Charter Renewal Petition for

Downtown College Prep – Alum Rock

SUBMITTED TO SANTA CLARA COUNTY OFFICE OF EDUCATION

January 20, 2016

Primary Contact

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Statement of Assurances

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 Prep Alum Rock, located in San Jose, CA is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code section 47605(d)(1)]
- Shall not charge tuition. [Ref. California Education Code Section 47605(d)(1)]
- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall, on a regular basis, consult with parents, guardians, and teachers regarding the school's educational programs. [Ref. California Education Code Section 47605(c)(2)] 10
- Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing. Admission to 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. California Education Code Section 47605(d)(2)(A)-(B)]
- Shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605(b)(5)(O)]
- Shall adhere to all provisions of federal law relating to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. California Code of Regulations, Title 5, Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code section 47605(l)]
- 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 a transcript of grades or report card and health information. [Ref. California Education Code section 47605(d)(3)]
- Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the school including but not limited to:
    - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
    - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
    - The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act (also referred to as the No Child Left Behind Act).
    - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
    - The Charter School shall meet or exceed the minimum number of school days.
    - the Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities.
    - The Charter School shall comply with the Public Records Act.
    - The Charter School shall comply with the Family Educational Rights and Privacy Act.
    - The Charter School shall comply with the Ralph M. Brown Act.

_____   _____

Jennifer Andaluz   Date

Lead Petitioner for

Downtown College Prep Alum Rock

Executive Summary

INTRODUCTION

In 2010, Santa Clara County Office of Education approved the application by Downtown College Prep (DCP) 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 first charter renewal, its commitment to its mission and service to Santa Clara County students and families is as great as ever.

The mission of the DCP organization 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, 96% of DCP students matriculate to college directly after high school, the majority of them to a four-year university. 60% of DCP graduates complete college compared with 9% of similar students nationwide. After 15 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 DCPs 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. Toward that end, DCP has developed this Executive Summary to provide the following:

- Highlights of the DCP Educational Model
- The Continued Need for DCP in Alum Rock and Santa Clara County
- The Strength of the DCP Educational Program
- The Strength of the DCP Organization
- Evidence that DCP Has Been Faithful to the Terms of Its Charter
- Evidence that DCP Has Comprehensive Plans for Its Next Charter Term

As is demonstrated in this Executive Summary, DCP has clearly met the requirements for charter renewal. As such, DCP requests that its charter be renewed by the SCCOE 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 the county in increasing the educational and life outcomes for these students and our community.

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 the educational philosophy.

THE CONTINUED NEED FOR DCP IN ALUM ROCK AND SANTA CLARA COUNTY

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 completion rate for both low-income and Latino students in Santa Clara County over the past four years, still only 1 in 3 of these students successfully completes this minimum requirement. For English Language Learners, this number drops to approximately 1 in 9. Meanwhile, these students comprise nearly 40% of the county's overall population.

DCP looks forward to continuing its partnership with SCCOE to improve college preparation rates for its students, overall and within these significant subgroups. While A-G Completion rates will not be available until its first class of students graduate next year, 88% of the DCP Alum Rock Class of 2016 are currently on track to complete A-G requirements. In addition, across its network DCP continues to outpace the district, county, and state averages overall and within all significant subgroups as seen in **Figure i.1**. Over the next charter term DCP Alum Rock will graduate five cohorts of college-ready graduates, in turn increasing the college-going rates for the students of Santa Clara County and California

Figure i.1 2013-24 A-G Completion Rates for DCP, ESUHSD, Santa Clara County, and California
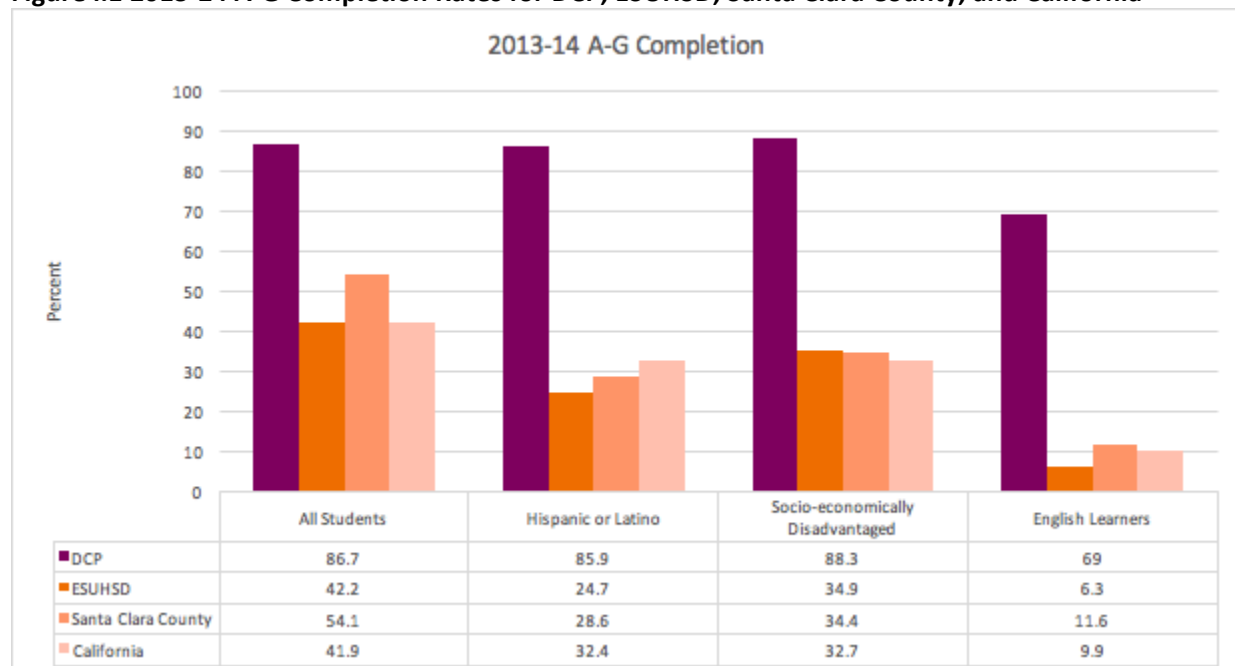
THE STRENGTH OF THE DCP EDUCATIONAL PROGRAM

DCP Alum Rock has a proven track record of success in serving its target population. This success can be seen through a variety of measures, including but not limited to the following indicators:

- Comparative School Data, per Education Code § 47607(b)
- Measurable Pupil Outcomes
- Additional Indicators of Excellence

COMPARATIVE SCHOOL DATA, PER EDUCATION CODE § 47607(B)

California Education Code section § 47607 requires a charter school to meet "at least one" of four criteria in order to receive charter renewal:

1. Attained its API growth target both schoolwide and for all groups of pupils served by the school.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As detailed below, we believe that DCP Alum Rock has met not only one, but three, of these criteria.

Criteria 1: API Growth

Due to the shift to the new Smarter Balanced assessment system, API was not calculated in 2014 and 2015. Therefore, Assembly Bill 484 authorized the use of the most recent API calculation for purposes of charter renewal determinations. Although Assembly Bill 484 also authorized the use of an average of the three most recent annual API calculations for the purposes of determining charter renewal, this option is not available to DCP Alum Rock due to the timing of its opening. DCP Alum Rock was founded in 2011 and therefore API data was only generated for two years, 2012 and 2013. As such, a three-year average API is not available.

While DCP Alum Rock has only two years of API data, the results in these two years were strong. In 2011-12, DCP Alum Rock achieved an **API of 797** making it the highest performing new middle school in California. In 2012-13, DCP Alum Rock had a revised base API of 795 and a growth **API of 787**. While the school did not meet its growth target - in a year in which most schools and the state saw a drop in API scores due to a new calibration - the overall performance level of DCP Alum Rock was still quite high and exceeded that of ARUSD, as will be detailed below. In addition, it met the AYP requirement for API scores in both years of available data. Therefore, while we recognize DCP Alum Rock did not meet in this category, we believe it was certainly *approaching* and that this strong performance should be considered as part of Criteria 4.

Criteria 2: Statewide API Ranking

DCP holds a **Statewide Ranking of 5 out of 10** for both 2011-12 and 2012-2013, *exceeding* the requirement of a ranking in decile 4 or above for two of the last three years of available data. (Education Code § 47607 (b)(3))

Criteria 3: Similar School API Ranking

DCP Alum Rock achieved a **Similar School Ranking of 9 out of 10** in the 2011-2012 school year and **8 out of 10** in the 2012-2013 school year, *exceeding* the requirement of a ranking in decile 4 or above for two of the last three years of available data. (Education Code § 47607 (b)(2))

Criteria 4: Comparison of DCP and ARUSD

DCP believes it has strong evidence of meeting the fourth criteria, which requires the authorizer to establish that the academic performance of DCP students is "at least equal" to the academic performance of the publics schools that the DCP students would otherwise have been required to attend (Education Code § 47607 (b)(4)). Ultimately, this determination is at the discretion of the authorizer. To support this process, DCP Alum Rock has provided the following:

- Schoolwide and subgroup API comparisons for grades served
- Preliminary CAASPP Findings

Schoolwide and Subgroup API Comparisons for Grades Served

As **Figure i.2** and **Figure i.3** detail below, DCP exceeded the average API of the local district both Schoolwide and in every significant subgroup for both 2012 and 2013.[1] Note that CDE defines a statistically significant subgroup as those having thirty or more scores. Because there were fewer than

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[1] The district-level API available on CDE includes all grades. In order to provide a valid comparison of grades served, average API for ARUSD middle schools was calculated using a weighted formula based on enrollment and average API. This allows the ARUSD API to reflect only the middle schools as opposed to all grades and provide an accurate comparison to DCP Alum Rock, which served only middle school grades in the API calculations for these years.

thirty students with disabilities included in the 2012 and the 2013, these data are not included. As the school has expanded, students with disabilities now constitute a significant subgroup and are included in the CAASPP data.

Figure i.2 2012 API Comparison

	Schoolwide	Latino	Socio. Disad.	English Learners
DCP Alum Rock	797	782	794	792
ARUSD (6-8)	749	721	749	686
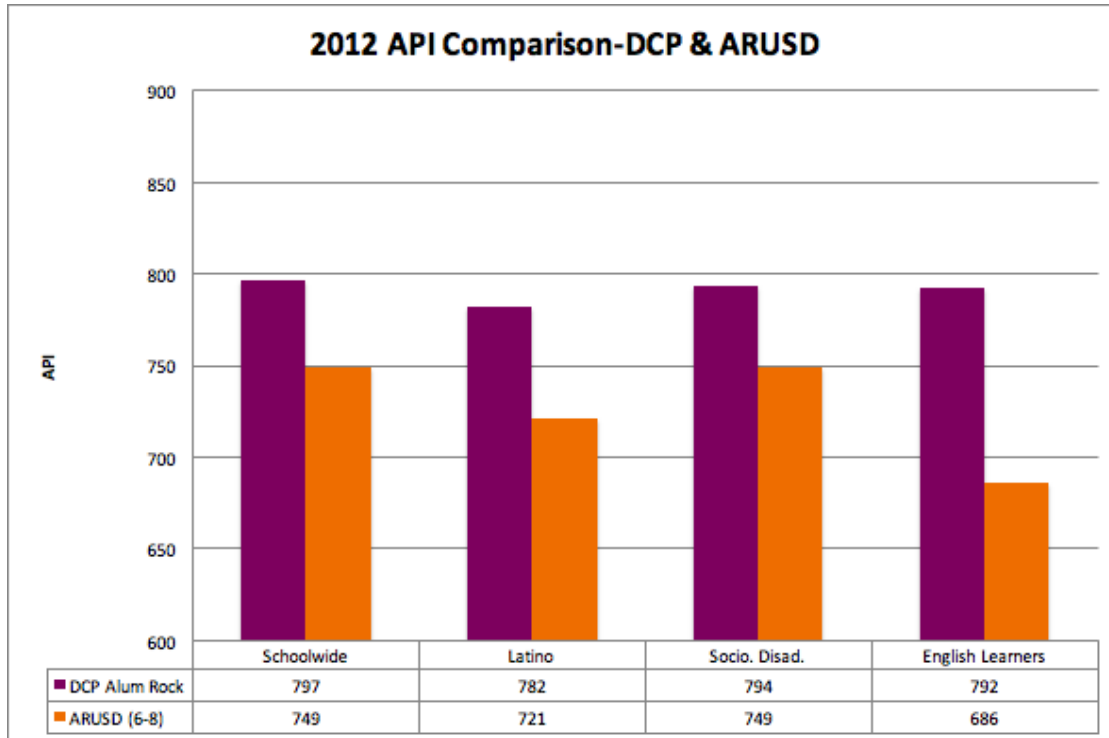
Figure i.3 2013 API Comparison

	Schoolwide	Latino	Socio. Disad.	English Learners
DCP Alum Rock	787	774	789	744
ARUSD (6-8)	749	721	743	676
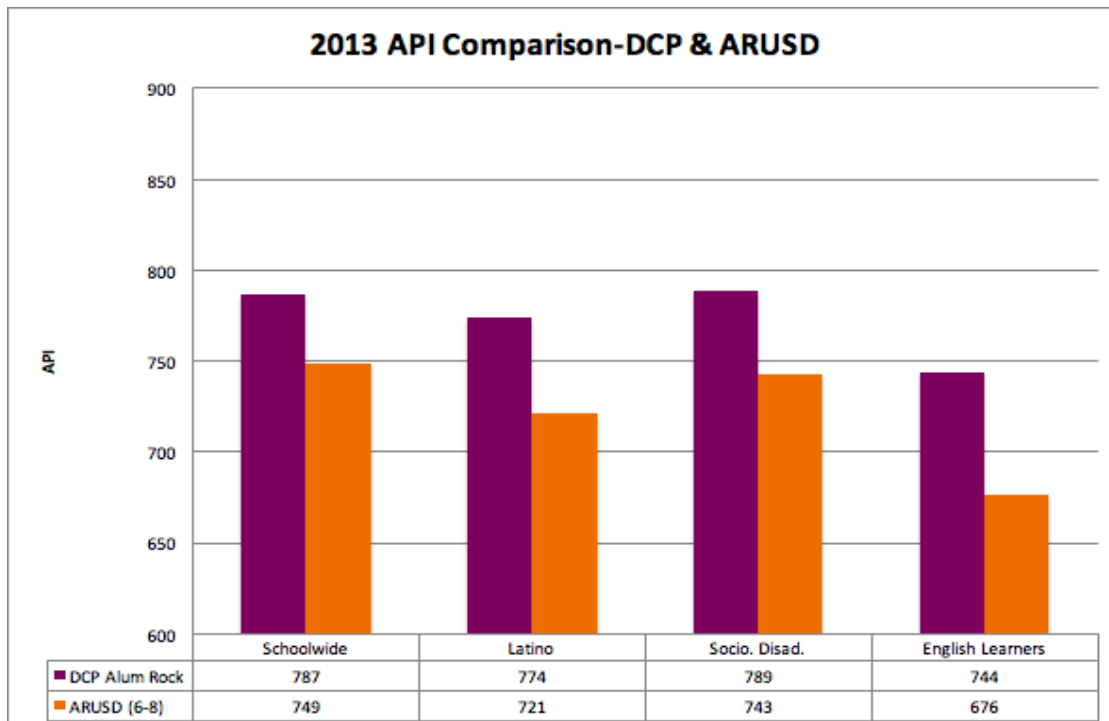
Preliminary CAASPP Findings

The California Assessment of Student Performance and Progress (CAASPP) was administered in the spring of 2015. CDE has advised LEAs to treat the initial results as a baseline and emphasized that the results cannot be compared to the CST.

As seen in **Figure 1.4**, an examination of the English Language Arts results suggests that DCP and ARUSD performed at nearly equivalent levels. In each group, the performance differed by 3% or less. Alum Rock had slightly more students who met/exceeded standard overall (34%) than DCP (31%). Within the significant subgroups, performance differed by 2% or less between DCP and ARUSD.

Figure i.4 CAASPP 2015 Comparison - ELA

CAASPP 2015 Comparison-ELA

	Schoolwide	Latino	Socio Disad	EL	SpEd
DCP Alum Rock	31	27	29	5	4
ARUSD (6-8)	34	28	29	3	6
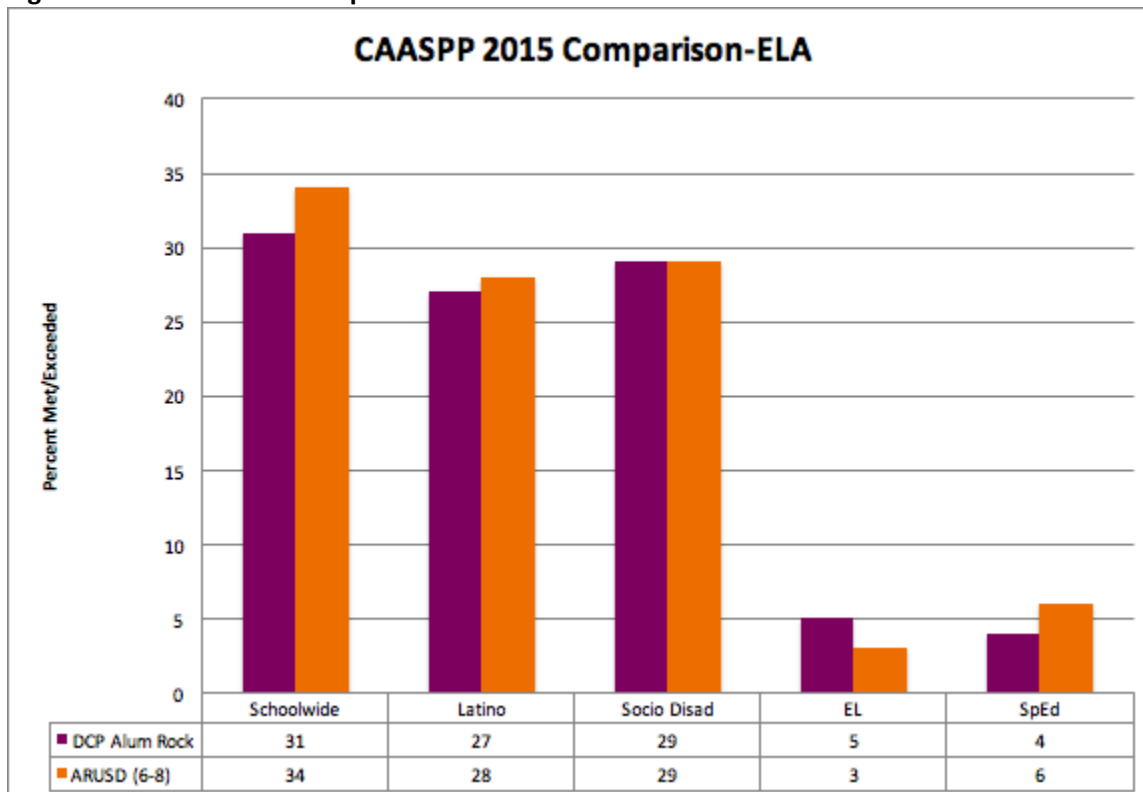
As seen in **Figure 1.5**, DCP and ARUSD performed at similar levels again in Math, with DCP performing higher in each category by 5% or less.

Figure i.5 CAASPP 2015 Comparison - Math

CAASPP 2015 Comparison-Math

	Schoolwide	Latino	Socio Disad	EL	SpEd
■ DCP Alum Rock	24	21	22	4	4
■ ARUSD (6-8)	22	17	19	2	3
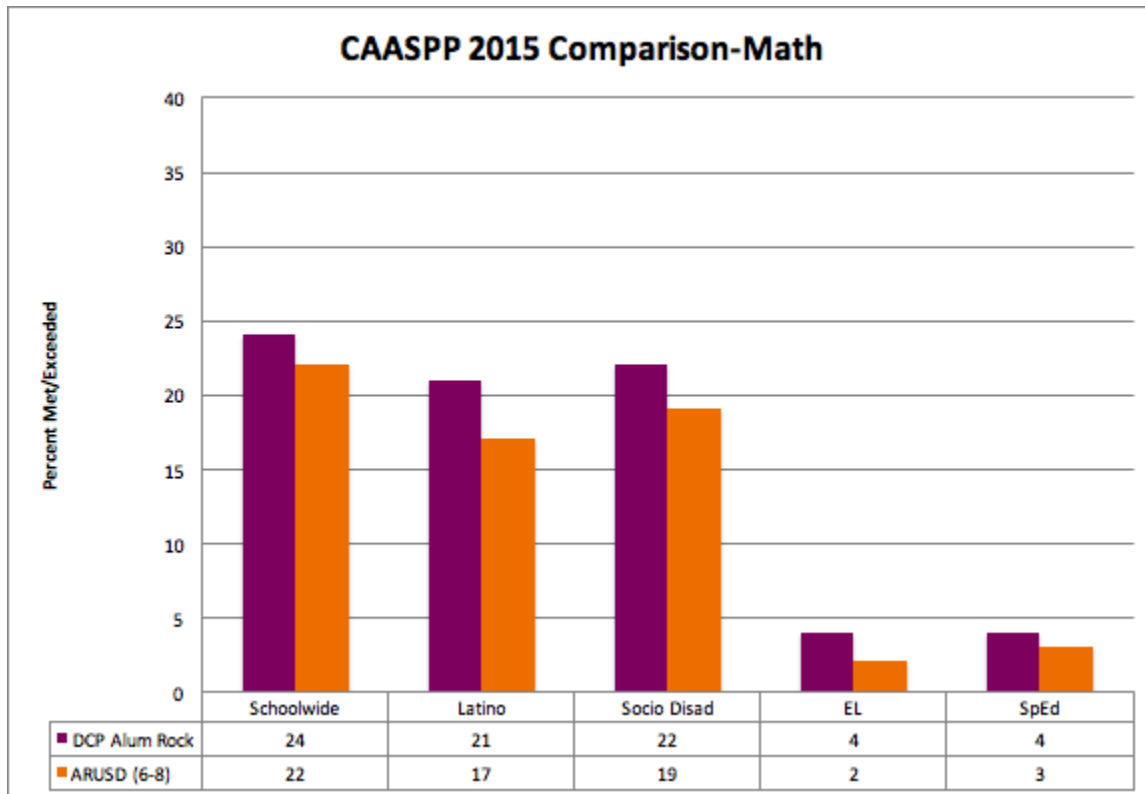
MEASURABLE PUPIL OUTCOMES

DCP holds ambitious goals by which to measure its success in its long-term strategic planning. The original charter petition for DCP Alum Rock did not lay out specific Measurable Pupil Outcomes within the text, so a report on progress to date is not an available item for determining eligibility for charter renewal. This said, DCP has developed robust goals, measures and outcomes within its Local Accountability Plan for DCP Alum Rock. These goals form the foundation of Element 2 in the renewal petition and a report to date is included in **Figure i.6** as additional evidence of the strength of the DCP Alum Rock program.

Figure i.6 DCP Alum Rock Measurable Pupil Outcomes

Goal: Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers.	
Expected Outcomes: 1. 100% of teachers have appropriate credentials 2. School provides standards-aligned	**Actual Outcomes:** 1. 100% of teachers had appropriate credentials to the subject area. 2. All students were provided with

materials and technology for all courses. 3. Teachers participate in professional development with a focus on literacy	standards-aligned materials and technology. 3. English teachers participated in literacy training Aug. 6-8, 2014. In addition, follow-up coaching was provided throughout the year. Teachers were trained in literacy assessments on 11/5, 11/11, 11/12, 3/25 and 4/29.

Goal: Students will be on track to being academically prepared for college success.

Expected Outcomes: 1. Teacher will participate in professional development to support student achievement 2. Improve student proficiency. (Measures added after 2014-2015) 3. Submit A-G course approval for 2016-2017 school year 4. Plan to offer at least one AP course in 2016-2017 5. Improve AMAO I 6. Improve AMAO II 7. CAHSEE initial pass rate will be 67% or higher 8. Students in grade 8 will have an average GPA of 2.85 or above. 9. Create goal based on release of new API	**Actual Outcomes:** 1. All teachers participated in weekly professional development. They received training in online assessments using OARS, NWEA, Danielson Framework for teaching, and in how to coaching and advise students towards college admissions. 2. Results for spring 15 CAASPP not yet available. 3. All courses were submitted for A-G approval in May 2015. Initial approval has already been received for some courses. 4. AP courses offered in 15-16 will be AP Spanish Language and AP US History 5. AMAO I results for 14-15 not yet available; AMAO I for 13-14 was 48.1% 6. AMAO II results for 14-15 not yet available; AMAO II for 13-14 was 47.4% 7. CAHSEE pass rate was 70% in English and 68% in math 8. Students in grade 8 had an average GPA of 2.89 9. The API is currently suspended in California. 10. No graduation rate, as school only went up to grade 10 in 2014-2015

Goal: School environment will be safe and welcoming for all students.

Expected Outcomes: 1. Reduce percentage of students who are suspended by 10% as compared to 2013-2014 school year	**Actual Outcomes:** 1. Suspension rate declined 50.1% as compared to 2013-2014. Overall suspension rate at 7.78% (not certified).

2. Maintain percentage of students who are expelled at <2% 3. Establish baseline for responses to school climate survey 4. Facilities will receive a rating of good or better	2. Percentage of students who were expelled was 0.22% 3. Students had an average composite score of 3.17 out of 5 (High School) and 3.57 out of 5 (Middle School) on the School Culture measure on the YouthTruth survey 4. Facility received an overall rating of good.

Goal: Parents and students will be engaged in a culture of college success.

Expected Outcomes:	**Actual Outcomes:**
1. Maintain an attendance rate of 95% or better 2. Reduce percentage of students classified as truant 3. Maintain middle school dropout rate < 1% 4. Establish a baseline for parent reporting of being meaningfully involved with the school	1. Attendance rate was 95.24% (uncertified). 2. Truancy rate was 26.12% 3. Dropout rate was 0.43% 4. The percentage of parents that attended school meetings remained high. We did not administer school climate surveys to parents for 14-15, as we focused on student voice.

ADDITIONAL INDICATORS OF EXCELLENCE

In addition to the indicators as outlined in Education Code § 47607 (b) and 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 was the highest performing new middle school in California as measured by the 2012 API.
- DCP Alum Rock was recognized by Achieve3000 as having the highest growth in reading levels across the Western United States (2011-2012 and 2013-2014).
- DCP Alum Rock was ranked 4th for Latino student algebra proficiency in the region in 2012-13.
- 88% of DCP Alum Rock Class of 2016 are on track to complete A-G requirements
- All middle school students are enrolled in a STEM elective, 39% of high school students are enrolled in Engineering or Robotics

National Impact

- DCP Alum Rock was a national winner of the Samsung Solve for Tomorrow competition. The DCP schools won over $150,000 in competition with over 3,000 high schools from across the country.
- DCP was awarded a Charter School Dissemination Grant by the California Department of Education to collaborate with local school districts in disseminating DCP's best practices in the

field of college success. DCP is working closely with the Franklin-McKinley School District and the College Connections Academy and its partners.
- DCP was awarded a federal replication and expansion grant in 2015, and scored the highest of all applications across the country. The purpose of the grant will include supporting the expansion of DCP Alum Rock high school.

Growing Impact

- The vision for a 6-12 DCP school in east San Jose reached a new milestone. In 2013-14, DCP Alum Rock High School was formed, operating the high school with a founding class of 9th graders. The majority of these students began with DCP in the 7th grade in 2011-2012.
- In May 2014, DCP executed a 30-year land lease agreement with the Alum Rock Union Elementary School District that will enable DCP to build a long-term facility for DCP Alum Rock Middle School. DCP Alum Rock High School is working to secure a similar long-term lease with East SIde Union High School. As DCP continues to implement its strategic plan one of the largest challenges it faces are long-term facilities for its schools, as such this is a major milestone.
- DCP launched an Alumni Advisory Board. This Alumni Advisory Board (AAB) will work closely with DCP staff, schools, and ABF Board of Directors to positively impact and expand DCP's values and mission within the DCP community, as well as the larger community. The focus of the advisory board will be stewardship, leadership, and professional growth.

A review of the Comparative School Indicators as required under Education Code § 47607 (b), our Measurable Pupil Outcomes, and the additional indicators shared above clearly demonstrates that DCP provides a strong educational program to the middle and high school students of Santa Clara County.

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 FISCAL ACCOUNTABILITY

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

- **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 full enrollment and a wait list, while also maintaining an attendance rate of 95% (three year average).

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:

James Gibbons-Shapiro, Board President

James serves as Assistant District Attorney for Santa Clara County where he has worked since 1997. He received his J.D. from UCLA School of Law, his B.A. in Economics and History from Yale University and his High School Diploma from Gunderson High School. Prior to his association with the District Attorney's office, James was a litigator at Fenwick & West LLP focusing on trademark, copyright and trade secret litigation. He also serves on Santa Clara County's Child Abuse Council and has been a presenter for the last three years at the Annual Child Abuse Symposium. James first served on Downtown College Prep's Board of Directors from 1999 to 2005. He rejoined the Board in November 2007.

Term Expires: June 30, 2017

Julie Biagini, Treasurer

Julie has served as Chief Financial Officer of public and private companies, and currently provides CFO consulting services to private technology companies. From January 2010 to February 2014, she was CFO of QuantumScape Corporation in San Jose, California. She served as Executive Vice President with Endwave Corporation in San José, California, from 1994 – 2007 including 5 years as Chief Financial Officer. Prior corporate experience includes serving as Accounting/Tax Manager at Exponent, Inc. (formerly Failure Analysis Associates), in Menlo Park, California, and Supervising Senior Tax Specialist at KMPG in San Jose. Julie holds a B.S. in Business Administration from San Jose State University and a Masters, Business Administration from Santa Clara University. She holds a California Certificate of Public Accountancy. She is a Board member of Focus Business Bank.

Term Expires: June 30, 2017

Michele Kremen Bolton, Ph.D., Board Secretary

Principal Partner and co-founder of ExecutivEdge of Silicon Valley, Michele has nearly 20 years of coaching experience focusing on leadership and executive development, succession planning, strategic & visionary leadership, teambuilding, women's leadership and career transitions. She is an Emeritus Senior Professor in the College of Business at San Jose State University and an Adjunct Professor at Santa Clara University. Michele has published numerous articles on innovation, strategy, leadership, and work life balance, including The Third Shift; Managing Hard Choices In Our Careers, Homes and Lives As Women and The Talent Stampede, Why Executive Women Leave Corporate America and How to Retain Them. Michele received her Ph.D. in strategic management from UCLA, her MBA from San Jose State University and her B.A. in psychology from Stanford University.

Term Expires: June 30, 2018

Maria Arellano

Maria is a 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. Maria is committed to partner with DCP to invest in Latino students today to be Latino leaders in the community and workforce tomorrow.

Term Expires: June 30, 2018

Mary P. Curtis

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. Mary participates actively in a number of professional organizations and is a member of the Public Relations Society of America, and the Business Marketing Association.

Term Expires: June 30, 2016

Megan Thiele

Megan Thiele is an Assistant Professor in the Department of Sociology and Interdisciplinary Social Sciences at San Jose State University. She received her Ph.D. in Sociology (M.A. in Demographic and Social Analysis) from the University of California, Irvine in 2011. She received her B.S. in Human and Organizational Development at Vanderbilt University in Nashville, TN in 2002. At SJSU, she teaches courses in both undergraduate and graduate Statistics and Research Methods. She was a full-time Lecturer at UC Merced for three years (2010-2013). She conducts research at the intersection of education, inequality and policy. Her current research examines how students' orientations to authority at the university level are patterned by socioeconomic status. A recent publication in Sociological Inquiry examines the link between legislators who have degrees from public institutions colleges and universities and their support for public higher education spending. She also holds a CA state certification in Conflict Mediation.

Term Expires: June 30, 2016

Lisa Voss

Lisa Voss is a Group Manager within the Transformational Change and Innovation team at Intuit, focused on cultivating inclusive innovation and building organizational agility across the company. Lisa brings a diverse background in innovation and organizational effectiveness from GE, Honeywell, Cisco, and prior roles at Intuit. In addition to her corporate work and DCP board service, Lisa sits on the advisory council for the National Parks Conservation Association Center for Park Management. Lisa received her BS in Mechanical Engineering with honors from the University of Minnesota and is a licensed Professional Engineer. She completed Doctoral studies in Strategic Management at the Carlson School of Management and is pursuing an MBA in Sustainable Management through the Presidio Graduate School.

Term Expires: June 30, 2018

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.

Young, Minney and Corr

Young, Minney & Corr, LLP (formerly Middleton, Young & Minney, 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:

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 lead 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.

David Herrera, Chief Achievement Officer

David Herrera joined Downtown College Prep in the summer of 2010 as the founding principal of Downtown College Prep Alum Rock. In its first year, DCP Alum Rock was the highest performing new charter middle school in the state of California. Prior to joining DCP, David was a principal, assistant principal, and teacher in the Ravenswood City School District. As a San Jose native whose family has lived in the East Side neighborhood of San Jose for sixty years, David is personally invested in the mission of realizing higher college completion for historically underserved youth. In 1997, David earned his B.A.

from Stanford University in psychology and joined Teach for America, where he was placed into the Ravenswood City School District. He earned his M.A. in Teaching from the University of San Francisco, and holds a Multiple Subject Credential with BCLAD Certification, as well as a Tier I Administrative Credential. David is a member of American Leadership Forum Class XXVI.

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. 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 CNN and several non-profit organizations focused on medical research and diabetes.

Maria Baeza, Director of Instructional Leadership

Maria Baeza leads the teacher coaching and evaluation process for all middle and high school sites. After serving as an elementary school teacher, middle school bilingual resource teacher, and assistant principal, Maria joined the world of teacher evaluation after five years mentoring new teachers through The New Teacher Center. She also served as the Instructional Effectiveness Specialist for Chicago Public Schools where she supported the implementation of a new evaluation system across 26 schools. Maria leverages her rich experience in quality teaching and learning to mindfully support excellence in the classroom.

Edgar Chávez, Director of College Success

Edgar joined DCP in 2012 as Associate Director of College Success. Today, he leads and manages DCP's college success programming across all DCP campuses. As a Bay Area native and first-generation immigrant, Edgar is personally invested in supporting undocumented students prepare for college. Edgar began his work in college guidance in 2010 as a Program Director at the Haas Center for Public Service at Stanford University where he oversaw academic enrichment programming for low-income, first-generation youth from East Palo Alto. He is currently serving his second term on the Board of Directors at Hidden Villa, a non-profit organization with a long history of environmental and social justice work in Los Altos, CA. Edgar is a first-generation college graduate from Stanford University where he received his BA with honors in Comparative Studies in Race and Ethnicity and Political Science minor.

Libby James-Pasby, Director of Literacy

Libby James-Pasby joined Downtown College Prep in the summer of 2013 in the role of Common Core Literacy Specialist. Libby is an experienced classroom teacher, literacy leader, and researcher. Libby serves as an adjunct faculty member in the Department of Education for San Jose State University, where she has taught literacy courses for teaching credential candidates and for master's candidates in the CRA and LACES masters programs. Libby earned her B.A. from San Jose State University in Liberal

Studies with an emphasis in literature, and went on to earn her teaching credential at San Jose State University. Libby also earned a master's degree with honors from San Jose State University in Curriculum and Instruction.

Prisilla Lerza, Director of Community Engagement

Prisilla joined DCP in 2009 where she served for four years as the College Financial Aid Manager. In this role she developed a comprehensive college financial aid program as well as managed the DCP College Scholarship Fund which has granted over $1M in college scholarships for DCP graduates. She currently serves as the Director of Community Engagement. Her focus is to ensure DCP develops strong and lasting relationships with families, neighbors, alumni and community partners. Prisilla manages student recruitment, parent leadership and education, community outreach, among other responsibilities. Prisilla is a first-generation college graduate of Stanford University where she earned her BA in Comparative Studies in Race and Ethnicity.

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 has been with Downtown College Prep since 2013. Prior to joining DCP, she taught history for 14 years, and was a school counselor for two years. At Del Mar HIgh School, she served as Department Chair, Small Learning Communities Coordinator, and AVID Coordinator. She came to DCP as an assistant principal and transitioned into the principal role in 2014. Terri earned her BA in history from Westmont and her MA in counselor education from San Jose State.

Moises Buhain, DCP Alum Rock High School Assistant Principal

Moises Buhain joined DCP in 2015. Prior to joining DCP, Moises has served as a Head School Counselor for the past 13 years at two separate urban charter schools in Southern California. He has also taught AP Psychology. Moises received his BA in Politics at University of California, Santa Cruz, his Masters in Education at Point Loma Nazarene University and is currently a doctoral candidate in Educational Leadership at San Diego State University.

Brandon Jones, DCP Alum Rock Middle School Principal

Brandon Jones joined DCP as a founding teacher and member of the school design team. Prior to joining DCP, Brandon taught middle school humanities for five years in the Ravenswood City School District. Brandon has also developed the curriculum for the DCP College Camp, to teach our students the DCP culture and values. Brandon transitioned into the role of principal in 2014. He earned his BA in education from Regis University.

Phil Kang, DCP Alum Rock Middle School Assistant Principal

Phil Kang joined DCP as a sixth grade English teacher in 2013. Prior to joining DCP, Phil taught English for four years where he specialized in English Language Arts intervention. Phil earned his BA in political science from the State University of New York at Binghamton and his Master's degree in Educational Leadership from Teacher's College, Columbia University.

COMPREHENSIVE PLANS FOR ITS NEXT CHARTER TERM

The Renewal Petition being submitted with the Executive Summary represents DCP's latest and best practice. In addition, it is comprehensive in meeting the requirements put forth by the 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(d)(1)
- The petition includes a comprehensive description of all 17 elements

In addition to reflecting the latest and best practice of DCP, the renewal petition provides far 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.

To support SCCOE in evaluation of this petition, **Figure 12** details the key changes in each element and the pages numbers as relevant for both the renewal and original petition. This is in addition to the SCCOE Staff Review Matrix which is also included as part of this petition.

Figure 12 - DCP Alum Rock Key Changes in Renewal Petition

Section	Key Changes	Renewal Petition Page #	Original Petition Page #
Element A Educational Program *Targeted Population*	- Added detail on DCP commitment to targeted population of first-generation low-income students (while being open to all students in the state) - Added student enrollment table	28-31	26
Element A Educational Program *Attendance*	- Added location of two school sites - Added detail on DCP school year and sample calendar - Added attendance requirements	31-34	43-44
Element A Educational Program *What It Means to be an Educated Person in the 21st Century*	- Revised definition to reflect DCP current best practice focused on: - 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	34-35	24-25
Element A Educational Program *How Learning Best Occurs*	- Retained focus on CES 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	36-46	18-14

	term		
Element A Educational Program *Curriculum and Instruction*	● Added The Danielson Framework for Teaching as the overarching model for design of curriculum and instruction ● Defined Instructional strategies to be used within the framework ● Added Middle and High School Scope and Sequence ● Added Scope and sequence tables for all subjects, including course, curriculum, and assessment ● Updated ELA and Math to reflect Common Core Standards ● Updated Science and Social Studies to reflect Common Core Literacy Standards ● Updated Science to reflect Next Generation Science Standards (NGSS) and to include Design Thinking	46-90	
Element A Educational Program *Serving Targeted Subgroups*	● 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 ● Updated Serving Students with Special Needs section to reflect most recent legal requirements ● Updated Serving ELLs section to include classification and reclassification criteria	97-113	45-53
Element A Educational Program *Transferability of High School Courses*	● Added listing of courses	115-117	25-26
Element A Educational Program *LCAP Annual Goals and Actions*	● Added this section	117-121	n/a
Element B Measurable Pupil Outcomes	● Aligned section to eight state priorities and DCP strategic plan	122-127	54
Element B LCAP Annual Goals, Actions and Measures	● Added goals, actions, and measures in alignment with DCP Alum Rock LCAP	122-127	54
Element C	● Added theory of assessment	128-	56-57

Methods 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	140	
Element D Governance Structure	● 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. ● Provided updated list of Board Members, background, and terms. ● Added annual review and revision of Local Control and Accountability Plan (LCAP) to responsibilities.	141-151	59-65
Element E Employee Qualifications	● Added roles, functions, and qualifications of key staff members ● Added a detailed plan for professional development and evaluation of staff	152-163	66-70
Element F Health and Safety Procedures	● Added information on diabetes and protection against sexual harassment ● Added references to more detailed policies and procedures, included in Appendix	164-167	70-72
Element G Racial and Ethnic Balance	● Expanded description of goals of and methods for achieving racial and ethnic balance	168-169	75
Element H Admission Requirements	● Added annual timeline for process ● Added public random drawing procedures	170-172	74-75
Element I Financial Audit	● Added reference to most recent audit in Appendix	173	90-91
Element J Pupil Suspension and Expulsion	● Added theory of action ● Added discipline flow chart ● Updated suspension and expulsion policy to reflect current law	174-189	76-87

Element K Staff Retirement System	● References to district changed to SCCOE	190	69-70
Element L Attendance Alternatives	● References to district changed to SCCOE	191	75
Element M Employee Rights	● References to district changed to SCCOE	192	70
Element N Dispute Resolution Process	● References to district changed to SCCOE ● Added reference to internal dispute resolution process	193	73
Element O Labor Relations	● References to district changed to SCCOE	194	70
Element P School Closure	● References to district changed to SCCOE	195-197	90
Supplemental Administrative Services	● Removed list of examples	198	90
Supplemental Civil Liability	● Added section	198	166-167
Supplemental Budget and Financial Plan	● Moved from "start up" to "sustaining" budget and financial plan	199	88
Supplemental Insurance	● Called out as own section	200	94
Supplemental Facilities	● Detailed current facility lease agreements, as well as future plans	200	90
Supplemental Transportation	● No change	201	90
Supplemental Attendance Accounting	● Added section	201	n/a
Supplemental Oversight	● Added section	201	n/a
Supplemental	● Called out as own section	201	94

SCCOE Impact Statement	● Added detail on indemnification and insurance		

IN CONCLUSION

DCP looks 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 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.

ELEMENT A | Educational Program

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

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

MISSION

The mission of Downtown College Prep (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.

TARGETED STUDENT POPULATION

While open to all students in the State of California, DCP actively recruits students who are first-generation college-bound students. These students are largely Latino, and come from low-income families and families who have limited educational attainment. English Language 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. As such, and in keeping with its mission, DCP traditionally serves a higher percentage of students from these subgroups as compared to the district and county average, as illustrated in **Figure A.1**.

Figure A.1. 2014-15 Comparison of Student Demographics for DCP Alum Rock, Alum Rock Union School District, East Side Union High School District, and Santa Clara County

Demographics	DCP Alum Rock	ARUSD	ESUHSD	Santa Clara County
Latino	86%	78%	52%	39%
Socio-Economically Disadvantaged	82%	88%	58%	39%
English Language Learner	30%	28%	20%	14%
Special Education	8%	10%	8%	10%

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

AGE, GRADE, AND STUDENT ENROLLMENT

DCP Alum Rock serves students in grades six through twelve. With a Letter of Support from SCCOE, DCP received a federal Charter School Program to increase the enrollment in grades nine through twelve of DCP Alum Rock's high school and open a second middle school to feed into these new seats. A proposed enrollment plan for the expansion of those high school grades is detailed in **Figure A.2**.

Figure A.2 Proposed Enrollment

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
6th	140	140	140	140	140
7th	128	140	140	140	140
8th	129	132	140	140	140
9th	140	170	170	170	170
10th	106	141	168	168	168
11th	76	98	130	154	154
12th	41	72	93	124	146
Total	**760**	**893**	**981**	**1036**	**1058**

DCP Alum Rock may adjust these enrollment numbers based on such factors as decreased funding rates or increased parent demand, and it shall not be considered a material revision of the charter.

DESIRED STUDENT POPULATION

As required by Education Code Section 47605(d)(2)(A)-(B), DCP schools are open to all students in the State of California. DCP Alum Rock serves 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.

While keeping to this, DCP is firmly committed to serving first-generation, college-bound students and their families. This includes students who identify as *Dream Students* for whom the goal of college completion poses additional challenges.

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% are from low-income families
- 96% are Latino
- 41% of their parents have a less than a high school education
- 4% of their parents have a college degree
- 13% of their older siblings have 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.

Commitment to Dreamers

College can feel out of reach for incoming DCP students and their families, especially for the 20-25% of 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 undocu-mented 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 that 100% of its eligible undocumented students have filed 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 in classrooms, conferencing with students and teachers regarding student academic performance, and training in how to use the many computer-based platforms that are used in the learning experience. Staff are coached in how to facilitate meaningful parent conferences to ensure greater connection between the home and the school. Parents are on campus regularly and are regarded a crucial asset in building a high-performing school community.

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 operates extended class periods and an extended school day in an effort to increase student achievement and to ensure broad and deep access to learning. Several classes are "blocked" across two periods in an effort to maximize learning and allow for dynamic and differentiated instruction. One day per week students have "Early Release" to allow for teacher collaboration and professional development and parent/teacher/student conferences.

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 47612.5.

SCHOOL YEAR

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

The draft calendar for 2015-2016 is included below as **Figure A.3**, 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, as required by Education Code for Charter Schools
- 192 Work Days
- 12 Staff Development Days
- 5 Days October Recess
- 10 Days December Recess
- 5 Days February Recess

- 5 Days April Recess
- Other Holidays throughout the Year
- Minimum Days, to Provide Teacher 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.3 Draft 2016-17 School Calendar

Downtown College Prep El Futuro
Instructional Calendar-2016-2017

AUGUST 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2017						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2017						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

KEY	
(red)	First/Last Day of School
(orange)	School Closed / Holidays
(yellow)	New Teacher Orientation
(green)	Classroom Prep Days (Returning teachers begin)
(light blue)	Professional Development (No Class)
(blue)	Special Minimum Day-Teacher Parent Conferences

Holidays / School Closed
Sept 5: Labor Day
Oct. 3-7: October Break
Oct. 9: Staff Professional Development
Nov 11: Veteran's Day
Nov 24-25: Thanksgiving
Dec 26-Jan 10: Winter Break
Jan 16: Martin Luther King Day
Feb 20-24: February Break
March 6-7: Staff Prof. Development
April 10-14: Spring Break
May 29: Memorial Day

First Day: August 17
Last Day: June 9

Total Days of Instruction: 177 days

Semester 1: Aug. 17 – Dec. 23

Semester 2: Jan. 11– Jun. 9

revised 11-9-15

SCHOOL DAY

At the middle school level, the instructional day at DCP is 8:00 am until 3:30 pm Monday, Tuesday, Thursday and Friday. On Wednesday, the instructional day is 8:00 am until 1:50 pm, when students have early dismissal to provide professional development time for teachers and staff. In addition, students meet in College Readiness grouping for about 40 minutes three times/week. Students take a four-period course load that meets for approximately 80 minutes four times/week and 50 minutes once a week. Students also take a one-hour elective classes for 60 minutes four times/week.

At the high school level, instruction is from 8:10 am until 3:35 pm Monday, Tuesday, Thursday and Friday. On Wednesday, the instructional day is 8:10 am until 1:45 pm, when students have early dismissal to provide professional development time for teachers and staff. A zero period is also offered daily from 7:00am until 8:00am. Students take a five-period course load that meets for 65 minutes four times/week and 47 minutes one time/week. Furthermore, DCP students meet in their Advisory groups four days a week for 60 minutes.

As mentioned above, this schedule surpasses the state required minimum number of instructional minutes. The Draft 2016-17 Bell Schedule for both Middle School and High School is included as **Figure A.4**, 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 charter**.**

Figure A.4 Draft Middle School and High School Bell Schedules

DCP

DCP Alum Rock Middle School Bell Schedule 2016-2017

Monday		Tuesday/Friday		Wednesday		Thursday	
8:00 AM	Prep Elective	8:00 AM	Prep Elective	8:00 AM	Period 1	8:00 AM	Prep Elective
9:05 AM	Brunch	9:05 AM	Brunch	8:48 AM	Passing Period	9:05 AM	Brunch
9:20 AM	Period 1	9:20 AM	Period 1	8:51 AM	Assembly	9:20 AM	Period 1
10:40 AM	Passing Period	10:30 AM	Passing Period	9:31 AM	Brunch	10:40 AM	Passing Period
10:43 AM	Period 2	10:33 AM	Period 2	9:51 AM	Period 2	10:43 AM	Period 2
11:38 AM	Lunch	11:43 AM	Lunch	10:39 AM	Passing Period	12:03 PM	Passing Period
12:18 PM	Period 2	12:23 PM	College Readiness	10:42 AM	Period 3	12:06 AM	Period 3
12:43 PM	Passing period	1:03 PM	Passing Period	11:30 AM	Lunch	12:29 PM	Lunch
12:46 PM	Period 3	1:06 PM	Period 3	12:10 PM	College Readiness	1:09 PM	Period 3
2:06 PM	Passing Period	2:16 PM	Passing Period	12:59 PM	Passing Period	2:06 PM	Passing Period
2:09 PM	Period 4	2:19 PM	Period 4	1:02 PM	Period 4	2:09 PM	Period 4
3:30 PM	Dismissal	3:30 PM	Dismissal	1:50 PM	Dismissal	3:30 PM	Dismissal

Alum Rock High School 2016-2017

Monday, Tuesday, Thursday & Friday			Min
Zero Period	7:00 AM	8:00 AM	60
Advisory	8:10 AM	9:10 AM	60
Passing Period	9:10 AM	9:15 AM	5
Period 1	9:15 AM	10:20 AM	65
Passing Period	10:20 AM	10:25 AM	5
Period 2	10:25 AM	11:30 AM	65
Lunch	11:30 AM	12:10 PM	40
Period 3	12:10 PM	1:15 PM	65
Passing Period	1:15 PM	1:20 PM	5
Period 4	1:20 PM	2:25 PM	65
Passing Period	2:25 PM	2:30 PM	5
Period 5	2:30 PM	3:35 PM	65

Alum Rock High School 2016-2017

Wednesdays			Min
Zero Period	7:00 AM	8:00 AM	60
Passing Period	8:00 AM	8:10 AM	10
Period 1	8:10 AM	8:57 AM	47
Passing Period	8:57 AM	9:02 AM	5
Period 2	9:02 AM	9:49 AM	47
Passing Period	9:49 AM	9:54 AM	5
Period 3	9:54 AM	10:41 AM	47
Passing Period	10:41 AM	10:46 AM	5
Period 4	10:46 AM	11:33 AM	47
Lunch	11:33 AM	12:13 PM	40
Period 5	12:13 PM	1:00 PM	47
Passing Period	1:00 PM	1:05 PM	5
Assembly/Advisory	1:05 PM	1:45 PM	40

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 1**, is disseminated to families annually and outlines the policies and procedures surrounding student attendance.

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.

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

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, 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.

DCP broadly organizes the description of the educated person into four statements that highlight the academic and non-cognitive factors that work in tandem to describe the educated person:

- 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 world beyond the self.

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:

- **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 the 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).

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. As described above, DCP students require much more than simply a command of core knowledge, concepts, and skills in order to be successful citizens of the 21st century. 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**.
- Knows **how to learn and create**.
- Holds the **character traits** that support personal and professional success
- **Contributes meaningfully to the community.**

HOW LEARNING BEST OCCURS - 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 2012, 83% of graduates have been accepted into four-year college with 55% enrolling in four-year college and 95% enroll in two or four-year. 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, the development of models of 21st Century Skills, current research regarding college success, and the DCP research on alumni have all contributed to the development of the DCP College Success Framework.

- **The Common Core Standards** - Developed to align with college and career readiness standards, these standards are aligned with DCP's explicit mission of college success and form the cornerstone of academic knowledge at DCP. They provide a consistent, clear understanding of what students are expected to learn in language arts and mathematics, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.[2]
- **21st Century Skills -** Both the Partnership for 21st Century Skills & The Hewlett Foundation have developed frameworks for identifying 21st Century Skills, each of which inform the development of both student academic knowledge and self-knowledge at DCP. The Partnership for 21st Century Skills framework identifies four broad areas within which students must develop their skills, knowledge, and expertise: Core Subject Competence, Life and Career Skills, Learning and Innovation Skills, and Information/Media Skills.[3] The Hewlett Foundation outlines six related "Deeper Learning Competencies" that students must develop: The Mastery of Core Academic Content, Critical Thinking and Problem Solving, Collaboration, Effective Communication, Self-Directed Learning, and an Academic Mindset.[4] Both models reflect the societal shift away from a discipline-specific, specialized, hierarchical workplace to the cross-disciplinary, generalist, team-oriented workplace of the 21st century.
- **College Success -** DCP completed a 2-year investigation into patterns of success and failure that DCP alumni have experienced as they pursue their college degrees. Published in 2013, *I Am the First: DCP College Success Report*, captures key learnings from the vital perspective of DCP's first 500 alumni on how learning best occurs for first-generation college-bound students and is included as **Appendix 2**. This research corroborates that of David T. Conley in *Four Keys of*

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[2] Source: http://www.corestandards.org/

[3] Source: http://www.p21.org/our-work/p21-framework

[4] Source: http://www.hewlett.org/programs/education/deeper-learning/what-deeper-learning

College and Career Success (2011)[5], Paul Tough in *How Children Succeed (2012)*, and the USDOE in *Promoting Grit, Tenacity, and Perseverance* (2013) and informs the DCP program.

DCP's College Success Framework integrates these research findings as well as its core values of *ganas* (desire), *comunidad* (community), and *orgullo* (pride) to provide a comprehensive model that clearly delineates how learning best occurs at DCP.

HOW LEARNING BEST OCCURS - DOMAINS AND SETTINGS

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 Rigor (Academic Knowledge)**: How are we building an environment where students own their learning?
2. **College Coaching (College Knowledge):** How are we building students' college-going identities?
3. **Meaningful Experiences (Self Knowledge):** How are students engaging in meaningful activities that build on their noncognitive skills?

Furthermore, the five settings in which this learning takes place are identified to extend learning across the school setting: the classroom, the school culture, advisory, extra-curricular activities, and college lab. DCP knows that students will have a high quality educational experience when DCP is constantly improving its work inside and outside of the classroom along these three domains, as illustrated in **Figure A.5**.

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[5] Source: https://www.epiconline.org/Issues/college-career-readiness/the-solution/

Figure A.5: DCP College Success Framework
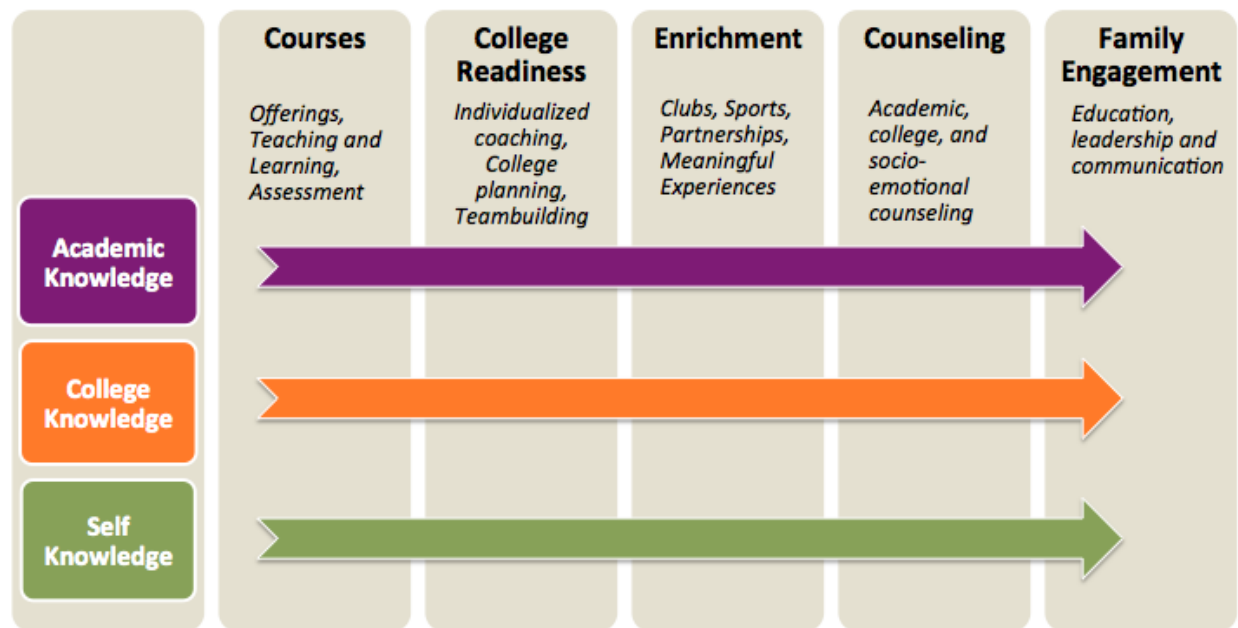
The framework serves as the basis for building a culture of learning and personal development and ensures that students are consistently exposed to new opportunities and ideas that can shape their college-going identities. The DCP College Success Framework Integration, which details the opportunities and experiences across each of the domains and settings, is included as **Appendix 3**.

HOW LEARNING BEST OCCURS - PRINCIPLES OF SCHOOL AND INSTRUCTIONAL DESIGN

With a focus on academic knowledge, college knowledge, and self knowledge, DCP believes these types of learning best occur across the five settings through an instructional program designed along the following key principles:

- **Alignment to the Coalition of Essential Schools (CES) Principles** - DCP believes learning best occurs when all students are equipped with not only core academic knowledge, concepts and skills, but also the self knowledge and intellectual, emotional, and social habits and skills necessary to become powerful and informed citizens who contribute actively toward a democratic and equitable society. As such, the DCP systems and structures, instructional program, and learning experiences are closely aligned with the CES Principles.
- **Active Preparation for College Success** - DCP believes learning best occurs when the school systems and structures actively equip students with college knowledge, in turn preparing the for college success. DCP's model focuses on providing students with positive relationships, experiences, and resources that increase their likelihood of getting into and graduating from competitive 4-year institutions.
- **Attention to the Development of Non-Academic Behaviors** - DCP believes learning best occurs when students are made aware of and coached in the development of specific Non-Academic Behaviors necessary to promote self- knowledge, and in turn secondary school and college success. Drawing upon the research of Paul Tough and David Conley, the DCP program is designed to specifically support the development of these character traits and behaviors.

Alignment to the CES Principles

DCP believes that learning best occurs when the CES Principles are used to inform development of the instructional program and structures. Developed by the Coalition of Essential Schools in 2013, these design principles are strongly aligned with the DCP mission and educational philosophy and form the basis for our approach to support student development and achievement. An overview of these principles and how they play out at DCP is as follows:

- **Learning to Use One's Mind Well** - DCP is committed to helping students develop into critical thinkers who acquire knowledge, grapple with ideas and collaboratively work to solve problems creatively.
- **Less is More, Depth Over Coverage** - DCP classrooms are designed to teach students to mastery. This aligns with the shift in the Common Core standards, which prioritize greater depth of knowledge for fewer standards over shallow understanding for a greater number of topics. We believe that the focus should be on the skills that students will need, and not merely covering content. When we consider for instance how to best teach writing, we focus on essential skills and strategies that can be applied to all writing. In essence, we focus on teaching the writer and not the writing.
- **Goals Apply to All Students** - Our goals for learning apply to all of our students. At DCP we are resolute in our commitment to maintaining high expectations for all students while acknowledging that each student must have an individualized learning plan in order to meet the diverse needs of each student.
- **Personalization** - Goals for teaching and learning must be individualized to meet the needs of all stakeholders. DCP provides opportunity for choice and autonomy in teaching and learning as much as possible in order to foster a sense of ownership for the staff and students.
- **Student-as-worker, Teacher-as-coach** - DCP is committed to a model of teaching and learning that provides opportunities for students to do the majority of the work in the classroom. The teacher in this model acts as a guide or coach, providing feedback and modeling possible strategies that aide students in their learning. This approach provides an environment for students to construct their learning alongside their teacher and their peers.
- **Demonstration of Mastery** - The importance of ongoing formative and summative assessment to inform teaching is an integral part of the DCP model of teaching and learning. Multiple measures are used to determine students areas of strength and need. These measures include performance tasks, observations, small group and one-on-one conferences, as well as specific projects designed for authentic learning. Intensive support and resources are provided for students who are not yet at appropriate levels of competence. Our students are also provided with opportunities to share their knowledge and expertise with the community.
- **A Tone of Decency and Trust** - At DCP, through the value of *comunidad* (community), the importance of being a community of learners is emphasized. All members of the community - students, staff, and families - have a duty to treat each other with trust, tolerance and fairness. Experiences are structured both in and out of the classroom to support this goal.
- **Commitment to the Entire School** - The expectation for the staff and faculty of DCP is a dedication to multiple obligations (e.g., teacher, counselor) and a commitment to the entire

school. This is exemplified in the College Success research that highlights the positive impact achieved when a teacher acts as a student's counselor.

- **Resources Dedicated to Teaching and Learning** - The allocation of resources must reflect the prioritization of teaching and learning. Currently, DCP provides collaboration and planning is provided for teachers through aligned prep periods and release days. Large classroom libraries designed to meet the needs of diverse educational needs and cultures are provided for every English classroom. Funds are provided for professional development beyond that which is designed and implemented by the organization.
- **Democracy and Equity** - As a result of its culturally responsive philosophy and pedagogy, DCP honors diversity. DCP staff, students and faculty consistently demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. Students and teachers are encouraged to teach and learn for social justice and challenge all forms of inequity.

**Active Preparation for 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.6**.

Teachers are supported in using these profiles to lead content, coaching, and programming that meaningfully engages students at all levels.

Figure A.6 College Going Identity Behaviors
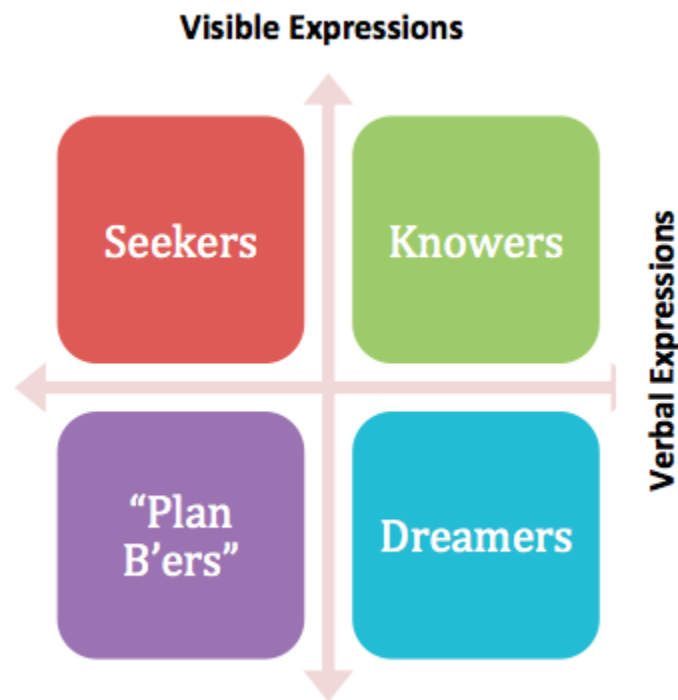
- **Knowers** are youth whose plans to go to college have never been in question, for whom college is simply part of their identity fabric;
- **Seekers** are those youth who have at some recent point come to believe that college is an option for them and have begun to try on that identity;
- **Dreamers** are those who believe that college is not possible, but they continue to fantasize about it without any intention of taking the steps to get there;
- **"Plan B'ers"** are those who say they want to pursue career goals that do not necessarily require college degrees but students are often unrealistic and uncommitted to achieving such goals. (Examples include: professional athlete, music artist, stylist, etc.)

Teachers are not expected to "transform" students in any way, but to help students build their own sense of identity as college goers through guided, individualized coaching that builds on students' assets. Teachers use the Metacognitive Skills Coaching Guide to explicitly develop non-academic skills and mindsets that engage students on a college path. Case Studies and Coaching Behaviors for each of these profiles are included as **Appendix 4**.

Attention to the Development of Non-Academic Behaviors

While the CES Principles discussed above promote development of students self-knowledge through a focus on intellectual, emotional, and social habits and skills, DCP pays 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, the USDOE's recent draft report *Promoting Grit, Tenacity, and Perseverance* (2013) synthesizes learnings and recommendations from a study that included a review of the current literature, interviews with 25 leaders in the field, and the assessment of a diverse spectrum of 50 education programs. The study corroborates 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 exemplify 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 a college readiness curriculum that addresses student needs *beyond academics* on the pathway to college success.

The University of Chicago Consortium on Chicago 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.7**:

Figure A.7 Model of Non-cognitive Behaviors

A Hypothesized Model of How Five Noncognitive Factors Affect Academic Performance within a Classroom/ School and Larger Socio-Cultural Context
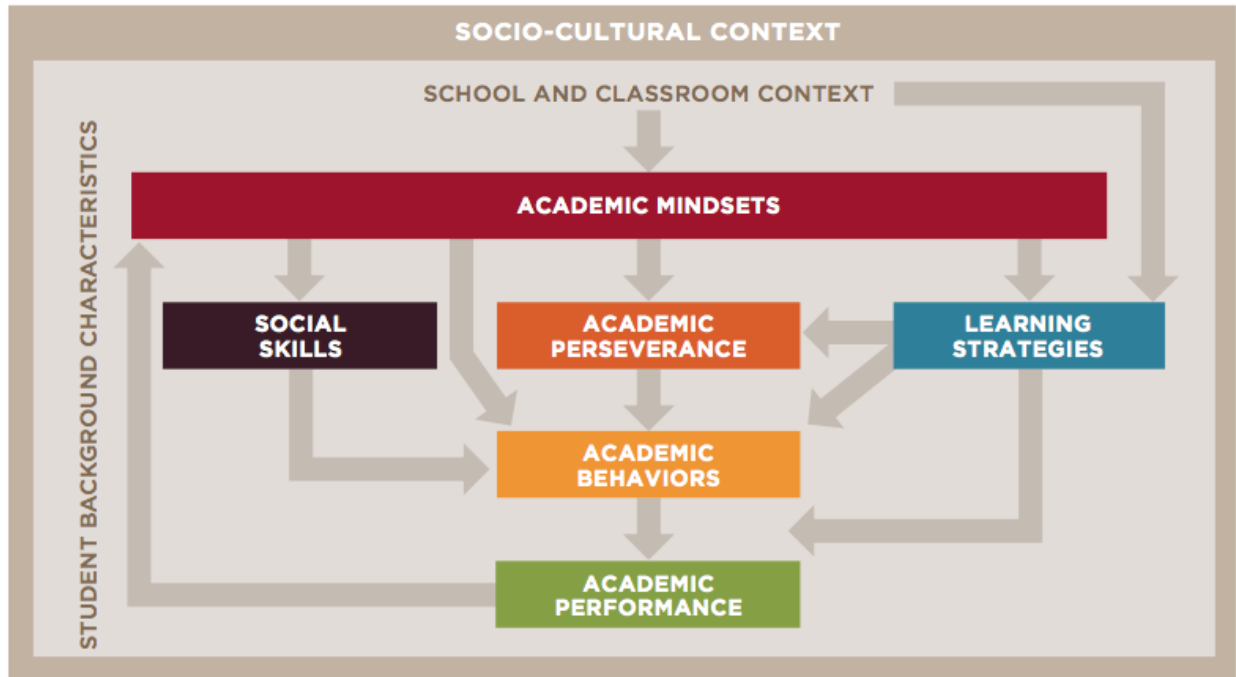
At DCP, teachers are able to help students build character and support specific skills and mindsets such as grit, empathy, and organization through the use of guided, individualized coaching. There are two systems for coaching, planning and tracking student personal growth and college and career objectives.

- **Individual Coaching** - Teachers are expected to meet with all their students individually and discuss academic and personal goals at a minimum quarterly basis. DCP's coaching questions detailed in **Figure A.8** 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.
- **Progress Monitoring** - A blend of online and portfolio systems that vary by grade are used to track student academic and personal progress towards graduation and college matriculation. 6th graders receive a comprehensive growth mindset curriculum called "Brainology" based on Carol Dweck's research, which includes a blend of in-person and online instruction that tracks students' understanding of brain cognition and how to make healthy choices. 7th and 8th grade students move to teacher-led, mini-workshops and activities around character and values such as happiness, teamwork, and goal-setting and culminate in an end of the year project where students reflect on their academic and emotional growth. In 8th grade, students have the option of completing an independent community service project in which they are able to apply their strengths and DCP values. The top 10% of service or reflection portfolios receive a special recognition at the 8th grade promotion. Freshmen students must complete a portfolio in advisory to capture their academic growth, practice test scores, extracurricular activity log, and

other self-reflection projects designed by teachers and showcased at the end of the year. Sophomores currently use the Roadtrip Nation curriculum to learn about their personal values and career pathways along with a networking project with industry leaders. The online Naviance system used for college counseling is introduced to students in junior year and used by students, teachers, parents, and counselors to begin tracking their academic progress towards college eligibility and planning for the college application process.

Figure A.8 Guiding Questions to Develop Non-Cognitive Behaviors

Desire - *Ganas*	
Behaviors Going to class Doing Homework Organizing Material Participating, Studying	1. "How are you showing that you are dedicated to your learning?" 2. "How do you think your teac--hers view your commitment to your learning?"
Perseverance Grit, Tenacity Delayed Gratification Self-Discipline 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?" 5. "What do you think is working and/or not working in terms of your engagement in your goals both inside and outside of class?"
Community - *Comunidad*	
Social Skills Interpersonal Skills, Empathy, Cooperation, Assertion, and Responsibility	6. "How are your relationships both in and out of the classroom?" 7. "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?" 8. "Have you observed something that disappointed you inside or outside of school? Why did it disappoint you and how can you help make those situations better for others?"
Pride - *Orgullo*	
Mindsets *I belong in this academic community.* *My ability and competence grow*	9. "What kinds of things do you tell yourself that provide you with motivation when things get hard?" 10. "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?"

with my effort. *I can succeed at this.* *This work has value for me.*	

CURRICULUM AND INSTRUCTIONAL DESIGN

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 - the classroom, the school culture, advisory, extra-curricular activities, and college lab.
- Equips students with 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.

CORE INSTRUCTIONAL MODEL AND STRATEGIES

DCP uses **The Danielson Framework for Teaching** as a common instructional model across all contents 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. Administrators then coach and evaluate teachers on their use of the Danielson Framework. In addition, DCP has identified several, interrelated **Core Instructional Strategies** that support high quality teaching and learning across all content areas. These include the Workshop Approach, Understanding by Design, Differentiated Instruction, Blended Learning, and Design Thinking. Both the Instructional Model and Core Instructional Strategies are detailed below.

Instructional Model - The Danielson Framework

DCP adopted 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 Danielson Framework 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 Danielson Framework 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 adoption, all teachers at DCP are mentored, coached, and evaluated using the Danielson Framework. This framework is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility and illustrated in **Figure A.9**:

Figure A.9 The Danielson Framework

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Knowledge of the content and structure of the discipline •Knowledge of prerequisite relationships •Knowledge of content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development • Learning process • Special needs
- Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance •Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom •To extend content knowledge and pedagogy • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with instructional outcomes • Criteria and standards
- Design of formative assessments• Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interactions with students – both words and actions
- Student interactions with students – both words and actions

2b Establishing a Culture for Learning
- Importance of content and learning
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring student behavior
- Response to student misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments • Student progress in learning
- Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Involvement in a culture of professional inquiry
- Service to school • Participation in school and district projects

4e Growing and Developing Professionally
- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school and district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts • Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments • Grouping of students
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students
- Persistence

Teachers new to DCP are provided with an overview of the Danielson 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 Danielson Framework takes place through ongoing

coaching sessions with administrators. DCP currently uses TeachBoost, an online platform that facilitates evidence-based coaching conversations tied to the Danielson 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. The DCP Self-Assessment Tool utilizing the Danielson Framework is attached as **Appendix 5** and the DCP Evaluation Model utilizing the Danielson Framework is attached as **Appendix 6**.

Core Instructional Strategies

DCP has also identified several, interrelated **Core Instructional Strategies** that support high quality teaching and learning across all content areas:

- **Workshop Approach** - Provides a model to design and implement individualized and small group learning and a gradual release model to foster independent, self-motivated learners.
- **Understanding by Design** - Provides a curricular design model that aligns rigorous learning outcomes with real world application.
- **Differentiated Instruction** - Equips teachers with tools and strategies to be able to meet the individual needs of diverse learners.
- **Project/Problem Based Learning** - Provides students with empowering opportunities to make a difference, by solving real problems and addressing real issues.
- **Blended Learning** - Leverages technology to create individualized learning pathways and increase teacher availability for individual and small group targeted instruction. (Primarily in mathematics)
- **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.

These approaches have at their core a commitment to constructivism and socio-cultural learning, and as such are well aligned to the DCP program. Using the Danielson Framework as the overarching model, DCP has implemented these core instructional strategies to support high expectations for teaching and learning across all areas of the curriculum. Further detail on each of these strategies is included below.

Workshop Approach

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 would be logically inferred from the results sought. (Wiggins & McTighe, 2007, p. 14)

The UbD process involves the identification of goals, understandings, essential questions, knowledge and skills, performance tasks and other evidence, and lastly, the learning activities that will achieve the desired goals. The UbD approach also includes curriculum design standards for use by teachers as formative and summative assessments of the quality of the instructional design in the context of self- and/or peer-assessment.

Differentiated Instruction

UbD is considered a valuable partner to Differentiated Instruction (DI), another key practice at DCP. In fact, the two approaches are mutually beneficial. As Tomlinson and McTighe (2006) explain,

> 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…. In tandem, UbD and DI provide structures, tools, and guidance for developing curriculum and instruction based on our current best understandings of teaching and learning. (Tomlinson & McTighe, 2006, p. 2-3)

Teachers can differentiate the content, process, or product of the student depending on the student interest, readiness, or learning profile. Strategies for differentiation are intended to maximize each student's individual learning outcomes so that every student learns to the best of his or her potential.

The integration of UbD and DI principles translates into the following teacher practices (p. 142-143):

1. Identify desired learning results for the subject and topics they teach.
2. Determine acceptable evidence of student learning.
3. Plan learning experiences and instruction based on the first two principles (above).
4. Regard learner differences as inevitable, important, and valuable in teaching and learning.
5. Address learners' affective needs as a means of supporting student success.
6. Review and articulate clear learning goals that specify what students should know, understand, and be able to do as a result of each segment of learning.
7. Use systematic pre-assessment and ongoing assessment aligned with designated goals to make instructional decisions and adaptations.
8. Employ flexibility in instructional planning and classroom routines to support success for each learner.
9. Gather evidence of student learning in a variety of formats.

Project/Problem Based Learning

Project/Problem Based Learning is an emerging instructional strategy at DCP schools, where 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.[6]

Blended Learning

Blended learning is an emerging instructional strategy at DCP, where several classes integrate a flexible and adaptable combination of teacher-facilitated and technology-based instruction. Currently, blended

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[6] Source: http://bie.org/about/what_pbl

learning approaches are used predominantly in DCP math classrooms, although we are interested in developing blended learning in other content areas. In general, blended learning methodology integrates classroom learning, online learning, and mobile learning technologies.[7]

DCP uses two blended learning models: *classroom rotation* and *lab rotation*.[8] Classroom rotation involves student groups rotating between traditional classroom instruction and online instruction *within the self-contained classroom space.* In lab rotation, student groups rotate between traditional classroom instruction and online instruction in a *separate learning lab space*.

Teachers benefit from the blended learning environment because it enables more individualized attention to instruction. In DCP's math classrooms, for example, students rotate in small groups during each class period, moving from direct instruction with the teacher, to team assignments, to individual computer-based work. The software programs (e.g. Khan Academy, Exitticket, NewsELA) provide teachers with a real-time understanding of individual student and class-wide progress so that instruction can immediately be tailored to address student needs and keep them on track.

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 is 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. For example, DCP students engaged in a Design Challenge related to diabetes. Students researched the disease and its treatments. They focused specifically on insulin pumps. They interviewed insulin pump users and medical professionals that treated diabetes with the purpose of developing a better insulin pump. Students created prototypes of better insulin pumps in teams and presented their ideas to doctors and insulin pump users.

Over the course of the next several years, design thinking strategies will be increasingly incorporated into curricular areas, beginning with science.

CURRICULUM

DCP students obtain academic success through a fully inclusive core curriculum. The learning experience for students will be enriched by the integrated curriculum and blended learning environment.

All middle school students will be enrolled in the core academic classes of: English Language Arts, Mathematics, Social Science/History, and Science. In addition, students may have up to 3 elective courses alongside their core classes. These include but are not limited to: Art, Music, Rhetoric, Physical Education, and Spanish. All students will be enrolled in a daily College Readiness course, which is an expanded version of Advisory.

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[7] Source: http://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf

[8] Source: http://educationelements.com/our-services/blended-learning-model-schools

In addition to the core and elective courses, students will have access to specialized academic programming during strategic times of the year. This includes, but is not limited to, Design Thinking.

An example of the Scope and Sequence for students as they progress from 6th through 8th grades is provided as **Figure A.10**.

Figure A.10 Middle School Scope and Sequence

Department	6th Grade	7th Grade	8th Grade
ELA	English 6	English 7	English 8
Social Studies	Social Studies 6	Social Studies 7	Social Studies 8
Math	Math 6	Math 7 or Accelerated Math 7	Math 8 or CCSS Algebra 1
Science	Science 6	Science 7	Science 8
Visual and Performing Arts	Art 6	Art 7	Art 8
Academic Electives	Health & Wellness Physical Education STEM Elective	Health & Wellness Physical Education STEM Elective	Health & Wellness Physical Education STEM Elective
College Readiness	College Readiness	College Readiness	College Readiness

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. In addition, all students take part in an Advisory class each year and access a Broad range of College Guidance Resources. An example of the Scope and Sequence for students as they progress from 9th through 12th grades is provided as **Figure A.11**.

Figure A.11 High School Scope and Sequence

Department	9th Grade	10th Grade	11th Grade	12th Grade
English	English I	English II	English III	English IV ERWC
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or PreCalculus	PreCalculus or AP Calculus AB
Science	Integrated Science	Biology	Chemistry	Physics

History		World History or Honors World History	US History or AP US History	American Government
World Languages	Students test into highest appropriate level of Spanish (Spa 1, Spa 1NS, Spa 2, Spa 2NS, AP Spa	Students test into highest appropriate level of Spanish (Spa 1, Spa 1NS, Spa 2, Spa 2NS, AP Spa	Students take next level of appropriate Spanish	If applicable, students take next level of appropriate Spanish
Visual and Performing Arts	Studio Art, Dance	Studio Art, Dance	Studio Art, Dance	Studio Art, Dance
Academic Electives		Creative Writing	Creative Writing Law and Criminal Justice	Creative Writing Law and Criminal Justice History of the Americas Environmental Science Economics
Intervention	Verbal Reasoning Math Lab Guided Studies Mandatory Office Hours	Guided Studies Mandatory Office Hours	Guided Studies Mandatory Office Hours	Guided Studies Mandatory Office Hours
Advisory	Advisory	Advisory	Advisory	Advisory

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.

The following is a description of each core curricular area including goals, design principles, instructional strategies, and curriculum resources and technology. A description of Advisory and College Guidance

Resources are also included, as they are core learning settings in addition to the classroom that support DCP in realizing its mission.

THE FRAMEWORK

In keeping with current education research and the demands of the future workplace, DCP's approach to instruction has grown to emphasize both discrete and integrated content knowledge, skills, and understandings. In addition to mastery of individual academic subjects, transferable competencies are critical to college success, as well as broad understandings of human values and ethical principles. For this reason, instruction at DCP is viewed and approached through multiple, overlapping lenses. **Figure A.12** provides an overview of the DCP Instructional Framework, as viewed through the overlapping lenses of:

1. Baseline competencies of literacy, numeracy, creativity, and human values
2. Learning goals aligned with the Common Core State Standards and other California State Standards
3. Transferable cognitive strategies developed through deeper learning
4. Key cross-curricular mindsets and ethics that are key to future success

Figure A.12 DCP Instructional Framework

	LITERACY — Common Core and California State Standards	NUMERACY	CREATIVITY — Cognitive Strategies	HUMAN VALUES — Mindsets and Ethics
HUMANITIES (ELA – HISTORY)	• Knowledge, analysis, and interpretation of various literary genres • English language structure and conventions • Knowledge and cultural understanding • Democratic understanding and civic values • Skills attainment and social participation • CCSS.ELA-Literacy in History/Social Studies	• Concepts of time, date, currency, historical chronology, etc.	• Independent and close reading • Analyzing and interpreting informational texts • Understanding language in context • Groupwork and collaboration • Self-directed inquiry and research strategies • Organization and presentation of ideas	• Optimism about life • Commitment to society • Commitment to nation • Love for peace • Sense of justice • Understanding and facing moral dilemmas • Consciousness of equity • Embrace of diversity, plurality, and world cultures • Belief in rationality • Passion about nature and the environment • Appreciation of individual and cultural artistic expression • Awareness of others' needs • Helping/caring attitude • Eagerness to interact with people • Self-confidence and self-efficacy • Grit, tenacity, and perseverance against odds
MATH	• Conceptual understanding	• Strategic competence • Procedural fluency	• Adaptive reasoning • Productive disposition • Design thinking	
SCIENCE	• Asking questions and defining problems • Crosscutting concepts • Disciplinary core ideas • CCSS.ELA-Literacy in Science/Tech Subjects	• Using mathematics and computational thinking • Analyzing and interpreting data	• Constructing explanations • Designing solutions • Design thinking • Making evidence-based arguments	
PHYSICAL EDUCATION	• Motor skills and movement patterns • Fitness concepts, principles, and strategies • Psychological and sociological concepts, principles, and strategies	• Scoring systems, time keeping, etc.	• Goal setting and self-motivation • Managing emotions • Individual and team engagement • Perseverance • Integrity, honesty, and respect	
ARTS	• Artistic perception • Creative expression • Historical and cultural context • Aesthetic valuing	• 2-D and 3-D design • Understanding beat, rhythm, tempo, intervals, musical notation, etc.	• Interdisciplinary connections • Creative and design thinking • Experimentation • Individual and ensemble work	
WORLD LANGUAGE	• Content and structures • Cultures and settings • Biliteracy	• Numbers, time and date concepts, currency	• Interpersonal, interpretive, and presentational communication	
COLLEGE READINESS	• Knowledge, skills, attitudes, and behaviors to succeed in college; college know-how	• Financial planning for college	• Learning to learn • Self knowledge, monitoring, and direction	

ENGLISH LANGUAGE ARTS[9]

DCP's English Language Arts (ELA) program is rooted in the Common Core State Standards, and aims to develop 21st century literacy by building the foundational 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.

ELA Learning Goals

The ELA program at DCP focuses on the Common Core State Standards (CCSS) in English Language Arts (2010). As such, the learning goals of the program focus on the following content areas[10]:

- **Reading—Literature** (i.e., stories, dramas, and poetry)
- **Reading—Informational Text** (i.e., literary nonfiction)
- **Reading—Foundational Skills**
- **Writing**
- **Speaking and Listening**
- **Language**
- **Literacy in History/Social Studies, Science, and Technical Subjects**

The DCP approach to achieving these goals is detailed in the Instructional Strategies for ELA found below, as well as those in each of the relevant content areas.

ELA Design Principles

The design of the ELA program reflects the new demands of the Common Core in English Language Arts and Literacy[11]:

1. **Building knowledge through content-rich nonfiction:** The CCSS place greater emphasis on literary nonfiction in secondary grades than has traditionally been the case. The inclusion of literacy standards for history/social studies, science, and technical subjects promotes knowledge development in these disciplines through reading and writing in ELA classes, as well as across subject areas.

   DCP's Literacy Framework (described later in this section) positions DCP teachers and students to hit the ground running with the CCSS, because they are already working with interdisciplinary literacy across ELA, History/Social Studies, and Science.

2. **Reading, writing and speaking grounded in evidence from text, both literary and informational:** Close reading and analysis of source texts are critical to mastering the CCSS. Secondary students focus on grasping information and ideas, and making inferences, with a depth that enables them to make persuasive arguments.

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[9] The content of the ELA section is drawn largely from DCP's draft Reader's Workshop handbook for faculty, written by Libby James-Pasby and Elizabeth Neely.

[10] Source: http://www.corestandards.org

[11] Source: http://achievethecore.com/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf

> *DCP's ELA, History/Social Studies, Science, and Verbal Reasoning programs engage students in inquiry and research to support argumentative and informational writing aligned with the new CCSS in ELA.*

3. **Regular practice with complex text and its academic language:** The CCSS build a staircase of text complexity up through the grade levels, so that students are reading college- and career-level texts before the end of high school. There is an emphasis on discipline-specific language so that students grasp how the same term may be used differently in different contexts.

> *DCP's instruction is aligned with CCSS aims in this area, as both direct teacher instruction and computer-based reading programs (e.g. TeenBiz3000) are geared to the optimal challenge level of the individual student at any point in time. Reading assignments increase in text complexity incrementally on pace with the student's comprehension level to ensure that there is continual growth in reading skill.*

ELA Instructional Strategies

DCP utilizes Reading Workshop, Writing Workshop, and Guided Language Acquisition Design (GLAD) strategies to achieve ELA learning goals in the context of the Common Core State Standards.

Reading/Writing Workshop

Developed by Lucy Calkins and her colleagues at the Columbia Teachers College Reading and Writing Project, the Reading/Writing Workshop model provides a structured and predictable place where teachers are viewed as mentors and models. In a workshop, students learn and practice new strategies, develop understanding and explore questions using prior and personal experience as scaffolds to creatively integrate new knowledge. Teachers confer, stimulate, question, and coach as they work with whole groups, small groups and individual students to personalize their instruction.

Reading/Writing Workshop has at its core the theories of constructivism and socio-cultural learning. At the center of the teaching of reading in the workshop model is the belief that reading is social and that students learn to read best within this social context through an interactive community of learners. In the Reading/Writing Workshop 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.

Reading/Writing workshop provides the opportunity for students to practice reading with books they love and writing about topics and stories of their choice, with teachers who understand the processes that great readers and writers go through when making meaning from a text and communicating meaning in writing. Readers and writers learning to read under the influence of literature and within the framework of the workshop are more likely to practice reading and writing more, to remember what they read, to make sense of what they read, write with purpose, write with audience and mentor texts in mind, and to love reading and writing.

Reading Workshop includes the following components:

- **Mini-Lessons** teach concepts, strategies, and techniques for reading and comprehension, while encouraging students to read and interact with literature. The 10-15 minute mini-lesson gives

teachers the opportunity to provide direct instruction to students and model the lesson using authentic literature.[12]

- **Independent Reading** is a time for students to make their own book choices, apply reading strategies, read for large blocks of time, and set independent reading goals. Independent reading is where the majority of the teaching and learning happens. During this time teachers are providing students with the necessary tools to become independent and lifelong readers through conferences and small group work.

- **Response to Literature** engages students in responding the text in writing and through conversations with their peers and the teacher. This kind of instruction focuses on the student mind as it meets the book. The students respond to literature in various ways, ranging from simple sticky notes to more complex dialogue and reading journals.

- **Literate Discourse** engages students in pairs, small groups, or whole class discussions in which they learn to talk about what they have read. Teachers provide scaffolds for struggling students and second language learners by providing questions, prompts, and frames that provide the students with the language to help them formulate and present their ideas. The goal is for students to eventually grow conversations without this support structure. This academic discourse helps students formulate, revisit, revise and share ideas before during and after reading.

- **Interactive Read Aloud** Provides support for the unit of study the students and teachers are engaged in as well as the students' independent reading. The interactive read aloud provides a vehicle for the teacher to teach the skills of high-level comprehension. Using think aloud, partner and whole group conversation, students and teachers engage in teaching and learning that fosters the development of critical thinking skills, reading and writing skills, collaboration and problem solving.

Writing Workshop, also developed by Columbia Teachers College, Writing Workshop strategies go hand-in-hand with the Reading Workshop strategies.[13]

Writing Workshop includes the following components:

- **Interactive Read Aloud** introduces students to genres in which they will be writing (e.g., personal narratives, expository writing, etc.). These texts are known as touchstone texts or mentor texts. Read alouds are a way to use authors as mentors for writing styles and genres. Students can see how writers use different styles and literary elements to create pieces of writing.

- **Mini-Lessons** teach concepts, strategies, and techniques for writing while encouraging students to write in different genres or styles. The 10-15 minute mini-lessons gives teachers the opportunity to give direct instruction to students and model the lessons using literature or the students' own writing.

- **Independent Writing** comprises the majority of time of Writing. During this time, students are prewriting, drafting, revising, editing, and publishing their pieces. Independent writing is where

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[12] http://readingandwritingproject.org/
[13] http://readingandwritingproject.org/

the majority of the teaching and learning happens. During this time teachers are providing students with the necessary tools to become independent and lifelong writers through conferences and small group work.

- **Guided Writing** also takes place during independent writing time, and allows the teacher to engage small groups of students to focus on specific writing concepts and skills.
- **Sharing** is a time for students to work in pairs, small groups, or whole-class discussions about what they worked on during independent writing time. This gives students the opportunity to observe and learn from one another.

Teachers at DCP are actively coached in their implementation of Reading and Writing Workshop, utilizing the DCP Literacy Framework: Teacher Practice Progression rubric included as **Appendix 7**.

ELA Curriculum Materials and Technology

Through Reading Workshop, students are exposed to a variety of rich literature that is both at the student's instructional level and at grade level. Each ELA classroom maintains a comprehensive classroom library of more than 3,000 works of high quality children's and young adult literature, that includes texts with readability levels from beginning through above grade level texts. Students are invested in the libraries, as their input is used when making purchases. Students read an average of 50-100 personal selections from the classroom library each year, documented in reading logs, journals, and one-on-one conferences.

In the area of writing students are exposed to works of great writing in the form of essays (literary, personal and opinion), literature and expository. These texts are used to immerse students in quality writing to inform their own writing as well as learn the qualities of the genre students are studying.

Students are also provided with read-alouds that require them to understand and analyze grade level text. Full-class readings at the Middle School level include classics such as *The Outsiders* and *Diary of Anne Frank*, along with newer books such as *Butter.*Full-class readings at the high school level include classics such as *I Know Why the Caged Bird Sings* and *Fahrenheit 451*, along with newer books such as *The Absolutely True Diary of a Part Time Indian* and *Woman Hollering Creek.* In general, books for read-aloud are selected that lend themselves to analysis of internal/external conflict, character development, and thematic analysis. These books then drive instruction of formal writing assignments in the range of genres required in the CCSS, and prepare students for the SBAC, CAHSEE, and ACT/SAT assessments. An example of the Scope and Sequence of curriculum and assessment in English Language is provided in **Figure A.13.**

Figure A.13 ELA Curriculum and Assessment

Course	Curriculum	Assessment
6th Grade English	Using the pedagogy and architecture of Reader's and Writer's Workshop (see pages…), the interpretation work in 6th grade deepens significantly as the	Writing assignments, reader response both written and verbal. Ongoing formative assessment that informs

	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. Teachers develop curriculum drawing from a variety of authentic texts, such as: The Giver, Petey, Okay for Now, Out of my Mind.	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)
7th Grade English	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	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.

	students already reading at and above grade-level to continue to advance their reading skills. Teachers develop curriculum drawing from a variety of authentic texts, such as: The Outsiders, The Absolutely True Diary of a Part-Time Indian, Esperanza Rising.	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)
8th Grade English	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, weighing the best evidence to support their claims, comparing and contrasting texts. 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. Teachers develop curriculum drawing from a variety of authentic texts, such as: Butter, The Hobbit, Making up Megaboy, Hunger Games, Monster.	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 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-Reading Performance

		Assessments (Common-core aligned local benchmarks)
English I **(9th Grade)**	Curriculum focuses on Reader's and Writer's Workshop model, with students developing habits such as reading stamina and active reading. Essential questions explored include the themes of change and transformation, college, and prejudice. Teachers develop curriculum drawing from a variety of authentic texts, such as: The Lottery, Absolutely True Diary of a Part Time Indian, and various public domain short stories of different genres.	Quizzes, dialectical journals, writing assignments ,reader response both written and verbal, Writing-Reading Performance Assessments (Common-core aligned local benchmarks)
English II **(10th Grade)**	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. Essential questions explored include the themes of communities, power, and moral responsibility (in conjunction with World History). Teachers develop curriculum drawing from a variety of authentic texts, such as: I Know Why the Caged Bird Sings, Death of a Salesman, Fahrenheit 451, Lord of the Flies and R/W Workshop Model	Weekly quizzes on texts, vocabulary and reading/writing concepts/skills (short answer). Reader response both written and verbal. Unit writing assessments on the four main types of writing. Writing-Reading Performance Assessments (Common-core aligned local benchmarks)
English III **(11th Grade)**	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. Essential questions explored include the	Reading quizzes, re-takable skills-based quizzes, differentiated vocabulary quizzes. Reader response both written and verbal. Book Projects (a collection of 7

	themes of oppression, racism and classism, and the American dream (in conjunction with US History). 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: *The Psychology of Prejudice, Stereotyping, and Discrimination* by Plous, *Internalized Racism and Latinos* by Padilla; excerpts from *Ideas for Action* by Kaufman, *Why Are All the Black Kids Sitting Together in the Cafeteria?* by Tatum; *Privilege 101* from everyday feminism, *Four Ways to Push Back Against Your Privilege* from Black Girl Dangerous; *Coming to an Awareness of Language* by Malcolm X, and excerpts from *Woman Hollering Creek* by Cisneros.	assignments, focusing on analysis of the literature as well as students' own reading habits). Personal statement essay. Writing-Reading Performance Assessments (Common-core aligned local benchmarks)
English IV **Expository Reading and Writing Course (ERWC)** **(12th Grade)**	Teachers use the adopted ERWC course modules and curriculum. 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"	Chapter quizzes Annotating and responding to Op-Ed articles Expository essays, analytical essays, persuasive essays, literary analysis essays, and research essays. Reader response both written and verbal. Writing-Reading Performance Assessments (Common-core aligned local benchmarks)
Creative Writing	Curriculum focuses on the Writing Workshop model, with a focus on preparing students for college for college and graduate-school writing. Teachers develop curriculum drawing from	Regular workshops and feedback sessions, quizzes, performance tasks, research assignments, and regular daily writing prompts

| | a variety of core anchor texts, as well as activities and exercises detailed in *The Creative Writing Guilde* by Candace Schaefer and Rick Diamond, and *Three Genres* by Stephen Minot. | |

With respect to technology, the ELA program has used Achieve 3000/TeenBiz in the past and currently also uses NewsELA as sources for CCSS-aligned informational texts that are automatically adapted to the reading level of the students, providing a continual optimal challenge level for individual students. In addition, DCP continually explores other technological tools that will integrate with and enhance the academic program.

LITERACY IN THE CONTENT AREAS

DCP is dedicated to developing literacy-rich content area instruction to support students' growth in knowledge and in literacy practices across the curriculum. We believe that it is essential to student growth and learning to fuse supporting students in learning content with practices in literacy. We are currently studying and researching the work of the Colonial Williamsburg Foundation to draw on the collective knowledge base to learn and create new and innovative methods for content area instruction.

There is specific research that supports the importance of literacy rich content area instruction. In "Shaping Literacy Achievement, Integrating Literacy and Science, The Research We Have," Cervetti and colleagues (2007) found that an approach that "enabled students to make connections between experience and reading, strategies and content, literary and scientific texts" led to "increased student's strategy use, conceptual learning and text comprehension" (p. 159) when compared to those students who received instruction through more traditional models. In addition, Pearson, Moje, and Greenleaf (2010) state that "science provides a setting in which students are intellectually obligated to make sense of data, draw inferences, construct arguments based on evidence, infer word meanings, and, of course, construct meanings for text—the very dispositions required as good readers and writers" (p. 460). While their research applied to science learning in particular, one could argue that it could be applied to any content area.

HISTORY/SOCIAL STUDIES

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.

History/Social Studies Learning Goals

The history/social studies goals are based on the California standards and framework in the subject, as well as the CCSS for literacy in history/social studies. The learning goals of these standards are further described below.

California History-Social Science Standards and Framework

The goals of the history component of the integrated Humanities program are based on the History-Social Science Framework for California Public Schools (2005):

- **Goal 1: Knowledge and Cultural Understanding**—Historical Literacy, Ethical Literacy, Cultural Literacy, Geographic Literacy, Economic Literacy, Sociopolitical Literacy
- **Goal 2: Democratic Understanding and Civic Values**—National Identity; Constitutional Heritage; Civic Values, Rights, and Responsibilities
- **Goal 3: Skills Attainment and Social Participation**—Participation Skills, Critical Thinking Skills, Basic Study Skills

Common Core State Standards

The state framework's focus on literacy and skills-building in the context of history is well aligned with the CCSS ELA Reading and Writing Standards for Literacy in History/Social Studies for grades 6 through 12, which include the following content areas:

- **Reading**—Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity
- **Writing**—Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

History/Social Studies Design Principles

The core design principle of the History/Social Studies program at DCP is standards-based integrated instruction, and students are engaged in varying degrees of integration depending on the assignment. Some projects involve *interdisciplinary* integration, which makes explicit connections across subject areas (Drake, 2007, p. 36), in this case ELA and History. In this model, the curriculum revolves around a common theme, issue, or problem, and interdisciplinary knowledge and skills are emphasized across ELA and History, rather than within them.

A deeper level of integration that is used is *transdisciplinary* integration, in which students work on a project that is rooted in a real-world context and/or student interests (Drake, 2007, p. 37). This approach overlaps with GLAD strategies in that students pursue knowledge about a particular topic based on their prior understanding of that topic, their own personal interests and questions about the topic, and their intrinsic motivation to find answers to those questions. These projects can involve individual and group work, tapping into and reinforcing DCP's instructional framework on many levels.

The combination of curriculum integration and block scheduling enables DCP's Humanities teachers to engage students in more rigorous, time-intensive assignments, allows for more one-on-one time with each student, and gives students the opportunity to apply their ELA knowledge and skills across the curriculum. As noted above, this approach is well aligned with the forthcoming Common Core State Standards in ELA, which include literacy goals across the subjects.

History/Social Studies Instructional Strategies

In addition to the curriculum integration approaches described above, the Humanities program applies the UbD and GLAD strategies in order to achieve its learning goals. Below are examples of how these strategies are used.

Understanding by Design (UbD)

Humanities units are framed around standards-based enduring understandings and essential questions, and performance tasks are designed with these goals in mind. One concept in UbD is that of a transfer goal. Namely, the ability for students to apply skills and knowledge in one setting and transfer them to a novel setting. In humanities, students are required to independently use the reading, writing, and social studies skills they develop to engage in cultural analysis of World and United States History. They are then required to develop a teaching plan to share the information with their peers. Multiple groups are assigned the same topics, so that the students have a chance to examine differences in their understanding of the texts, and the teacher functions as a facilitator of student interactions rather than simply a deliverer of knowledge.

One example of this is is the document based question in which students, using their background knowledge, independently analyze primary source texts from various perspectives on a specific topic. In one middle school unit, students are asked "How did the geography of the Incan Empire affect their economy and social structure?" and in one high school unit students are asked "Did political machines have a positive or negative impact on US cities in the early 20th century?" Students are then given documents from the period that support both sides of the question. With scaffolding, they are tasked with analyzing each document to determine its meaning and bias. Students are then asked to develop a thesis in a small group to determine appropriate evidence to support their conclusion. Finally, as individuals, students are asked to complete an in-class essay on the essential questions. If 3-4 groups in the same class each research this question, then they can add to and critique each other's findings, thus engaging in academic discourse that supports the development of enduring understandings.

Guided Language Acquisition Design (GLAD)

The History/Social Studies program also integrates GLAD strategies as appropriate to support instruction, including the Cognitive Content Dictionary/Signal Word, Inquiry Chart, Exploration Chart, Input Chart, Narrative Input Chart, 3 Norms, Awards, Poetry, Expert Groups, and Individual Tasks. These GLAD strategies enable teachers to integrate ELA reading and writing strategies in the context of teaching History/Social Studies content. For example, 8th grade students write persuasive letters asking a senator to remove Columbus Day as a holiday, using knowledge acquired during their Colonization Unit to make their case.

History/Social Studies Curriculum Materials and Technology

In addition to the Achieve 3000/TeenBiz and Newsela software described under the ELA curriculum materials, the History/Social Studies program utilizes several of the History Alive program from the Teachers' Curriculum Institute.[14] History Alive! units are compatible with California state standards, and use the language and structure of Understanding by Design that are familiar to DCP teachers and students. The lessons incorporate graphic note taking, group work, and step-by-step discovery that reflect DCP's focus on Complex Instruction. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed.

An example of the Scope and Sequence of curriculum and assessment in History/Social Studies is provided in **Figure A.14**.

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[14] Source: http://www.teachtci.com/programs/high-school-social-studies-textbooks-and-curriculum.html

Figure A.14 History/Social Studies Curriculum and Assessment

Course	Curriculum	Assessment
Social Studies 6	Teachers utilize the TCI History Alive! The Ancient World as the core text. Teachers develop supplementary activities using GLAD strategies, discussion activities, vocabulary development, and collaborative projects. Teachers 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.	Project based assessments Unit tests and quizzes Formative and summative projects Written responses
Social Studies 7	Teachers develop curriculum based on Common Core literacy standards and drawing themes from content standards. Teachers draw on a primary and secondary sources, technical readings such as maps, data tables, and timelines, as well as narrative nonfiction novels to emphasize reading and writing skills. 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 develop curriculum based on primary and secondary sources to focus on the theme of "informed citizenry." Students will understand the American past by contextualizing the American present. TCI text is supplementary.	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 develop curriculum, drawing from a variety of primary and secondary sources, as well as novels, such as *All Quiet on the Western Front* and *Night*.	Unit exams, including multiple choice, short answer, and written response. Unit essays and projects.
US History	Teachers utilize the Teacher's Curriculum	Essay exams that require evidence

	Institute (TCI) *United States History* text/lessons as the core text. 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.	based arguments based on primary and secondary source texts. Multiple-Choice quizzes, oral presentations. Group discussions, including socratic seminars. Research paper on historical topic. Document based questions. Analysis of historical political cartoons. Students make their own political cartoons using PC techniques and their historical knowledge.
AP US History	Teachers utilize the *American Pageant 13th edition, AP version* as the core text. In addition, they draw from AMSCO APUSH text, primary readings, SHEG, and Gilder Lehrman Institute.	Document-based questions, short answers, essays, multiple choice - all modeled after College Board's AP exam.
American Government	Teachers develop curriculum, drawing from a variety of primary and secondary sources. 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	Three research projects on public policy topic covering background, pros and cons, legislation, executive branch responsibility, White House position and campaign finance. Research assignment on CA ballot initiatives. Writing assignment on Electoral College, Supreme Court cases. Tests. Quizzes.
Economics *(Academic Elective)*	Teachers utilize TCI's *Economics Alive* (as their core text. In addition, they incorporate resources from *Virtual Economics 4.0* by the Council for Economics Education, Visa's *Financial Literacy*, and PwC's *Earn Your Future Curriculum*.	Quizzes. Unit tests. Research assignments.
History of the Americas *(Academic*	Teachers develop curriculum, drawing from a variety of primary and secondary sources, as well as novels, such as *Motorcycle Diaries*, *Enriques Journey*, and	Group Presentations on Topics, Participation in Debates, Group discussions, including Socratic

Elective)	*Born in Blood and Fire*. Resources used from various universities including CLACS (Cornell) and SCLAC (Tulane). 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.	Seminars. Analysis of texts, Annotating text and developing critical thinking questions. Written critique on such topics as immigration policy.
Law and Criminal Justice *(Academic Elective)*	Teachers use an adaptation of the curriculum from *EDC Law and Justice: Foundations in Law/Foundations in Criminal Justice*. In addition, they incorporate resources from Street Law Textbook and Constitutional rights foundation Mock Trial Materials.	Fact development from Case Material, Legal Reasoning Essay based on precedent legal cases, Mock Criminal Trial, Persuasive Letter on local issue, Legal Case Analysis. Group Discussions, Socratic Seminar Multiple Choice and Short Essay exams based on various topics covered during course. Rules of Evidence quiz. Reading quizzes and short answer questions.
Mock Trial *(Academic Elective)*	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.

MATHEMATICS

Because DCP's college prep trajectory starts in 6th grade, changes in the high school graduation and UC/CSU admission requirements affect how DCP philosophically and pragmatically constructs its math program throughout the 6-12 curriculum. The goal is to ensure that DCP's 8th graders are positioned for success in high school math - in other words, that they are "A-G ready" - ensuring that they graduate high school with these requirements in hand.

The demand for mathematical competency has changed rapidly over the last decade. Some of the key changes in the education landscape that have impacted programmatic needs include:

- Beginning in 2003-04, in order to graduate from high school, every student must take at least two years of math between grades 9 through 12, with one of those courses being Algebra I. If Algebra I was completed prior to 9th grade, two years of math in addition to Algebra I are required.

- The California High School Exit Exam (CAHSEE), established in 2006, requires students to demonstrate general knowledge of pre-algebra skills and approximately half of the Algebra I standards.
- In 2011-12, the median admission rate for applicants to the UC schools was 45%, only slightly higher was the CSU schools' median admission rate of 56%. However, in order to be eligible to apply, both state university systems require three years of math in high school (A-G high school UC/CSU requirements) as opposed to the two year requirement to receive a high school diploma.
- Annually, approximately one third of all public school high school graduates fulfill the A-G graduation requirements to apply to the UC/CSU system. For Latino and African American students, the A-G eligibility plummets to slightly above 20%.
- In recent years, according to the Silicon Valley Education Foundation, "taking the recommended number of math and science requirements about doubles a student's chances of admission to a UC school compared with just taking the minimum number of courses." Three years of math in high school is required, four years is recommended.
- Nationwide K-12 Common Core Standards went into effect in the 2013-14 school year. The new Smarter Balanced assessment component of the CAASPP includes performance tasks and test items that require greater mathematical reasoning and problem solving than the previous CA standards exams.

Mathematics Learning Goals

These shifts in requirements for mathematical competency highlight three central needs for a college preparatory program. First, all students must achieve proficiency in algebra. Second, high school coursework must extend beyond algebra and successfully provide students with proficiency in Geometry and Algebra II. Lastly, students must have the opportunity to take four years of mathematics in high school in order to be competitive applicants to the UC/CSU system.

Given that success in algebra will largely determine a student's chances at success in subsequent math courses, DCP's goal for all students at the middle school level is they develop the mathematical practices that will enable them to achieve algebra proficiency and readiness for a deeper course of mathematical study. Students will be exposed to algebraic concepts starting in grade six and will develop that foundation in grades seven and eight. A Math Lab course specifically designed to provide additional support to students in mastery of Math with a focus on Algebra is also offered as needed. Throughout the program, students will receive both remediation and extension opportunities based on their individual needs.

The overarching goal is to give each student a solid foundation early on in order to set students on a path towards successful completion of upper division math courses at the high school level. This will enable students to eventually meet and exceed math requirements (3 years required, 4 recommended) for admission to a UC/CSU.

DCP's math program focuses on the Common Core State Standards (CCSS) in Mathematics provide the learning goals for DCP's math program, with the following overarching aims[15]:

1. **Focus:** The CCSS shifts from breadth to depth, having students engage more deeply with a narrower set of core concepts at each grade level.

2. **Coherence:** The CCSS engage students in thinking about major math concepts, drawing

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[15] Source: http://achievethecore.com/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf

attention to connecting these concepts across grade levels, and linking all math activities back to the core concepts.

3. **Rigor:** This narrower, deeper exploration of core math concepts enables students to develop a rigorous understanding of math, including conceptual understanding, procedural skill and fluency, and flexible application of skills within and beyond math.

Mathematics Design Principles

DCP focuses on developing well-rounded, balanced math students who are fully competent in all 5 areas of mathematical proficiency as defined by the National Council of Teaching Mathematics:

1. **Adaptive Reasoning** – The capacity for logical thought, reflection, explanation and justification
2. **Strategic Competence** – The ability to formulate, represent, and solve mathematical problems
3. **Conceptual Understanding** - Comprehension of mathematical concepts, operations and relations
4. **Procedural Fluency** - Skill in carrying out procedures flexibly, accurately, efficiently and appropriately
5. **Productive Disposition** - The habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy

In order to achieve this goal, the math department at DCP strives to create an engaging and perplexing learning environment based upon highly individualized differentiated instruction that leverages the classroom teachers and technology so that students can excel at their own ability and pace.

DCP has designed its mathematics program in order to:

- **Accelerate and deepen student learning** – A student's current level of mathematical competencies is diagnosed to determine a learning pathway that puts the student on course to achieve long-term success and proficiency in mathematics.
- **Individualize through blended learning** – A synergistic relationship is created between the teacher and technology to construct individualized learning pathways that accelerate and deepen student learning.
- **Use Mathematics to solve complex, real world problems** – Math problems integrate multiple skills and require the use of critical thinking, algebraic reasoning, proportional reasoning, and/or visual representations in order to challenge students to apply mathematical learning to realistic challenges.

Mathematics Instructional Strategies

DCP math teachers use blended learning, small group instruction, cooperative learning and peer tutoring, and cross-curricular learning strategies to achieve learning goals in math. These strategies are described below.

Blended Learning

Blended learning provides a means to create customized learning pathways for each student by strategically using the teacher and the technology to meet learning goals. DCP currently leverages blended learning in its mathematics curriculum.

Blended learning has multiple forms depending on available resources and programmatic needs. The DCP model is a hybrid of two research-based models—rotation and flex. In a rotation model, students rotate on a fixed schedule between online learning and traditional classroom learning. The teacher is still the primary deliverer of curriculum, and the technology serves to allow for acceleration and

individualization in remediation and extension of the learning. In a flex model, students learn primarily through online curricular providers, while the teacher plays a predominantly coaching role to support the student in successfully completing the online curricula.

At DCP, neither the flex nor rotation model fully describes its program delivery. For most students, a rotation model best meets their needs. For some, particularly more advanced students, a flex model better serves them. In order to truly provide customized learning pathways, DCP maintains flexibility in the manner in which it structures the learning environment. Moreover, as the technology evolves and improves over time, the interplay of the teacher and technology will likewise change. What remains constant, however, is the central goal of providing each student with the opportunity to excel to his/her highest potential and for all students to meet the minimum standard of UC/CSU eligibility upon graduation from high school.

Small Group Instruction

DCP believes that the most strategic use of teacher time is in leading, targeted small group lessons that meet students' specific needs rather than delivering a single, whole class lesson. Technology is able to conduct pretests, guided practice, and independent practice. This allows teachers time to deliver multiple lessons per period to small groups of students based on need and ability. Teaching to a group of 5 to 10 students is far more effective than teaching to a classroom of 30+ students, because the attention given to individual student needs is drastically increased. Furthermore, with the Common Core Standards a greater demand is placed on reasoning and problem solving. DCP believes that small groups are better equipped to tackle the complexities and demands of higher order thinking. Teachers are able to optimize their time and efforts on in these more cognitively demanding areas rather than supervising a classroom during a worksheet of practice problems.

Cooperative Learning and Peer Tutoring

Students work both in heterogeneous and homogenous groups to work on solving critical thinking problems. They are expected to share their ideas, listen to others, and refine their thinking in order to solve a problem. DCP believes that students should not only learn from the teacher but that they can learn just as much from each other. Therefore, collaboration and tutoring are encouraged. This not only assists students who are struggling, but provides an opportunity for students who have better understanding to demonstrate their mastery of topic by explaining it to someone else.

Cross-Curricular Opportunities

Learning math should never be a one period a day activity. Math is everywhere! And DCP wants its students to be able to apply their new math skills to the everyday world, integrating multiple subjects—Science, English, History—technology, and civic duty.

Throughout the year, students are called upon to work independently and in teams to complete various themed projects that apply their math skills and creative minds across various subjects. At least one project a year is focused on community-based improvement, interacting with the surrounding community, addressing a real world issue, and proposing a real solution.

Mathematics Curriculum Materials and Technology

Teachers use the Common Core Standards in order to create their long-term plans and instructional units, and textbooks and instructional materials are selected based on alignment to these standards.

In order to meet the Common Core Standards, teachers are trained in constructing math units using backwards mapping, or Understanding by Design, as illustrated by the Association for Supervision and

Curriculum Development. In constructing curriculum, Understanding by Design follows a logical backwards design, starting with asking what the desired learning result is, followed by the design of the evidence to support this result (i.e. assessment), and then finishing with the design of the learning activities that fill the gap between desired result and evidence of learning.

As part of DCP's instructional model, staff are provided with professional development and time to develop more problem-solving based units. While a benchmark system is currently in place, teachers must still research and develop task-oriented components to add to the multiple choice benchmarks as a way of assessing student problem-solving progress.

An example of the Scope and Sequence of curriculum and assessment in Mathematics is provided in **Figure A.15**.

Figure A.15 Mathematics Curriculum and Assessment

Course	Curriculum	Assessment
Math 6	Teachers develop curriculum using wide variety of online resources (e.g. better lesson, opus math, tpt) Big Ideas Math (common core aligned textbook and online resources) GO MATH! K–8 - HOUGHTON MIFFLIN HARCOURT ENGAGE NY	Exit tickets Khan Academy playlists Moby Max (leveled technology lessons) Oars (Unit Assessments) NWEA MARS tasks & FALs Projects & Presentations (rubric)
Math 7	Teachers develop curriculum using wide variety of online resources (e.g. better lesson, opus math, tpt) Big Ideas Math (common core aligned textbook and online resources) GO MATH! K–8 - HOUGHTON MIFFLIN HARCOURT Engage NY	Exit tickets Khan Academy playlists Knowre (leveled technology lessons) Oars (Unit Assessments) NWEA MARS tasks & FALs Projects & Presentations (rubric)
Math 8	Teachers develop curriculum using wide variety of online resources (e.g. better lesson, opus math, tpt,) Big Ideas Math (common core aligned textbook and online resources) GO MATH! K–8 - HOUGHTON MIFFLIN	Do Nows (Number Talks) Exit tickets Khan Academy playlists Knowre (technology Leveled lessons)

	HARCOURT	Oars (Unit Assessments)
	Engage NY	NWEA
		MARS tasks & FALs
		Projects & Presentations (rubric)
Algebra I	Teachers use College Preparatory Mathematics (CPM) *Algebra Connections Volume I & II* as the core text.	Biweekly exams Presentations and Projects Final Semester Exam
Math Lab *(Intervention, non A-G)*	Teachers develop curriculum, using teacher diagnostics and unique Kahn playlists designed for each student individually. This is a support class for Algebra I. Students can retake Algebra 1 assessments in Math Lab.	Grading for Math Lab is based on students progress on their Kahn playlist.
Algebra II	Teachers use McDougal Littell *Algebra 2* as the core text, with accompanying online resources for Common Core.	Weekly skills tests Two benchmarks Final at the end of the semester
Geometry	Teachers develop curriculum using www.geometrycommoncore.com and College Preparatory Mathematics (CPM) *Core Connections Geometry*.	Daily Do Nows and Exit Tickets Weekly Unit Quizzes (50% new material, 50% review) Projects Final Semester Exam
PreCalculus	Teachers develop curriculum based on *Precalculus* by Finney Demana Waits Kennedy as the core text. Units are selected based on necessity for Calculus, coverage on ELM/ACT, and what was not covered in Algebra 2 (so curriculum is dynamic on a yearly basis). Teachers supplement the core text with resources from Khan Academy and Pearson's MathXLforSchool.	Weekly tests Benchmarks exams every 6 weeks Written Assessment, twice per semester Final Semester Exam
AP Calculus AB	Teachers use *Calculus* by Finney Demana Waits Kennedy as the core text. Teachers supplement the core text with units from AP workshops.	Weekly teacher created assessments, and practice from past AP tests. Unit tests from workshops and

			finals from AP exams.

Software

Currently, DCP is a Khan Academy national partner. As such, Khan Academy is one of the online platforms that we currently use. It provides modules and videos on skills from elementary to high school level. Therefore, it can be used as remediation tool and also to provide an extension or challenge for students who are above grade level. Lessons are delivered through videos, which show a digital whiteboard and have the voice of the instructor in the background. Hints are also available to students as they complete the modules.

The capabilities, pricing, and availability of various software products to support student mathematical learning are rapidly evolving. DCP will continually investigate the developing software market to build a suite of software applications that meet a variety of student needs. Factors that we will consider are: ease of use for the student, the ability to quickly extract useful performance data, pricing as compared to non-computer based tools, flexibility to use across various operating systems, and most important, the learning outcomes for students.

In general, in order to implement any software solution, DCP will first identify a programmatic need (for example, 75% of incoming ninth graders do not demonstrate proficiency with one variable algebraic equations). Then, DCP will identify a small group of students (8-15) to participate in a pilot of the software. In general, pilots will last from 1-3 months, in order to generate sufficient achievement data to evaluate the software.

Hardware

Currently, DCP uses Chromebooks and some PCs, with a 1:1 distribution of Chromebooks in the HIgh School Grades. In part, the selection of hardware is determined by the technical specifications required by products that we currently use or might use in the future.

Similar to the software environment, the hardware environment is also rapidly evolving. DCP will use guiding principles to determine which hardware will best meet its needs going forward. Among the factors that we will consider in determining hardware purchases: reliability, durability, ease of student use, ability to maintain a safe, secure online environment, ease of management, cost of repair, overall cost, frequency of needed upgrades, compatibility of operating system with software products.

DCP will also purchase and use hardware based on ability to fulfill a specific educational need. iPads and tablet computers, for example, have software applications that are particularly useful in providing accessibility for students with disabilities. DCP also intends to increase the opportunities for students to use their own devices to support their learning.

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. DCP values interdisciplinary, project-based learning, and therefore sees science as both a discrete subject and part of a broader approach to integrated STEAM education (science, technology, engineering, arts, and math).

Science Learning Goals

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.

Toward this end, science learning at DCP is aligned with two frameworks:

- **Next Generation Science Standards** - The State of California adopted the Next Generation Science Standards (NGSS) in September of 2013, therefore achieving these standards is the goal of science instruction at DCP.
- **Common Core State Standards** - The focus on developing Reading and Writing for Literacy in Science and Technical Subjects supports DCP's goal of developing students' literacy, numeracy, and creativity across all subject areas.

Science Design Principles

The National Research Council's *Framework for K-12 Science Education* (2012), on which the NGSS are based, describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge.[16] The Framework recommends that K-12 science education in be built around three major dimensions:

- **Dimension 1: Scientific and Engineering Practices**

  The *Framework* and forthcoming standards promote student engagement in eight key scientific and engineering practices, which reinforce DCP's commitment to student mastery of both discipline-specific and transferable cognitive strategies (p. 42):

  1. Asking Questions and Defining Problems
  2. Developing and Using Models
  3. Planning and Carrying Out Investigations
  4. Analyzing and Interpreting Data
  5. Using Mathematics and Computational Thinking
  6. Constructing Explanations and Designing Solutions
  7. Engaging in Argument from Evidence
  8. Obtaining, Evaluating, and Communicating Information

- **Dimension 2: Crosscutting Concepts**

  Crosscutting concepts bridge disciplinary boundaries and have explanatory value across science and engineering. These concepts help provide students with an organizational framework for connecting knowledge from the various disciplines into a coherent and scientifically based view of the world (p. 83).

  1. Patterns
  2. Cause and Effect
  3. Scale, Proportion, and Quantity
  4. Systems and System Models
  5. Energy and Matter

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[16] Source: http://www.nextgenscience.org/three-dimensions.

6. Structure and Function
7. Stability and Change

- **Dimension 3: Disciplinary Core Ideas**

Recognizing that scientific knowledge is constantly expanding at a dizzying pace, the Framework asserts the more realistic approach of preparing students with "sufficient core knowledge so that they can later acquire additional information on their own. An education focused on a limited set of ideas and practices in science and engineering should enable students to evaluate and select reliable sources of scientific information and allow them to continue their development well beyond their K-12 school years as science learners, users of scientific knowledge, and perhaps also as producers of such knowledge" (p. 30-31).

The Core Ideas are organized into four major domains: Physical Sciences; Life Sciences; Earth and Space Sciences; and Engineering, Technology, and Applications of Science. The *Framework* states that in order to be considered core, each idea explored in the science curriculum should ideally meet 3 or 4 of the following criteria (p. 31):

1. Have broad importance across multiple sciences or engineering disciplines or be a key organizing principle of a single discipline.
2. Provide a key tool for understanding or investigating more complex ideas and solving problems.
3. Relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge.
4. Be teachable and learnable over multiple grades at increasing levels of depth and sophistication. That is, the idea can be made accessible to younger students but is broad enough to sustain continued investigation over years.

Science Instructional Strategies

The DCP Science department strives to foster student curiosity around guiding questions. Toward that end, the science department focuses on two central approaches to instruction: integration of practices, concepts, and core ideas and design thinking. Instructional strategies are selected to promote these two principles, including such methods as project-based learning, inquiry, storytelling, and "traditional" labs and notes.

Integration of Practices, Concepts, and Core Ideas

Integration of the three dimensions is a critical component of the NGSS (p. 217). To support students' meaningful learning in science and engineering, all three dimensions are integrated into standards, curriculum, instruction, and assessment. Engineering and technology are featured alongside the natural sciences (physical sciences, life sciences, and earth and space sciences) for two critical reasons: (1) to reflect the importance of understanding the human-built world and (2) to recognize the value of better integrating the teaching and learning of science, engineering, and technology (p. 2). The science standards are designed to engage students in progressively more complex observations, investigations, and experiments that enable them to expand, deepen, and refine their scientific knowledge, skills, and understandings.

Design Thinking

Design Thinking is an instructional strategy that involves "fusion" level integration, because it brings multiple disciplines to bear on a real-world problem, fully and seamlessly integrating the disciplines in an

authentic way (Drake, 2007). Although Design Thinking is being presented here as an instructional strategy in Science, it engages students' knowledge and skills developed across the curriculum in subjects such as Math, Humanities, and the Visual Arts.

The Design Thinking method used by DCP was developed by the Institute of Design at Stanford (increasingly referred to as, the "d.school").

Design Thinking engages and promotes the following "d.mindsets", which align with DCP's aims for transferable cognitive strategies (Institute of Design at Stanford, 2010, p. 3):

- **Focus on Human Values**—Empathy for the people you are designing for and feedback from these users is fundamental to good design.
- **Show Don't Tell**—Communicate your vision in an impactful and meaningful way by creating experiences, using illustrative visuals, and telling good stories.
- **Craft Clarity**—Produce a coherent vision out of messy problems. Frame it in a way to inspire others and to fuel ideation.
- **Embrace Experimentation**—Prototyping is not simply a way to validate your idea; it is an integral part of your innovation process. We build to think and learn.
- **Be Mindful Of Process**—Know where you are in the design process, what methods to use in that stage, and what your goals are.
- **Bias Toward Action**—Design thinking is a misnomer; it is more about doing that thinking. Bias toward doing and making over thinking and meeting.
- **Radical Collaboration**—Bring together innovators with varied backgrounds and viewpoints. Enable breakthrough insights and solutions to emerge from the diversity

Participants in a Design Thinking Challenge at DCP engage in solving a real-world design problem by cycling through the following modes (definitions adapted from d.school, 2010, p. 4-8):

- **Empathize/Understand** - Observing, engaging with, and immersing oneself into the context of the problem that the user is experiencing.
- **Define** - Developing a deep understanding of your users and the design space and, based on that understanding, coming up with an actionable problem statement: your point of view.
- **Ideate/Brainstorm** - The goal of ideation is to explore a wide solution space – both a large quantity of ideas and a diversity among those ideas. From this vast depository of ideas you can build prototypes to test with users.
- **Prototype** - Prototyping is getting ideas and explorations out of your head and into the physical world. Prototypes are most successful when people (the design team, the user, and others) can experience and interact with them—helping drive deeper empathy and shape successful solutions.
- **Test** - Implement the proposed solution to the problem on a small scale to get a sense of its effectiveness.
- **Improve** - Bring the knowledge gained from the test mode back to the design cycle in order to refine the solution and make it better.

In May 2012, middle school students at DCP Alum Rock participated in a Design Thinking Challenge to address traffic safety and flow problems in the neighborhood around the school. Over the course of 2 weeks, the students engaged neighbors in interviews about the problem; documented and analyzed the traffic patterns and signage in the area; and worked in teams to develop and propose improvements. Students presented their solutions to a panel of judges including school, civic, and community members. Senior traffic engineers and representatives from two San Jose City Council member office participated

in reviewing the student proposals. Within two months of hearing the student proposals, the San Jose traffic engineers approved new signage around the school that had been proposed by students.

Science Curriculum Materials and Technology

DCP Science teachers create their curriculum using the California State Standards (CSS) in Science, the Next Generation Science Standards (NGSS) and the California Common Core Standards (CCCS) for Literacy in Science. Teachers are also guided by the DCP Mission as a college prep school for first generation college bound students, and therefore incorporate college prep skills (time management, note-taking, study skills, etc.) into their lessons. Teachers are supported with common prep time, as well as bi-weekly meeting time to plan this curriculum collaboratively.

Each DCP science classroom also includes a variety of equipment and supplies for students to engage in meaningful laboratory science. Students have access to microscopes, measurement tools, models, etc that support their understanding of the various topics that they investigate.

The Middle School Science program uses CK-12 FlexBooks, in which DCP teachers use the CK-12 online library to design customized multimedia textbooks that address the standards-based content in their curriculum. The High School program uses a variety of texts in the curriculum, including Prentice Hall *Biology*, *Living by Chemistry*, and Holt *Physics*, as well as less traditional high school texts such as "Silent Spring" and "The Ohlone Way." The Environmental Science program also partners with the Children's Discovery Museum's BioSITE program, as well as with Middlebrook Gardens to create authentic learning experiences for DCP students, and neighboring 4th grade students. An example of the Scope and Sequence of curriculum and assessment in Science is provided in **Figure A.16**.

Figure A.16 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 Prentice Hall Physical Science 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
Integrated Science	Teacher developed using various sources such as NASA, NOAA , as well as texts to support concepts learned in class, such as "A Short History of Nearly Everything" by Bill Bryson	Weekly benchmarks Performance assessments Project based assessments Group projects, utilizing collaborative project based learning
Biology	Teachers use Prentice Hall *Biology* by Miller and Levine as the core text. teachers supplement this core text with teacher developed materials to meet the NGSS.	Bi-weekly benchmarks Summative test Lab reports and writing assignments
Chemistry	Teachers use *Living by Chemistry* First Edition curriculum (W.H. Freeman and Company) as the core text.	Bi-weekly benchmarks Midterm exams Lab writing assessments
Physics	Teachers use Holt *Physics* as the core text, supplementing with Inquiry Physics labs.	Bi-weekly quizzes Monthly exams Lab write-ups Final exams.
Environmental Science *(Academic Elective)*	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

WORLD LANGUAGES

The American Council on the Teaching of Foreign Languages (ACTFL), the only national organization dedicated to the improvement and dissemination of best practices in foreign language instruction, and the developers of the national Standards for Foreign Language Learning, believes "that language and communication are at the heart of the human experience, that the United States must nurture and develop indigenous, immigrant, and world language resources, and that the United States must educate students to be linguistically and culturally prepared to function as world citizens."[17]

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. Studies show that bilingual children outperform their monolingual counterparts in the ability to solve social problems (Stephens and Esquivel, 1997) as well as other cognitive abilities. Furthermore, students who study a foreign language reach higher academic performance levels on standardized tests in the area of reading comprehension, language mechanics, and language expression (Carr, 1994). As such, DCP Alum Rock offers a World Language program in its high school grades.

World Language Learning Goals

DCP's world language program focuses solely on the Spanish Language, and the learning goals are based on the *World Language Content Standards for California Public Schools* (CDE, 2009). Beyond this, DCP students pursue the foreign language proficiency goals *Seal of Biliteracy*. Both of these goal systems are described below.

World Language Content Standards

California standards-based world language instruction sets students on the path through five stages of language development (Formulaic, Created, Planned, Extended, Tailored), with attention to each of the following five domains (p.viii):

- **Content**—Students learn about a wide variety of age-appropriate topics at each stage of the Language Learning Continuum, increasing in complexity and sophistication as the students progress in their language proficiency.
- **Communication**—Students engage in real-world communication, including culturally appropriate listening, reading, viewing, speaking, and writing. Interpersonal, interpretive, and presentational modes of communication are used in instruction.
- **Cultures**—Students develop an understanding of the relationship between language and culture, and the ability to interact appropriately with target culture bearers in order to communicate successfully.
- **Structures**—Students master the multiple components of grammar in order to communicate in linguistically and culturally appropriate ways. These components include orthography, phonology, morphology, syntax, semantics, and pragmatics.
- **Settings**—Students develop and use their understanding of social linguistic norms to successfully communicate in a variety of real-world situations they would experience in the target culture.

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[17] Source: http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages

Seal of Biliteracy

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. That process starts at the middle school level, and is guided by the Seal of Biliteracy program.[18]

The Seal of Biliteracy is an award given by a school, district, or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. This award is designed to set a standard for high-level biliteracy attainment for students in a World Language program. Students, both English fluent and English Learners, must meet the following performance standards in order to receive the award:

- Proficient or above on the Standards Test in Spanish or District Assessment of grade-level competency in a language other than English;
- Oral Proficiency in a language other than English (e.g., for a Spanish speaker in a Two-Way Bilingual Immersion or Dual Language program, LAS at a level 6/8 or equivalent);
- SBAC – English Language Arts portion at a "Proficient" level or above;
- Average grades of B or higher in English classes and in World Language or Native Speakers courses;
- Written essay on why knowing multiple languages is important;
- Oral presentation about five careers where bilingualism is important and why and how bilingualism is a benefit in those careers;
- A personal response essay to having attended two cultural events from the second language/culture they are studying.

World Language Design Principles

The focus in the Spanish class at the high school level is on leveraging the native Spanish skills that the majority of the students bring and connecting those to the English skills that they have learned through formal academic instruction. Though most students have received academic instruction solely in English, as native Spanish speakers, they are able to engage in formal Spanish instruction at a greatly accelerated rate. Research has shown that students with a highly developed understanding of the grammar of their native language have an easier time developing proficiency in the grammar of secondary languages. The English and Spanish teachers meet regularly to align curricula so that the same grammar structures and vocabulary are addressed concurrently in both classes.

World Language Instructional Strategies

Students at DCP have the opportunity to take Spanish I and II in order to become bilingual, bi-literate learners. During these courses, students are placed in Spanish classes according to Spanish proficiency levels as assessed by an internally created diagnostic test.

World Language Curriculum Materials and Technology

By providing a rich curriculum that addresses all four stages of Spanish language development, DCP teachers can best support students' progress toward the Seal of Biliteracy. An example of the Scope and Sequence of curriculum and assessment in World Languages is provided in **Figure A.17**.

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[18] Source: http://sealofbiliteracy.org/

Figure A.17 World Languages Curriculum and Assessment

Course	Curriculum	Assessment
Spanish 1 Native Speakers	Teachers develop curriculum, utilizing a variety of resources such as the novel *Cajas de Cartón*	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 *Sueños del lado este*, *Como agua para chocolate*, *La jornada hacia el future*, and *Don Quixote*. For grammar, teachers use *Abriendo Paso* 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	Teachers use the AP Spanish Language and Culture Exam Preparation Workbook as the core text, supplementing with *Abriendo Paso Lectura* to support development of reading comprehension.	AP Practice Tests Bi-weekly reading comprehension quizzes

VISUAL AND PERFORMING ARTS

The visual and performing arts (VAPA) hold both intrinsic and instrumental value, particularly for first-generation college-bound students. DCP offers standards-based art and music programs for all students as a means to develop creative competencies with applications both in and beyond the arts.

A growing body of research indicates the powerful cognitive, affective, and social benefits of sustained engagement of secondary school students in high-quality arts programs. The major findings of the GE Fund/MacArthur Foundation report, *Champions of Change: The Impact of the Arts on Learning* include (1999, p. viii-ix):

- Students with high levels of arts participation outperform their peers with little or no arts.
- Sustained involvement in particular art forms—music and theatre—is highly correlated with success in mathematics and reading.
- The arts have a measurable impact on students in high-poverty and urban settings.

- Engagement in the arts nurtures the development of cognitive, social and personal competencies.
- Arts experiences enhance critical thinking abilities and outcomes.
- The arts enable educators to reach students in effective ways.

Critical essays and 62 studies reviewed in the Arts Education Partnership report, *Critical Links: Learning in the Arts and Student Academic and Social Development* (2002), also highlight the connections between learning in the arts and academic and social skills and motivations in the following areas: reading and language development, mathematics, fundamental skills and capacities, motivations to learn, effective social behavior and school environment.

Visual and Performing Arts Learning Goals

The VAPA program at DCP is centered on the five strands of the California arts content standards and framework (CDE, 2004):

1. Artistic Perception
2. Creative Expression
3. Historical and Cultural Context
4. Aesthetic Valuing
5. Connections, Relationships, and Applications

The goal of the VAPA program is for every DCP student to master, at a minimum, the key content standards for grades 6 through 12 in the specific disciplines of Music and Visual Arts as defined in the California VAPA framework.

Visual and Performing Arts Design Principles

With the key arts content standards as the goal, the arts program is rooted in principles set forth in *The Qualities of Quality: Understanding Excellence in Arts Education* (Seidel at al., 2009), an analysis of the complex, research-informed factors that must be aligned to achieve quality in arts education.

The seven guiding principles for arts learning at DCP are (p. 17).

1. Arts education should foster broad dispositions and skills, especially the capacity to think creatively and the capacity to make connections.
2. Arts education should teach artistic skills and techniques without making these primary.
3. Arts education should develop aesthetic awareness.
4. Arts practices should provide ways of pursuing understanding of the world.
5. Arts education should provide a way for students to engage with community, civic, and social issues.
6. Arts education should provide a venue for students to express themselves.
7. Arts education should help students develop as individuals.

Putting these principles into practice, the arts program at DCP strives to achieve balance among the following four elements:

- **Student Learning** that focuses on individual engagement; purposeful experiences creating or engaging with works of art, emotional openness and honesty; experimentation, exploration, and inquiry; and ownership (p. 30).
- **Pedagogy** that demonstrates authenticity; modeling artistic processes, inquiry, and habits; participation in the learning experience; making learning relevant and connected to prior knowledge; intentionality, flexibility, and transparency (p. 34).
- **Community Dynamics** that value and embody respect and trust among all participants, belief in

student capacities, open communication, and collaboration (p. 38).
- **Environment** that provides functional and aesthetic space and materials, in which the arts occupy a central place in the physical environment of the school, and where sufficient time is created for authentic artistic work (p. 42).

Visual and Performing Arts Instructional Strategies

As noted above, 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.

- **Discipline-Specific Instruction** - Discipline-specific instruction in music and art is provided by highly-qualified, certificated arts teachers with the depth and breadth of content knowledge to facilitate student mastery of the key standards in grades 6-8. This strategy develops student knowledge, skills, and understandings within the art form, and builds transferable cognitive abilities such as individual and ensemble engagement, observation, visualization, risk-taking, persistence, expression, and reflection.
- **Interdisciplinary Instruction** - Interdisciplinary instruction is provided by the arts teachers, working in collaboration with teachers in other subjects through design thinking challenges and other project-based learning opportunities. This strategy develops students' interdisciplinary knowledge, skills, and understandings through an exploration of the role and impact of the arts in documentation, social engagement, and innovation throughout world history and across cultures. Further, interdisciplinary arts-integrated instruction provides students with additional modes of engagement and expression in non-arts subjects.

Visual and Performing Arts Curriculum Materials and Technology

Technology is not addressed in the state arts standards, but has developed by leaps and bounds in the years since the standards were published. DCP's arts teachers provide students with a solid foundation in the historical traditions of art and music, and take advantage of the value that technology brings to the arts program, both in terms of engaging students and preparing them for future careers. An example of the Scope and Sequence of curriculum and assessment in Visual and Performing Arts is provided in **Figure A.18**.

Figure A.18 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
Dance	Teachers develop curriculum using California State Standards and *Dance*	Performance assessment using teacher created rubrics at the end

	Teaching Methods and Curriculum Design by Gayle Kassing and Danielle M. Jay.	of each unit. Vocabulary quizzes Journal entries Project based assessments each semester.

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.

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.

Physical Education Learning Goals

DCP provides all students with a physical education program focused on health, wellness, leadership, teamwork, and community building. P.E. learning goals are based on the Physical Education Model Content Standards (CDE, 2005) and include the following five overarching goals:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Beyond the content standards, DCP aims for every student to develop individual knowledge, skills, attitudes, and behaviors that contribute to the health and well being of oneself and others. DCP graduates know how to achieve a healthy lifestyle and how to take responsibility for maintaining it.

Physical Education Instructional Strategies

The year is broken up into instructional units that provide a focus of a particular sport, dance, or fitness activity that the students will learn for a period of time. In a given class period, students engage in warm-up activities that are student-led, followed by a mini-lesson to explain the focus for the day. Students then engage in a physical activity, and conclude the period with a warm-down activity and feedback on how they met the objective for the day. The teacher uses modeling, partner work, group work, and goal setting with students to help them reach physical activity and fitness goals.

In addition to traditional physical education classes for all grade levels, DCP partners with community physical education providers to offer a greater variety of opportunities to gain the physical, personal, and social benefits of physical education.

Physical Education Curriculum Materials and Equipment

The physical education equipment at DCP supports a variety of sports such as flag football, badminton, volleyball, softball, track and field, ultimate frisbee, soccer, and dance. Depending on the availability of appropriate facilities, other activities such as basic gymnastics and wrestling can be added. An example of the Scope and Sequence of curriculum and assessment in Physical Education is provided in **Figure A.19**.

Figure A.19 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 *(Also offered under Visual and Performing Arts)*	Teachers develop curriculum using California State Standards and *Dance Teaching Methods and Curriculum Design* 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.

COLLEGE READINESS

All students take a period called "College Readiness" four times per week. The purpose of College Readiness is to engage students in academic, college, and self-knowledge through positive and personalized teacher-student relations. The structure of College Readiness 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. **Figure A.20** provides a sample overview of this program.

Figure A.20 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	College tour to local private universities Exploring the concept of	Exploring relevant texts on identity College Camp teambuilding activities at Santa Clara

	online	"first in family"	University
			Brainology 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	PSAT registration, regional college tours,	Roadtrip Nation curriculum for career exploration,

	(note taking, office hours, study groups, etc.)	understanding college matching (reach, target, and safety)	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

All College Readiness teachers are referred to as "Advisors" and typically lead a college readiness class in the grade level they teach. Advisors work in grade-level teams to develop lessons and activities connected to learning outcomes identified for their grade-level. The Director of College Success provides training and support around organization-wide curriculum or programming that includes the Brainology growth mindset program, college tours, summerbridge, and 8th grade PSAT testing. The principal also dedicates time for teachers to plan college readiness curriculum during Wednesday staff meetings.

The primary focus and expectation of every advisor, however, is to develop their capacity to coach students. The Director of College Success also leads professional development sessions for teachers throughout the year aimed at understanding how students develop 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 (45).

College Guidance Resources

In addition to the Advisory 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 Center:** The Alumni Center serves to support students beginning in 12th grade through college graduation. The Alumni Center is located on campus as a place to transition students to college, connect alumni with counseling services while in college, and connect alumni to existing students in a mentoring capacity. The Alumni Center also supports DCP families who have a student enrolled in college.
- **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, students can apply for a scholarship from the DCP Scholarship Fund to help finance the cost of college. Any senior who will attend a 2- or 4-year university may apply. 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 a "Senior Parent Academy" that is a workshop series that teaches parents about the college application and enrollment process to support their children. 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 more time than others at DCP to be accepted to and be ready for college. On average, 14% of students from any given cohort require 5 years to meet DCP's graduation requirements during their high school years. 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.21** 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.21 Middle School Promotion Guidelines

Requirement	Minimum	Purpose
GPA	2.00 minimum GPA in all courses (Average of 70% or better)	Students set a foundation that will prepare them to be eligible to apply to some CSUs with a 2.0 GPA (C's or better in all classes). Setting the minimum expectation prepares them for high school college eligibility expectations.
Attendance	90% attendance with tardies for the year	Students attendance is an indication that a student is learning and showing responsibility.
Testing	Demonstrate growth on their NWEA Math and Reading RIT Scores	Students demonstrate grade-level readiness to be successful in grade-level work to prepare for high school coursework.
DCP Core Values	All students will complete an 8th grade project based on DCP values	Students who demonstrate desire, community, and pride are preparing to be successful in a college and work-related environment

HIGH SCHOOL PROMOTION

The College Eligibility Requirements are designed to ensure all graduates are accepted to a four-year university. Toward that end, all DCP students must meet the College Eligibility Requirements as well as

pass the courses required to be on track to complete minimum A-G Course Requirements. Passing is defined as mastery of 70% or higher of the course content. Students must also maintain a college-ready GPA. Finally, Sophomores and Juniors take benchmark exams (ACT ASPIRE, PSAT, SAT or ACT) to provide information about their college eligibility. Details on the GPA, course completion, and college readiness requirements are detailed by grade level below and in **Figure A.22**.

- Freshmen must earn a 2.5 GPA or higher to be promoted.
- Sophomores and Juniors who have below a 3.0 must have a complementary PSAT/ACT score that shows they are on track for college eligibility. Students can determine the score needed to be college eligible by referring to the CSU Eligibility Index
- All students who enter 12th grade with a 3.0 or higher GPA and a minimum of 11 A-G courses completed are eligible for admission to the CSU and UC systems.

Students who are not on track to be college eligible may need to complete an additional year at DCP.

Figure A.22 High School Promotion Requirements

	9th Grade	10th Grade	11th Grade	12th Grade
College Eligibility Track	2.5 GPA	3.0 GPA or higher - or - Combination of GPA & PSAT or ACT Aspire Score	3.0 GPA or higher - or - Combination of GPA & SAT or ACT Score	Acceptance to four-year university
Course Completion (by end of summer)	Must pass both semesters of English 1 and Algebra 1	Must pass a minimum of 6 A-G courses including both semesters of English 2 and Geometry	Must pass a minimum of 11 A-G courses including both semesters of English 3 and Algebra 2	Must pass a minimum of 15 A-G courses including English 4
Testing	Pass State High School Exit Requirement (TBD) Complete PSAT or ACT Aspire (9th, 10th and/or 11th) Complete ACT or SAT (11th and/or 12th)			

RETENTION PROCESS

Retention and promotion at DCP are driven primarily by the performance of students in relation to their mastery of grade level content, as measured by GPA and course completion. Each year students must pass the requisite coursework that ensures their adequate progress toward meeting the A-G and College Eligibility Requirements, in turn ensuring they are college-ready by the end of 12th grade.

At each reporting period (October, January, March, and June), teachers inform the Principal of any students who may be at risk of retention. As soon as a teacher or teaching team identifies a student as meeting one or more of the above criteria for retention, the following steps are taken:

- The student and family are notified of the current not passing status. This notification is generated by the Advisor or the Principal, depending on the reporting period.

○ The student and family know exactly which criteria is currently qualifying the student for retention
○ The student, with the assistance of his/her Advisor create goals and strategies that directly address their current academic needs
○ Schedule a follow up meeting to measure progress toward passing
- Collect and maintain both academic and social/emotional data on student.
- Check-in with Principal or Assistant Principal on a regular basis about student progress.
- Families of students who are possible candidates for retention should be informed as soon as possible. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

The final decision to retain a student is discussed by a committee including the student's teacher(s), the Principal, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, credits earned, and any other relevant factors. If promoted, students may be asked to take an assigned course schedule in the summer through the following year to enable to student to still meet A-G requirements. While the Principal solicits input from teacher(s) and family of the student, the final decision to promote or retain is made by the Principal.

COURSE COMPLETION REQUIREMENTS FOR GRADUATION

DCP's mission is that all graduates will enroll and thrive in a four-year university. In order to ensure this happens, DCP's promotion and graduation requirements are aligned to the California State University (CSU) Entrance Requirements. A comparison of these requirements against SJUSD and the State of California are provided in **Figure A.24**, to demonstrate DCP's alignment to the shared objective of preparing students for college.

In order to be accepted to a CSU or University of California (UC) a student must take and pass the A-G requirements, detailed in **Figure A.23**. Students must meet the A-G requirements in order to graduate from DCP. Unless otherwise noted, students must pass both semesters in order to meet the requirement for that class.

Figure A.23 Graduation Requirements

	Subject Area	A-G Approved Classes	Supple-mental Classes	DCP Years Required	DCP Years Recom-mended	UC/CSU Years Required	SJUSD Years Required	CA Years Required
A	History	World History Honors World History US History AP US History American Government History of the Americas I		**2***	3	2	3	3

B	English	English I English II English III English IV CSU Expository Reading and Writing Creative Writing	Verbal Reasoning	**4**		4	4	3
C	Mathematics	Algebra I Algebra II Geometry 1/2 PreCalculus AP Calculus A/B	Math Lab	**3**	4	3	3	2
D	Lab Science	Biology Chemistry Physics	Integrated Science	**2**	3	2	3	2
E	Language Other Than English	Spanish I Spanish II AP Spanish Language and Culture (Separate sections for native and non-native speakers)		**2**	3	2	2	1**
F	Visual and Performing Arts	Studio Art Dance		**1**		1	2	*1
G	College Preparatory Elective	Integrated Science Economics Environmental Science Law and Criminal Justice Or, any of the approved classes once the minimum requirement has been met		**1**		1	(3)	*1

Other	Physical Education		0	0	0	2	2
Total Courses			**15**		**15**	**22**	**13**

*DCP sets its minimum standard in alignment with UC/CSU requirements, as allowed under charter school law. This said, DCP recommends all students complete the requirements for district schools within the state.

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

Additionally, students must be accepted to a four-year university in order to qualify for graduation. DCP's College Lab and Advisors support all students and families during their application to ensure that they have all of the information and support they need to apply successfully to a 4-year university. Since 2012, an average of 83% of the senior class has been admitted to a 4-year college, with 55% of graduates ultimately enrolling in four-year college and 95% enrolling in two or four-year colleges.

While students with identified special needs are not exempt from graduation requirements, they may make use of the appeals process detailed below to ensure their access to high school graduation.

APPEALS FOR ALTERNATE PATH TO GRADUATION

DCP's ultimate goal is for all students to complete a 4-year degree, regardless of whether a student matriculates at a 2 or 4-year college after high school graduation. As a result of the success that DCP graduates have had attending two-year colleges and transferring to four-year institutions, DCP's appeals process specifically targets students who are not admitted to a four-year college, but have demonstrated the necessary growth and character to earn their high school diploma and successfully transition to any post-secondary program. The appeals process ensures that all DCP graduates leave DCP with a college completion plan.

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 at the end of senior year after all grades are due. The Graduation Appeal Committee consists of a panel of school and organizational administrators and staff. The Appeals Process is as follows:

1. The appeals process begins after Semester 1 grades are submitted. Students with F grades affecting graduation eligibility are reported to the Principal or designee. 12th grade Advisors and Principal or designee will meet individually with students to develop goals and action plan to complete by the end of Semester 2. Please see **Appendix 8** for the Graduation Action Plan form used for advising students who are at-risk of not graduating senior year.
2. At the end of Semester 2 after grades are submitted, students at risk of not graduating are reported to the Principal or designee, typically two weeks before the scheduled date of graduation. The Principal or designee will review graduation eligibility for each student. Appeal dates and appointment times are posted along with the final list of students who need to appeal with the Graduation Appeal Committee. The appeals meetings typically run through the week of graduation.
3. Students will write an appeal letter and provide documented evidence explaining why they should be allowed to graduate and their alternate plans for achieving college graduation. Evidence may include academic data, non-academic recommendation letters, and proof of enrollment to a community college. Students who completed a Graduation Action Plan at the beginning of Semester 2 must also bring in the plan and report on their status. For students with

identified special needs, students may also cite evidence of their completion of Individual Learning Program (IEP) goals. They will turn this into 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.

4. Each student's 12th grade teachers and advisor will complete an assessment, which is used by the Graduation Appeal Committee in making a final decision on each appeal.
5. The Principal or designee will collect students' transcripts and current grades.
6. The College Guidance Counselor will verify the status of the student's admission to a 4-year university.
7. The Principal or designee will compile all of the information for the Graduation Appeal Committee.
8. Students will meet with the Graduation Appeal Committee the week leading up to graduation. The Appeal Committee will consist of: The Principal, the Director of College Success, and a College Lab staff member or designee.
9. The Graduation Appeal Committee will have their decisions before the scheduled date of graduation. The Principal or designee will inform students and their families of the decision

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:

● **Meet minimum requirements and win appeal**
  Have successful Spring Semester (demonstrate that you are college ready
  Pass minimum required A-G classes)
  Acceptance to 4 year University (and maintain acceptance)
● **Meet most of minimum requirements and win appeal**
  Have successful Spring Semester (demonstrate that you are college ready)
  Demonstrate growth from Fall to Spring Semester
  Appeal to Graduation Committee and graduate "on time"
● **Delay graduation to Fall**
  Have successful Spring Semester
  Take courses in Summer School, at DCP or Community College
  Graduate at the end of Summer School
● **Delay graduation to Winter**
  Have successful Spring Semester
  Take Fall Semester courses (possible Summer School as well)
  Graduate at the end of Fall Semester
● **Repeat 12th Grade**

As appropriate, the Committee may offer options for additional learning to support a conditional approval of the appeal. These may include, but are not limited to:

● Summer school coursework
● Credit earned at a postsecondary institution
● Independent study

In addition, the Committee works with the student and parents to develop an alternate path to four-year college, usually through attendance at a two-year college as an intermediary step. By doing so, DCP is able to maintain its mission and vision, while making accommodations and supports necessary to ensure all students can reach it. Please see **Appendix 9** for the Appeals Process Rubric demonstrating the high level of support and success of DCP students through the Appeal Process, to provide an alternate path to graduation.

STRATEGIES TO SUPPORT TARGETED STUDENT GROUPS

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 supports 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.

DCP is committed to personalizing and customizing learning for each student. Personalization requires that teachers and staff know students well—including having a deep knowledge of students' social-emotional learning needs and strengths. Customizing the learning path requires teachers and staff to have a sophisticated understanding of how students perform on multiple assessments in order to leverage a rich variety interventions and enrichments, including an array of online tools accessible to students.

There are multiple sources of data that are used to assess students' level of social-emotional learning and academic achievement when they enter DCP:

- NWEA assessment in reading and math
- Teacher's College Individual Reading Assessments
- Prior year CAASPP performance
- ACT Explore
- Student Interviews and Surveys
- Qualitative data collected during students' first six weeks enrolled at DCP

Following the assessments, a learner profile is developed for each student so that students, staff, and parents have a clear understanding of the baseline performance level and learning targets for the year. This profile is used to establish an intervention and enrichment plan for each student. Every six to eight weeks the learning targets is updated based on new assessment data. A performance report is developed for each student based on this data along with students' personal reflections of their performance. The performance report is communicated with families and one-on-one meetings with families are held multiple times annually for students who are performing below anticipated targets.

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:

- **College Readiness -** All students are scheduled in a College Readiness period every day for 50 minutes, except for Fridays when school-wide assemblies take place. The purpose of College Readiness is to engage students around academic, college, and self-knowledge through positive teacher-student relations. The structure of College Readiness 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. During this time students may work in Peer Tutoring groups, work 1:1 with an outside tutor, or work individually with the support of computer-based learning platforms. 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.
- **Differentiated Course Selection -** Assessment data is used to determine course selection for students, providing additional remediation and support when needed through courses as Verbal

Reasoning and Math Support, or accelerated opportunities through such classes as Honors World History.

- **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.
- **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.
- **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. Students not on track to meet learning targets meet 4x year with teachers and parents to identify which interventions are effective and to identify next steps.
- **After School Tutoring -** Students will have access to after school tutoring, where they will work with teachers on particular skill gaps as reflected in the student's learner profile. While some students are assigned after school tutoring, all students have access to tutoring.
- **Peer Tutoring -** All students are scheduled into academically heterogeneous Peer Tutoring groups. It is the responsibility of peer tutoring groups to support students in achieving mastery. DCP's value of positive interdependence is cultivated in the Peer Tutoring groups.
- **1:1 Tutoring -** Some students may need additional and more individual tutoring support. These students are paired with a tutor and will meet after school. The tutor is trained in cognitive and literacy strategies to more effectively support struggling students.
- **Summer School -** Students who do not successfully complete coursework to maintain CSU/UC eligibility are referred to summer school where will receive additional instruction to ensure that they can successfully complete the A-G courses in order to be CSU/UC eligible.
- **Computer-Based Interventions -** The use of computer-based software allows the staff to quickly and accurately diagnose 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, to support social-emotional development and address areas of emerging need (e.g. healthy relationships, gang violence). DCP employees a Counseling Coordinator who oversees two to three Counseling Interns (2-3) to provide these services.
- **Guided Studies Class** - For students with significant identified learning needs, a Guided Studies Class is offered. Student-teacher ratios in guided studies are 10:1 or lower, and is taught by RSP teachers.   Students receive individualized instruction in core academic content areas. Students are also provided support with time management, study skills, and organizational skills to foster their ability to succeed independently.   For students with significant identified learning needs, a Guided Studies Class is offered.

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 Language 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. In Math, students will have access to "playlists" and small-group lessons specific to their proficiency gaps. 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 below) to both accelerate and motivate the learner, including: saturday school, office hours, and after school tutoring. All students will also have an opportunity to cycle out of these interventions at the various NWEA/benchmark assessment periods.

All students, regardless of performance, have access to interventions and enrichment programming to personalize and customize their learning experience. The DCP 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 College Readiness 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) clubs 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 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

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. Similar to low-achieving students, high-achieving students will have access to differentiated instruction across the content areas. The teacher will modify assignments and projects to ensure students are working at their optimal challenge level. Blended Learning will play a significant role in providing meaningful content to engage and accelerate high-performing students. High-performing students will 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, as DCP implements Design Thinking this will provide 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 advisory period to support student 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: Summer Search, Girls Who Code, Santa Clara University summer 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), and John Hopkins Center for Talented Youth. As such, DCP helps match academically advanced/gifted students with academic opportunities beyond its course and program offerings.

Finally, these students may be placed in one or more of the following courses in ninth grade: Geometry, Biology, Spanish 2, or an elective course such as Creative Writing. Students who are prepared to take Geometry in ninth grade, will be on track to take advanced coursework in Calculus by the time they are in twelfth grade. DCP will offer 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 courses are offered to any student who wishes to take a rigorous academic course load and has successfully completed courses in the subject sequence and/or have 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 Calculus A/B, AP U.S. History, and AP Spanish Language and Culture.

SERVING ENGLISH LANGUAGE LEARNERS

DCP is committed to supporting English Language Learners (ELLs), who comprise 30% of the student population. 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.

The DCP ELL 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 ELL students. DCP will comply with federal, state, and county mandates regarding ELL education and re-designation of ELL students. In addition, DCP and the charter school will meet all requirements of federal and state law relative to equal access to the curriculum for English Language 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.

Within 30 calendar days of enrollment or 60 days prior to first enrollment, DCP will assess the English proficiency of all students whose primary home language may not be English using the California English Language Development Test (CELDT), or the English Language Proficiency Assessment for California (ELPAC) when adopted, as determined by the Home Language Survey and other indicators. 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 CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment. DCP will notify parents of the school's responsibility to conduct CELDT testing.

Upon receipt of initial scores, students is designated as either Initially Fluent English Proficient (I-FEP) or Limited English Proficient (LEP) using the guidelines in **Figure A.24** below. Should the State of California change its tool for measuring English Language Proficiency or it's recommendations for classification of LEP and I-FEP during the term of this charter, the charter school will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure A.24 Designation Criteria

	Limited English Proficient (LEP)	Initial Fluent-English Proficient (IFEP)
6th - 12th	Overall CELDT Proficiency Level = 1 – 3 OR Listening/Speaking = 1 or 2 Reading = 1 or 2 Writing = 1 or 2	Overall CELDT Proficiency Level = 4 – 5 AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher

Families receive notification of how their child's CELDT 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 school. In addition, they are invited to the school for an information session to review these results in detail and discuss ways to support their child's English language development. DCP will report the number of ELL students attending the school to SCCOE and the state.

Ongoing Assessment, Monitoring, and Redesignation Criteria

DCP will comply with all applicable state and federal laws in regard to the testing and service requirements for English Language Learners. Students who are identified as Limited English Proficient will take the CELDT annually to determine growth in English Language proficiency until they are reclassified. A combination of CELDT scores and teacher assessment are used to determine reclassification of students. The SBAC and/or CAHSEE in ELA may also be used as an additional point of data. We will follow the CELDT Language Classification process as outlined in **Figure A.25** to determine eligibility for reclassification. Should the State of California change it's tool and recommendations for reclassification during the term of this charter, DCP will adopt the state tool and recommendations and this change will not be considered a material change of the charter.

Figure A.25 Reclassification Criteria

	CELDT	Other
6th - 12th	Overall CELDT Proficiency Level = 4–5 AND Listening/Speaking = 3 or higher Reading = 3 or higher	Teacher and Staff Input and Assessment Parental Opinion and Consultation, solicited through notification of reclassification SBAC and/or CAHSEE in ELA, as applicable

	Writing = 3 or higher	
		Comparison of Pupil's performance in basic skills against an empirically established data set

In addition, ELLs are assessed continuously in the classroom using the ELD Standards for Proficiency 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 ELLs.

These interventions 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

STRATEGIES FOR ENGLISH LEARNER INSTRUCTION AND INTERVENTION

ELD instruction and intervention is based on California's newly adopted English Language Development Standards. These standards are aligned with the Common Core State Standards for ELA and include proficiency level descriptors that are used to inform targeted ELD instruction as well as differentiated instruction across academic content areas.

While ELLs enter with various degrees of proficiency, DCP believes ELLs 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. As such, DCP will operate an inclusion model of ELD in which all ELLs will participate in all content area courses, and all courses are taught in English. DCP has found overwhelmingly that the full-inclusion model is successful within the context of DCP's supportive school culture. DCP Alum Rock has consistently met or exceeded Annual Measurable Achievement Objectives (AMAOs) for the percentage of students attaining proficiency in English as measured by the CELDT exam. **Figure A.26** provides the percentage meeting AMAO 1, 2, and 3 for 2013-14.

Figure A.26 2013-14 DCP Alum Rock AMAO Data

	Percent Attaining English Proficient Level	Title III Accountability Target	Target Met
AMAO 1	61.4	60.5	Yes
AMAO 2	30.4	24.2	Yes
AMAO 3	52.5	50.9	Yes

Source: CDE DataQuest, Title III Accountability Report

Full-Inclusion (Sheltered Immersion)

In the full inclusion model, also referred to as sheltered English immersion model, all students are instructed in English by teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects. These methods and strategies front load the content vocabulary and the forms and functions of language students will need in order to explore and express their understanding of content. Students then practice these within such classroom structures as heterogeneous cooperative grouping and inquiry-based learning, which each provide an authentic context and desire for the production of English. This methodology is based on the following understandings which are research-based:

- EL students learn best when they have significant interaction with native speakers of English.
- EL students learn best when academic English is explicitly supported in every classroom.
- EL students learn best when teachers use specific strategies to make input comprehensible and provide opportunities for expression of understanding.
- EL students learn best when they possess internal motivation supported by a committed and collaborative learning community of teachers and peers.
- EL students learn best 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 EL students 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

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 Susana Dutro's EL Achieve Constructing Meaning, Kate Kinsella's Academic Vocabulary, and Guided Language Acquisition Design (GLAD).

- **EL Achieve's Constructing Meaning** provides teachers with the process for identifying the language required in discipline-specific content, then designing backwards to provide this explicit language instruction into content area teaching. Based on this backward design and a gradual release of responsibility, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, and provide appropriate, explicit oral and written language instruction and practice.[19]
- **Academic Vocabulary** supports students in mastering high-frequency words found in the academic environment, as well as developing proficiency in the "language of school" - the academic vocabulary, speaking, listening, and writing required for school and career success.
- **Project GLAD®** is recognized as a model reform program by CDE and is highlighted by the "Best Practices" program for Title III professional development by the CDE. It provides both a

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[19] More information at: http://www.elachieve.org/images/pdf/elachieve_about_sec_cm.pdf

theoretical framework for teachers as well as concrete strategies that can be integrated into any content area.[20] As appropriate, DCP integrates GLAD strategies in the History/Social Studies and Science curriculum.

A sampling of the instructional strategies drawn from these experts and that are implemented across all classrooms are as follows:

- **The Workshop Model** - A model that provides the time and space for individualized and small group learning with each lesson, coupled with gradual release of scaffolds to foster independent, self-motivated learners.
- **Strategic Supports -** Use of linguistic models and supports, such as academic vocabulary walls, sentence starters, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing).
- **Oral Discussion and Reasoning** - Collaborative oral discussion with peers about text or content, coupled with classroom routines that ensure equitable and accountable conversation. This promotes both the acquisition of the language of academic discourse, as well as promotes inference and explanation.
- **Comprehension -** Skill building related to mastery of academic English with a focus on summarizing, analyzing, extracting and interpreting meaning, evaluating evidence, composing, and editing.

ELAC

If there are more than 21 ELLs in attendance, as DCP expects, the charter school will form an English Learner Advisory Committee (ELAC). All families will have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the school's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.

Teacher Qualifications and Professional Development

All core teachers at the charter school are highly qualified under No Child Left Behind (NCLB) and are authorized to serve English Language Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development (CLAD) Certification. In addition, DCP will actively recruit teachers who:

- Have demonstrated successful experience working with English Language Learners
- Hold a Bilingual Cross-cultural, Language and Academic Development (BCLAD)
- Speak Spanish, which is the dominant home language of the DCP student population

DCP will provide professional development to all administrators and teachers, both core and non-core, on effective SDAIE strategies (Specially Designed Academic Instruction in English), led by DCP staff and contracted experts. Teachers and staff will then work on their grade level and content area teams to design instruction and implement instructional strategies that support the highest levels of engagement and rigor for ELLs. In these teams, teachers identify the content vocabulary and language structures

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[20] More information at: http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf

required within the core content area, then develop strategies to support ELLs 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 ELLs.

PROGRAM ASSESSMENT

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

- Evaluation of performance on DCP-adopted academic benchmarks, disaggregated for ELLs by language proficiency level and years in program to determine adequate yearly progress. These may include, but are not limited to, the following:
  - ELL students are making strong academic progress as measured by school-based assessments
  - ELL students are classified as proficient in English in five to seven years, or less
  - ELL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams
  - ELL 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 CELDT results and the above data, we will modify the ELL program as needed.

SERVING SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

The program in place at DCP was designed specifically to support socio-economically disadvantaged students, with a focus on the academic qualities, college readiness skills, and metacognitive skills necessary to achieve the DCP mission of preparing students for college graduation. DCP currently serves a population of students from which approximately 80% are socio-economically disadvantaged, as measured by participation in the Free and Reduced Lunch program. The instructional model and program outlined in Element A is designed to enable students in overcoming the very real obstacles they face. Highlights of this model, which in turn serve socio-economically disadvantaged students, include but are not limited to the following:

- **To & Through College** - Ensure all students and families have a personalized college plan that is tailored to specific career goals and financial capaci>es.
- **Parent Leadership** - Collaborate in meaningful ways with families to ensure family readiness for college and to promote parent leadership in the broader community.

- **Scholars to Leaders** - Ensure a high-quality learning environment where students develop the literacy, numeracy, and 21st century skills and mindsets to succeed on the demanding journey to college and career success.
- **Technology & Learning** - Leverage technology to personalize learning, increase student engagement, and promote effective collaboration and communication among DCP stakeholders.
- **High-Performing Staff** - Attract and develop high-performing teachers, staff, and school leaders who are committed to DCP's mission.
- **Innovation & Influence** - Serve as a model of innovation and best practice for first-generation college success.

In addition, DCP regularly disaggregates its assessment data to look at the achievement of this sub-group as compared to the school at large and non-disadvantaged peers. If data indicates that the group is struggling, adjustments in program and instruction are made. If data indicates that a student within this subgroup is struggling, this triggers the RTI process described in depth below and the according support services as needed to ensure the child closes any gap and is able to meet the DCP mission.

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"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School is categorized as a public school of the Santa Clara County Office of Education (SCCOE) 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. Recognizing that the Charter School operates in a District-owned facility, 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. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 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 IDEIA, a referral for assessment under the IDEIA 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 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 "IDEIA"

The following description regarding how special education and related services are provided and funded is included below for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on SCCOE or DCP. The specific manner in which special education and related services are provided and funded will be 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 language that follows is not meant to unilaterally bind SCCOE, or to preclude alternative arrangements between SCCOE and the Charter School as agreed upon in a MOU:

The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). 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 IDEIA 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 the 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 the 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 IDEIA pursuant to Education Code Section 47641(b), then DCP anticipates that a Memorandum of Understanding ("MOU") would be developed/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.

SCCOE shall be designated the Local Educational Agency ("LEA") serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the SCCOE pursuant to Education Code Section 47641(b) and 47646(a). 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 IDEIA 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 the 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 SCCOEand 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 IDEIA. 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 unless SCCOE directs the Charter School that current SCCOE practice is for the individual school sites to hire site special education staff or SCCOE and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to SCCOE and SELPA policies, as well as meets all legal requirements. 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.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, 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 the SCCOE.

IEP Meetings

It is the Charter School's understanding that the 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 the SCCOE and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; 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 the 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 IDEIA, 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 polices 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, 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.

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.

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.

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.

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 the 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 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 specialist (i.e. ELD, SPED). Teachers use the Understanding by Design framework for their instructional planning and both the Danielson Framework for Teaching and the Literacy 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 2 professional development days within the academic calendar and 10 days of professional development during the summer and other breaks. 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 Academy -** New teachers to DCP spend 2 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 Danielson, Literacy and the DCP College Success Frameworks.
- **Weekly Early Release for Professional Development** - Every Wednesday, 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** - All teachers at DCP receive coaching from a site administrator, BTSA mentor and/or content specialist.

DISTRIBUTED LEADERSHIP

Whole-school professional development initiatives are identified and planned by school administration 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 Danielson Framework, then ensures that the teacher receives observation and coaching support on a one-on-one basis either by the Principal, Assistant Principal or a coaching consultant. The expectation at DCP is that teachers are observed and provided bite-sized feedback around their goals at least twice a month. DCP currently uses TeachBoost, an online platform that facilitates evidence-based coaching conversations tied to the Danielson and/or Literacy Frameworks. 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 is 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, transitioning to the Common Core Standards, utilizing Understanding by Design to backwards plan curriculum, or deepening understanding of effective teaching practices through the Danielson Framework.
- 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, all first and second year teachers go through the Beginning Teachers Support and Assessment Induction Program (BTSA). Currently, DCP partners with the Silicon Valley New Teacher Project to provide this program.

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.

TRANSFERABILITY OF COURSES AND COLLEGE ENTRANCE REQUIREMENTS

DCP Alum Rock has completed the Self Study process for accreditation by the WASC (Western Association of Schools and Colleges), ensuring all students earn credits that fulfill the University of California/California State University (UC/CSU) system A-G 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 (please see chart below) 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 school. This handbook also publicizes the transferability of credits between DCP high

schools and other public high schools, as determined through negotiations between the Charter School and SCCOE a minimum of two months prior to the start of the school year. **Figure A.27** provides an illustration of sample course offerings.

Figure A.27 Sample Course Offerings

	Subject Area	A-G Approved Classes	Supplemental Classes	**DCP** **Years** **Required**	DCP Years Recom- mended	UC/CSU Years Required	SJUSD Years Required	CA Years Required
A	History	World History Honors World History US History AP US History American Government Latin American Studies		**2**	3	2	3	3
B	English	English I English II English III English IV	Verbal Reasoning	**4**		4	4	3
C	Mathematics	Algebra I Algebra II Geometry PreCalculus AP Calculus	Math Lab	**3**	4	3	3	2
D	Lab Science	Biology Chemistry Physics	Integrated Science	**2**	3	2	3	2
E	Language Other Than English	All Spanish Classes		**2**	3	2	2	*1
F	Visual and Performing Arts	Studio Art Dance		**1**		1	2	*1

G	College Preparatory Elective	Integrated Science Economics Environmental Science Law and Criminal Justice Or, any of the approved classes once the minimum requirement has been met		**1**		1	(3)	*1
	Other	Physical Education		0	0	0	2	2
Total Courses				**15**		**15**	**22**	**13**

DCP sets its minimum standard in alignment with UC/CSU requirements, as allowed under charter school law. This said, DCP recommends all students complete the requirements for district schools within the state.

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

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

Pursuant to Education Code Section 47605(b)(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 (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

The LCAP table with these annual goals and actions is provided below in **Figure A.28**, with goals, actions and measures detailed in **Element B** of this charter.

Figure A.28 Outcomes Aligned with State Priorities

Goal 1
Outcome(s)
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(s)
All Students: ● Provides Common Core aligned textbooks and instructional materials in English and Math; Next Generation science standards aligned materials in Science; materials aligned with Common Core in Social Studies and Science to support teachers in those content areas. ● Purchases computer and technology equipment to ensure a 21st century classroom. ● Provides elective course offerings in order to ensure access to a variety of courses. ● Supports teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified. English Language Learners: ● Provides 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: ● Provides student materials for low-income families to support access to the educational program and content.
In Support of State and Local Priorities
State Priorities ● 1 - Quality Teachers, Curriculum, and Facility (Basic Services) ● 2 - Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups ● 7 - Course Access and Enrollment DCP Strategic Plan ● 1 - To and Through College ● 4 - Technology and Learning ● 5 - High-Performing Staff

Goal 2
Outcome(s)
Students will be on track to being academically prepared for college success.
Actions(s)
All Students: ● Implement a research-based advisory program to prepare students to successfully enter and complete college. ● Provide access for students to 1 or more AP classes by senior year. ● 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. ● Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12) ● Provide training and professional development for teachers to support academic programs. ● Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals. For Students from Low-income Families, English Language Learners, Foster Youth, and Reclassified Students. ● 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. ● Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.
In Support of State and Local Priorities
State Priorities ● 4 - Student Achievement ● 7 - Course Access and Enrollment ● 8 - Student Outcomes DCP Strategic Plan ● 1 - To and Through College ● 3 - Students as Learners

Goal 3
Outcome(s)
School environment will be safe and welcoming for all students.

Actions(s)

School:

- Ensure the safety and good condition of the facilities through ongoing maintenance and repair.
- Implement PBIS/RtI
- Utilize support staff to ensure a safe and welcoming environment for students and parents.
- Provide professional development to teachers in classroom management.

All Students:

- Provide socio-emotional counseling services to students and families on a referral basis.

Students from low-income families; Foster youth; English language learners; Redesignated fluent English proficient pupils:

- 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.

In Support of State and Local Priorities

State Priorities

- 1 - Quality Teachers, Curriculum, and Facility (Basic Services)
- 6 - School Climate

DCP Strategic Plan

- 3 - Students as Learners

Goal 4

Outcome(s)

Parents and students will be engaged in a culture of college success.

Actions(s)

All Students:

- Implement College Success Programming to support a college going environment and culture.
- Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.
- Utilize technology to facilitate home-school communication and student/parent engagement.
- Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.

Foster youth; English language learners:

- Provide staff training on how to meet the needs of foster youth and English Language Learners.

English Language Learners:

- 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.
- Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.

In Support of State and Local Priorities

State Priorities

- 1- Parental Involvement
- 2 - Student Engagement

DCP Strategic Plan

- 2 - Parent Leadership
- 3 - Students as Learners

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site.

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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. California Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. California Education Code Section 47605(b)(5)(C).

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 Performance, College Matriculation, College Acceptance, College Eligibility, and College Readiness and College Commitment. 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 10**. 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 (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

DCP Strategic Plan:

1. **To and Through College**
   Ensure all students and families have a personalized "To and Through College" plan that is tailored to specific career goals and financial capacities.
2. **Parent Leadership**
   Collaborate in meaningful ways with families to ensure family readiness for college and to promote parent leadership in the broader community.
3. **Students as Learners**
   Ensure a high-quality learning environment where students develop the literacy, numeracy, and 21st century skills and mindsets to succeed on the demanding journey to college and career success.

4. **Technology and Learning**
   Leverage technology to personalize learning, increase student engagement, and promote effective collaboration and communication among DCP stakeholders.
5. **High-Performing Staff**
   Attract and develop high-performing teachers, staff, and school leaders who are committed to DCP's mission.
6. **Influence and Innovation**
   Serve as a model of innovation and best practice for first-generation college success.

For purposes of ensuring that students are high-school ready by completion of 8th grade and college-ready by completion of 12th grade, DCP will aim to achieve the Outcomes, Actions, and Measures as detailed in **Figure B.1** in alignment with the Eight State Priorities and the DCP Strategic Plan.

Figure B.1 Outcomes Aligned with State Priorities

Goal 1
Outcome(s)
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(s)
All Students: ● Provides Common Core aligned textbooks and instructional materials in English and Math; Next Generation science standards aligned materials in Science; materials aligned with Common Core in Social Studies and Science to support teachers in those content areas. ● Purchases computer and technology equipment to ensure a 21st century classroom. ● Provides elective course offerings in order to ensure access to a variety of courses. ● Supports teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified. English Language Learners: ● Provides 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: ● Provides student materials for low-income families to support access to the educational program and content.
Measure(s)
School: ● 100% of teachers have appropriate credentials ● School provides standards-aligned materials and technology for all courses. ● Teachers participate in professional development with a focus on literacy

In Support of State and Local Priorities
State Priorities ● 1 - Quality Teachers, Curriculum, and Facility (Basic Services) ● 2 - Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups ● 7 - Course Access and Enrollment DCP Strategic Plan ● 1 - To and Through College ● 4 - Technology and Learning ● 5 - High-Performing Staff

Goal 2
Outcome(s)
Students will be on track to being academically prepared for college success.
Actions(s)
All Students: ● Implement a research-based advisory program to prepare students to successfully enter and complete college. ● Provide access for students to 1 or more AP classes by senior year. ● 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. ● Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12) ● Provide training and professional development for teachers to support academic programs. ● Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals. For Students from Low-income Families, English Language Learners, Foster Youth, and Reclassified Students. ● 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. ● Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.
Measure(s)
School:

- Teachers will participate in professional development to support student achievement
- Submit A-G course approval for 2016-2017 school year
- Plan to offer at least one AP course in 2016-2017

All Students, Overall and Significant Subgroups:

- Improve student proficiency. (Measures added after 2014-2015)
- Improve grade 8 student GPA or reach average of 2.85 or above
- Improve rising senior GPA or reach average of 3.0
- Create goal based on release of new API
- Improve graduation rate or reach 80%

English Language Learners:

- Improve AMAO I
- Improve AMAO II

In Support of State and Local Priorities

State Priorities

- 4 - Student Achievement
- 7 - Course Access and Enrollment
- 8 - Student Outcomes

DCP Strategic Plan

- 1 - To and Through College
- 3 - Students as Learners

Goal 3

Outcome(s)

School environment will be safe and welcoming for all students.

Actions(s)

School:

- Ensure the safety and good condition of the facilities through ongoing maintenance and repair.
- Implement PBIS/RtI
- Utilize support staff to ensure a safe and welcoming environment for students and parents.
- Provide professional development to teachers in classroom management.

All Students:

- Provide socio-emotional counseling services to students and families on a referral basis.

Students from low-income families; Foster youth; English language learners; Redesignated fluent English proficient pupils:

- 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.

Measure(s)

School:
- Facilities will receive a rating of good or better

All Students, Overall and Significant Subgroups:

- Reduce percentage of students who are suspended by 10% as compared to 2013-2014 school year
- Maintain percentage of students who are expelled at <2%
- Improve by 1% or achieve 80% of parents rating satisfied or highly satisfied with the school climate
- Improve average composite student rating on school climate in YouthTruth survey or reach average of 4.0

In Support of State and Local Priorities

State Priorities

- 1 - Quality Teachers, Curriculum, and Facility (Basic Services)
- 6 - School Climate

DCP Strategic Plan

- 3 - Students as Learners

Goal 4

Outcome(s)

Parents and students will be engaged in a culture of college success.

Actions(s)

All Students:

- Implement College Success Programming to support a college going environment and culture.
- Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.
- Utilize technology to facilitate home-school communication and student/parent engagement.
- Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.

Foster youth; English language learners:

- Provide staff training on how to meet the needs of foster youth and English Language Learners.

English Language Learners:

- 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.
- Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.

Measure(s)

All Students, Overall and All Significant Subgroups:

- Maintain an attendance rate of 95% or better, overall and for all significant subgroups, as measured by SARC.
- Reduce percentage of students classified as truant, overall and for all significant subgroups, as measured by SARC.
- Middle School Dropout rate will be 1% or lower, overall and for all significant subgroups, as measured by SARC.
- Improve high school dropout rate or maintain at 7% or lower, overall and for all significant subgroups, as measured by SARC.
- Percent of parents reporting being meaningfully involved with the school will improve on average by 1% annually from the 2016-17 baseline until it reaches a target of 80%, overall and for all significant subgroups, as measured by annual survey.

In Support of State and Local Priorities

State Priorities

- 1- Parental Involvement
- 2 - Student Engagement

DCP Strategic Plan

- 2 - Parent Leadership
- 3 - Students as Learners

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the charter school at the school site.

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(b)(5)(C).

THEORY OF ASSESSMENT

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 students needs.

At Downtown College Prep, 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 Downtown College Prep 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 47605c(2), DCP will annually administer and/or report each of the following assessment measures under the California Assessment of Student Progress and Performance (CAASPP), or legal equivalent, to all applicable students:

- Attendance and Discipline Data
- California English Language Development Test (CELDT), or English Language Proficiency Assessment Continuum (ELPAC) when adopted
- California Standards Test (CST)
- Physical Fitness Test (PFT)
- Smarter Balanced Assessment Consortium (SBAC)

DCP will adjust this list as changes are made at the state and federal level, to ensure continued compliance with State Accountability as set forth in California Education Code and Federal Accountability as authorized in Elementary and Secondary Education Act (ESEA) or future authorized statute, and this shall not be considered a material revision of the charter.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District 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:

- PSAT or ACT Aspire
- In-Lesson Formative Assessment
- Local Benchmarks
- NWEA
- Performance-based Assessment (e.g. Capstone Project)
- Program-based Assessments (e.g. Achieve3000, Khan Academy)
- 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 minimum performance levels.

Figure C.1 Scope and Sequence of Assessment Measures

STATE ASSESSMENTS			
Data Tool & Purpose	**Grade, Subject, & Timeline**	**Analysis & Use**	**Minimum 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
CELDT (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/ SDAIE strategies and/or other intervention needed to enable students to access and express understanding of core content.	Early Advanced (4) Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
CST (changing to NGSS Pilot when operational) *(CMA and CAPA, 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.	Proficient
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	6-8, 11	Data is disaggregated by subgroup, including	Proficient and

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.	categorical growth

INTERNAL ASSESSMENTS			
Data Tool & Purpose	**Grade, Subject, & Timeline**	**Analysis & Use**	**Minimum Performance Level**
PSAT or ACT Aspire Provide snapshot of where students stand on a trajectory of college readiness.	9-11 College-readiness Annually	Determine individual students remediation and/or enrichment needs. Evaluate course rigor and validate other assessment data. Evaluate promotion status in connection with with GPA as outlined in the CSU Eligibility Index.	College-ready, or on growth trajectory to be college-eligible at the end of 12th grade.
In-Lesson Formative Assessments (e.g. exit tickets) Provide data as to the extent that each student reached the lesson objective.	6-12 ELA Math Science Social Studies Art Spanish Physical Education Ongoing	Determine instructional needs. Adjust pacing and instructional delivery, including opportunities for students to accelerate instruction. Inform flexible student grouping, including intervention and enrichment groups. Identify teacher coaching and professional development needs.	Meeting grade level standard, as demonstrated through GPA
Local Benchmarks Provide data as to student progress towards mastery of grade level standards.	6-12 ELA Math Science Social Studies Art Spanish Physical	Determine instructional needs. Inform flexible student grouping, including intervention and enrichment groups. Identify teacher coaching and professional development needs. Foster departmental collaboration.	Meeting grade level standard, as demonstrated through GPA

	Education Ongoing, and at the end of each unit of study		
NWEA Provide beginning of year snapshot of student academic levels. Monitor student growth over time in math and reading.	6-12 ELA Math Annually, in fall, winter, and spring	NWEA is vertically calibrated (CST 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 the same subgroups as CAASPP. 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.	Proficient, or on growth trajectory to reach proficiency by end of 12th grade
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 in Fall and Spring	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.	Meeting grade level standard and CCSS mastery
Performance Based Assessment (MARS tasks, capstone projects) Provide students with authentic, interdisciplinary opportunities to demonstrate mastery of grade level content.	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
Program-based Assessments (e.g.	6-12 ELA	Allow for students to accelerate learning or receive additional support. Determine student	Proficient, or on growth

Achieve3000, Khan Academy) Provide alternate means of demonstration of mastery.	Math Social Studies Science Ongoing, and at the end of each unit of study	grouping. Validate other assessments (e.g. local benchmarks).	trajectory to reach proficiency by end of 12th grade

USES OF ASSESSMENT

As discussed above under "Theory of Assessment," the DCP assessment practices and data will be used to 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

Data is used to:

- 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) to support the data practice, which is currently Pearson's PowerSchool. DCP uses this system to create reports that allow performance data to be disaggregated, analyzed, and disseminated to staff, parents, students, and the authorizing agency. 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.

SCHOOL AND FAMILY USE OF DATA - REPORTING TO CARETAKERS

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	- Assessment Data - Attendance Data - College-readiness - Grades in Subject Areas & Guiding Principles - Progress toward promotion	Report cards, every six weeks Progress Reports, at midpoint and end of each semester
Mailings & Information Sessions	- Share key assessment data with families as collected to ensure families have access to data on their children (i.e., SBAC, CELDT). - Provide information sessions to support families in understanding assessment results.	Ongoing
Student, Parent, and Teacher Conferences	- 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
Graduation Progress Check	Clearly delineate student progress toward graduation, alongside requisite steps and support to be college-ready	Annual

SCHOOL, DISTRICT, AND STATE USE OF DATA

Local Control Accountability Plan ("LCAP")

DCP will use the 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, on or before July 1, 2015, and each year thereafter, DCP will engage stakeholders and produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions 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 and the charter school 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 for the charter school each academic year to produce a School Accountability Report Card (SARC). 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 authorizing agency, parents, Board of Directors, and community at large.

PROMOTION AND COLLEGE ELIGIBILITY

DCP's mission is to ensure all graduates are prepared to succeed in college. Some students need more time than others at DCP to be accepted to and be ready for college. On average, 14% of students from any given cohort require 5 years to meet DCP's graduation requirements during their high school years. 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 C.3** 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 C.3 Middle School Promotion Guidelines

Requirement	Minimum	Purpose
GPA	2.00 minimum GPA in all courses (Average of 70% or better)	Students set a foundation that will prepare them to be eligible to apply to some CSUs with a 2.0 GPA (C's or better in all classes). Setting the minimum expectation prepares them for high school college eligibility expectations.
Attendance	90% attendance with tardies for the year	Students attendance is an indication that a student is learning and showing responsibility.

Testing	Demonstrate growth on their NWEA Math and Reading RIT Scores	Students demonstrate grade-level readiness to be successful in grade-level work to prepare for high school coursework.
DCP Core Values	All students will complete an 8th grade project based on DCP values	Students who demonstrate desire, community, and pride are preparing to be successful in a college and work-related environment

HIGH SCHOOL PROMOTION

The College Eligibility Requirements are designed to ensure all graduates are accepted to a four-year university. Toward that end, all DCP students must meet the College Eligibility Requirements as well as pass the courses required to be on track to complete minimum A-G Course Requirements. Passing is defined as mastery of 70% or higher of the course content. They must also maintain a college-ready GPA. Finally, Sophomores and Juniors will take Benchmark Exams (ACT ASPIRE, PSAT, SAT or ACT) to provide information about their college eligibility. Details on the GPA, course completion, and college readiness requirements are detailed by grade level below and in **Figure C.4**.

- Freshmen must earn a 2.5 GPA or higher to be promoted.
- Sophomores and Juniors who have below a 3.0 must have a complementary PSAT/ACT score that shows they are on track for college eligibility. Students can determine the score needed to be college eligible by referring to the CSU Eligibility Index
- All students who enter 12th grade with a 3.0 or higher GPA and a minimum of 11 A-G courses completed are eligible for admission to the CSU and UC systems.

Students who are not on track to be college eligible may need to complete an additional year at DCP.

Figure C.4 High School Promotion Requirements

	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
College Eligibility Track	2.5 GPA	3.0 GPA or higher - or - Combination of GPA & PSAT or ACT ASPIRE Score	3.0 GPA or higher - or - Combination of GPA & SAT or ACT Score	Acceptance to four-year university
Course Completion (by end of summer)	Must pass both semesters of English 1 and Algebra 1	Must pass a minimum of 6 A-G courses including both semesters of English 2 and Geometry	Must pass a minimum of 11 A-G courses including both semesters of English 3 and Algebra 2	Must pass a minimum of 15 A-G courses including English 4

Testing	Pass State High School Exit Requirement (TBD)
	Complete PSAT or ACT Aspire (9th, 10th and/or 11th)
	Complete ACT or SAT (11th and/or 12th)

RETENTION PROCESS

Retention and promotion at DCP are driven primarily by the performance of students in relation to their mastery of grade level content, as measured by GPA and course completion. Each year students must pass the requisite coursework that will ensure their adequate progress toward meeting the A-G and College Eligibility Requirements, in turn ensuring they are college-ready by the end of 12th grade.

At each reporting period (October, January, March, and June), teachers inform the Principal of any students who may be at risk of retention. As soon as a teacher or teaching team identifies a student as meeting one or more of the above criteria for retention, the following steps are taken:

- The student and family will be notified of the current not passing status. This notification is generated by the Advisor or the Principal, depending on the reporting period.
  - The student and family will know exactly which criteria is currently qualifying the student for retention
  - The student, with the assistance of his/her Advisor will create goals and strategies that directly address their current academic needs
  - Schedule a follow up meeting to measure progress toward passing
- Collect and maintain both academic and social/emotional data on student.
- Check-in with Principal or Assistant Principal on a regular basis about student progress.
- Families of students who are possible candidates for retention should be informed as soon as possible. At this time, a plan should be drawn up detailing the student's current achievement levels and the goals that the student must meet in order to be promoted to the next grade. (In some cases, these goals may be different than the usual end-of-grade benchmarks.)

The final decision to retain a student will be discussed by a committee including the student's teacher(s), the Principal, and the student's parent/guardian. This committee should consider the student's progress to date, the amount of effort put forth by the student, credits earned, and any other relevant factors. If promoted, students may be asked to take an assigned course schedule in the summer through the following year to enable to student to still meet A-G requirements. While the Principal will solicit input from teacher(s) and family of the student, the final decision to promote or retain will be made by the Principal.

COURSE COMPLETION REQUIREMENTS FOR GRADUATION

DCP's mission is that all graduates will enroll and thrive in a 4-year university. In order to ensure this happens, DCP's promotion and graduation requirements are aligned to the California State University (CSU) Entrance Requirements. A comparison of these requirements against SJUSD and the State of California are provided in **Figure C.5**, to demonstrate our alignment to the shared objective of preparing students for college.

In order to be accepted to a CSU or University of California (UC) a student must take and pass the A-G requirements, detailed in **Figure C.5**. Students must meet the A-G requirements in order to graduate from DCP. Unless otherwise noted, students must pass both semesters in order to meet the requirement for that class.

Figure C.5 Graduation Requirements

	Subject Area	A-G Approved Classes	Supplemental Classes	DCP Years Required	DCP Years Recommended	UC/CSU Years Required	SJUSD Years Required	CA Years Required
A	History	World History Honors World History US History AP US History American Government History of the Americas I		**2**	3	2	3	3
B	English	English I English II English III English IV CSU Expository Reading and Writing Creative Writing	Verbal Reasoning	**4**		4	4	3
C	Mathematics	Algebra I Algebra II Geometry 1/2 PreCalculus AP Calculus A/B	Math Lab	**3**	4	3	3	2
D	Lab Science	Biology Chemistry Physics	Integrated Science	**2**	3	2	3	2
E	Language Other Than English	Spanish I Spanish II AP Spanish Language and Culture (Separate sections for native and non-native speakers)		**2**	3	2	2	*1
F	Visual and Performing Arts	Studio Art Dance		**1**		1	2	*1

G	College Preparatory Elective	Integrated Science Economics Environmental Science Law and Criminal Justice Or, any of the approved classes once the minimum requirement has been met		**1**		1	(3)	*1
	Other	Physical Education		0	0	0	2	2
Total Courses				**15**		**15**	**22**	**13**

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

Additionally, students must be accepted to a 4-year university in order to qualify for graduation. DCP's College Lab and Advisors support all students and families during their application to ensure that they have all of the information and support they need to apply successfully to a 4-year university. Since 2012, an average of 83% of the senior class has been admitted to a 4-year university.

While students with identified special needs are not exempt from graduation requirements, they may make use of the appeals process detailed below to ensure their access to high school graduation.

APPEALS FOR ALTERNATE PATH TO GRADUATION

DCP's ultimate goal is for all students to complete a four-year degree, regardless of whether a student matriculates at a two or four-year college after high school graduation. As a result of the success that DCP graduates have had attending two-year colleges and transferring to four-year institutions, DCP's appeals process specifically targets students who are not admitted to a four-year college, but have demonstrated the necessary growth and character to earn their high school diploma and successfully transition to any post-secondary program. The appeals process ensures that all DCP graduates leave DCP with a college completion plan.

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 at the end of senior year after all grades are due. The Graduation Appeal Committee consists of a panel of school and organizational administrators and staff. The Appeals Process is as follows:

1. The appeals process will begin after Semester 1 grades are submitted. Students with F grades affecting graduation eligibility will be reported to the Principal or designee. 12th grade Advisors and Principal or designee will meet individually with students to develop goals and action plan to complete by the end of Semester 2.

2. At the end of Semester 2 after grades are submitted, students at risk of not graduating will be reported to the Principal or designee, typically two weeks before the scheduled date of graduation. The Principal or designee will review graduation eligibility for each student. Appeal dates and appointment times will be posted along with the final list of students who need to appeal with the Graduation Appeal Committee. The appeals meetings typically run through the week of graduation.

3. Students will write an appeal letter and provide documented evidence explaining why they should be allowed to graduate and their alternate plans for achieving college graduation. Evidence may include academic data, non-academic recommendation letters, and proof of enrollment to a community college. Students who completed a Graduation Action Plan at the beginning of Semester 2 must also bring in the plan and report on their status. For students with identified special needs, students may also cite evidence of their completion of Individual Learning Program (IEP) goals. They will turn this into 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.

4. Each student's 12th grade teachers and advisor will complete an assessment, which will be used by the Graduation Appeal Committee in making a final decision on each appeal.

5. The Principal or designee will collect students' transcripts and current grades.

6. The College Guidance Counselor will verify the status of the student's admission to a 4-year university.

7. The Principal or designee will compile all of the information for the Graduation Appeal Committee.

8. Students will meet with the Graduation Appeal Committee the week leading up to graduation. The Appeal Committee will consist of: The Principal, the Director of College Success, and a College Lab staff member or designee.

9. The Graduation Appeal Committee will have their decisions before the scheduled date of graduation. The Principal or designee will inform students and their families of the decision.

As appropriate, the Committee may offer options for additional learning to support a conditional approval of the appeal. These may include, but are not limited to:

- Summer school coursework
- Credit earned at a postsecondary institution
- Independent study
- An additional year at DCP

In addition, the Committee works with the student and parents to develop an alternate path to four-year college, usually through attendance at a two-year college as an intermediary step. By doing so, DCP is able to maintain its mission and vision, while making accommodations and supports necessary to ensure all students can reach it. Please see **Appendix 9** for the Appeals Process Rubric demonstrating the high level of support and success of DCP students through the Appeal Process, to provide an alternate path to graduation.

ELEMENT D | Governance

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. California Education Code Section 47605(b)(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, School Administration, faculty, families, and students will be involved in the decision making process at the Charter School. The governance structure will be composed of the Board of Directors which will make corporate and policy-level decisions and work with the Executive Director and the Principal; the School Site Council, which communicates the positions of the Charter School community directly to the Executive Director and the Principal; the School Site Council which communicates the positions of the school community directly to the Executive Director and the Principal; and the English Learner Advisory Committee which communicates the positions of the parents directly to the Executive Director and the Principal. An Organizational Chart for the DCP Central Office is provided in **Figure D.1** and an Organizational Chart for DCP Alum Rock is provided in **Figure D.2**.

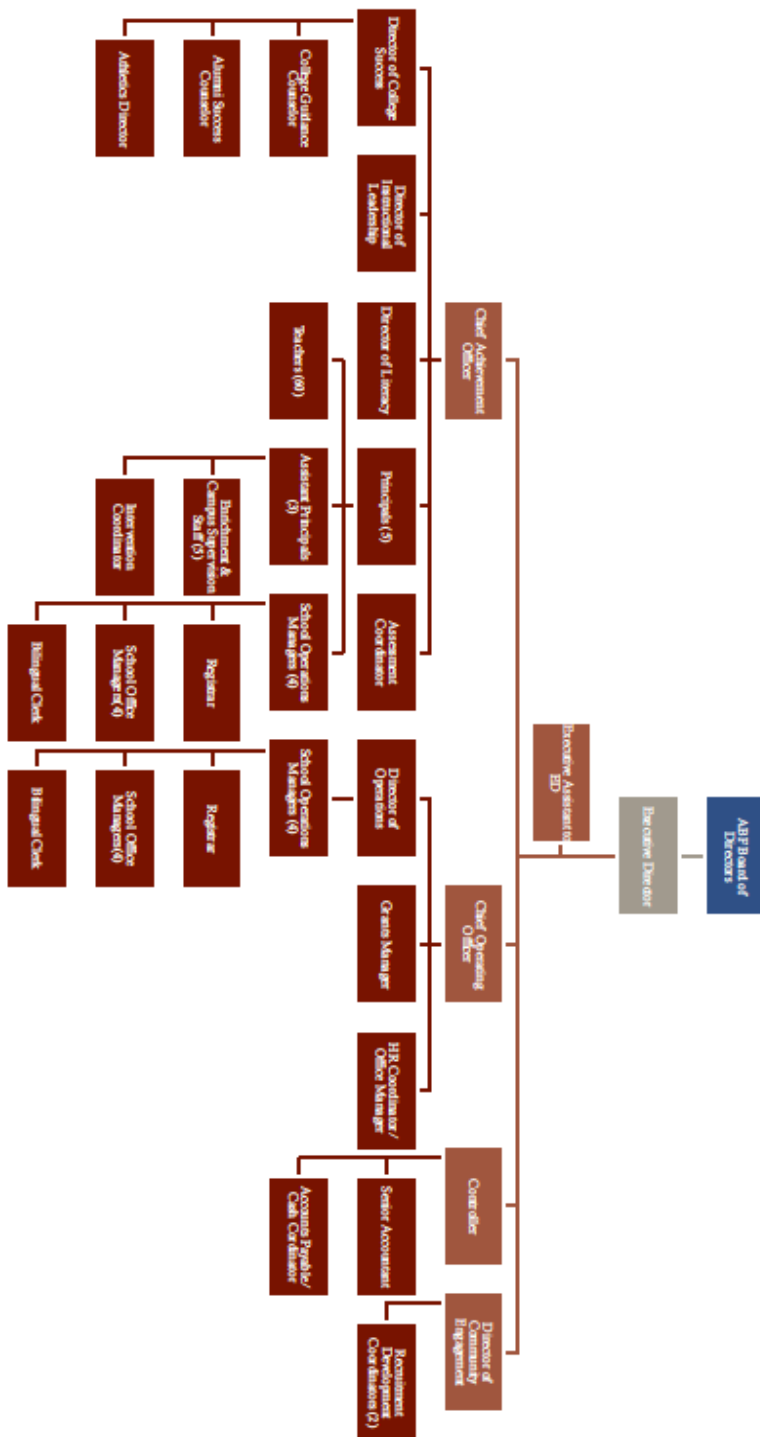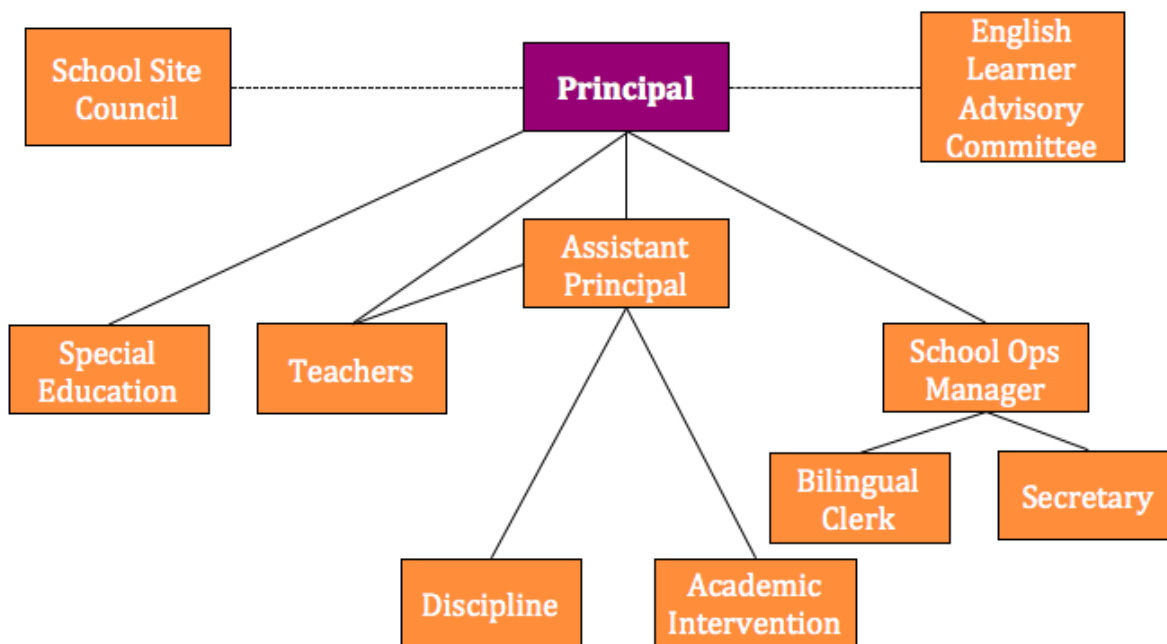**Figure D.1 DCP Central Office Organizational Chart**

Figure D.2 DCP Alum Rock

CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

In accordance with California 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 Prep. The purpose of the ABF is to manage, operate, guide, direct and promote one or more California public charter schools. 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. Attached please find the Across the Bridge Foundation's Articles of Incorporation as **Appendix 11**, Corporate Bylaws as **Appendix 12**, and Conflict of Interest Code as **Appendix 13.** The Conflict of Interest Code complies with the Political Reform Act, Government Code Section 87100, 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 California Education Code Section 47604(c), 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 nonprofit public benefit corporation.

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.

COMPOSITION, TERM, SELECTION, AND ELECTION

The Board will consist of at least three and no more than 21 members in accordance with the Corporate Bylaws, which are included as **Appendix 12**. 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. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. All directors shall be appointed by the Board, except for the authorizer representative, if any.

Figure D.3 provides current ABF Board Member names, offices held, professions, and terms are as follows:

Figure D.3 ABF Board Members

Board Member	Profession	Term Expiration	Term Number
James Gibbons-Shapiro, Board President	Santa Clara County Assistant District Attorney	June 30, 2017	Third
Julie Biagini, Treasurer	Retired/Former CFO of QuantumScape (Cleantech)	June 30, 2017	Third
Michele Kremen Bolton, PhD, Secretary	Co-Founder of ExecutivEdge (Executive Development Services)	June 30, 2018	Second
Maria Arellano	Director of Procurement, Intuit	June 30, 2018	Second
Mary Curtis	CEO, Pacifico (Branding/Marketing)	June 30, 2016	First
Megan Thiele	Professor, San Jose State University	June 30, 2016	First
Lisa Voss	Innovation and Transformation Manager, Intuit	June 30, 2018	Third

A list of current Board Members, along with their professional experience and years of experience on the board, are also included in the Executive Summary and as **Appendix 14**. The DCP Executive Director will update SCCOE on changes to the ABF Board of Directors membership.

DCP's Executive Director or a designee or designees, will attend all monthly Board Meetings, and will be the conduit between the Board and the Charter School administration. The Board also has several subcommittees, which collaborate with Charter School staff and community members around particular mission-critical initiatives. As detailed in the Corporate Bylaws, the Board may 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:

- The approval of any action which, under law or the provisions of the Bylaws, requires the approval of the members or of a majority of all the members.
- The filling of vacancies on the board or on any committee that has the authority of the board.
- The fixing of compensation of the directors for serving on the Board or any committee.
- The amendment or repeal of Bylaws or the adoption of new Bylaws.
- The amendment or repeal or any resolution of the board that by its express terms is not so amendable or repealable.
- The appointment of committees of the board or the members thereof.
- The expenditure of corporate funds to support a nominee for director after there are more people nominated than can be elected.
- The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

BOARD 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.

BOARD 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
- Assume leadership roles in Board activities, including fundraising
- Represent Downtown College Prep to the public, businesses and the community
- 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

BOARD MEETINGS

The Board of Directors will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act and the ABF Corporate Bylaws. 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.
- 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 duties of the Executive Director with regard to the Board shall include, but not be limited to, the following, which may be completed by the Executive Director or her/his designee:

- Develop Board of Directors meeting agenda in compliance with the Brown Act
- Provide comments and recommendations regarding policies presented to the Board for consideration
- Present financial reports to the Board
- Present academic performance results to the Board
- Propose procedures to the Board designed to carry out Board policies
- Present annual programmatic audit to the Board for approval

Additional specific information pertaining to the job description and responsibilities for the Executive Director position can be found in **Appendix 15**.

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
- Lead the site administrative team in fostering a culture of transparency, openness, responsiveness, and engagement as it relates to school leadership
- Implement a discipline system that is consistent, transparent, accountable, and that seeks to encourage students and families to aspire to DCP's values
- 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 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 school budget in accordance with organizational policies and legal requirements
- Participate in Leadership Team responsible for school oversight including student supervision, student activities, and parent outreach.
- Attend and supervise schoolwide events on a rotating basis
- 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.

PARENT/GUARDIAN INVOLVEMENT

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

With respect to academic outcomes, parents play an important role in students' academic progress. Thus, DCP's goal is to work collaboratively with parents to create an excellent learning environment. To this end, DCP encourages each family to be meaningfully involved with their child's education and the overall success of the Charter School.

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 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 Director of Community Engagement and two Community Development Coordinators to be the staff liaisons to the Parent Leadership Committee (described below). In this role, the Director of Community Engagement and the Community Development Coordinators attend Parent Leadership Committee meetings, support and guide the members as needed, and monitor the progress of the Parent Leadership Committee as necessary.

Parents participate in Parent Education classes multiple times throughout the year. These classes are grade-level specific and provide opportunities for parents to better understand the details of Downtown College Prep's academic program and how to best support their student. College awareness is a fundamental aspect of the Parent Education class at Downtown College Prep. Parents talk with alumni parents about the college experience and engage with their peers about their expectations of college. Additionally, parents go on college tours and participate in activities specifically designed to address the concerns of first-generation college students and families. In addition, to support the transition of students from middle school to the DCP high school program, the Charter School also makes available to students and families pertinent and consistent information about the academic, social, and organizational similarities and differences between middle school and high school.

Parents have two opportunities at the Charter School level to engage in school-wide policy and decision-making. The School Site Council has elected parent representation. The DCP Principal interfaces with this committee to review proposals related to school culture and the academic program. The purpose and function of this two committee is described below. In addition, the ELAC provides input to the DCP Principal and staff on programs and services for English learners.

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, 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 (LCAP), and WASC commitments
  - Provide input on school calendar
- **Procedures:** Monthly meetings, part of each meeting will be open to students, staff, and parents

ENGLISH LANGUAGE ADVISORY COMMITTEE

Purpose

If there are more than 21 ELLs in attendance, as there have been historically, DCP Alum Rock will have an English Learner Advisory Committee (ELAC).

Function

- **Membership:** Open to all families. Parents of ELLs comprise at least the same percentage of the ELAC membership as ELLs constitute of the Charter School's total student population.
- **Capacity and Scope:** Advisory
- **Sample Responsibilities:**
  - 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 Language 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

ELEMENT E | Employee Qualifications

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

PHILOSOPHY AND WORK CULTURE

DCP employees share a common vision and a passion for the mission of the Charter School. 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 Executive Director as needed.

EMPLOYMENT QUALIFICATIONS

All teachers and staff must meet the legal requirements for employment, including relevant credentialing requirements, background checks, TB testing, immunizations, and any additional position-specific requirements. This includes a fingerprint background check for all employee candidates who have been offered a position, as DCP fully complies with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. The HR department maintains on file current copies of teacher credentials, documentation of TB test results, verification of criminal background check clearance, documentation of legal employment status, and all other relevant employment documentation.

Following are the qualifications for the key academic positions within the Charter School to be employed at the specific site (For Central Office key employee qualifications, please see Central Office Key Personnel Job Descriptions attached as **Appendix 15**. For non-academic positions at DCP, please see Non-Academic Site Staff Job Descriptions attached as **Appendix 16**.

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.

The successful candidate possesses the following four qualifications in order to be considered for the position of Principal:

- Experience as a Principal or school administrator; or equivalent leadership experience managing programs and staff
- Classroom teaching experience in the secondary grades (6-12)
- Experience working with the DCP target student: underserved, first-generation college-bound students
- Conversational or better in Spanish

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

- Unwavering commitment to the mission of DCP
- 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

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

The successful candidate possesses the following four qualifications in order to be considered for the position of Assistant Principal:

- Experience in coaching or a similar school leadership role
- Classroom teaching experience at the high school level, especially in urban high schools and with a experience in teaching reading, writing, and/or math
- Experience working with the DCP target student: underserved, first-generation college-bound students of color
- Conversational or better in Spanish, fluency highly preferred

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.
- At least a Bachelor's Degree from an accredited institution of higher education

CORE/COLLEGE PREP 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 long life 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, teachers of core- and college-prep subjects must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). DCP teachers shall meet or exceed all "highly qualified requirements" under the Elementary and Secondary Education Act ("ESEA") as applicable to DCP. 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
- For core, college prep teachers: a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).
- Commitment to working in a fast-paced, startup 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

A general job description for teachers at DCP is also included as **Appendix 17**.

NON-CORE, NON-COLLEGE PREP INSTRUCTIONAL STAFF

Pursuant to Education Code Section 47605(l), charter schools have flexibility in teacher credentialing with regard to non-core, non-college preparatory classes. In accordance with this, DCP may also employ non-certificated instructional staff 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.

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.

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*, where DCP alumni ranked teachers as the main source inspiration in defining their college journeys. The purpose of changing in model allows teachers, college guidance counselors, and administrators to work collaboratively to implement the College Success Framework.

Toward this end:

- The College Guidance and Alumni Success Counselors no longer lead a senior advisory period. Teachers leading 12th grade advisories are trained and supervised by the College Guidance Counselor throughout the year to ensure that all seniors prepare, apply, and enroll in college. The counselor meets with teachers on a weekly basis 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 now manages the College Success Team that includes the College Guidance Counselor, Alumni Success Counselor, Director of Athletics, and contracted socio-emotional counselors. 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 in August, October, January, and April. The director also provides individualized support for seniors applying to private and competitive colleges.
- The Alumni Success Counselor's duties have been refocused around alumni support and supporting DCP seniors to successfully 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 18.**

Operations Staff

In 2014-15, DCP implemented a new school operations staffing model. This was a response to feedback from teachers, site administrators, students, and parents as to what would help move DCP forward given current needs. The overall objective of the changes was to ensure that academic site administrators (Principals & Assistant Principals) could focus on what is most essential.

Toward this end:

- DCP added a School Operations Manager (SOM) to 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 front office staff now includes two full-time positions: secretary & bilingual clerk. The secretary & bilingual clerk work closely with the SOM to support school operations. In addition, the secretary runs a welcoming and efficient front office and supports the site administrators on a variety of tasks. The bilingual clerk focuses on attendance and truancy and also serves as the translator for IEP and other meetings.

For required qualifications for the Operations Staff, please the job descriptions attached as **Appendix 15.**

STAFF RECRUITMENT

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 programs such as the Stanford Teacher Education Program (STEP), Teach for America, New Teacher Center, San Jose State University, New Leaders for New Schools, et cetera, in order to ensure a pipeline of qualified candidates for open positions. In addition, Principals and other instructional leaders attend teacher fairs at the Santa Clara County Office of Education, Stanford and other universities in the San Francisco Bay Area to recruit qualified candidates to DCP. 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. 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.

HIRING

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 contract and extend offers of employment, dependent on passing of 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 on a development plan for the teacher 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 15, 16, 17, and 18** for samples of job descriptions for certificated and classified positions.

The staffing at each school is based on enrollment. Consequently, as schools grow the staffing levels change and the Organizational Chart evolves to reflect those changes. For the current Organizational Chart, please see **Element D**.

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. Principals and Assistant Principals can derive substantial benefit from meeting with their peers in learning communities structured to enhance their knowledge about effective instruction. DCP therefore devotes quality time to the crucial work of developing its site administrators by:

- Holding an annual summer Administrative Retreat, which includes Central Office staff
- Scheduling monthly Administrative Meetings, which are attended by site administrators and generally facilitated by the Central Office *Curriculum and Instruction* staff with a focus on instruction
- Being part of DCP's internal Coaching Institute - a series of classroom observations and live coaching sessions which all administrators attend in order to enhance their coaching habits
- Receiving weekly one-on-one coaching from a *Curriculum and Instruction* team member

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

- What it means to be an instructional leader
- How to effectively coach and evaluate teachers
- Unpacking DCP's Literacy model and supporting its implementation
- The DCP College Success framework

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 structures. These include but are not limited to:

- **Professional Development Days** - DCP has 2 professional development days within the academic calendar and 10 days of professional development during the summer and other breaks. During this time, teachers and staff come together to build community, explore new learning, 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.
- **Weekly Early Release for Professional Development** - Every Wednesday, 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, BTSA mentor and/or content specialist. DCP currently uses TeachBoost, an online platform that facilitates evidence-based coaching conversations tied to the Danielson and/or Literacy Frameworks.

Whole-school professional development initiatives are designed by school leaders in collaboration with the *Curriculum and Instruction* team.

Additionally, all first and second year teachers go through the Beginning Teachers Support and Assessment Induction Program (BTSA). Currently, DCP partners with the Silicon Valley New Teacher Project to provide this program.

DEVELOPING NON-ACADEMIC STAFF

While employee training is the responsibility of the organization, employee professional development is the shared responsibility of the manager and the individual employee.

The professional development process at DCP begins with the manager providing a comprehensive job description so that training and development activities can have a solid foundation. Each manager must also provide training required for the employees to meet the basic competencies of the job and also ensure that staff members feel supported and well prepared for their roles.

After initial training, the manager's responsibility is to provide the right resources and environment to best support the growth and development of his or her direct reports. This includes identifying the knowledge, skills and abilities needed in the future; sharing this with direct reports; and facilitating a process in which employees can participate in identifying gaps and learning opportunities. Individual employees have the responsibility of partnering with the manager to create a development plan based upon the needs of the employee, the requirements of the position, and evolving needs of DCP. In addition, individual employees are expected to look for learning in everyday opportunities and collaborate with peers at DCP, as well as outside of DCP, to share best practices.

In addition to professional development between the employee and manager, DCP provides Professional Development Days for Non-Academic Staff. This includes both the College Success Staff (e.g. Advisors, Counselors) and Operations Staff (e.g. Office Managers, Secretaries, Bilingual Clerks).

College Success Staff Professional Development

The Director of College Success manages professional development for the College Success staff (e.g. College Guidance Counselor and Alumni Success Counselor). In addition, the Director of College Success in collaboration with the College Success staff facilitates Professional Development Days on the College Success Framework for the DCP teaching staff as a whole.

To professionally develop the College Success staff, the Director and counselors meet on a weekly basis to discuss program initiatives, data, and research. The team also attends professional development trainings on an annual basis with organizations such as the College Board, Western Association for College Admission Counseling (WACAC), Western Association of Educational Opportunity Personnel (WESTOP), California State University (CSU) and University of California (UC) counselor conferences,

college-specific counselor events, and California Student Aid Commission (CSAC) to stay up to date with admission policies and resources.

This team in turn facilitates Professional Development Days focused on the College Success Framework for the DCP teaching staff as a whole, equipping staff with the knowledge and skills required to successfully advise and support the DCP student population. During this professional development, teachers are introduced to the College Success Framework, discuss the role of advisory, review research on college readiness for first-generation college students, share data, and learn and practice college coaching strategies using case studies and research-based practices.

The College Success staff also leads on site professional development with all the teaching staff for two hours in October, January, and April. The professional development workshops cover topics such as growth mindset, writing letters of recommendation, college readiness curriculum for advisory, and identifying enrichment programs for students. For an example, please see the attached August 2014 College Success Professional Development Agenda in **Appendix 19**.

Operations Staff Professional Development

Director of Operations manages the professional development of the operations team at DCP (i.e. School Operations Manager's, Office Manager, Bilingual Clerk and Registrar). In order to professionally develop the school site operations teams, the Director of Operations meets with the School Operations Managers on a bi-weekly basis to discuss operations at the school site level, including but not limited to, data, attendance trends, upcoming events, enrollment, special programs, human resource, accounting, policies and procedures, etc. The operations team also attends annual professional development trainings with organizations such as Powerschool University, CSMCI, CALPADS, NSLP, etc. to stay current with student information data collection, educational laws and updates on regulations.

In order to professionally develop the school site operations teams, the Director of Operations in collaboration with the School Operations Managers, implements a summer training program for site-based operations staff. The main objective of this training is to ensure that site operations and support staff feel a direct connection to the mission, their site team, and to the DCP team as a whole: to leave the training with an understanding of the integral and highly valued role that they play in meeting the mission through the work that they do with DCP students, families, teachers and other stakeholders. It is also an opportunity for operations staff to collaborate and communicate amongst themselves, and to come up with strategies for handling the more challenging aspects of their roles. In addition, the training targets basic competencies such as attendance & enrollment processes, PowerSchool, NWEA, First Aid/CPR, Technology, etc.

In addition, the Director of Operations in collaboration with the School Operations Managers have weekly professional development meetings with the operations staff to discuss onsite enrollment, program initiatives, data and inquiries. Each month during the school year, in-depth trainings on specific school season related topics are also scheduled. For an example, please see the 2015-2016 School Operations Yearly PD Agenda attached as **Appendix 20**.

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 attainment, as articulated either in a growth and development plan or in their job description.
- The DCP Core, which consists of categories that evaluate commitment to the mission, student learning, and continuous professional growth.
- The Professionalism Core, which focuses on collegiality, contribution to school development, openness to criticism, and follow-through.

Additionally, managers are also evaluated on the Management Core, which evaluates encouragement of creativity/innovation, whether the manager provides regular constructive feedback, whether he or she ensures that his or her direct reports are focused on the mission, whether he or she follows through on commitments made to direct reports/others, and whether he or she creates opportunities for others to express ideas. Staff members also complete 360° feedback surveys on managers, site leaders and other administrative personnel.

TEACHERS

At the beginning of the year the Principal works with all teachers to develop Individual Professional Development Plans based on the Danielson Framework for Teaching and the DCP Core. It is the role of the Principal to ensure that each teacher receives observation and coaching support on a one-on-one basis either by the Principal, Assistant Principal or a coaching consultant. 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 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 Danielson Framework 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.
- **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 Danielson Framework and the two DCP Core standards 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 the 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.

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. Surveys given to existing and departing employees at the end of each school year indicate that, in general, employees are satisfied with their level of compensation and benefits at DCP.

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 21**.

ELEMENT F | Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. California Education Code Section 47605(b)(5)(F).

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 school site in consultation with its insurance carriers and risk management expert. 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 incorporated into the Student/Parent and the Employee handbooks, which are included as **Appendix 1** and **Appendix 21**. DCP shall ensure that staff are trained annually on the health and safety policies.

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

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 California Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Chief Operating Officer shall monitor compliance with this policy and report to the DCP Board of Directors at least once per year.

To ensure student safety, all DCP volunteers who spend any portion of time with students unsupervised by DCP staff or who are on campus when students are present are required to undergo background checks. Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus or anywhere or at any time students are present.

STUDENT SUPERVISION

All staff will meet the minimum requirements of employment at DCP including background checks. All students engaged in school-related activities will be supervised by a qualified and appropriately verified employee, volunteer or contractor of the school. To ensure student safety, all Downtown College Prep volunteers and contractors will be screened appropriately.

Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus or anywhere or at any time students are present. Volunteers who will be alone with students (unsupervised by DCP staff) at any time f l must have Livescan fingerprinting done for California Department of Justice and Federal Bureau of Investigation background checks.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

TUBERCULOSIS TESTING

All staff, vendors performing services on campus regularly, and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by California Education Code Section 49406.

IMMUNIZATIONS

All enrolled students and employees enrolled 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 6000-6075.

MEDICATION IN SCHOOL

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

VISION, HEARING, AND SCOLIOSIS

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to California Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

DIABETES

The school will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 5th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

CPR/FIRST AID

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

EMERGENCY PREPAREDNESS

DCP maintains an emergency plan appropriate for each site (on file for review), which specifies responses to varied emergency situations including, but not limited to, 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 official. 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 Safety Plan is attached as **Appendix 22** and DCP Alum Rock High School Safety Plan is attached as **Appendix 23**.

BLOOD-BORNE PATHOGENS

DCP meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. 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 attached as **Appendix 24**.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

DCP maintains a drug and alcohol and tobacco free environment.

PROTECTION AGAINST SEXUAL HARASSMENT

DCP is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender, gender identity, gender expression, or disability. DCP has comprehensive policies and procedures to prevent and immediately remediate any concerns about sexual discrimination or harassment at DCP (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with DCP policy. The DCP Policy Against Harassment and Sexual Harassment is included as **Appendix 25** and is included in the Staff Handbook.

COMPLAINT & INVESTIGATION PROCEDURE

DCP has established a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the DCP Board of Directors, the Executive Director and/or the Chief Operating Officer shall be responsible for investigation, remediation, and follow-up on matters submitted to DCP through this procedure. The Uniform Complaint Policy and Procedures is attached as **Appendix 26**, the Internal Complaint Policy and Dispute Resolution Procedure is attached as **Appendix 27**, the Policy For Complaints Against Employees is attached as **Appendix 28**, and Policy Against Harassment and Sexual Harassment is attached as **Appendix 25**.

FACILITIES

The Charter School 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.

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with SCCOE (if at District facilities).

DCP affirms that it will comply with the federal Americans with Disabilities Act (ADA) access requirements; other applicable fire, health and structural safety requirements; will maintain on file readily accessible records documenting such compliance; and that the site will be secured with an appropriate Certificate of Occupancy.

ELEMENT G | Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. California Education Code Section 47605(b)(5)(G)

DCP 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 or association with an individual who has any of the aforementioned characteristics).

DCP seeks to recruit first-generation college-bound students, while also achieving a racial and ethnic balance that is representative of the general population residing within the territorial jurisdiction of San Jose Unified School District. As such, DCP recruitment efforts factor in a number of variables including, but not limited to, the following:

- **SCCOE Boundaries** - DCP focuses its community outreach strategy on neighborhoods residing within SCCOE boundaries, with a focus on the Alum Rock Unified School District in which the DCP Alum Rock campus is located.
    - 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 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 District's 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 boundary.

In order to achieve enrollment targets, DCP:

- Utilizes an enrollment process that allows sufficient time for families throughout SCCOE to learn about the DCP program and make an informed decision.
- Works collaboratively with ARUSD elementary and middle school and district office staff and staff of charter schools operating in SCCOE 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).
- Annually reassesses the school's demographics to determine how representative the DCP student body is of the first-generation college-bound population of SCCOE and adjusts the recruitment process as needed.

ELEMENT H | Admission Requirements

Governing Law: Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H)

ADMISSIONS POLICY

DCP schools are open to all students and we encourage all students to apply. The only explicit circumstance under which a student cannot be admitted is if he/she is currently under expulsion from another school. Our open enrollment period is from August-November. 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).

Specifically,

- DCP Alum Rock will be open to any students wishing to attend the school, subject only to capacity.
- DCP Alum Rock will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.
- Except in the case of a public random drawing, admission to DCP Alum Rock shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within the state.
- No test, interview, or assessment shall be administered to students prior to acceptance and enrollment into the school.
- DCP Alum Rock will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.
- Students will be considered for admission without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Complete registration will include proof of immunization, proof of meeting minimum and maximum age requirements, and an enrollment application that includes a home language survey.

RECRUITMENT AND APPLICATION PROCESS

As discussed in **Element G**, DCP begins a recruitment process in August of each year designed to target first-generation college-bound students from the authorizing district. In order to achieve enrollment targets, DCP typically works collaboratively with local elementary and middle schools, community centers, and hosting events on campus, including but not limited to: Open House, Enrollment Night, New Family Night, Summer Program Orientation, Shadow Day, Campus Tours, 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.

THE DCP Open Enrollment period runs from August to November, with key dates as follows:

- **Open Enrollment Deadline:** Is set every year for the Fall
- **Public Random Drawing:** Takes place 7-10 days following the open enrollment deadline

- **Continuing Enrollment:** If no Public Random Drawing is needed and spaces are available, applicants are admitted on a rolling basis

Public random drawing rules, deadlines, dates and times will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed.

PUBLIC RANDOM DRAWING

If a DCP school is required to hold a public lottery, all applicants are notified via letter and phone call, and the date and time are posted publically on the appropriate school site. Families are invited to attend the lottery, but are not required to do so in order to secure their spot.

In each drawing, applicants are given preference in the following order:

1. Siblings of current DCP students residing in the district (preference only if applying to same school where sibling currently attends)
2. Siblings of DCP students residing outside of the district
3. Other students residing in the district
4. Other students that reside outside of the district

Student names will be drawn in the public random drawing until all available spaces have been filled and will continue to be drawn to determine the order of a waitlist. Waitlisted families will be offered admission as space becomes available. All families receive confirmation of their acceptance status. Students on the waitlist are encouraged to enroll in another school for the Fall Semester in case a space does not become available for him/her at DCP.

PUBLIC RANDOM DRAWING PROCEDURES

1. The first public random lottery will take place within 7-10 days of closing the open enrollment period.
2. The lottery will take place on the DCP campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near DCP large enough to accommodate all interested parties.
3. The lottery will take place on a weekday evening or weekend.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the charter school.
5. Names of students shall be entered into a random number generator, differentiated by grade level.
6. Beginning with the lowest grade, random numbers will be sequenced from lowest to highest to determine order by a neutral third party.
7. Available spots will be allocated to students based on the sequenced random numbers. Spots will be allocated until all available spots for that grade level are filled.
8. Those students whose random numbers are not assigned spots will be placed on the waiting list in the order they appear, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application forms. Families promoted off of the waiting list shall be informed by telephone and shall have a maximum of seven (7) days to respond. In addition, DCP shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum

response period will forfeit their right to enroll their student in the charter school for that school year.

10. Applicants need not be present at the drawing to enroll their student in the charter school, and will be notified via phone call and in writing of their status.

11. Applications received after the close of open enrollment will be eligible for the next enrollment lottery, if more than one lottery is held in that year. If there is a single lottery, applications will be added to the waiting list after the drawing, in order received, and will be contacted for enrollment when the drawing waiting list is exhausted.

The Charter School will keep on file all records and documentation of the fair execution of the lottery procedures.

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. California Education Code Section 47605(b)(5)(I)

An annual independent fiscal audit of the books and records of DCP will be conducted as required by Education Code Sections 47605(b)(5)(I) 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 County 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. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed to the satisfaction of SCCOE.

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 as **Appendix 29**.

ELEMENT J | Pupil Suspension and Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled. California Education Code Section 47605(b)(5)(J)
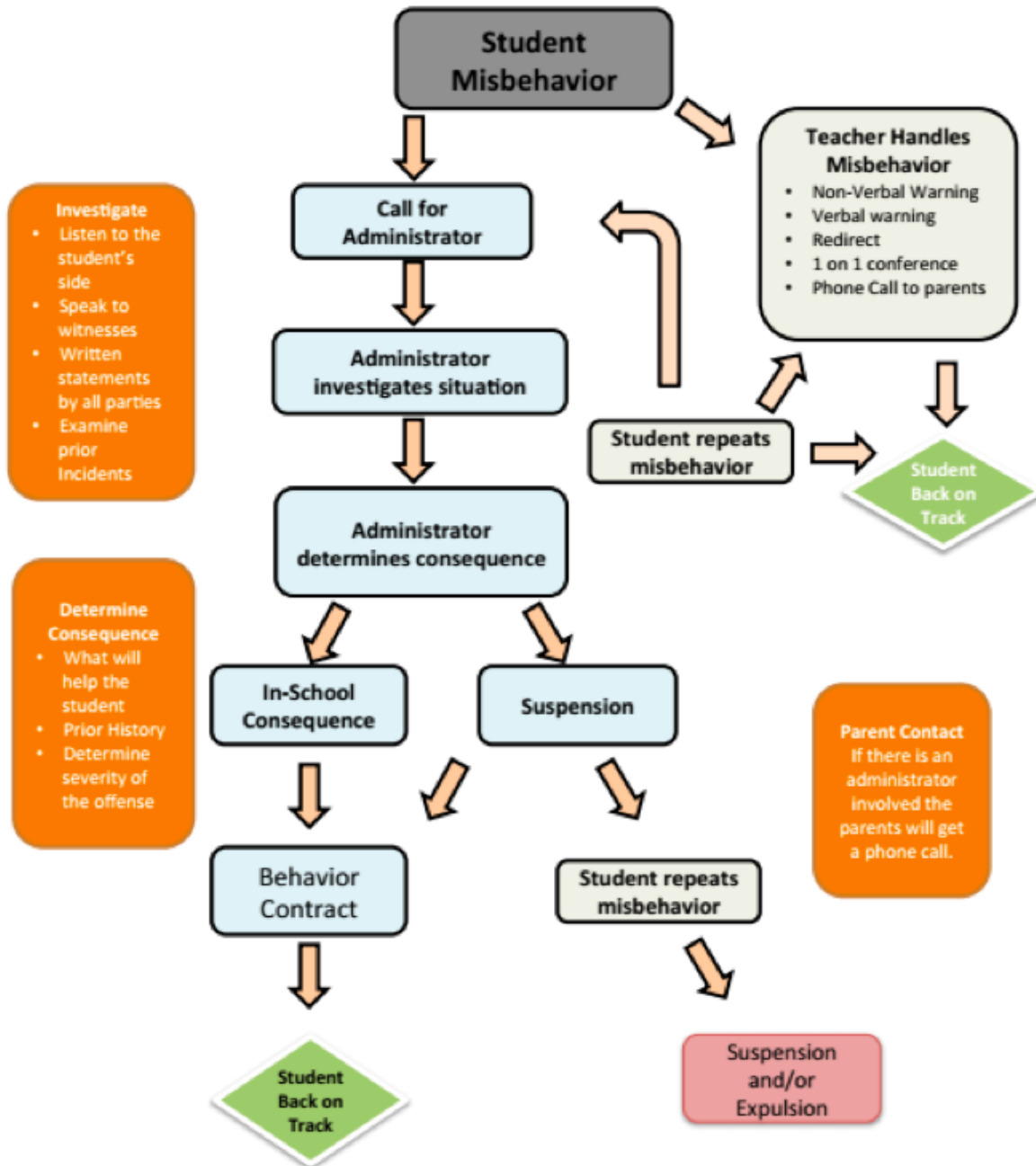
THEORY OF ACTION

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
- Peer mediation by trained peer mediators, to empower students to discuss problems in a peaceful, respectful manner and come to agreements to solve a problem.
- 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. **Figure J.1** provides a visual overview of the Discipline Flow Chart at DCP, recognizing that at times, infractions may result in suspension or expulsion, the procedures for which are detailed below.

Figure J.1 Discipline Flow Chart

Discipline Flow Chart

Student Misbehavior

Teacher Handles Misbehavior
- Non-Verbal Warning
- Verbal warning
- Redirect
- 1 on 1 conference
- Phone Call to parents

Call for Administrator

Investigate
- Listen to the student's side
- Speak to witnesses
- Written statements by all parties
- Examine prior Incidents

Administrator investigates situation

Student repeats misbehavior

Student Back on Track

Administrator determines consequence

Determine Consequence
- What will help the student
- Prior History
- Determine severity of the offense

In-School Consequence

Suspension

Parent Contact
If there is an administrator involved the parents will get a phone call.

Behavior Contract

Student repeats misbehavior

Student Back on Track

Suspension and/or Expulsion

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.* that describes the list of offenses and procedures for suspensions and expulsions for non-charter schools, using these to guide development of the list of offenses and procedures for suspensions and expulsions at DCP. 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 ("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 anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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

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

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) 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.

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) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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 a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) 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 which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
      iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
   2) "Electronic Act" means the 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. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

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

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, 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 which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

      ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

      iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

      iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

   2) "Electronic Act" means the 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.   Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v)   A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a), above.

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

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

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

If it is determined by the Board of Directors that a student has brought a fire arm 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 dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded 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. Upon a recommendation of Expulsion by 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.

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 to be assigned by the Board as needed. 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 governing board. 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 SCCOE

    The Charter School shall immediately notify SCCOE and coordinate the procedures in this policy with SCCOE 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 alterative 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.

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. California Education Code Section 47605(b)(5)(K)

All full-time employees participate in a qualified retirement plan including but not limited to: the State Teachers' Retirement System (STRS) for certificated employees; the Public Employees' Retirement System (PERS) and the federal social security system for non-certificated employees; or other alternate qualified plans as applicable to their position. All part-time staff will participate in the federal social security system. 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 Controller 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.

DCP may enter into an agreement with the Santa Clara County Office of Education (SCCOE) to forward any required payroll deductions and related data to STRS and PERS. In accordance with that, SCCOE may charge DCP its actual costs for the provision of such services.

Additional details, as they may relate to employee retirement systems, on labor procedures for employees, the process for resolving complaints or grievances, and process for ensuring due process are provided in **Element N.** Additional details on the processing and monitoring of credentials, as they may relate to employee retirement systems, are provided in **Element E**.

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. California Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Therefore, students who reside within SCCOE who opt not to attend the Charter School may attend school within SCCOE according to SCCOE policy, or at another school district or school within SCCOE 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 of 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 will be informed of such on admissions forms on an annual basis.

ELEMENT M | Employee Return Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. California Education Code Section 47605(b)(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.

Any current SCCOE employee who resigns his or her position with SCCOE to become an employee of DCP and is reemployed by SCCOE within 39 months shall have any rights pursuant to California Education Code 44931 along with any other right to return granted by SCCOE in accordance with SCCOE policy and applicable collective bargaining agreements. DCP shall have no authority to bind SCCOE to re-employing a former employee or allowing a leave of absence.

All employees of DCP will be considered the exclusive employees of DCP and not SCCOE, unless otherwise mutually agreed in writing. 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.

ELEMENT N | Dispute Resolution Procedures

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

DISPUTES BETWEEN DCP AND SCCOE

The Charter School and SCCOE will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and SCCOE, DCP staff and Board members and SCCOE agree to first frame the issue in written format (dispute statement) and to refer the issue to the Superintendent of SCCOE and the Executive Director of DCP or designees. 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 47607, DCP requests that it be specifically noted in the written dispute statement. Nothing in this section is intended to impair the authority or ability of SCCOE to revoke the charter in accordance with the procedures detailed in Education Code Section 47607 and its implementing regulations.

The Executive Director and the Superintendent shall informally meet and confer in a timely fashion (no later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the Superintendent of SCCOE and the Executive Director of DCP or designees and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director or designee shall jointly identify a neutral, third party mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director or designee. Mediation shall be held within 30 school days of the joint meeting.

All dates within this section can be amended by written mutual agreement or necessity due to mediator scheduling. As agreed in writing by SCCOE and DCP, the procedures herein may be revised. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

INTERNAL DISPUTES

DCP has an Internal Complaint Policy and Dispute Resolution Process to be used for all internal disputes related to DCP's operations, which is attached as **Appendix 27**. Parents, students, Board members, volunteers, and staff at DCP are provided with a copy of DCP's Internal Complaint Policy and Dispute Resolution Process.

DCP also maintains a Policy for Complaints Against Employees, attached as **Appendix 28**, a Uniform Complaint Policy and Procedures, attached as **Appendix 26**, and a Policy Against Harassment and Sexual Harassment is attached as **Appendix 25.**

SCCOE will refer all internal disputes promptly to DCP.

ELEMENT O | Exclusive Public School Employer

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

ABF shall be deemed the exclusive public school employer of the employees of DCP for the purposes of the Educational Employment Relations Act ("EERA"). Downtown College Prep shall comply with the EERA. Employees are not currently part of a bargaining unit and Downtown College Prep recognizes our employees' right to collective bargaining pursuant to the EERA.

ELEMENT P | School Closure Procedures

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. California Education Code Section 47605(b)(5)(P).

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.

NOTIFICATION TO ENTITIES

The DCP Board of Directors will promptly notify the Santa Clara County Office 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 inquires may be made regarding the closure;
- The districts of residence for pupils; and
- How parents may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

NOTIFICATION TO PARENTS AND STUDENTS

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

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

Parents will be provided with a certified packet of student information that will include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school. All transfers of student records will be made in compliance with the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g. 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 the County Office of Education to determine a suitable alternative location for storage.

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

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

NOTIFICATION TO RECEIVING DISTRICTS

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

FINANCIAL CLOSEOUT

As soon as reasonably practical, 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. 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 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 (doing business as DCP) and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. 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.

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 specified in the Budget, DCP will utilize the reserve fund, as necessary, to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER ELEMENTS

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. California Education Code Section 47605(g)

The DCP Executive Director 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.

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

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. California Education Code Section 47605(g)

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(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 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 above, 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 shall also 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(g).

To support this petition, the following documents have been attached as follows:

- DCP Alum Rock Budget, as **Appendix 30**
- DCP Alum Rock Cash Flow, as **Appendix 31**
- DCP Alum Rock Budget Narrative, as **Appendix 32**
- DCP Alum Rock LCAP, as **Appendix 33**

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

STATUTORY FINANCIAL REPORTS

DCP will annually prepare and submit reports to SCCOE in accordance with Education Code Section 47604.33 as follows:

- On or before July 1st, a board approved preliminary budget for the current fiscal year.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- On or before December 15th, an interim financial report that reflects changes to the preliminary budget through October 31st. Additionally, on December 15, a copy of DCP's annual, independent fiscal audit report for the preceding fiscal year shall be delivered to SCCOE, State Controller, California Department of Education, and County Superintendent of Schools.
- On or before March 15th, a second interim financial report that reflects changes to the preliminary budget through January 31st.
- On or before September 15th, a final non-audited financial report for the prior full fiscal year. The report submitted to 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 school
- Provide other reports required by law including the California Basic Educational Data System (CBEDS-ORA), CALPADS reporting, Annual Student Service Identifier (SSID) maintenance, actual Average Daily Attendance reports, School Accountability Report Card (SARC) and the Federal Civil Rights 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. The organization 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 Non-audited Actuals as required by the Education Code. DCP will also provide an annual audit, including financial schedules in the aforementioned formats to the County 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. The organization may obtain this coverage directly or may, with the agreement of SCCOE, obtain it as a supplement through the current policy of SCCOE. DCP will secure and maintain, at a minimum, insurance as set forth below to protect DCP from claims that may arise from its operations:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect DCP from claims under Workers' Compensation Acts, which may arise from its operations;
2. General Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than $1,000,000 for each occurrence.

The policy will be endorsed to name SCCOE Board of Education as an additional insured. 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 utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. California Education Code Section 47605(g)

DCP intends to operate at two sites within the boundaries of SCCOE - one for its Middle School and one for its High School.

In May 2014, DCP executed a 30-year land lease agreement with Alum Rock Union Elementary School District that will enable DCP to build a long-term facility for DCP Alum Rock Middle School. Phase 1 has been initiated and completed, which includes the building of nine stand-alone classrooms. During Phase 1, DCP also has use of three existing classrooms and shared administrative and multi-purpose space. The lease for these additional spaces will phase out with the completion of Phase 2. In Phase, which will be initiated and completed by Fall 2017. Finally, DCP has a 30-year lease on an additional five portables.

DCP Alum Rock High School is located at Independence High School, in eight classrooms and one administrative space via Prop 39. DCP is working with East Side Union High School District to secure a similar long-term lease that will enable DCP to stay at Independence and complete campus improvements. This long-term lease would Include the modernization of existing facilities.

As DCP continues to implement its strategic plan one of the largest challenges it faces are long-term facilities for its schools, as such these developments are major milestones.

ALTERNATIVES TO A DISTRICT FACILITY

In the event that DCP does not come to an agreement with ARUSD or 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 (ADA) prior to the site being used by DCP. It should be noted that if DCP has to lease non-District facilities it would then 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 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.

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 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.

COUNTY IMPACT

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

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

obligations under the law, including monthly meetings, reporting, or other SCCOE-requested protocol to ensure SCCOE shall not be liable for the operation of Downtown College Prep.

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

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

As stated above, insurance amounts will be determined by recommendation of SCCOE and Downtown College Prep'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 Downtown College Prep.

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

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, 2016 through June 30, 2021.

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