance	\$43,754	\$44,238	\$44,692	\$47,892
Operations and Housekeeping	\$9,504	\$9,373	\$9,321	\$10,133
Rentals, Leases, Repairs	\$1,259,206	\$1,306,150	\$1,311,725	\$1,328,255
Professional/Consulting Services	\$2,084,399	\$1,929,503	\$1,953,623	\$2,081,497
Communications	\$10,136	\$10,226	\$10,317	\$11,068
Total Services and Operating Expenses	\$3,450,391	\$3,343,796	\$3,374,712	\$3,526,839

Appendix 12.4 DCP Alum Rock Budget Narrative and Assumptions

Table 12 provides further details related to Rentals, Leases, and Repairs:

DCP operates two sites within the boundaries of SCCOE - one for its Middle School grade levels and one for its High School grade levels.

In May 2014, DCP executed a 30-year land lease agreement with Alum Rock Union Elementary School District for the DCP Alum Rock Middle School campus. DCP had previously completed construction on nine stand-alone classrooms and has recently completed construction on a multi-purpose building.

DCP Alum Rock High School is located at Independence High School. DCP is working with East Side Union High School District to secure a similar long-term Facility Use Agreement (FUA) that will enable DCP to stay at Independence and complete campus improvements. This long-term lease would include the modernization of existing facilities.

Table 12 DCP's Projected Cost of Rentals, Leases, and Repairs

<i><u>Rentals, Leases, and Repairs Expenses</u></i>	<i><u>Year 1: 2020-21</u></i>	<i><u>Year 2: 2021-22</u></i>	<i><u>Year 3: 2022- 23</u></i>	<i><u>Year 4: 2023-24</u></i>
Facility Rent (includes utilities)	\$1,129,463	\$1,135,747	\$1,138,580	\$1,143,679
Repairs & Maintenance - Buildings	\$13,010	\$51,109	\$51,828	\$55,350
Repairs & Maintenance - Equipment	\$3,000	\$3,045	\$3,084	\$3,297
Repairs & Maintenance - Grounds	\$18,000	\$18,273	\$18,507	\$19,787
Equipment Rental	\$95,733	\$97,976	\$99,726	\$106,142
Total Rentals, Leases, and Repairs Expenses	\$1,259,206	\$1,306,150	\$1,311,725	\$1,328,255

Table 13 provides further details related to Professional & Consulting expenses:

Professional and consulting expenses include services to support the school and provide for legally mandated services. The Across the Bridge Foundation provides back office services for the school through its Central Office. These services include but are not limited to academic and professional development support for teachers, operations, human resources, accounting, staff recruiting, fund development, government/education compliance services, and college counseling support.

Table 13 DCP's Projected Cost of Professional and Consulting Services

<i><u>Professional & Consulting Services</u></i>	<i><u>Year 1: 2019-20</u></i>	<i><u>Year 2: 2020-21</u></i>	<i><u>Year 3: 2021-22</u></i>	<i><u>Year 3: 2021-22</u></i>
Service Fees (Audit, Legal, Payroll, Custodial, etc)	\$215,837	\$175,863	\$178,130	\$190,436
Central Office Fees	\$1,288,428	\$1,257,359	\$1,273,020	\$1,353,639
District Oversight Fees	\$73,547	\$72,171	\$73,181	\$78,200
Educational Contractors & Consultants	\$294,625	\$220,106	\$220,451	\$238,093
Student Activities & Transportation	\$163,449	\$163,678	\$168,180	\$177,479
Software License & Support	\$20,267	\$12,001	\$12,190	\$12,999
Other Miscellaneous	\$28,246	\$28,325	\$28,471	\$30,651
Total Professional & Consulting Expenses	\$2,084,399	\$1,929,503	\$1,953,623	\$2,081,497

Appendix 12.4 DCP Alum Rock Budget Narrative and Assumptions

Capital Outlay

Depreciation for capitalized items such as tech equipment, food service equipment, and leasehold improvements.

RESERVE POLICY

The current DCP Board policy is to strive to maintain a reserve balance of 10% of operating expense. DCP's Board retains the right, at the Board's discretion, to utilize the reserve balance as necessary. This may, from time to time, deplete the balance below 10%. As of 6/30/20 DCP Alum Rock had an audited reserve balance of 12.3%.