

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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TABLE OF CONTENTS

AFFIRMATIONS AND ASSURANCES	6
EXECUTIVE SUMMARY	8
ELEMENT A: EDUCATIONAL PROGRAM	28
Mission	28
Vision	28
Targeted School Populations	28
Age, Grade, and Student Enrollment	29
Desired Student Population (Demographics)	29
Attendance	31
School Year	31
School Day	33
Attendance Requirements	34
What it Means to be an Educated Person in The 21st Century	34
Educational Philosophy	35
How Learning Best Occurs	36
DCP College Success Framework	37
Domains and Settings	38
Principles of School and Instructional Design	39
Curriculum & Instruction Design	46
Basic Learning Environment	46
Core Instructional Model and Strategies	46
Instructional Model - The Danielson Framework	46
Core Instructional Strategies	48
Curriculum	51
English Language Arts	56
History/Social Studies	64
Mathematics	69
Science	75
World Languages	81
Visual and Performing Arts	83
Physical Education	86

College Readiness	87
College Guidance Resources	90
Promotion and Graduation Requirements	90
Promotion Requirements	91
Retention Process	92
Graduation Requirements	93
Appeals Process	95
Strategies to Support Targeted Student Groups	97
Serving Students Not Meeting Pupil Outcomes	98
Serving Students Achieving Above Grade Level/Gifted	99
Serving English Language Learners	100
Serving Socioeconomically Disadvantaged Students	102
Serving Students with Special Needs	106
Professional Development	113
Transferability of Courses and College Entrance Requirements	115
Charter School Annual Goals & Strategies to Meet Goals	117
ELEMENT B: MEASURABLE PUPIL OUTCOMES	122
ELEMENT C: METHODS OF ASSESSMENT	128
ELEMENT D: GOVERNANCE STRUCTURE	141
ELEMENT E: EMPLOYEE QUALIFICATIONS	152
ELEMENT F: HEALTH AND SAFETY OF PUPILS AND STAFF	164
ELEMENT G: RACIAL AND ETHNIC BALANCE	168
ELEMENT H: ADMISSIONS REQUIREMENTS	170
ELEMENT I: FINANCIAL AUDIT	173
ELEMENT J: PUPIL SUSPENSION AND EXPULSION	174
ELEMENT K: EMPLOYEE RETIREMENT SYSTEM	190
ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	191
ELEMENT M: EMPLOYEE RETURN RIGHTS	192
ELEMENT N: DISPUTE RESOLUTION	193
ELEMENT O: EXCLUSIVE PUBLIC SCHOOL EMPLOYER	194
ELEMENT P: SCHOOL CLOSURE PROCEDURES	195

MISCELLANEOUS CHARTER ELEMENTS	198
Administrative Services	198
Potential Civil Liability Effects	198
Budget and Financial Plan	199
Insurance	200
Facilities	200
Transportation	201
Attendance Accounting	201
Oversight	201
SCCOE Impact	201
CONCLUSION	202
BIBLIOGRAPHY	203
APPENDICES	
Appendix 1 - Student Handbook	
Appendix 2 - DCP College Success Report	
Appendix 3 - College Success Program Framework	
Appendix 4 - College Going Identity Behaviors	
Appendix 5 - DCP Self Assessment with Danielson Framework	
Appendix 6 - DCP Evaluation Model	
Appendix 7 - DCP Literacy Model - Teacher Practice	
Appendix 8 - Graduation Action Plan	

- Appendix 9 Graduation Appeals Process
- Appendix 10 DCP Strategic Plan
- Appendix 11 ABF Articles of Incorporation
- Appendix 12 Corporate Bylaw
- Appendix 13 Conflict of Interest Code
- Appendix 14 Board of Directors
- Appendix 15 Central Office Key Personnel Job Descriptions
- Appendix 16 Non-Academic School Site Staff Job Descriptions
- Appendix 17 General Teacher Job Description
- Appendix 18 College Success Team Job Descriptions
- Appendix 19 College Success PD Agenda
- Appendix 20 School Operations PD Agenda

- Appendix 21 DCP Employee Handbook
- Appendix 22 DCP Alum Rock MS Safety Plan
- Appendix 23 DCP Alum Rock HS Safety Plan
- Appendix 24 Bloodborne Pathogen Exposure Plan
- Appendix 25 Policy Against Harassment and Sexual Harassment
- Appendix 26 Uniform Complaint Policy and Procedures
- Appendix 27 Internal Complaint Policy and Dispute Resolution Procedure
- Appendix 28 Policy for Complaints Against Employees
- Appendix 29 Audit
- Appendix 30 DCP Projected Budget
- Appendix 31 DCP Projected Cash Flow
- Appendix 32 DCP Budget Narrative and Assumptions
- Appendix 33 DCP LCAP 2014-15

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(I)]
- 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	
Lead Petitioner for	
Downtown College Prep Alum Rock	

Date

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

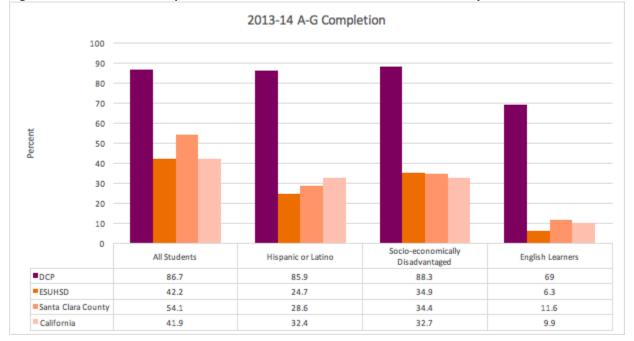


Figure i.1 2013-24 A-G Completion Rates for DCP, ESUHSD, Santa Clara County, and California

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

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.

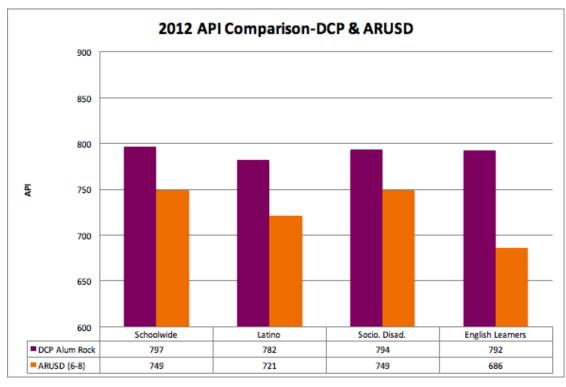
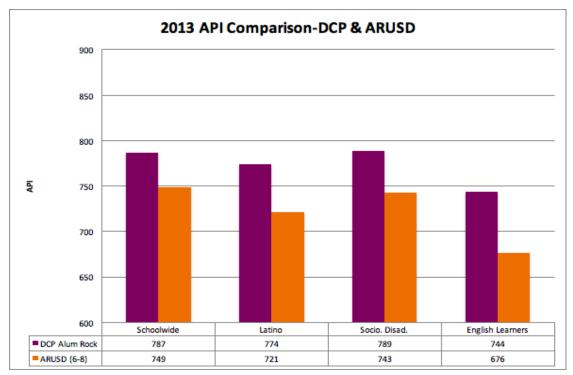


Figure i.2 2012 API Comparison

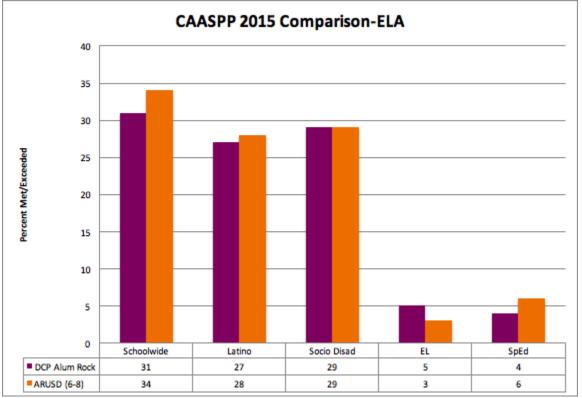


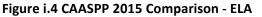


Preliminary CAASPP Findings

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.





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.

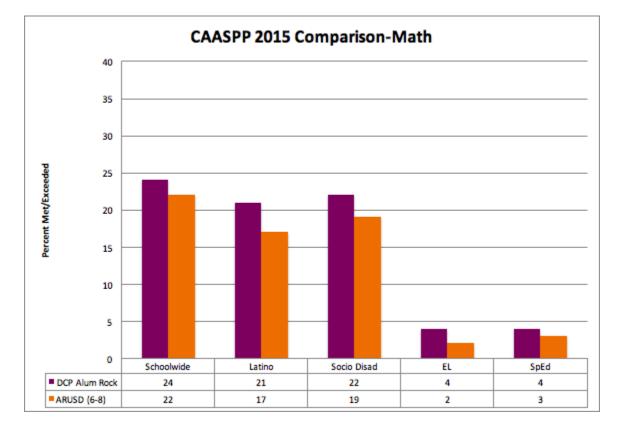


Figure i.5 CAASPP 2015 Comparison - Math

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:	Actual Outcomes:
1. 100% of teachers have appropriate	1. 100% of teachers had appropriate
credentials	credentials to the subject area.
2. School provides standards-aligned	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 academical	ly prepared for college success.
Expected Outcomes:	Actual Outcomes:
 Teacher will participate in professional development to support student achievement Improve student proficiency. (Measures added after 2014-2015) Submit A C source approval for 2016 	 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.
 Submit A-G course approval for 2016- 2017 school year 	advise students towards college admissions.
 Plan to offer at least one AP course in 	 Results for spring 15 CAASPP not yet
2016-2017	available.
5. Improve AMAO I	3. All courses were submitted for A-G
6. Improve AMAO II	approval in May 2015. Initial approval
CAHSEE initial pass rate will be 67% or higher	has already been received for some courses.
8. Students in grade 8 will have an average	4. AP courses offered in 15-16 will be AP
GPA of 2.85 or above.	Spanish Language and AP US History
9. Create goal based on release of new API	 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%
	 CAHSEE pass rate was 70% in English and 68% in math
	 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 welcomi	ng for all students.
Expected Outcomes:	Actual Outcomes:
1. Reduce percentage of students who are	1. Suspension rate declined 50.1% as

1. Reduce percentage of students who are
suspended by 10% as compared to 2013-
2014 school year1. Suspension rate declined 50.1% as
compared to 2013-2014. Overall
suspension rate at 7.78% (not certified).

not administer school climate surveys to

parents for 14-15, as we focused on

student voice.

2.	Maintain percentage of students who are expelled at <2%	2.	Percentage of students who were expelled was 0.22%
3.	Establish baseline for responses to school	3.	Students had an average composite score
	climate survey		of 3.17 out of 5 (High School) and 3.57
4.	Facilities will receive a rating of good or		out of 5 (Middle School) on the School
	better		Culture measure on the YouthTruth
			survey
		4.	Facility received an overall rating of good.
Goal: F	Parents and students will be engaged in a cul	ture of c	college success.
	Parents and students will be engaged in a cul	1	college success. Outcomes:
Expect		Actual	-
Expect	ed Outcomes:	Actual	Outcomes:
Expect	red Outcomes: Maintain an attendance rate of 95% or better	Actual	Outcomes: Attendance rate was 95.24% (uncertified).
Expect	ed Outcomes: Maintain an attendance rate of 95% or better	Actual	Outcomes: Attendance rate was 95.24% (uncertified).
Expect 1. 2.	Ted Outcomes: Maintain an attendance rate of 95% or better Reduce percentage of students classified	Actual 1. 2.	Outcomes: Attendance rate was 95.24% (uncertified). Truancy rate was 26.12% Dropout rate was 0.43%
Expect 1. 2.	Ted Outcomes: Maintain an attendance rate of 95% or better Reduce percentage of students classified as truant	Actual 1. 2. 3.	Outcomes: Attendance rate was 95.24% (uncertified). Truancy rate was 26.12% Dropout rate was 0.43%

4. Establish a baseline for parent reporting of being meaningfully involved with the school

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.

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

Figure 12 - DCP Alum Rock Key Changes in Renewal Petition

	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
	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

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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
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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 firstgeneration 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	Figure	A.2	Propose	ed Enro	llment
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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 computerbased 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									
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14	15	16	17	18	19	20			
21	22	23	24	25	29	27			
28	29	30	31						

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27	28	29	30						

FEBRUARY 2017									
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26	27	28							

MAY 2017									
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14	15	16	17	18	19	20			
21	22	23	24	25	26	27			
28	29	30	31						

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

SEPTEMBER 2016										
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JANUARY 2017

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MADOU 2017									

MARCH 2017									
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19	20	21	22	23	24	25			
26	27	28	29	30	31				

JUNE 2017								
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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 Feb 20-24: February Break March 6-7: Staff Prof. Development April 10-14: Spring Break May 29: Memorial Day

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16	17	18	19	20	21	22					
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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

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 fourperiod 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 Alum Rock Middle School Bell Schedule 2016-2017

M	Monday		Tuesday/Friday		lnesday	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	

Min

60

10

47

5

47

5

47

5

47

40

47

5

40

DOWNTOWN COLLEGE PREP Alum Rock High School 2016-2017					Alum Rock H	WARTOWN COLLEGE PREP)16-2017
Monday, Tuesday	, Thursday	y & Friday	Min		Wed	nesdays	
Zero Period	7:00 AM	8:00 AM	60		Zero Period	7:00 AM	8:00 AM
Advisory	8:10 AM	9:10 AM	60		Passing Period	8:00 AM	8:10 AM
Passing Period	9:10 AM	9:15 AM	5		Period 1	8:10 AM	8:57 AM
Period 1	9:15 AM	10:20 AM	65		Passing Period	8:57 AM	9:02 AM
Passing Period	10:20 AM	10:25 AM	5		Period 2	9:02 AM	9:49 AM
	101201101	101201111	-		Passing Period	9:49 AM	9:54 AM
Period 2	10:25 AM	11:30 AM	65		Period 3	9:54 AM	10:41 AM
Lunch	11:30 AM	12:10 PM	40		Passing Period	10:41 AM	10:46 AM
Period 3	12:10 PM	1:15 PM	65		Period 4	10:46 AM	11:33 AM
Passing Period	1:15 PM	1:20 PM	5		Lunch	11:33 AM	12:13 PM
Period 4	1:20 PM	2:25 PM	65		Period 5	12:13 PM	1:00 PM
Passing Period	2:25 PM	2:30 PM	5		Passing Period	1:00 PM	1:05 PM
Period 5	2:30 PM	3:35 PM	65		Assembly/Advisory	1:05 PM	1:45 PM

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 Plaget'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*

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

³ Source: <u>http://www.p21.org/our-work/p21-framework</u>

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**.

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

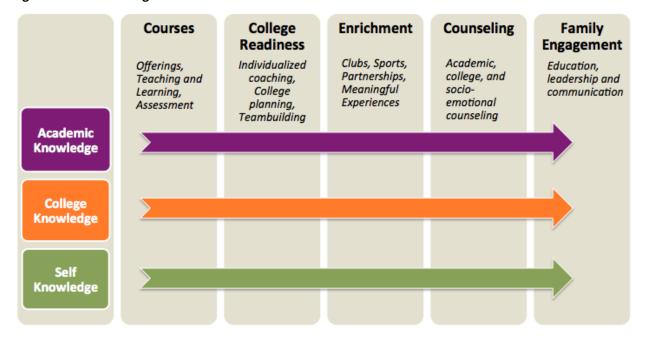


Figure A.5: DCP College Success Framework

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.
- 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.

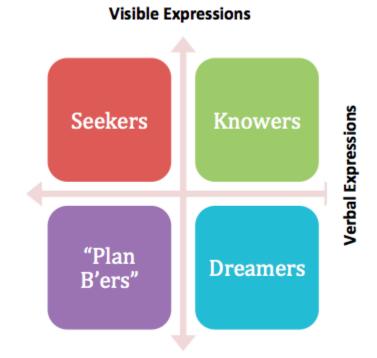


Figure A.6 College Going Identity Behaviors

- **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.

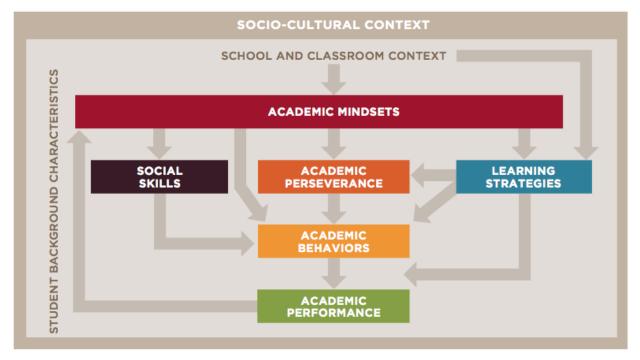
Sometimes referred to as "soft skills" or "metacognitive skills," these are the emotional skills, interpersonal skills, and behaviors that equip students to be successful, overcome adversity, and relate well to others. In recent research, the development of such behaviors as grit, tenacity, resilience, 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 Perseverance Grit, Tenacity Delayed Gratification	 "How are you showing that you are dedicated to your learning?" "How do you think your teachers view your commitment to your learning?" "What do you feel you are working really hard at and how is it paying off?" "What do you think you might give a bit more effort to?" "Why
Self-Discipline Self-Control	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?"
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	
<i>Mindsets</i> 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, extracurricular 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

DO	MAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment	
1b 1c 1d	 Demonstrating Knowledge of Content and Pedagogy Knowledge of the content and structure of the discipline *Knowledge of prerequisite relationships *Knowledge of content-related pedagogy Demonstrating Knowledge of Students Child and adolescent development *Learning process *Special needs Student skills, knowledge, and proficiency * Interests and cultural heritage Setting Instructional Outcomes Value, sequence, and alignment * Clarity * Balance *Suitability for diverse learners Demonstrating Knowledge of Resources For classroom *To extend content knowledge and pedagogy *For students Designing Coherent Instruction 	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	
10	Learning activities • Instructional materials and resources Instructional groups • Lesson and unit structure	Comparing Student Benavior Expectations • Monitoring student behavior Response to student misbehavior	
1f	Designing Student Assessments Congruence with instructional outcomes • Criteria and standards Design of formative assessments•Use for planning	2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and use of physical resources	
		DOMAIN 3: Instruction	
DO	MAIN 4: Professional Responsibilities	DOMAIN 3: Instruction	
4a	Reflecting on Teaching •Accuracy •Use in future teaching Maintaining Accurate Records	DOMAIN 3: Instruction 3a Communicating With Students • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language	
4a 4b	Reflecting on Teaching •Accuracy •Use in future teaching	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 • Student participation	
4a 4b 4c	Reflecting on Teaching • Accuracy • Use in future teaching Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records Communicating with Families • About instructional program • About individual students	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	
4a 4b 4c 4d	Reflecting on Teaching •Accuracy •Use in future teaching Maintaining Accurate Records •Student completion of assignments •Student progress in learning •Non-instructional records Communicating with Families •About instructional program •About individual students • Engagement of families in the instructional program Participating in a Professional Community •Relationships with colleagues •Involvement in a culture of professional inquiry	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	

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 selfand/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

⁶ Source: <u>http://bie.org/about/what_pbl</u>

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.

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

⁸ Source: <u>http://educationelements.com/our-services/blended-learning-model-schools</u>

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**.

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

Figure A.10 Middle School Scope and Sequence

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	-	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

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

Figure A.12 DCP Instructional Framework

ENGLISH LANGUAGE ARTS⁹

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 areas¹⁰:

- 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 Literacy¹¹:

 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.

 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.

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: <u>http://www.corestandards.org</u>

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 handin-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

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**.

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. The model allows the teacher to help remediate some students already reading at and above grade-level to continue to advance their reading skills.	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)
	Curriculum focuses on Reader's and Writer's Workshop model, with students developing habits such as reading stamina and active reading.	Quizzes, dialectical journals, writing assignments ,reader response both written and verbal, Writing-Reading Performance
English I (9th Grade)	Essential questions explored include the the the the the the the the the th	Assessments (Common-core aligned local benchmarks)
	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.	
English II	Curriculum utilizes the Reader's and	Weekly quizzes on texts,
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	Curriculum focuses on Reader's and	Reading quizzes, re-takable skills-
(11th Grade)	Writer's Workshop and traditional literary lenses, as well as critical thinking and social justice lenses. Additionally, it addresses the college essay.	based quizzes, differentiated vocabulary quizzes. Reader response both written and
	Essential questions explored include the	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: <i>The Psychology of</i> <i>Prejudice, Stereotyping, and Discrimination</i> by Plous, <i>Internalized Racism and Latinos</i> by Padilla; excerpts from <i>Ideas for Action</i> by Kaufman, <i>Why Are All the Black Kids</i> <i>Sitting Together in the Cafeteria?</i> by Tatum; <i>Privilege 101</i> from everyday feminism, <i>Four Ways to Push Back Against</i> <i>Your Privilege</i> from Black Girl Dangerous; <i>Coming to an Awareness of Language</i> by Malcolm X, and excerpts from <i>Woman</i> <i>Hollering Creek</i> by Cisneros.	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**.

¹⁴ Source: <u>http://www.teachtci.com/programs/high-school-social-studies-textbooks-and-curriculum.html</u>

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

Figure A.14 History/Social Studies Curriculum and Assessment

	Institute (TCI) <i>United States History</i> 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 <i>Economics Alive</i> (as their core text. In addition, they incorporate resources from <i>Virtual</i> <i>Economics 4.0</i> by the Council for Economics Education, Visa's <i>Financial</i> <i>Literacy</i> , and PwC's <i>Earn Your Future</i> <i>Curriculum</i> .	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 <i>Motorcycle Diaries, Enriques Journey</i> , 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 <i>EDC Law and Justice:</i> <i>Foundations in Law/Foundations in</i> <i>Criminal Justice</i> . 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 aims¹⁵:

- 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

 $^{^{15} \} Source: \ http://achieve the core.com/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf$

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**.

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

Figure A.15 Mathematics Curriculum and Assessment

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

1		
		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

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**.

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

Figure A.16 Science Curriculum and Assessment

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 <i>Biology</i> 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 <i>Living by Chemistry</i> First Edition curriculum (W.H. Freeman and Company) as the core text.	Bi-weekly benchmarks Midterm exams Lab writing assessments	
Physics	Teachers use Holt <i>Physics</i> 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. Interpresonal, 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.

¹⁷ Source: <u>http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages</u>

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**.

¹⁸ Source: <u>http://sealofbiliteracy.org/</u>

Course	Curriculum	Assessment	
Spanish 1 Native Speakers	Teachers develop curriculum, utilizing a variety of resources such as the novel <i>Cajas de Cartón</i>	Oral presentations Essays and projects Quizzes with multiple choice and short answer responses	
Spanish 1 Non- Native Speakers	Teachers use Descubre 1 as the core text.	Oral presentations Essays and projects Quizzes with multiple choice and short answer responses	
Spanish 2 Native Speakers	Teachers develop curriculum, utilizing a variety of resources such as the novels 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 <i>Abriendo Paso Lectura</i> 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 firstgeneration 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**.

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

Figure A.18 Visual and Performing Arts Curriculum and Assessment

Teaching Methods and Curriculum Design by Gayle Kassing and Danielle M. Jay.	of each unit. Vocabulary quizzes Journal entries Project based assessments each semester.
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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	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
			<i>Brainology</i> Growth Mindset Curriculum
			Community building activities (read-alouds, community circle, reflection, etc.)
7th Grade	Organization rubrics (backpacks and binders) How to ask teachers for support	College tour to a local California State Universities College speakers - "People who look like me" series	Exploring their family's stories Ropes course teambuilding at Mount Hermon Exploring Habits of Mind Exploring themes of gratitude and socio- emotional health Community building activities (read-alouds, community circle, reflection, etc.)
8th Grade	Presentation research process	College tour to a University of California	Self-assessment on college- going identity
	Presentation technology skills	Administration of the PSAT 8/9	Strength-based leadership assessments
		A-G requirements and high school academic planning	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.

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 8 th 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

Figure A.21 Middle School Promotion Guidelines

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.

	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)				

Figure A.22 High School Promotion Requirements

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.

	Subject Area	A-G Approved Classes	Supple- mental Classes	DCP Years Required	DCP Years Recom- mended	UC/CS U 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

Figure A.23 Graduation Requirements

В	English	English I English II English III English IV CSU Expository Reading and Writing Creative Writing	Verbal Reasoning	4		4	4	3
С	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
Tot	tal 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:

- 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.
- 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 fouryear 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' socialemotional 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 collegelevel 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 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	Overall CELDT Proficiency Level = 4 – 5
	OR	AND
	Listening/Speaking = 1 or 2 Reading = 1 or 2 Writing = 1 or 2	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.

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

Figure A.25 Reclassification Criteria

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.

	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

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

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

 $^{^{19} \ {\}tt More\ information\ at:\ http://www.elachieve.org/images/pdf/elachieve_about_sec_cm.pdf}$

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 Crosscultural, 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

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 subgroup 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. <u>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:</u>

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 SCCOE and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the 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 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.

	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
В	English	English I English II English III English IV	Verbal Reasoning	4		4	4	3
С	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

Figure A.27 Sample Course Offerings

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)	
	te-adopted standards aligned curriculum, materials, and technology, taught by appropriately credentialed teachers.
Actions(s)	
All Students:	
 Next Generation scienc Common Core in Social Purchases computer an Provides elective course Supports teacher crede 	e aligned textbooks and instructional materials in English and Math; se standards aligned materials in Science; materials aligned with Studies and Science to support teachers in those content areas. ad technology equipment to ensure a 21st century classroom. e offerings in order to ensure access to a variety of courses. entialing through new teacher support programs, costs for additional authorizations to ensure that staff are fully qualified.
	y instructional materials and textbooks to second language learners to core curriculum and/or to support English language acquisition.
 Students from low-income fami Provides student mater program and content. 	ilies: rials for low-income families to support access to the educational
In Support of State and Local Pr	iorities
State Priorities	
 1 - To and Through Coll 4 - Technology and Lear 	-

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.

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 collegeready 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

Outco	me(s)
	nts will have access to state-adopted standards aligned curriculum, materials, and technology, ill be enrolled in courses taught by appropriately credentialed teachers.
Action	s(s)
All Stu	dents:
• • •	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.
Englisł •	n 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.
Studer •	nts from low-income families: Provides student materials for low-income families to support access to the educational program and content.
Measu	ıre(s)

- 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.

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

Figure C.1 Scope and Sequence of Assessment Measures

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. In-Lesson Formative Assessments (e.g. exit tickets) Provide data as to the extent that each student reached the lesson objective.	9-11 College- readiness Annually 6-12 ELA Math Science Social Studies Art Spanish Physical Education Ongoing	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. 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.	College-ready, or on growth trajectory to be college- eligible at the end of 12th grade. 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	6-12	NWEA is vertically calibrated (CST is not), so	Proficient, or
Provide beginning of year snapshot of student academic levels. Monitor student growth over time in math and reading.	ELA Math Annually, in fall, winter, and spring	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.	on growth trajectory to reach proficiency by end of 12th grade
WPA	6-12	Analytic scoring completed by teachers, using	Meeting grade
(Writing/Reading Performance	ELA	locally designed rubrics that clearly define mastery of standards.	level standard and CCSS
Assessments)		Provide data that supports teachers in carefully	mastery
Locally designed performance assessments aligned to particular Common Core State Standards in reading and writing that engage students in authentic, high- level work.	Annually in Fall and Spring	planning instruction that meets students where they are and moves them forward.	
Performance Based	6-12	Analysis based on teacher-designed rubrics	Meeting grade
Assessment (MARS tasks, capstone projects) Provide students with authentic,	Math Social Studies Science	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.	level standard
interdisciplinary	At the end of each	Community members are involved in assessing student work with the rubrics.	
opportunities to demonstrate mastery of grade level content.	semester or major unit of study	Staff engage in analysis following performance- based assessments to determine ongoing program needs.	
Program-based	6-12	Allow for students to accelerate learning or	Proficient, or
Assessments (e.g.	ELA	receive additional support. Determine student	on growth

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

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.

Туре	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.

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.

Figure C.3 Middle School Promotion Guidelines

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 8 th 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.

	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

Figure C.4 High School Promotion Requirements

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)
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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.

	Subject Area	A-G Approved Classes	Supplemen tal Classes	DCP Years Required	DCP Years Recom- mended	UC/CS U 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
В	English	English I English II English III English IV CSU Expository Reading and Writing Creative Writing	Verbal Reasoning	4		4	4	3
С	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:

 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.
- 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 fouryear 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.

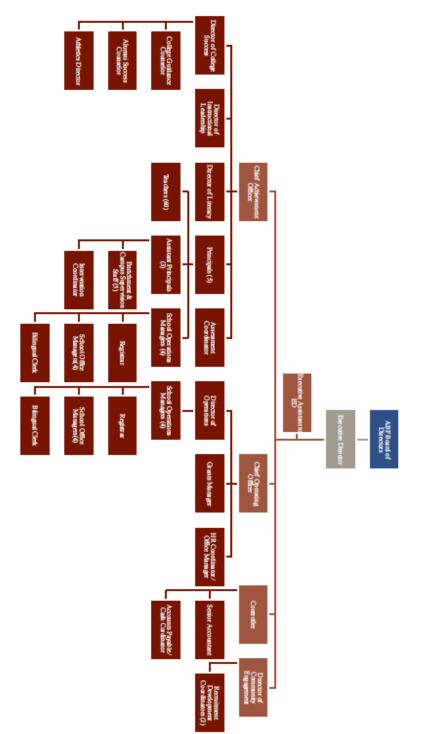
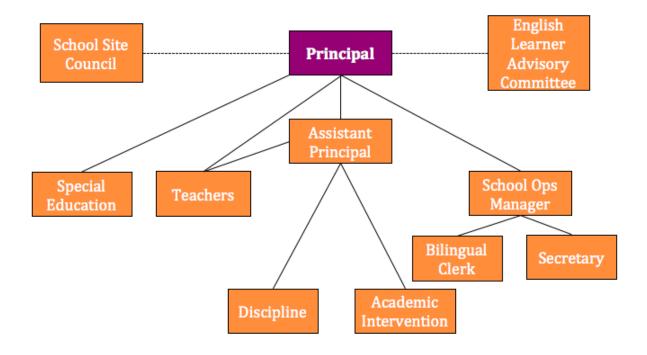


Figure D.1 DCP Central Office Organizational Chart

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 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:

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

Figure D.3 ABF Board Members

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 Prepincluding 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, oncampus 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 decisionmaking. 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

- \circ $\;$ 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 coreand 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(I). 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(I)).
- 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(I), 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.
- 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 I 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)

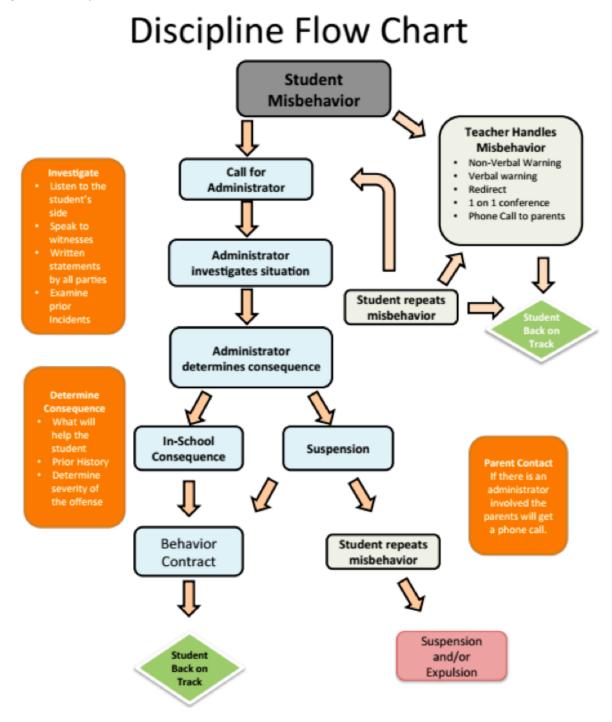
THEORY OF ACTION

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



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 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.
- 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.
- bisrupted 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.
- I) 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 schoolsanctioned 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.
 - "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.
- 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 schoolsanctioned 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.
 - "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.
 - "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;

- 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.

- 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.

- 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 reemploying 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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Downtown College Prep Student & Family Handbook 2014-2015



OUR VALUES:

DESIRE-GANAS

We work hard to reach our goals.

COMMUNITY-COMUNIDAD

We make our communities strong and healthy.

PRIDE-ORGULLO

We do our best.

Downtown College Prep

Preparing First Generation Students to Thrive at Four-Year Colleges

Revised: 8/08/2014

CULTURE AND TRADITIONS	
COMMITMENT TO COLLEGE	7
GENERAL POLICIES AND PROCEDURES	
Admissions Policy	9
Admissions Criteria	9
School Schedule	9
OFFICE HOURS	9
STUDENT SUPPLIES	
CAMPUS SUPERVISION	
BREAKFAST/LUNCH PROGRAM:	
VISITOR/PARENT PARKING	
DCP ACADEMIC EXPECTATIONS	
STUDENT RESPONSIBILITY	
COLLEGE SUCCESS PROGRAMS	
MEETING WITH A TEACHER	
HOMEWORK	
ACADEMIC EXCELLENCE POLICY	
ACADEMIC INTEGRITY	
GRADING POLICY	
Honor Roll	
MIDDLE SCHOOL PROMOTION/RETENTION POLICY	
HIGH SCHOOL PROMOTION AND COLLEGE ELIGIBILITY	
HIGH SCHOOL GRADUATION REQUIREMENTS	
College Admissions	-
Section 504 Plan	
SPECIAL EDUCATION	
TECHNOLOGY POLICY	
ATTENDANCE POLICIES	
Absences	
Excused and Unexcused Absences and Tardies	
CUTTING CLASS OR SCHOOL	
MAKING UP SCHOOL WORK	
Excessive Absences	
TARDY POLICY	
INDEPENDENT STUDY	
TRUANCY	
CONSEQUENCES	
ATTENDANCE REVIEW BOARD	
Possible Consequences of Truancy	
ENROLLMENT DURING FIRST WEEK OF SCHOOL	
WITHDRAWAL	
STUDENT BEHAVIOR	
SCHOOL MATERIALS & PERSONAL ITEMS	
Cell Phone Policy	
HEADPHONES	
CONFISCATION POLICY	

Table of Contents

BICYCLES, SKATEBOARDS, & SCOOTERS	
Student Parking	
Food/Drink	
EXPECTATIONS DURING LUNCH & BREAKS	
USE OF BATHROOMS	
ENTERING A CLASS	
DISMISSAL / END OF CLASS	
Assembly	
Ambassadors (Greeting Visitors)	
EXPECTATIONS AT SCHOOL SPONSORED EVENTS	
CAMPUS CLEANLINESS, VANDALISM AND GRAFFITI	
PUBLIC DISPLAYS OF AFFECTION	
Senior Policies	
ANTI- HARASSMENT POLICY	
PROGRESSION OF DISCIPLINARY PROCEDURES	
GANG RELATED BEHAVIOR	
Serious Consequence Behaviors	
AUTOMATIC RECOMMENDATION FOR EXPULSION	
BEHAVIOR CONTRACTS	
PEER MEDIATION	
SUSPENSION	
RESTITUTION	
SEARCHES	
STUDENT INFORMATION	
STUDENT HEALTH AND SAFETY	
EMERGENCY INFORMATION	
Closed Campus Policy	
PICKING UP A STUDENT DURING SCHOOL HOURS	
RAINY DAY PROCEDURES	
HEALTH FACILITIES	
MEDICATION	
CHILD ABUSE REPORTING	
SMOKE/TOBACCO FREE CAMPUS	
VISITORS POLICY	
EXTRA CURRICULAR ACTIVITIES	5
PARENT INVOLVEMENT	5
SECURITY REQUIREMENTS FOR VOLUNTEERS	
TB TEST RESULT	
BACKGROUND CHECK	
APPENDIX A	
NCLB—RELEASE OF DIRECTORY INFORMATION	6
	0

Culture and Traditions

DCP believes that culture and tradition build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community.

Mission-driven

DCP is guided by a singular, unambiguous mission: to prepare first generations students for college success. Whether a student has struggled for years or has had a history of success, the goal is the same. From the moment you enter DCP to the moment you leave, we will support you in becoming a college-prep student.

Our Values and Traditions: Ganas, Comunidad & Orgullo

Since the founding of the original DCP in 2000, the values of ganas (desire), comunidad (community), and orgullo (pride) have guided the work of staff and students. It is our traditions that have kept us true to our values.

Ganas: The will and desire to achieve your educational goals.

- College Prep Classes: ALL students are required to take college prep classes. This means they
 take the classes that the California State University and University of California systems require
 students to have taken prior to applying.
- **Extended School Day**: Students at DCP are in school longer hours each day to give students more time in school to achieve academic excellence.

Comunidad: Actively contributing to a stronger, healthier community

- **The Clap:** A slow clap that builds to a faster stronger clap until everyone is engaged starts every assembly of parents, students or staff and then it dies down and this signals the start of the meeting. The clap is an old UFW and civil rights movement tradition started by former Principal and founding teacher Alicia Gallegos.
- Weekly Assemblies: Every week the entire student body and staff assemble to meet as a community. During assemblies a variety of presentations, lectures, music performances, dance, student performance and student recognition can be seen.
- Parents, Staff, and Students: We know that in order to achieve our mission, parents, students, and staff must all work together. We rely on the leadership of parents to create healthy community. We help students to lead each other.
- Clubs, Field Trips, & Sports: Each DCP campus offers its own assortment of activities for students. Participation builds a sense of common purpose, identity, and helps forge relationships of support.

Orgullo: Taking pride in the work you do in your actions as member of the DCP community.

- **The Handshake:** The traditional greeting at DCP is a firm and confident handshake. The handshake is a great way to show pride in your self. When you shake someone' hand you should look the person in the eye, stand tall and offer a firm and confident handshake.
- **The Uniform:** DCP students must wear uniforms to schools. The uniform improves student safety, promotes school unity, and most importantly helps develop a sense of pride.

Our History The timeline below shows DCP's young and vibrant history starting from our school's charter approval in 1999. You are a representative of this history, and you will help to create new events to add to the timeline.

June 1999	Pilot Summer bridge program at San Jose State for 6th-8th graders
December 1999	San Jose Unified Board of Trustees unanimously approves charter petition
September 2000	DCP opens with 104 9th graders and 6 teachers with an opening ceremony at Cesar Chavez Park in downtown San Jose led by Father Mateo Sheedy and Mayor Ron Gonzales
September 2002	Due to expanded enrollment and lack of a permanent facility, DCP is forced to operate at three different sitesSt. Paul's Church, Grace Baptist Church, and YWCA
October 2002	DCP moves to a single site at 355 W. San Fernando, a renovated fitness club
March 2004	First DCP students receive full scholarships to private schools, including Santa Clara University and Mount Holyoke
June 2004	First DCP graduation: 54 students prepare to be the first in their families to attend four-year college
August 2005	DCP records highest high school growth in STAR scores in Santa Clara County
December 2005	DCP moves to a new campus, a renovated SJUSD elementary school funded by a \$4 million SJUSD facilities bond
February 2008	Santa Clara Unified School District unanimously approves charter for school in Alviso.
May 2008	20% of DCP's first graduating class (Class of 2004) received their Bachelor degrees. An additional 55% of DCP's first graduating class is on track to graduate from college spring 2009.
August 2008	DCP-Alviso opens with 88 6th and 7th grade students.
August 2009	DCP Alameda had the highest percentage of graduating seniors go on to a California Public College out of all public high schools in Santa Clara County.
August 2011	DCP-Alum Rock opens with 180 6th and 7th grade students and becomes the highest achieving new middle school in California.
August 2014	DCP Middle School opens in San Jose Unified with grade 6. DCP Alameda is named one of the top high schools in California by US News & World Report.

Commitment to College

At DCP, we make a deep commitment to the students and their families to do whatever is needed to help our students reach and complete college. The Commitment to College is how we communicate to parents, students, and staff what it will take to reach our goals.



Student Commitments: I commit to College Success! I will dedicate myself to ...

- ...arrive at school and my classes on time, in dress code, and with the necessary materials.
- ...maintain excellent attendance.
- ...complete all of my work, both in class and out of class.
- ...ask for help from classmates or teachers when I need it, during school, after school, and on weekends.
- ...ask questions and focus on learning during my classes.
- ...show PRIDE by working hard and trying my best.
- ...put in extra time when it is asked of me if I need to complete missing work or if I need additional help.
-show COMMUNITY by treating teachers, students, and all adults with respect
- ...accept the consequences and tell the truth if I choose to disrespect the DCP community.
- ...adhere to the behavior expectations outlined in DCP handbook.
- ...demonstrate a GROWTH MINDSET by asking questions, learning from mistakes, and working to get smarter.
- ...show DESIRE to do whatever it takes to graduate from a four year college or university.

I understand that keeping these commitments will help me get to college. If I break one of them, I could lose privileges, including the privilege of attending DCP.

Teacher and Staff Commitments: We commit to the success of our students in the following ways...

- ...always believe in our students' ability to succeed in college.
- ...get to know our student as learners and as people.
- ...arrive at DCP on time and will maintain excellent attendance.
- ...update our gradebooks at least every two weeks so that parents and students can track their progress.
- ...contact students and families if the student is not on track to succeed.
- ...teach students and provide additional support outside of the school day when appropriate.
- ...attend and participate in all staff meetings and professional development.
- ...teach DCP students in the best way we know how and we will do whatever it takes to support our students and their families on their journey to college.
- ...teach students the habits and skills they need to be successful in college.
- ...make ourselves available by cell phone, email, and in person to work with students and parents.
- ...schedule a meeting with a parent within one week of a request.
- ...listen to any concern(s) that students or parents might have and work together to solve them.
- ...treat all students and staff with respect at all times.
- ...hold our students to high expectations and congratulate them when they succeed.
- ...respond to communication from students, parents, and fellow staff members within one business day.
- ...always protect the safety, interests, and rights of all individuals in the classroom.
- ...support the DCP COMMUNITY, take PRIDE in our work, and demonstrate DESIRE to continuously improve as educators.
- ...demonstrate a GROWTH MINDSET by always trying to make our school better, learning from our mistakes, and helping students to realize that they can get smarter by working hard.
- ...provide a rigorous college prep curriculum along with necessary support in order to prepare our students to be accepted and graduate from a 4 year college or university.

Commitment to College

Teacher and Staff Commitments: *We commit to the success of our students in the following ways...*

- ...always believe in our students' ability to succeed in college.
- ...get to know our student as learners and as people.
- ...arrive at DCP on time and will maintain excellent attendance.
- ...update our gradebooks at least every two weeks so that parents and students can track their progress.
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- ...listen to any concern(s) that students or parents might have and work together to solve them.
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- ...hold our students to high expectations and congratulate them when they succeed.
- ...respond to communication from students, parents, and fellow staff members within one business day.
- ...always protect the safety, interests, and rights of all individuals in the classroom.
- ...support the DCP COMMUNITY, take PRIDE in our work, and demonstrate DESIRE to continuously improve as educators.
- ...demonstrate a GROWTH MINDSET by always trying to make our school better, learning from our mistakes, and helping students to realize that they can get smarter by working hard.
- ...provide a rigorous college prep curriculum along with necessary support in order to prepare our students to be accepted and graduate from a 4 year college or university.

We understand that keeping these commitments will help our students get to college. If we do not follow these commitments, we may be asked to leave the DCP team.



General Policies and Procedures

Admissions Policy

The DCP Admissions Policy is designed to ensure that the DCP target student is recruited and served across the organization. In addition, the policy ensures consistency across the organization, and a productive, collaborative working relationship with partner districts.

All students who are interested in attending DCP are required to fill out an application and submit it by the due date established at each individual site. If the number of applications is greater than the number of spots available, the school will conduct a lottery for the available spots.

The following priorities are used in determining lottery spaces:

- 1) In-district siblings of students currently enrolled at Downtown College Prep
- 2) Out of district siblings of students currently enrolled at Downtown College Prep
- 3) Students from other DCP schools
- 4) Other students residing within SJUSD
- 5) Other students residing outside SJUSD boundaries

Admissions Criteria

DCP schools use the following criteria to make decisions about enrolling students:

- A student who is currently <u>expelled</u> from another school district will not be enrolled at a DCP school
- A student who is currently in <u>suspended expulsion</u> status may enroll at a DCP school.
- It is the policy of DCP to recruit full classes at the 6th and 9th grades, and to strive to retain those students until they graduate from DCP. In the case that enrollment numbers fall below the desired level, the following criteria will be used to fill open spots.
- All students transferring from another school must submit an application and a transcript to the Registrar, who will then determine if the student possesses the required credits to enroll at a DCP school.
 - Students at the 9th grade will automatically be enrolled or entered into the lottery upon completing an application
 - Students in grades 10-12 must be on-track for admissions to a four year university at their current grade level as determined by the DCP UC A-G matrix.

School Schedule

School begins each day at 8:10 AM. Schools ends at 2:04 PM on Wednesdays. School ends at 3:35 Monday, Tuesday, Thursday and Friday.

Office Hours

The front office will be open as follows: Mon, Tue, Thu, Fri: 7:30am-4:00pm Wed: 7:30am-2:30pm

Student Supplies

All students must come to school prepared and ready to learn. Though each class may require different materials and tools, all DCP students must always have the expected materials listed below. Families with financial hardship should contact the Office Manager for assistance with getting school supplies. To learn more about what students need for individual classes review the course syllabi available from each teacher.

Expected Materials

Pens and Pencils with erasers 3 ring binder with Binder Paper DCP Planner (initially supplied)

Additional suggested materials Highlighters Post-it Notes Calculator Colored Pencils Note Cards

Campus Supervision

Campus supervision begins at 7:30 every morning and ends 15 minutes after the school day. (3:50 M,T,Th,F and 2:20 on W) Please note that there is no supervision for students before 7:30am or after 3:50 (2:20 on Wed), unless the student is involved in a DCP sports team, club, or attending office hours with a teacher. Students are not allowed to be on The Alameda side of campus during school hours, unless accompanied by a staff member.

Breakfast/Lunch Program:

We order our meals from San Jose Unified. Breakfast is served every day at 7:30 am (\$2.00 full price, \$0.30 reduced price). Lunch is served at 11:23am on Mondays and 11:58 on T/W/Th/F (\$3.25 full price, \$0.40 reduced price). To qualify for free or reduced meal prices, families must complete a lunch application.

Visitor/Parent Parking

The DCP parking lot is reserved for school staff, parent visitors and community members with appointments with school staff. Families of our students are welcome to park in the school parking lot. Unauthorized vehicles on school property may be towed at the owner's expense.

School and Staff Contact Information

Downtown College Prep High School 1460 The Alameda San Jose, CA 95126 Phone: (408) 271-1730 Fax: (408) 271-1734 www.dcp.org

SCHOOL LEADERSHIP:

Lori Hartmann, Principal (408) 271-1730 ext. 202 Ihartmann@dcp.org Chris McIntyre, Assistant Principal and Athletic Director (408) 271-1730 ext. 222 cmcintyre@dcp.org

STAFF:

Silvia Bustamante, School Secretary (408) 271-1730 ext. 203 sbustamante@dcp.org

Gabriela Chairez, Guidance Counselor (408) 271-1730 ext. 241 gchairez@dcp.org

Virginia Arce, Registrar (408) 271-1730 ext. 284 gchairez@dcp.org

TEACHING STAFF:

Art

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Spanish

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Resource Specialists

Heather FergusonhfergusonArchna Jainajain@c

hferguson@dcp.org ajain@dcp.org

Physical Education and Dance Jessica Stanton jstanton@dcp.org Isabel Zuniga, Bilingual Clerk (408) 271-1730 ext. 205 izuniga@dcp.org

Kathleen Melendez, Alumni Counselor (408) 444-7327 kmelendez@dcp.org

Downtown College Prep Academic Calendar-2014-2015

	AUGUST 2014							
М	T W T F S							
				1	2			
4	5	6	7	8	9			
11	12	13	14	15	16			
18	19	20	21	22	23			
25	26	27	28	29	30			

NOVEMBER 2014								
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17	18	19	20	21	22			
24	25	26	27	28	29			

	FEBRUARY 2015							
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16	17	18	19	20	21			
23	24	25	26	27	28			

	MAY 2015							
М	T W T F S							
				1	2			
4	5	6	7	8	9			
11	12	13	14	15	16			
18	19	20	21	22	23			
25	26	27	28	29	30			

KEY							
First/Last Day of School							
School Closed / Holidays							
No Class: Teacher Professional Development							
Final Exams-Early Release							

	SEPTEMBER 2014							
М	Т	W	Т	F	S			
1	2	3	4	5	6			
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15	16	17	18	19	20			
22	23	24	25	26	27			
29	30							

DECEMBER 2014							
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15	16	17	18	19	20		
22	23	24	25	26	27		
29	30	31					

	MARCH 2015							
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16	17	18	19	20	21			
23	24	25	26	27	28			
30	31							

	OCTOBER 2014							
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20	21	22	23	24	25			
27	28	29	30	31				

JANUARY 2015							
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12	13	14	15	16	17		
19	20	21	22	23	24		
26	27	28	29	30	31		

APRIL 2015							
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13	14	15	16	17	18		
20	21	22	23	24	25		
27	28	29	30				

	JUNE 2015							
М	Т	W	Т	F	S			
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15	16	17	18	19	20			
22	23	24	25	26	27			
29	30							

Holidays / School Closed

Sept 1: Labor Day Sept 29-Oct. 3: October Break Nov 10-11: Veteran's Day Nov 27-28: Thanksgiving Dec 22-Jan 2: Winter Break Jan. 5: Teacher Prof. Development Jan 19: Martin Luther King Day Feb 16-20: February Break March 30: Cesar Chavez Day April 13-17: Spring Break May 25: Memorial Day Semester 1: Aug. 18 – Dec. 19 Semester 2: Jan. 6 – Jun. 11

First Day: August 18 Last Day: June 11

Classes Begin: 8:10am Regular Dismissal: 3:35pm

Wednesday Dismissal: 2:04pm

revised 8-7-14

Downtown College Prep Alameda Bell Schedule 2014 - 15

Α	Monday (A)	B/C	Tuesday (B)	Wednesday (C)	Thursday (B)	Friday (B)
8:10 - 9:14	Period 1	8:10 - 9:31	Period 1	Period 5	Period 3	Period 2
9:19 - 10:23	Period 2	9:36 - 10:57	Period 2	Period 1	Period 4	Period 3
10:33 - 11:23	Advisory					
10:33 - 11:23	Advisory	11.07 11.50	A de de serve	A de de a ma	A du in a mu	A
		11:07 - 11:58	Advisory	Advisory	Advisory	Assembly
11:23 - 12:03	LUNCH	11:58 - 12:38	LUNCH	LUNCH	LUNCH	LUNCH
12.02.1.12	5					
12:08 - 1:12	Period 3					
1:17 - 2:21	Period 4	12:43 - 2:04	Period 3	Period 2	Period 5	Period 4
				/		
2:31 - 3:35	Period 5	2:14 - 3:35	Period 4	Early Release / Staff PD (2:14 - 4:15)	Period 1	Period 5

DCP Academic Expectations

Student Responsibility

The most successful students at DCP are students who take responsibility for their own learning. This means the students push themselves to get to class on time, to do their own homework and to ask for help when they need it. The staff at DCP offers a lot of support, as do our parents, but in the end it is the student who must believe in the mission of going to college to be successful in meeting this goal.

College Success Programs

DCP's model for preparing students for college success focuses on providing students with positive relationships, experiences, and resources that increase their likelihood of getting into and graduating from competitive four-year institutions. In the past few years, over 93% of our students have enrolled in a two or four-year colleges after graduation and more than half of those students have selected to attend four-year colleges. Our model is unique in that we integrate our college success work across academic and non-academic programs and activities so that students are consistently exposed to new opportunities and ideas that can shape their path to and through college. Our teachers are at the center of this work as they not only teach an academic discipline, but also serve as our student's primary advocates at school by coaching them through challenges and staying connected with families.

Every DCP school has a unique set of programs and resources to cater to the needs of the students and the community. These programs and resources are carefully articulated across our College Success Domains:

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

We know that our students will have a high quality educational experience at DCP when we are constantly improving our work inside and outside of the classroom along these three areas.

Advisory

All students have a class called "advisory" four times per week except for Fridays when assembly takes place. The purpose of advisory is to engage students around academic, college, and self-knowledge through positive teacher-student relations. The structure of advisory varies by grade and time of year to adapt to student needs. Advisories 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.

The following areas are some key programming activities that specifically connect to our college coaching work with students.

College Lab

The College Lab is centrally located on campus to connect students with resources and opportunities that guide them along their college path. The lab office hours vary depending on the time of year, but there will be many opportunities for students to connect with our College Guidance Counselor around resources and new opportunities.

Alumni Lab

The Alumni Lab serves to support our alumni through college graduation and also connects them to programs and activities with our DCP community. The center is conveniently located on campus as a place to bring alumni back to campus and receive the support necessary to stay enrolled in college.

College Tours

DCP Alameda 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. Some tours are free, while longer, overnight tours are partially financed by students.

DCP Scholarship

During their senior year, students can apply for the DCP Scholarship to help finance the cost of college. Any senior who will attend a two or four 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.

Parent Programming

DCP provides parents with workshops on a variety of topics that include: financial aid and college savings, choosing a college, and monitoring student progress. Parents of seniors will have a "Senior Parent Academy" that is a series of workshops to teach 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.

Extracurricular Activities

DCP has extracurricular activities such as sports, clubs and community service opportunities that are led by staff, teachers, and community volunteers. These activities all are designed to provide students with opportunities that fit student interests and also challenge students to develop their skills as community leaders.

Meeting with a Teacher

Students are encouraged to meet with their teachers on their own periodically to get help or ask questions about the course. Going to speak to an instructor outside of regular class time is a great skill to have for college. Students who are failing a class, at risk of retention, or have skills significantly below grade level may be required to attend Mandatory Office Hours.

Homework

HW Vision Statement

We believe the purpose of homework is to support academic skills, increase understanding, invite parent and family participation, and provide opportunities to develop the DCP values of ganas, comunidad, and orgullo in order to be prepared for college success.

At DCP we assign homework for several reasons:

- To practice what has been learned in class
- To check that the student has understood what has been taught in class
- To help students prepare for what they are about to learn.
- To help students apply new skills/ideas from their classes.

How Much Homework?

Students should expect to receive about 1 to 2 hours of homework every day. This includes 30 minutes of independent reading time every evening.

Where to get Homework Help

When students need help with work that needs to be completed at home, we expect them to use the following strategies if they have questions

- Call a study buddy. (Each student will have the phone numbers of at least two classmates)

- Consult with teacher or classmates via email or online tools (Edmodo, SchoolLoop, etc.). Students can use online tools to ask questions of classmates and teachers.

How Parents Can Help with Homework

The best way for parents to support their students with homework is:

- making sure the student has a place and time to do homework
- asking students about the homework
- make sure that your student is reading every night for at least 30 minutes
- looking over the student planner to see that the student is keeping track of assignments
- communicating with teachers when parents have questions about the homework
- reviewing grades regularly on PowerSchool

Parents **<u>should not</u>** have to tutor students at home every day. If it seems that the homework is too difficult for your child, please contact the school. Students should be able to complete homework on their own or with minimal support from peers or teachers.

Homework and Absences

Students who are absent or tardy for any reason, including suspension, are responsible for making up any missing classwork and homework. Students are responsible for knowing and understanding the late-work policy for each class and speaking with the teacher. Whenever possible, parents or students should contact the teachers to find out any missed assignments while the student is absent, so they may be turned in on time.

Academic Excellence Policy

The coursework at DCP is designed to support every student and to help every student thrive in college. As a school we will work to ensure that every student is prepared for college. When in high school, students will only be eligible for acceptance to a California public university if they have a GPA and ACT score combination that indicates eligibility, please see below. Students at DCP who are passing all their classes and who are maintaining eligibility according to the index below are considered to be meeting the minimum academic standards. Students with a 3.0 GPA or above are considered to be achieving academic excellence. Teachers and administrators will hold every student to the high expectations needed for a college preparatory curriculum.

College Eligibility Index				
GPA	ACT	GPA	ACT	
2.97-2.99	10	2.67-2.71	16	
2.92-2.96	11	2.62-2.66	17	
2.87-2.91	12	2.56-2.61	18	
2.82-2.86	13	2.52-2.55	19	
2.77-2.81	14	2.47-2.51	20	
2.72-2.76	15	2.42-2.46	21	

Students that are not on track for college eligibility should expect one or more of the following interventions:

- Academic Contracts Students may be put on a plan by a teacher, staff member, or administrator in order to hold the student accountable for academic excellence. These plans will include routine grade checks and the interventions described below.
- Mandatory Office Hours, Wednesday School, or Saturday School Students may be required to spend extra time at school when they are not achieving academic excellence.
- Student Conferences DCP may call meetings with parents, teachers, or support providers to develop plans to support students who are not achieving academic excellence. Students are required to attend these meetings.

- Intervention Period Students may be required to attend an extra tutorial period in order to get back on track
- Loss of Privilege: Students may be required to stay in Study Hall during a school dance, celebration, or field trip if their grades are low or they have missing assignments. Classwork always comes first before special privileges and events.
- Course Based Policies Teachers will determine policies for their own courses regarding homework, exams and grading that will be outlined in the course syllabi.
- Parent Communication DCP staff will communicate with parents regarding students successes and struggles in achieving academic excellence.

Academic Integrity

One of the DCP Core Values is pride/orgullo. This means that we expect DCP students to take responsibility for completing their own work. Students choosing to compromise their own academic integrity or the academic integrity of others through cheating, copying, plagiarizing or anything related is unacceptable. Students who cheat, copy or claim credit for work that is not theirs disrespect our core values, the DCP Community, and themselves as learners. Assisting others in any form of academic dishonesty is also considered cheating.

DCP does not tolerate cheating and will respond with significant consequences. Any form of cheating will result in a referral, zero credit on the assignment, immediate contact of the family, and in the case of a major assignment both parties will be placed on an academic integrity contract.

Grading Policy

In order to measure progress towards successful college admissions, DCP uses the CSU/UC system to calculate Grade Point Average (GPA). GPA is a very important factor in determining whether or not your student will be accepted to a 4-year university.

Letter Grade	Percent	<u>GPA</u>	Explanation
A+	97-100	4.0	Student has demonstrated executional mastery of the academic standards and
А	93-96	4.0	Student has demonstrated exceptional mastery of the academic standards and is prepared to engage in work that is beyond the grade level expectations.
A-	90-92	4.0	is prepared to engage in work that is beyond the grade level expectations.
B+	87-89	3.0	Student has demonstrated solid mastery of the apademic content and has
В	83-86	3.0	Student has demonstrated solid mastery of the academic content and has generally exceeded the minimum level of achievement required for proficiency.
B-	80-82	3.0	generally exceeded the minimum level of achievement required for proficiency.
C+	77-79	2.0	
С	73-76	2.0	Student has met minimum requirements for mastery of grade level concepts.
C-	70-72	2.0	
F+	60-69	0	Student has not demonstrated sufficient mastery of grade level concepts. Student may need to repeat the assignment or course. (This would be a D in a traditional school.)
F	0-59	0	Student has not demonstrated sufficient mastery of grade level concepts. Student may need to repeat the assignment or course.

Grade Point Average Calculation

For students in grades 6-9, the GPA will be an average of grades using the GPA values above.

For the purposes of college admissions, students in grades 10-12 will have GPA calculated as follows:

- Only count grades from 10th 12th grade.
- Only use classes that meet the a-g requirement
- A = 4, B = 3, C = 2, F = 0
- + and don't count (i.e. B+, B and B- are all worth 3 points).
- AP classes add 1 point to your class (A = 5, B = 4, ...).
- Honors classes taken after 10th grade add 1 point to your class (A = 5, B = 4)
- If you earn an F, you can take that class over and your new grade will replace the F.

Honor Roll

There are three levels to the DCP honor roll:

Level	GPA
Summa Cum Laude (with highest honor)	3.75-4.0
Magna Cum Laude (with great honor)	3.5-3.74
Cum Laude (with honor)	3.0-3.49

Note: Students with a failing grade in any class are not eligible for the honor roll.

Middle School Promotion/Retention Policy

At DCP, students must earn a grade of 70% or higher in order to pass a course. This is what is expected of students in order to be admitted to a CSU/UC University, and it is the standard at DCP as well. A grade below 70% means that a student is failing that course.

End of Grade 6 & 7:

If a student has not made sufficient academic progress by the end of grade 6 or 7, then one or more of the following options will be used:

- Mandatory summer program
- Mandatory before school intervention program the following year
- Repeat a course or grade

End of Grade 8:

At the end of grade 8, students must be academically prepared for rigorous coursework at the college-prep level. If a student is not yet ready for grade 9 college-prep work, then one or more of the following options will be used:

- Parent Meeting to review student history at DCP
- Mandatory summer program
- Mandatory before and/or after school intervention program the following year
- Repeat a course or grade

High School Promotion and College Eligibility

DCP's mission is to ensure all graduates are prepared to succeed in college. Some students will need 5 years at DCP to be accepted to and be ready for college. DCP offers this opportunity to students so they can improve their academic skills and record.

The College Eligibility Requirements are designed to ensure all graduates are accepted to a four-year university. To that end, all DCP students must maintain a college eligible GPA to be promoted. Sophomores and Juniors will take Benchmark Exams (ASPIRE or ACT) to provide information about their college eligibility.

To be promoted, each student must meet the College Eligibility Requirements as well as pass the courses required to be on track to complete minimum **a-g Course Requirements** (see below).

_ FIOMOLION Requirements Grades 9-12.					
	9 th Grade	10 th Grade	11 th Grade	12 th Grade	
College		3.0 GPA or higher	3.0 GPA or higher		
Eligibility	2.5 GPA	- or -	- or -	Acceptance to a	
Track	2.5 GFA	Combination of GPA &	Combination of GPA &	four-year university	
TTACK		ASPIRE Score	ACT Score		
Course	Must pass both	Must pass a minimum of	Must pass a minimum of	Must pass a	
Completion	semesters of	6 a-g courses including	11 a-g courses including	minimum of 15	
(by end of	English 1 and	both semesters of	both semesters of	a-g courses	
summer)	Algebra 1	English 2 and Geometry	English 3 and Algebra 2	including English 4	

Promotion Requirements Grades 9-12 :

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. 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 ASPIRE/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** (see page 16). Students who are not on track to be college eligible may need to complete an additional year at DCP.

High School Graduation Requirements

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.

In order to be accepted to a CSU or University of California (UC) a student must take and pass the <u>a-g</u> <u>requirements</u> (listed below). 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.

	Cubicat Area	Years Required	Years	A-G approved	Supplemental
	Subject Area		Recommended	classes	classes
Α	History	2 years	3 years	World History,	
				Honors WH, US	
				History, AP US	
				History, Amer Gov,	
				Latin Amer Stud.	
В	English	4 years		English I – IV	Verbal Reasoning
С	Mathematics*	3 years	4 years	Algebra I & II,	Math Lab
				Geometry,	
				PreCalculus, AP	
				Calculus	

A-G Course Requirements

D	Lab Science	2 years	3 years	Biology, Chemistry, Physics	Integrated Science
E	Language other than English*	2 years	3 years	All Spanish Classes	
F	Visual and Performing Art	1 year		Studio Art Dance	
G	College Preparatory Elective	1 year		Integrated Science, Econ, Env Sci, Law and Criminal Justice or any of the approved classes once you have already met the minimum requirement	

Additionally, students <u>must be accepted to a 4-year university</u> 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.

Graduation Appeals

In order to graduate from DCP, students must pass all required classes and be accepted to a four-year university. Students who don't meet DCP's graduation requirements but feel they have fulfilled DCP's mission may appeal to the Graduation Appeal Committee. More information about the Graduation Appeals process is available from the Principal.

College Admissions

All students will apply to colleges during their senior year. The College Lab staff will work with students and their families to help them find universities that are appropriate and meet their needs.

There are many differences between universities – price, size, program, and competitiveness. In California there are 3 types of public colleges and numerous private colleges.

Community College

Community colleges are 2-year schools that can get you an associates degree and/or help you transfer up to a 4-year university. All community colleges have programs designed to help students transfer to a 4-year university. A student cannot get a 4-year degree at a community college. DCP always recommends that students start at a 4-year university unless there are financial needs. Statistically, students who start a community colleges are much less likely to earn a 4-year degree.

California State University

CSU's are the least expensive of the 4-year university options. There are 23 campuses throughout the state. Most CSU schools are easier to get into than the UC's or many of the private campuses. Size varies from campus to campus. Examples of CSU's: San Jose State, Cal State Monterey Bay, San Francisco State, San Diego State, Cal State East Bay, Sonoma State.

The CSU university system uses a combination of GPA and test scores to determine a student's eligibility. At DCP, students take the ACT in their junior year. Students may also take the SAT. Students applying to UC's will also need to take the SAT II in addition to the ACT or SAT.

University of California

UC's are more expensive than the CSU system, but less expensive than most private universities. In general UC's are more difficult to get into than CSU's. There are 10 campuses throughout the state. The UC campuses tend to be larger schools, with an average of 25,000 students. Examples of UC's: UC Santa Cruz, UC Riverside, UC Merced, UC Berkeley, UCLA, UC Davis.

Private Colleges

Private Colleges are the most expensive option. Campuses range greatly in terms of competitiveness, size and price. Examples of Private Colleges: Santa Clara University, Stanford, Notre Dame du Namur, University of San Francisco, Mount Holyoke, Smith, Occidental, Loyola Marymount.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified disabled individual in the United States...shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.

- Schools are obligated to provide a "free appropriate public education" (FAPE) to students with a disability. Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact an Administrator.

Special Education

Determination of eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program. A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Technology Policy

Use of school computers, devices, and computer networks is a privilege provided to students in order to promote college readiness. Students are required to adhere to the DCP technology use policy in order to maintain access to DCP networks and devices. This policy specifies the acceptable use of electronic media, technological devices, and computer networks at DCP. ANY violation of this agreement or any of its parts will result in disciplinary action and may result in loss of student computer access privileges.

General Requirements

- Parent/Guardian permission to access DCP networks and devices is required for all students.
- Demonstrate school values and follow rules while online just as you would when not on a computer.
- Be safe and exercise good judgment when online.
- Notify a staff member immediately if a computer or other device is damaged or appears that someone has tampered with the machine.

The following are NOT permitted:

- Posting or communicating anything intended to bully, harass, insult, or attack another person
- Eating or drinking while using a DCP computer or network device
- Violating copyright laws or using the computers for illegal, commercial, or non-school related purposes
- Using passwords that belong to others
- Contacting anyone outside of the DCP network without permission from a teacher
- Intentionally wasting resources (paper, etc.)
- Modifying or damaging the hardware, software, or setting of a computer or device.
- Modifying or damaging the DCP network.
- Uploading or downloading a game, music, application, or other content without permission from a teacher.
- Using any software application or game that has not been approved by staff.
- Accessing files, documents, folders, or work that belong to someone else.
- Sending, receiving, displaying, creating, viewing offensive messages or pictures including, but not limited to guns, pornography, alcohol, drugs or anything else deemed inappropriate by school administrators

Consequences:

- Misconduct on-campus, in school vehicles, and at school-sponsored activities will results in consequences.
- Misconduct off-campus will result in consequences if determined that such misconduct creates a hostile environment or threatens substantial disruption at school or interference with the rights of other students
- DCP will comply with applicable law and will cooperate with local, state, or federal officials (FBI, DEA, ATF) in an investigation related to any unlawful activities conducted through the DCP network.

Limitation of Liability:

DCP does not guarantee that the services provided through the our network will be without error. DCP is not responsible for any user damage, including but not limited to loss of data, interruptions of service, or exposure to inappropriate material or people. DCP is not responsible for the accuracy or quality of information obtained through the system. DCP is not responsible for financial obligations arising through the unauthorized use of the system. Parents can be held financially responsible for any harm that may result from intentional student misuse of the system.

Privacy Limits:

The computer system, devices, and accounts associated with DCP are the property of DCP. Administration and staff may review student files and communications at any time to ensure that students are using the system responsibly. Users should not expect that files stored on school servers would be private. All students use of the internet will be monitored. Parents have the right to access student computer files at any time.

State Law and Technology

In 1979 the State of California passed a computer crime bill, which added section 502 to the Penal Code. This bill makes it a felony to deliberately access any computer system or network for the purpose of:

Devising or executing any scheme, or

- Obtaining money, property, or services with false intent, representations or promises
- It is also a felony to intentionally access, alter, delete, damage or destroy any computer system, network, program or data. DCP will not hesitate to report such actions to the appropriate authorities.

There are many other areas with possible legal consequences such as graphics or comments demeaning to any group, slurs, slander, libel, defamation of character, plagiarism, copyright issues, and ownership rights.

Attendance Policies

California law requires that students attend school full time. Furthermore, it is extremely important for all students to attend school daily in order to gain the maximum benefit from their education and to demonstrate a dedication to being on track to college. Regular and punctual school attendance is expected and enforced.

Parents/Guardians are expected to ensure that students arrive on time to class every day. However, students are ultimately responsible for their attendance. Students who arrive to class on time consistently showing that they care about their education and take it seriously. Students that consistently arrive late disrespect their classmates, teachers, and their own learning.

Parents/guardians are expected to try to schedule doctor, dentist, or other required appointments on holidays or outside of school hours whenever possible. If this cannot be avoided, then please have your child attend at least part of the day. It's better to attend at least some classes than to miss an entire day.

Absences

We have set the goal of no more than <u>5 absences per year</u> for each student. Students who reach this goal will be acknowledged at the end of the year.

When a student is absent, parents/guardians must call the school by 9 a.m. each day of a student's absence. If an absence is not verified by a parent within 24 hours, the absence will be considered an unexcused absence, and a truancy report may be generated for the student.

Excused and Unexcused Absences and Tardies

- All absences must be verified by a parent or guardian or the absence is considered unexcused.
- According to California state law and DCP school policy the list below outlines excused and unexcused absences:

Excused Absences and Tardies

Illness (Note: A doctor's note is required for an absence of 3 days or more.)

Medical or dental appointments

Attending the funeral service of an immediate family member. (One day for services conducted within the state, and up to three days if the service is conducted out-of-state.)

To participate in a religious celebration, holiday, or ceremony.

To obtain required immunizations if the absence is not more than five days

Approved participation in a school event or activity, or meeting with an administrator

Personal or family emergency when approved by a school administrator

Appointments, conferences or interviews with law enforcement officers, and probation officers

Unexcused Absences and Tardies

Missing or being tardy to class or school for a reason not listed as an excused absence or tardy Any absence or tardy which has not been verified by the parent/guardian or approved by administrator Time out of class/school while under jurisdiction of Truancy Abatement Burglary Suppression Program (TABS)

Not being in an assigned classroom at the start of the class period

Leaving class without permission or leaving with permission but not returning within acceptable time

Cutting Class or School

Cutting class is defined as one or more of the following:

- Missing any portion of the school day in which neither parents nor the school have given permission for the student to miss school.
- Leaving campus without permission at any time of the school day.
- Any absence due to cutting is automatically unexcused.

A student who cuts school may receive a truancy report in addition to the consequences such as mandatory restitution time, Saturday School, or Community Service.

Making up School Work

Students who are absent or tardy for any reason, including suspension, are responsible for making up any missing classwork and homework. Students are responsible for knowing and understanding the latework policy for each class and speaking with the teacher.

Excessive Absences

Excessive absences are extremely harmful to a student's academic progress. Students that are absent too frequently will not remain on track for college.

The following guidelines outline the process for students who have excessive unexcused and/or excused absences:

Excessive Unexcused Absences

- An unexcused absence or an unexcused tardy of 30 minutes or more is considered a truant event.
- If a student has a total of 3 truant events during the school year, a truancy letter will be generated and the student, parent/guardian will be asked to meet with an administrator.

Excessive Excused Absences

- If a student is absent 3 or more consecutive days, a doctor's note or other documentation deemed appropriate by the site administrator must be presented to the office or the student must be brought to school to prove illness.
- If a student is absent 10% or more of the school year (18 days), it is considered excessive and the family will be notified either by letter, phone, or at a meeting that a doctor's note documentation deemed appropriate by the site administrator will be required for every absence. Furthermore, the student may be scheduled for an ARB hearing to determine whether they should stay enrolled at DCP.

Losing your Spot at DCP

- When students are absent, the school will make attempts to contact the parent/guardian to determine the reason for the absences.
- If a student is absent for 10 consecutive school days and there is no communication from the parent or guardian, and attempts to contact the family have failed, the student will be withdrawn from DCP.

Tardy Policy

A student who is not in his/her seat in the assigned classroom when the period begins is considered tardy. Being habitually tardy can harm a student's ability to reach his or her full academic potential. It is unacceptable for a college prep student to be consistently late to class. Students will face both academic and disciplinary consequences as a result of tardies.

Excused Tardies: If a tardy is due to a scheduled appointment, medical emergency, or some other factor outside of the student's control (car trouble), a parent/guardian may write a note in order to excuse the

tardy. The student will not face disciplinary consequences. If tardies become excessive, then an administrator will meet with the parent and student to determine necessary steps to ensure good attendance.

Students are expected to be in their seat ready to begin working as soon as the bell rings. If students are not in their seat, ready to be working when the bell rings, they will be marked tardy. If a student receives two tardies in one week, they will receive a 20 minute lunchtime detention. Students with excessive tardies may also receive a referral. If the problem persists, the student may be placed on a behavior contract. Seniors with excessive tardies may lose senior privileges.

Independent Study

Independent study may be granted on a case-by-base basis for extenuating circumstances such as defined below.

- Religious purposes
- Safety issues
- Jury duty
- Pregnancy
- Parental responsibilities (teen parents)
- Family emergencies
- An illness lasting more than 5 days and less than 6 weeks
- Immunizations

Independent study will not be granted for vacation or leisure travel.

The maximum amount of time a student may be on Independent Study is:

- Four weeks for medical reasons (if a student has a permanent medical issue that effects his or her attendance, he or she should consult the Section 504 coordinator or special education teacher to discuss options.)
- Two weeks for all other reasons.

Independent Study Must be requested <u>in writing on an Independent Study Request Form at least 10</u> <u>school days</u> prior to the first day of student absence. Parent(s)/Guardian(s) must use the following process:

- Submit Independent Study Request form to main office (10 days of notice)
- Principal will review request as respond within 2 school days
- If approved, the Independent Study Agreement will be generated within 5 days
- Parent and Supervising Teacher will meet at least 3 days prior to first day of IS to sign and review Independent Study Agreement
- The Supervising Teacher will ensure that all board approved policies regarding Independent Study are followed and that all required documentation for Independent Study is properly maintained

Please note that the work specified in the Independent Study Agreement <u>must be completed and turned</u> <u>in on time</u>. If the agreement is not followed, then the student could face a severe negative impact on grades. In addition, not following an Independent Study Agreement could potentially trigger a truancy process, as the missed days of school would then be considered unexcused absences.

<u>Truancy</u>

A student is considered a Legal Truant if they have three truant events in a school year. A truant event is an unexcused absence or an unexcused tardy for more than any 30-minute period during the school day.

DCP will generate a truancy report and will notify, by mail and phone, the parent/guardians each time a student is truant. Following the first truancy notification, a student is considered truant on every absence from school without a valid excuse, or every tardy or absence from class for more than thirty minutes. Students and parents are subject to the provisions regarding truancy and attendance pursuant to Education Code section 48260 eq. seq.

In addition, according to California state law, legal action may be taken against a student and/or parent when a student is declared a habitual truant. Habitual truancy is defined as being reported as truant three or more times during the school year. Before declaring a student habitually truant, an administrator will attempt to meet with the student and their parent/guardian to develop a solution to the student's attendance issue. If truancy problems continue, the student may be referred to DCP's Attendance Review Board (ARB) or to a probation officer or district attorney mediation program.

Consequences

1 st Truancy	 Student and family notification
2 nd Truancy	Student and family notificationMeeting with an administrator
3 rd Truancy	 Student and family notification Meeting with an administrator Student declared a habitual truant
4 th Truancy	 Student and family notification Meeting with an administrator Initiation of process that may result in DCP Attendance Review Board (ARB) and / or District Attorney Truancy Abatement Program

Attendance Review Board

The Attendance Review Board is composed of the Principal and representatives from various youthserving agencies. The Principal convenes this board when a student accumulates an extraordinary number of absences and/or tardies for the purpose of helping truant or noncompliant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. This board may, among other things, recommend terms of student attendance, probation, duration of suspension or withdrawal from school. The student's attendance is mandatory and at least one parent or guardian must be present.

Possible Consequences of Truancy

Student:

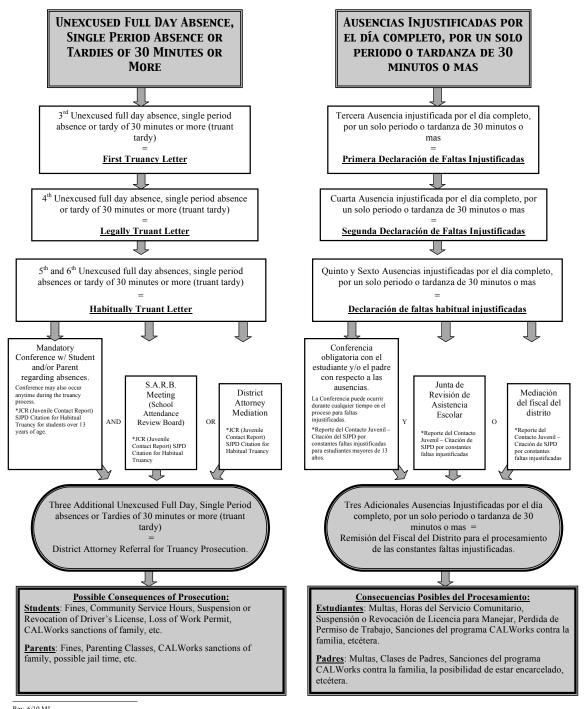
- May be required to attend weekend makeup classes
- Written warning by an officer of the peace, which will be kept on file for up to 2 years, and may be forwarded on to any school receiving the student's records

- Will be required to attend an Attendance Review Board or District Attorney's Truancy Mediation Program
- May be required to perform up to 40 hours of court-approved community service
- May be subject to a fine of not more than \$100, plus additional fines for court no-shows
- May be required to attend a court-approved truancy prevention program
- Suspension or revocation of driving privileges for one year

Parent:

- May be subject to a fine of not more than \$100; upon a second conviction, a fine of not more than \$250, and up to \$500 for a third conviction
- May be sentenced to a court-mandated parent education and counseling program





Rev. 6/10 MJ *A signature on the JCR will be required at the time of the Meeting or Conference. Firma del Reporte del Contacto Juvenil va ser exigido en la Junta o Conferencia.

Enrollment during First Week of School

Families and students will be notified prior to the end of the academic year of the first day of school for the following year. This information will also be posted on our website and outside of our front office.

A student's parent/guardian must communicate with the school in advance if a student will be absent at the start of the school year. Any returning student that is absent for the first three days of the school year could lose his/her spot at DCP. Families would have the option to re-apply for admission to DCP, but would be entered at the end of any waiting list.

The principal can authorize exceptions for extreme cases such as a death in the immediate family or if the student has a medical condition preventing him/her from starting school on time. A doctor's note will be required in such instances. The doctor's note must be provided by the end of the third day of school to prove a medical condition exists, or the student will be dropped.

Please note that family vacations and travel, including travel delays, will not be considered valid reasons for missing the start of school. Absences for those reasons will be unexcused and will initiate the truancy process. We publish the school calendars well in advance specifically to allow families to plan accordingly.

Withdrawal

If you choose to withdraw your child from DCP for any reason, please come to the office in person and complete withdrawal paperwork. This allows us to ensure that your child's next school receives records on time.

It also allows us to contact families on our waiting list so that they may enroll their child in DCP.

Student Behavior

DCP Philosophy of Behavior

DCP is committed to nurturing the culture and tradition necessary to build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community. Since the founding of the original DCP in 2000, the values of ganas (desire), comunidad (community), and orgullo (pride) have guided the work of staff and students. It is our traditions that have kept us true to our values. As such, students are held accountable for their behavior while on school grounds; while going to or coming from school; during the lunch period (whether on or off the campus); and during, or while going to or coming from, a school sponsored activity.

Commitment to Fostering a Safe and Supportive Learning Environment

While DCP aims to help all students realize their full potential, DCP is also committed to a safe and supportive learning environment. Therefore, DCP expects students to act in a manner that upholds this commitment. Students who act in ways that are inconsistent with fostering a safe and supportive learning environment will be held accountable in accordance with DCP's student discipline policy and practice, which may include suspension or even expulsion.

Rewards & Consequences

Students will regularly be acknowledged for demonstrating the school values or for making an excellent effort. Each week, several students will be acknowledged for being the "Student of the Week." Teachers will also make positive phone calls home regularly to families to let them know of their student's accomplishments. Students may also earn special privileges, such as trips, prizes, or free dress day passes as reward for a job well done.

When students choose to engage in poor behavior and decision-making, our first step is to help the student to make amends and to make it right. By correcting the wrong, the student will learn how to take responsibility for their behavior and to hold themselves to a high standard.

Dress Code Policy

Our dress code is intended to help create a safe, productive learning environment that focuses on preparing students for college. Just as doctors, nurses, lawyers, and teachers all dress appropriately for their professions, we expect students to dress appropriately for a rigorous learning environment.

Students must be in uniform everyday. Students are not allowed into class without being in uniform. If a student isn't in uniform, parents will be contacted and s/he will be held in the office until a uniform is brought to the school. Families that have financial difficulty in purchasing uniforms are encouraged to contact the office.

Students may earn free dress days. Students will receive a pass or a letter to show parents when this occurs.

 SHOES Closed-toe and heel No sandals or slippers No red no blue anywhere on top of shoe No Nike Cortez shoes 	 PANTS/SHORTS/SKIRTS All pants, shorts and skirts must be khaki (no jeans) No cut-offs—pants, skirts, shorts must be hemmed Skirts must reach at least 2 inches above the knee Pants, long shorts, skirts, capris must be size appropriate Pants may not be tied with rubber bands Nothing excessively loose or tight fitting
 SHIRTS DCP Polo shirt or other approved DCP shirt (DCP Water, Lobo Pride, etc.) must be worn every day No tight or oversized shirts Shirts may not be tied with rubber bands or scrunchies No bare midriff 	 SWEATSHIRTS/JACKETS/BACKPACKS All non DCP jackets must be removed on campus Sweatshirts or jackets worn in class must have the DCP logo Backpacks cannot be solid blue or red. Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco
 PHYSICAL EDUCATION DCP PE t-shirt or a plain, solid purple or grey t-shirt DCP PE shorts or plain, black shorts Solid black or gray sweatpants Students must have shoes that allow them to participate fully in all physical education activities 	 ACCESSORIES No spikes or anything that may be harmful to others No hats, caps or other head coverings may be worn on campus except for religious reasons No red or blue nail polish No distracting or excessive make-up or jewelry Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco No solid red or blue item of clothing, accessories or other objects that is for the purposes of claiming gang interest/affiliation. Must have a planner, in class, every day.

When the DCP Uniform Is Not Required:

Senior Dress Code: Seniors in good standing are not required to wear the school uniform and have their own dress code, please see Senior Policies.

College Gear Day

The first day of every month is College Gear Day, when DCP Staff wears college gear and share stories with students about their own college paths. Students are welcome to participate in College Gear Day after the Junior College Trip. After this important milestone, students are welcome to wear college gear in lieu of the uniform, along with the staff, on College Gear Day. Students participating in College Gear day may wear jeans and college gear as long as the primary color is not red or blue. For example, a student may wear a yellow shirt with blue lettering, but a student may NOT wear a blue shirt with yellow lettering.

Spirit Days: The student council will develop a list of spirit days.

(HIGH SCHOOLS ONLY) Perfect Attendance Friday: On Fridays, students with perfect attendance for the previous Thursday to Wednesday can wear jeans on Fridays along with an approved DCP shirt. The list of students invited to participate will be posted on Thursday afternoon.

Professional Dress: Students will periodically make presentations to their peers or people outside of the DCP community. On these occasions, we encourage students to dress in a more formal manner (professional clothing) that shows how seriously we take our learning. Students will be provided with guidelines on how to dress professionally.

Free Dress Days: Students can periodically earn a free dress day. Parents will receive a letter or students will be given an individual pass that verifies that they do not have to wear the DCP uniform on a particular day. Below are the guidelines for free dress days.

- Blue jeans are allowed
- No solid red or blue articles of clothing or anything gang-related
- Nothing that promotes violence, sex, drugs, alcohol, or any illegal activity
- All shirts and blouses must have a back; strapless shirts, blouses, or dresses
- No spaghetti straps or tank tops or shirts that expose the midriff
- No see-through blouses, shirts, pants, skirts, or dresses
- Nothing that is excessively tight or loose
- No athletic logos
- No hats, caps or head coverings

Uniform Violations policy

Students who are out of uniform must immediately report to the Front Desk to get a uniform from a parent, purchase a uniform (if available), or leave campus with parent approval.

Each time a student is on campus out of dress code a referral will be logged, multiple violations will result in a detention.

School Materials & Personal Items

We expect DCP students to come to school prepared to learn every day. This includes having all the necessary learning materials. We also recognize that students will bring personal items to school. Students bring personal items at their own risk. The school does not take responsibility for the loss of theft of personal items. Personal items that interfere with student learning or present a safety risk are subject to confiscation.

The table below includes some guidelines as to appropriate materials and personal items:

 School Materials No pictures, writing, or images that promote drugs, alcohol, violence, or any illegal activity. No obscene words or images No images or words that denigrate or defame a racial, ethnic, or minority group No gang-related symbols, colors, or images 	 Personal Items No laser pointers. Cell phones, mp3/music players only for permitted usage. (See Cell Phone Policy) Non-permitted usage will result in confiscation. Personal laptops are for academic use only. Laptops are subject to confiscation if they are used to anything other than schoolwork. Anything that distracts/disrupts the school environment is subject to confiscation
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Cell Phone Policy

Students are allowed to possess cell phones while at school. Students who choose to bring cell phone always do so at their own risk. The school does not take responsibility for any lost or stolen personal items. In addition, there are specific limits on how cell phone can be used appropriately. The following guidelines must be followed:

General Guidelines:

- Calls can be placed only before or after school.
- During school hours, the phone must be powered off and placed out of sight
- Students may use the phone for camera/video only if given permission by a staff member
- Cell phones are not to be charged at school.

Acceptable Uses of Cell Phones in School:

At DCP, we recognize that the tools that students use to learn are changing, and a cell phone can be a useful tool for students in accessing information and engaging in learning. Therefore, students have the ability to earn the following privileges:

- Use personal cell phone in class to access software programs that are used for school purposes
- Take a picture or video if for a specific class assignment
- Use cell phone capabilities in other ways as directed and allowed by a staff member

Any permitted student use of a cell phone must always follow our technology policy. Failure to do so will results in the cell phone being confiscated and privilege revoked.

Headphones

Students may use personal headphones inside the classroom when using DCP software/programs and/or have the permission of the teacher. Headphones may not be worn outside or during PE class without permission from the teacher.

Confiscation Policy

Anything that disrupts the learning environment, violates school rules, or is otherwise distracting or inappropriate in a school setting may be confiscated and returned to a parent. Students may not use any electronic device such as portable music players, cameras, and cellular phones on campus without a staff member's permission.

Consequences for bringing items that are inappropriate or distracting will be as follows:

- 1st time: Item held in office. Parent is contacted. Item can be picked up at end of day.
- 2nd time: Item held in office. Parent is contacted. Item held for one week.
- 3rd time: Item held in office. Parent is contacted. Lunch detention. Item held indefinitely pending signed behavior contract.

A parent/guardian may designate another adult to pick up the confiscated item.

Bicycles, Skateboards, & Scooters

- Bicycles, skateboards, in-line skates, roller skates, scooters may not be ridden, sat on or stood on while on campus.
- Bicycles must be walked on campus and state law requires that all students wear bike helmets to and from school when riding their bicycles.
- Students should bring their own lock to secure their bicycle to the bike rack. Students bring bicycles at their own risk.

Student Parking

There is no student parking area located on school grounds and students may NOT park in the school parking lot during the school day. The DCP parking lot is reserved for school staff, parent visitors and community members with appointments with school staff. Students may park off campus at their own risk. Unauthorized vehicles on school property may be towed at owner's expense.

Food/Drink

No eating or drinking (except for water) is allowed in classrooms without a teacher's or staff member's permission. Food is only allowed in designated eating areas and outside.

Expectations During Lunch & Breaks

Students are expected to be within designated boundaries during lunch and breaks. Except for seniors (see Senior Policies and Closed Campus Policy), students may not go off campus during lunch and/or breaks. Students should only go to the main office during lunch and breaks for valid reasons.

Students are expected to engage in safe, responsible behavior during lunch and breaks. Students may be in a classroom during lunch and breaks only if supervised by a staff member.

Students are responsible for keeping the campus clean. Students are expected to pick up after themselves after eating, and to make sure that trash is disposed of appropriately in trash cans.

Use of Bathrooms

Students have two bathroom passes per week as part of their school planner. Students are not allowed to use the bathroom during the first or last 15 minutes of class, as the expectation is that they try to use the bathroom during passing periods and break. Teachers will sign the bottom of the planner to indicate that the student has used their bathroom pass.

Entering a Class

DCP Students are expected to show ganas in all that they do. This is reflected from the first moment that students enter the classroom. DCP students are expected to be prepared for each class with all necessary materials and to be fully in uniform before entering the class. DCP students are expected to begin working as quickly as possible after entering the classroom.

Dismissal / End of Class

The most important thing to remember is that teachers dismiss the class, not clocks or bells. Students are not dismissed from class until the teacher dismisses them. Homework assignments should be written in planners by the end of class, and students should leave their desk area neat and free of clutter so that it is ready for the next class. Students are expected to follow the teacher's expectations for how to exit the classroom.

Assembly

DCP holds weekly assemblies as a natural way to build community. During assemblies students and staff have the opportunity to deepen relationships with the DCP community, mission, and values.

Ambassadors (Greeting Visitors)

Student ambassadors are used as an extension of the DCP values and mission. Ambassadors are responsible to greet any visitors while on campus and inform them of daily activities and learning objectives.

Expectations at School Sponsored Events

All DCP rules and expectations apply at any school sponsored event, both on and off campus. DCP students are to uphold the mission, values, and expectations while at any school sponsored event. This includes but not limited to sporting events, recruiting events, celebrations, and overnights. DCP staff has the jurisdiction to identify any behavior that might be a breach of expectations and therefore has the authority to distribute consequences as necessary.

Campus Cleanliness, Vandalism and Graffiti

Willfully damaging, defacing, or stealing any part of school property or private property is unacceptable and will not be tolerated. Students found damaging the school campus, private property or any property associated with DCP in any way such as by tagging, littering, destroying foliage or writing on desks will earn a referral and are subject to suspension or expulsion, pursuant to the suspension and expulsion policy listed in this handbook. Students and their parents/ guardians will be responsible for the cost of the damages or loss. If any accidental damage or loss occurs as a result of inappropriate behavior, a student and their parent/guardian are financially responsible for the damage or loss.

Public Displays of Affection

Students may not engage in displays of affection that are deemed offensive, sexual in nature, or inappropriate for the school environment. This includes, but is not limited to kissing and inappropriate physical contact. DCP reserves the right to deem an act as inappropriate for the school environment.

- Parent/guardian will be notified and students will face disciplinary consequences.
- Holding hands is permitted.

Senior Policies

As role models on campus, seniors are held to the highest expectations. DCP seniors embody the core values of our school- Ganas, Comunidad, Orgullo. Seniors succeed in a rigorous course load and serve as campus leaders. Seniors learn independently and make thoughtful decisions to ensure their college success. Seniors continue developing the personal discipline needed to succeed in future academic and professional situations.

Seniors at DCP prepare themselves for college by:

- Demonstrating a commitment to their learning
- Studying and problem solving independently
- Consistently turning in assignments of quality
- Showing proficiency in reading, writing and mathematics

Seniors at DCP show leadership by:

- Taking responsibility for their own success
- Strengthening school culture
- Dressing and acting professionally
- Being on time and ready to learn

When a senior does not meet the above outlined expectations, s/he will receive a referral and/or be placed on a strict behavior contract.

Senior referrals will be issued for:

- 5 tardies in one semester
- Noncompliance with the dress code
- Any other behavior listed in the student handbook that is against the expectations to which all DCP students are held

A senior will be placed on a behavior contract when s/he:

- Gets 10 tardies in one semester (removal of off-campus privileges)
- Receives 2 referrals

2014-2015 Senior Dress Code Policies

All seniors are expected to attend school everyday in the following dress code. We will have 1-3 days each month where students are required to wear professional dress.

Senior Dress Code: Males
Pants: Jeans and shorts are okay. Sweatpants and athletic pants are not allowed.
Shirts: uniform shirt, collared shirts, polos, button-ups, DCP T-shirts only.
Sweatshirts: DCP logo or College Gear, with red or blue as secondary colors.
No Jean Jackets.
College gear cannot have red or blue as dominant colors.
No red or blue as dominant colors, No hats, no open toed shoes.
Senior Dress Code: Females Pants: All pants are okay (including jeans).
Shirts: dress shirts or blouses, No spaghetti straps t-shirts, or see through tops, no sleeveless tops, DCP T-shirts only. Skirts and Dresses: Must be no more than 4 inches above the knee, no leggings.
Sweatshirts: DCP logo or College Gear, with red or blue as secondary colors.
No Jean Jackets.
College gear cannot have red or blue as dominant colors.
No red or blue as dominant colors, No hats, no open toed shoes.
Professional Dress
Males: Slacks, button ups, polos, ties, suits, closed toed shoes.
Females: slacks, skirts (no more than 4 inches above the knee), blouses, button ups, cardigans, suits, closed toed shoes.

Open campus

Parents/guardians may sign a permission form giving their senior student permission to leave campus during free periods, lunch or tutorial. It is considered cutting if a senior student leaves campus without a signed permission form from their parent/guardian. Seniors who are tardy or otherwise do not follow the rules of the school are at risk of losing the open-campus privilege. All senior students must follow the campus rules and safety policies when they are on campus.

No Jeans. Red or blue is allowed on professional dress days.

Senior Discipline Consequences

Seniors who do not follow the guidelines of the senior policies or who otherwise do not follow the rules of the school may lose some or all of their senior privileges, including graduation activities. DCP may

choose alternative steps for dealing with infractions, including, when appropriate, suspension and expulsion.

Anti- Harassment Policy

DCP is committed to providing a learning environment that is free from harassment of any kind. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, gender identity, gender expression, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

Visual Harassment

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures

Sexual Harassment

Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

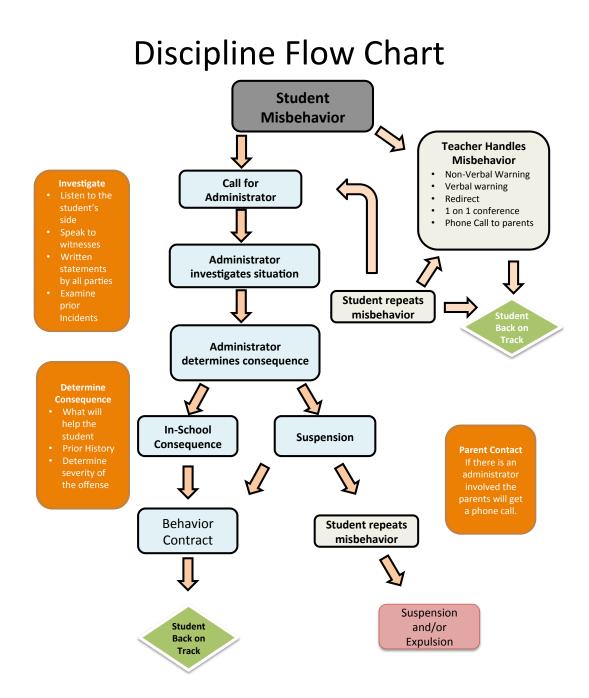
- 1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
- 2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
- 3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

Progression of Disciplinary Procedures

Staff at DCP will use the following measures to ensure students exhibit college ready behaviors and parents work with school personal to build positive school culture.

- Track student behavior in our school database
- Contact and meet with families
- Develop behavior contracts
- Meetings with a combination of advisors, parents, teachers, administrators, counselors or law enforcement.
- Suspension
- Review of continued enrollment

Please note discipline consequences and interventions are to be used as general guidelines only. DCP may choose alternative steps for dealing with infractions, including, when appropriate, suspension and expulsion. Questions regarding this process should be directed to an administrator.



Gang Related Behavior

Gangs are one of the greatest challenges to the safety of all students. DCP addresses the issue of gangs using the following principles:

- The safety of our students is absolutely the highest priority
- We will not allow gangs on DCP campuses
- With the right support, students can turn away from gangs and choose a better path for themselves

We believe that the best way to address gang related behavior is to work with families. DCP seeks to help students turn away from gangs. Staff members are trained on how to observe for signs that students are interested or affiliated with gangs. If staff members observe any such behavior, families will be contacted and the issue at hand will be addressed immediately. For example, students who come to school wearing red or blue will be asked to change their clothes. If wearing such clothing becomes a recurring problem, students may be placed on a gang behavior contract and/or face more serious consequences..

It is important to note that while DCP is committed to helping students, there may be instances where students blatantly engage in gang related behavior or reject attempts to help. In these circumstances, even a first-time offense could result in more serious or severe consequences.

Serious Consequence Behaviors

While there are a number of offenses that could lead to serious consequences, including suspension and/or expulsion, DCP wishes to highlight the following egregious offenses as particularly injurious to DCP's mission:

- Possession, use, sale, or distribution of drugs.
- Possession, use, sale, or distribution of alcohol.
- Gang Related Behavior, including but not limited to, appearing on campus or anywhere near campus wearing red or blue or any other gang-related accessories.
- Fighting
- Aggression towards any member of the staff.

Students who commit the above offenses will face serious consequences, which may include suspension and/or expulsion.

Automatic Recommendation for Expulsion

The following offenses will automatically lead to suspension and a recommendation for expulsion:

- Possession, sale or otherwise furnishing a firearm when a DCP employee verifies firearm possession
 Brandishing a knife at another person
- Sale of a controlled substance listed in Health and Safety Code 11053, et. seq.
- Committing or attempting to commit sexual assault or committing sexual battery

Please note that the list of offenses listed above is not meant to be comprehensive and there are other offenses that could have serious or severe consequences, which may include suspension or expulsion.

Please see the complete Suspension and Expulsion Policy in Appendix A

Behavior Contracts

Students may be placed on a behavior contract to help them correct their behavior. There are two levels of behavioral contracts:

Level 1 Behavior Contract: A Behavior Contract identifies the specific problem behavior(s) that a student needs to improve and the desired behaviors. The behavior contract is signed by a parent, the student, and a teacher or administrator. The contract is designed to help the student correct his/her behavior.

Level 2 Behavior Contract: A Level 2 contract is generally developed after a students commits a serious offense and is suspended. The contract specifies what the student must do in order to remain in good standing at DCP. The contract will usually identify the problem behavior(s), the desired behavior(s), and also specify what restitution (such as community service) the student needs to complete. Failure to adhere to the terms of the contract may result in further disciplinary consequences up to and including suspension and expulsion.

The length of the contract will be determined by the Principal and may be extended for any violation listed under conduct and behavior.

Peer Mediation

One of our goals at DCP is to help students learn how to solve problems on their own. One way to do that is through the use of peer mediators, students who are trained to help other students solve conflicts. Peer mediators will often be able to help other students discuss a problem in a peaceful, respectful manner and come to agreements to solve a problem.

Students will be given an opportunity to apply to become a peer mediator. They will receive regular training , and then will meet with the staff supervisor throughout the year.

The staff supervisor documents all peer mediations. If students continue to have a conflict following peer mediation, then a staff member or administrator will address the issue directly with the students.

Suspension

Suspension is intended to remove the student from peers and the class or school environment. This separation provides the student time to reflect on his/her behavior and consider a pattern of behavior that will be more positive.

A student may be suspended from school for violation of DCP's conduct/behavior rules. If possible, a suspension will be preceded by an informal conference between student and school administrator or his/her designee, in which the student shall be informed of the reason for the suspension, the rationale, and be given the opportunity to present his or her explanation. At the time of suspension, a school employee will make a reasonable effort to contact the student's parent/guardian in person or by telephone. The parent/guardian will be provided written notice of suspension.

More information regarding Suspension and Expulsion policies and procedures can be found in Appendix A.

Restitution

Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 (Ed.Code 48904). Student grades, diplomas, and transcripts may be withheld from students and parents/guardians when a student has damaged, destroyed or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent/guardian, but will not be withheld from a requesting school.

Searches

A student's attire, personal property, vehicle, or school property, including books, desks and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons, or other objects or substances, which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

Student Information

Confidentiality Policy

There are four instances in which school personnel are legally bound to inform a parent and/or authority: 1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; 2) when a student indicates he or she is going to physically harm another or jeopardize another's life or has knowledge that another's well-being is threatened; 3) when a student indicates he or she is being physically and/or emotionally abused; 4) when a student indicates he or she has committed a felony (i.e. selling drugs, stealing a car, etc.).

Contact Information

Parents/Guardians must notify the office as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that any and all communication will be received without delay or interruption.

Cumulative File

State law requires the school maintain certain information. As required, the Cumulative File is a student's academic record from Kindergarten through high school. School personnel with legitimate educational interests, schools of intended enrollment, specified federal and state educational administrators, and those who provide financial aid are entitled to access to pupil records without parental consent. Access may be obtained without parental consent in response to a court order (§49076, 49077, 49078).

School records will be forwarded upon request of a school to which a parent/guardian transfers a student. Parents/Guardians continue to have the right to review records either before or after transfer to another school.

If there are any questions regarding a student's school records, please contact an Administrator.

Military Recruitment

Under the general provisions of the No Child Left Behind (NCLB) Act, secondary schools receiving funds under this act shall provide armed forces recruiters access to students and student recruiting information.

Secondary schools shall provide, upon a request by military recruiters or an institution of higher education, access to high school student names, addresses, and telephone listings, referred to as "directory data" Such information may include:

Name Address Date and Place of Birth Last Educational Institution Attended Major Fields of Study Dates of Attendance Diplomas and Awards Received

A high school student or the parent of the student may request that this information not be released without written parental consent. Please contact the school's Office Manager for additional information.

Student Health and Safety

DCP believes that student safety results, to a large extent, from a sense of community. The staff is committed to knowing students and to identifying issues before they become significant problems. In addition, the dress code, site schedule, and policies are all designed to promote student safety.

Additionally, each DCP site maintains a safety plan and executes the appropriate safety drills as mandated by California law. In addition, the safety plan contains the complete text of DCP's policy against sexual abuse of any staff, student, volunteer, or other stakeholder. A copy of the safety plan is kept at the front desk for parents and students to review, and records of each safety drill are kept with the Office Manager as well as at the Central Office.

Emergency Information

All students must have an emergency information form filled out and signed by the parent or guardian at the beginning of each school year. This card identifies what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information (*Education Code 49408*). If this information changes at any point during the school year, it is the responsibility of the parent or guardian to come to the school and fill out a new emergency information form.

Closed Campus Policy

Once students arrive at DCP they may not leave the school campus even if class has not started. Students may not leave campus during school hours unless accompanied by a DCP staff member

If a student has permission from his or her parent or guardian to leave campus for an excused absence during the school day, the parent, guardian, or authorized adult representative must come to the office in person to pick up the student.

Violation of the closed campus rule will be considered cutting and will be treated as such. (See Cutting Class or School)

What does it mean to be on campus?

Students are considered on campus when they are in a DCP school building, within the boundaries marked by the fence, or on the sidewalk near the parking lot accompanied by a teacher.

Students are not supervised by school staff when the campus is closed. When campus is closed, students are the responsibility of the parent or guardian.

Picking Up a Student During School Hours

- For safety purposes, students will only be released to a parent, guardian, or emergency contact who is officially noted on school documents.
- A parent or guardian must give written or verbal consent to the school if they are permitting their student to be released to an unofficial guardian during the day.
- Without written or verbal consent from a legal parent or guardian every time this is necessary, the school will not release the student to anyone other than those persons listed as guardians or emergency contacts.
- The office manager or other school personnel may ask for photo ID to verify the identify of an adult picking up a student. This is to ensure the safety of our students.
- Excessive early pickup will result is a parent meeting with the administration and a possible referral to the ARB process.

Rainy Day Procedures

Students are not allowed on the field or blacktop areas during lunch on rainy days due to safety concerns. Students who wish to be outside during lunch on a rainy day must remain under the awning of the main building that faces the field. Students must do their best to remain dry and keep our buildings clean. Students may only eat under the east facing awning or in the Cafeteria. Seniors with off campus privileges will still be permitted to leave campus on rainy days.

Health Facilities

A school nurse is not available at DCP schools. Since the schools do not have facilities or the staff to care for sick student, a student not well enough to participate in the classroom may not remain at school. This is not only in the best interests of the student, but serves as protection for other students as well. Parents/Guardians should make prior arrangements for someone authorized by the Emergency Information form into transport and care for their student if such a situation should arise.

Medication

If your student needs to take any prescription medications, you must have:

- 1) A doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication
- 2) A written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, students are not allowed to have medicine in their classrooms, lunchboxes, backpacks, or in their pockets. <u>All medication must be dispensed through the office</u>.

Parents/guardians may also come and administer medication to your student at the school, if needed. From time to time some parents request that their student be able to take acetaminophen (Tylenol) or ibuprofen (Advil) at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container. (Education Code 49312 & 49480)

In order for school personnel to administer medication to students, the following is required:

A signed statement from a licensed physician that includes:

- Name of student
- Name of the medication with dosage and route (oral, topical, etc.)
- Frequency and time of administration
- Date of the order and the discontinuation date, if applicable
- Any known drug allergies or reactions
- Parent signature **must** be included

Please note that a Parent/Physician Statement must be provided each school year and/or before any medication is given at school. If the medication order is **changed** during the school year, a new, signed **Parent/Physician Statement** is necessary.

<u>NOTE:</u> Non-prescription medications may only be given according to the policy stated for prescription medications.

Self-administration of medication

Usually asthmatics, diabetics and students who are allergic to bee stings, and are at the age of **12 or older may** administer their own medication. Students under the age of **10 may not** self-administer medication. Selfadministration by students between **10 and 12** are at the discretion of the principal and the parent. A signed *Parent/Physician Statement* identifying the medication and authorizing self-administration as well as a consent form signed by the parent/guardian authorizing same must be on file in the school office. The medication must be stored in the office unless previous authorization has been obtained from the principal.

Child Abuse Reporting

DCP is committed to following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, DCP's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of DCP must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

If the employee knows or reasonably suspects that the student has been the victim of child abuse or neglect, the employee must report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and must prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

The principal or designee <u>does not</u> need to inform the student's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect.

The student may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. (Penal Code § 11174.3)

When a social worker or police officer takes a suspected child abuse victim into custody, the principal or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

Smoke/Tobacco Free Campus

Smoking and the use of tobacco products by all persons is prohibited on school property. This includes school buildings, grounds, and all school sponsored events off and on campus.

Visitors Policy

DCP has an open door policy and encourages community members who are interested in learning more about DCP or becoming a part of DCP's development or community to schedule a visit. Parents/Guardians are always welcome at DCP and do not need to schedule an appointment to visit the school, unless the parent has previously been disruptive to the educational environment. See below for more information regarding visiting our campus.

It is the expectation that students will be welcoming to all visitors and treat all visitors with respect. When visitors are on campus, all DCP rules apply.

Parents and Guardians

 Parents are encouraged to visit DCP throughout the year to become familiar with the DCP college prep environment and to keep track of their student's progress. Parents are welcome to visit their student's classes or other school events during the school day. To ensure student safety, parents must sign in at the front office and receive a visitor's pass.

- An appointment is not required to visit DCP. If you would like to speak with a specific administrator or staff member, it is suggested you make an appointment in order to ensure the staff member's availability.
- If parents are interested in visiting classes other than their student's classes, parents are encouraged to contact an administrator to arrange for a classroom tour.
- Please note that classroom visits may not be permitted if they are disruptive to the student learning (eg. During exams)

Other adult visitors

- If you would like to be guaranteed time with an administrator, make an appointment at least one day prior to the visit
- Check in at the front office
- Wear a visitor's badge and be escorted to your destination

Non DCP Student Visitors

- All non-DCP student visitors who are not part of the recruitment program may not be on the school campus during any part of the school day. If at any time any student visitor is disrupting the learning environment or in any way disturbing the community, he or she will be asked to leave. Visitors should be aware that DCP campuses have a no tolerance policy in regards to gang related or gang affiliated dress or behavior. DCP does not hesitate to notify the appropriate authorities.
- Students who are interested in attending DCP may visit DCP during the school day only as part of the recruitment program. Students are allowed to participate in the shadow program where they will accompany a DCP student throughout the school day to determine if attending DCP is an appropriate decision. If a shadowing student disrupts the learning environment in any way, a parent will be called to pick up the student.

To shadow a student at DCP:

- The parent/guardian of the non-DCP student must make an appointment in advance
- The student must wear khaki or black pants and a black, white, or gray polo or button-down shirt
- A student should bring a lunch from home or money for lunch—contact the school for the exact amount

Extra Curricular Activities

At DCP, we have the goal of every student becoming involved in clubs, sports, work or other pursuits outside the classroom. All of these experiences can give students new skills, help them learn about themselves, help them discover their interests, and they are also fun.

Participation in extra curricular also are an important part of the path to college. Most college applications ask about your activities. That's because the things you do in your free time reveal a lot about you in ways that grades and test scores do not. Your accomplishments outside the classroom show what you're passionate about and that you have qualities valued by colleges. Colleges want to know that you are a good student, and that you are also a person outside of the classroom. Your participation in extra-curricular activities help you show them that.

Clubs

Clubs at DCP are a great way for students to learn new activities, meet new friends and develop new skills. A wide variety of clubs are offered at DCP for all students. Announcements about clubs are made during assembly and flyers are posted around campus. We also encourage students who have new ideas for clubs to get a sign up sheet from the Secretary and if they have any questions to speak to the Principal or Assistant Principal.

Athletics

We believe that Athletics at DCP are a great way for students to develop life long skills, relationships, and learning experiences. Students learn team building skills, self-discipline and a positive work ethic. Athletics create a sense of unity among teammates, as well as a sense of community and pride amongst the school population.

In order to be eligible for DCP athletics, students must 1) complete a sports physical by a doctor and; 2) return a completed Athletics permission slip packet turned in for each season prior to participating in Athletics

Academic Requirements:

- Maintain at least a 2.0 GPA at each grading period. If the student does not have a 2.0 at the grading period, they are not eligible to play until the next grading period.
- May not have any F's during the season. If at any time a student is carrying a F, they are not eligible to participate in games until that F has been brought up to a C or better.
- Note: Students may still attend practices and be a part of a team while improving their grades to be eligible to play in games.
- Students are responsible for turning in homework on time. On game days, students may miss classes and are responsible for finding out what the homework is and turning it in on time.

Parent Involvement

DCP Philosophy

Parents/Guardians are the first and most important teachers of our students. We firmly believe that we can only accomplish our mission of college success by working closely with students and their families.

We acknowledge and respect that every family has unique circumstances. Some may have the ability to volunteer during the school day where others do not. Some may be able to donate to the school, where others may not. Some may be comfortable sending an email to the teachers, where others do not.

Regardless of each family's particular circumstances, we know that every parent/guardian has a very important role to play in supporting their child's education.

In our work with parents and families, we hope to do the following:

- Work together with parents to create an excellent learning environment
- Collaborate with parents to develop school policies
- Provide parents with workshops on preparing their children for college
- Empowering parents to be advocates for their children on the path to college

Expectations of All Families

- Attending report card meetings at the school
- Attending meetings before the start of the school year and Back to School Night
- Reading Notices and Communication from the school
- Checking your child's grades regularly
- Communicating directly with your student's teachers when you have a question or concern

Other Ways to Help

- Helping with recruiting students for next year
- Volunteering in the classroom
- Volunteering in the office
- Volunteering with projects at night or on the weekends (e.g. making phone calls)
- Helping with a student group (e.g. basketball team or soccer team)
- Helping with fundraisers
- Helping with school events

Home Visits

At DCP, we believe that one of the best ways to work with a family is through home visits. We expect families to come to the school for various events, and school staff should likewise be expected to visit families. Visiting a student's home also communicates to the student that the school cares about the student's life outside of the classroom.

Please provide the school with new contact information if you move and/or change your phone number.

Security Requirements for Volunteers

Volunteers help enrich the student's education and provide extra assistance for teachers and school staff. Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program.

All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the students and staff as well as in case of an emergency.

TB Test Result

All volunteers working in the classroom and with students must have a negative TB test on file in the school office within the past four years before starting to work with students. The Office Manager will maintain a copy on file in the school office and remind permanent volunteers when their TB is due to expire.

Background Check

One of DCP's foremost values is the safety of students and staff. In accordance with California law and in keeping with DCP's values, all parent volunteers and visitor volunteers who work with students **without supervision of a certificated staff member** in the same room **must be fingerprinted** for a criminal background check. Unsupervised volunteers who need to be fingerprinted include: coaches, business mentors, tutors, and chaperones on field trips – **anyone who is working with a student(s) without supervision**. The results of the background check are **confidential** and will not be discussed with other staff members and/or parents.

Complaint Procedures

Most complaints can be resolved by informal discussions between the complainant and the employee or the employee's principal/supervisor. This formal complaint process is reserved for complaints which are not resolved after the informal process has been attempted and must be filed no later than 30 days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current school year. For extenuating circumstances, the deadline may be extended. Even when the formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party. For detailed information of the formal complaint procedure, please contact the school.

Appendix A

Suspension/Expulsion Procedures

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

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

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

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

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

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

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

A student identified as an individual with disabilities or for whom Downtown College Prep has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEIA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Downtown College Prep will follow Section 504, the IDEIA, and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Downtown College Prep has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Downtown College Prep will notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored

event at any time, including but not limited to: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

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

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5. Committed or attempted to commit robbery or extortion.
- 6. Caused or attempted to cause damage to school property or private property.
- 7. Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- 9. Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
- 11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 12. Knowingly received stolen school property or private property.
- 13. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 14. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code sections 243.4.

- 15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 17. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- 18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- 19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel
- 23. Smoking.
- 24. Setting of false alarms.
- 25. Gambling or blackmail.
- 26. Violation of closed campus rule.
- 27. Threatening gang-related behavior.
- 28. Sale or transfer of drugs or alcohol.

- 29. Racial harassment.
- 30. Repeated violation of school rules.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limit/Recommendations for Transfer or Expulsion

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

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

Authority to Expel

A student may be expelled either by the Downtown College Prep Governing Board following a hearing before it or by the Downtown College Prep Governing Board upon the recommendation of an Administrative Panel to be assigned by the Downtown College Prep Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of Downtown College Prep's Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an enumerated offense. Downtown College Prep shall provide all legally required due process and shall abide by the Student and Family Handbook. The Downtown College Prep expulsion procedures will not follow the Education Code and will only involve the Downtown College Prep Board of Directors. The Board of the Santa Clara County Office of Education will have no jurisdiction over such matters.

Expulsion Procedures

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

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

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

Record of Hearing

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

Presentation of Evidence

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

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

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

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

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

Written Notice to Expel

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

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the San Jose Unified School District.

This notice shall include the following:

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

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

Disciplinary Records

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

No Right to Appeal

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

Transferred Students/Expelled Students/Alternative Education

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

Rehabilitation Plans

Students who are transferred or expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the discipline committee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission

The decision to readmit a student shall be in the sole discretion of the Downtown College Prep Principal, following a meeting with the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission. As stated in the admissions policies, DCP does not accept students who have been expelled from other schools, districts, or charter schools.

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

1. Notification of District

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

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; 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 Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP. If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:
 - a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
- c) If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

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.

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 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 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.

NCLB—Release of Directory Information

No Child Left Behind, Section §9528 requires districts to disclose names, addresses and telephone numbers of high school students to military recruiters upon request, unless the parent/guardian requests that information not be released without prior written parental consent. The following directory information about your student can be released:

Name	Major Fields of Study
Address	Dates of Attendance
Date and Place of Birth	Diplomas and Awards Received
Last Educational Institution Attended	

No other information may be released without your prior consent. If the school releases the information listed above, the student's file will contain a notation of who received the information, their purpose in requesting it, and the date it was released.

The school will release the information listed above unless this page is signed and returned to the school.

NO CHILD LEFT BEHIND, SECTION 9528

I do not want DCP to release my student's directory information.

Please use the full name(s) of student(s)

Name	G	Grade
Name	G	Grade
Name	G	Grade
Name	G	Grade

Parent/	/Guardian	Name
---------	-----------	------

Parent/Guardian Signature

Date

Downtown College Prep Manual Para Estudiante y Familia 2014-2015



NUESTROS VALORES:

DESIRE-GANAS

Trabajamos duro para alcanzar nuestras metas.

COMMUNITY-COMUNIDAD

Hacemos nuestras comunidades fuertes y saludables.

PRIDE-ORGULLO

Hacemos nuestro mejor.

Downtown College Prep

Preparando estudiantes de primera generación para prosperar en la universidad

Revisado: 8/8/2014

CULTURA Y TRADICIONES	5
COMPROMISO AL COLEGIO	7
PÓLIZAS Y PROCEDIMIENTOS GENERALES	9
Póliza de Inscripción	
HORARIO ESCOLAR	9
Horas de la Oficina	9
UTILES Y MATERIALES ESTUDIANTILES	
Supervisión del Plantel	
PROGRAMAS DE DESAYUNO / ALMUERZO:	
ESTACIONAMIENTO VISITANTES/FAMILIAS	
INFORMACIÓN DE CONTACTO DEL PERSONAL	
DCP EXPECTATIVAS ACADÉMICAS	
Responsabilidad Estudiantil	
PROGRAMAS DEL EXITO UNIVERSITARIO	
REUNIRSE CON LOS MAESTROS	
LA TAREA	
Póliza de Excelencia Académica	
INTEGRIDAD ACADÉMICA	
Normas de Calificación	
LISTA DE HONOR	
PROMOCIÓN / RETENCIÓN EN LA ESCUELA SECUNDARIA (GRADOS 6-8)	
Promoción en la Preparatoria y la elegibilidad universitaria Requisitos de Graduación de la Preparatoria	
Admisiones de la Universidad	
Admisiones de la Universidad Plan de Sección 504	
LA EDUCACIÓN ESPECIAL	
Póliza de Uso de Tecnología	
PÓLIZAS DE ASISTENCIA.	
AUSENCIAS	
AUSENCIAS AUSENCIAS Y TARDANZAS: CON EXCUSA O SIN EXCUSA	
CORTAR CLASES O LA ESCUELA	
TRABAJO DURANTE LAS AUSENCIAS	
Ausencias Excesivas	
LLEGADAS TARDES	
Estudio Independiente	
EL ABSENTISMO	
CONSECUENCIAS	
Mesa de Revisión la Asistencia	
Consecuencias Posibles del Absentismo	
LA INSCRIPCIÓN DURANTE LA PRIMERA SEMANA DE LA ESCUELA	
RETIRAR DE LA ESCUELA	
CONDUCTA ESTUDIANTIL	
ARTÍCULOS PERSONALES Y MATERIALES ESCOLARES	
Póliza de los Teléfonos Celulares	
Los Audífonos	
Póliza de Confiscación	

Tabla de Contenidos

ESTACIONAMIENTO PARA ESTUDIANTES	
Alimentos / Bebidas	
EXPECTATIVAS DURANTE EL ALMUERZO Y DESCANSOS	
USE DE LOS BAÑOS	
ENTRAR LAS CLASE	
DESPIDO / FIN DE CLASE	
ASAMBLEA	
Embajadores (Dar la bienvenida a los visitantes)	
NORMAS DE CONDUCTA EN EVENTOS PATROCINADO POR LA ESCUELA	
LIMPIEZA, VANDALISMO Y GRAFITI	
DEMONSTRACIONES PÚBLICOS DE AFECTO	
DECLARACIÓN DE PÓLIZAS PARA ESTUDIANTES DEL GRADO 12 (SENIORS)	
Póliza Contra el Acoso Sexual	
PROGRESIÓN DE PROCEDIMIENTOS DISCIPLINARIOS	
COMPORTAMIENTO RELACIONADO CON LAS PANDILLAS	
COMPORTAMIENTOS DE CONSECUENCIAS GRAVES	
RECOMENDACIÓN AUTOMÁTICA PARA LA EXPULSIÓN	
CONTRATOS DE CONDUCTA	
Equipo de Mediación Estudiantil	
SUSPENSIÓN	
RESTITUCIÓN	
Búsquedas	
INFORMACIÓN ESTUDIANTIL	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL Información en Caso de Emergencia	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL Información en Caso de Emergencia Póliza de Campus Cerrado	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL Información en Caso de Emergencia Póliza de Campus Cerrado Recoger a un Estudiante Durante el Día Escolar	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO RECOGER A UN ESTUDIANTE DURANTE EL DÍA ESCOLAR PROCEDIMIENTOS EN CASO DE LLUVIA	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL Información en Caso de Emergencia Póliza de Campus Cerrado Recoger a un Estudiante Durante el Día Escolar Procedimientos en caso de lluvia Instalaciones de Salud	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL Información en Caso de Emergencia Póliza de Campus Cerrado Recoger a un Estudiante Durante el Día Escolar Procedimientos en caso de lluvia Instalaciones de Salud Medicamentos	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO Recoger a un Estudiante Durante el Día Escolar Procedimientos en caso de lluvia Instalaciones de Salud Medicamentos Reportar el Abuso de Niños	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO RECOGER A UN ESTUDIANTE DURANTE EL DÍA ESCOLAR PROCEDIMIENTOS EN CASO DE LLUVIA INSTALACIONES DE SALUD MEDICAMENTOS REPORTAR EL ABUSO DE NIÑOS ESCUELA SIN TABACO/FUMAR	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO Recoger a un Estudiante Durante el Día Escolar Procedimientos en caso de lluvia INSTALACIONES DE SALUD MEDICAMENTOS REPORTAR EL ÁBUSO DE NIÑOS	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO Recoger a un Estudiante Durante el Día Escolar Procedimientos en caso de lluvia Instalaciones de Salud Medicamentos Reportar el Abuso de Niños Escuela Sin Tabaco/Fumar PÓLIZA DE VISITANTES	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO Recoger a un Estudiante Durante el Día Escolar PROCEDIMIENTOS EN CASO DE LLUVIA INSTALACIONES DE SALUD MEDICAMENTOS REPORTAR EL ABUSO DE NIÑOS ESCUELA SIN TABACO/FUMAR PÓLIZA DE VISITANTES	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA. PÓLIZA DE CAMPUS CERRADO RECOGER A UN ESTUDIANTE DURANTE EL DÍA ESCOLAR PROCEDIMIENTOS EN CASO DE LLUVIA. INSTALACIONES DE SALUD MEDICAMENTOS REPORTAR EL ABUSO DE NIÑOS. ESCUELA SIN TABACO/FUMAR. PÓLIZA DE VISITANTES ACTIVIDADES EXTRACURRICULARES	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO Recoger a un Estudiante Durante el Día Escolar PROCEDIMIENTOS EN CASO DE LLUVIA INSTALACIONES DE SALUD MEDICAMENTOS REPORTAR EL ABUSO DE NIÑOS ESCUELA SIN TABACO/FUMAR PÓLIZA DE VISITANTES ACTIVIDADES EXTRACURRICULARES	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO RECOGER A UN ESTUDIANTE DURANTE EL DÍA ESCOLAR PROCEDIMIENTOS EN CASO DE LLUVIA INSTALACIONES DE SALUD MEDICAMENTOS REPORTAR EL ABUSO DE NIÑOS ESCUELA SIN TABACO/FUMAR PÓLIZA DE VISITANTES ACTIVIDADES EXTRACURRICULARES PARTICIPACIÓN DE LOS PADRES LAS EXPECTATIVAS DE TODAS LAS FAMILIAS	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO Recoger a un Estudiante Durante el Día Escolar Procedimientos en caso de lluvia INSTALACIONES DE SALUD MEDICAMENTOS REPORTAR EL ABUSO DE NIÑOS Escuela Sin Tabaco/Fumar PÓLIZA DE VISITANTES ACTIVIDADES EXTRACURRICULARES PARTICIPACIÓN DE LOS PADRES LAS EXPECTATIVAS DE TODAS LAS FAMILIAS OTRAS FORMAS DE AYUDAR	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA. PÓLIZA DE CAMPUS CERRADO RECOGER A UN ESTUDIANTE DURANTE EL DÍA ESCOLAR PROCEDIMIENTOS EN CASO DE LLUVIA. INSTALACIONES DE SALUD MEDICAMENTOS REPORTAR EL ABUSO DE NIÑOS ESCUELA SIN TABACO/FUMAR. PÓLIZA DE VISITANTES ACTIVIDADES EXTRACURRICULARES LAS EXPECTATIVAS DE TODAS LAS FAMILIAS OTRAS FORMAS DE AYUDAR	
INFORMACIÓN ESTUDIANTIL	
INFORMACIÓN ESTUDIANTIL SEGURIDAD Y SALUD ESTUDIANTIL INFORMACIÓN EN CASO DE EMERGENCIA PÓLIZA DE CAMPUS CERRADO RECOGER A UN ESTUDIANTE DURANTE EL DÍA ESCOLAR PROCEDIMIENTOS EN CASO DE LLUVIA INSTALACIONES DE SALUD MEDICAMENTOS REPORTAR EL ABUSO DE NIÑOS ESCUELA SIN TABACO/FUMAR PÓLIZA DE VISITANTES ACTIVIDADES EXTRACURRICULARES PARTICIPACIÓN DE LOS PADRES LAS EXPECTATIVAS DE TODAS LAS FAMILIAS OTRAS FORMAS DE AYUDAR VISITAS AL HOGAR REQUISITOS DE SEGURIDAD PARA LOS VOLUNTARIOS PRUEBA DE TUBERCULOSIS	

Cultura y Tradiciones

DCP cree que la cultura y la tradición ayudan a construir una comunidad y un sentido de propósito común. Todos los estudiantes deben apoyar las normas y tradiciones culturales, y contribuir al crecimiento y desarrollo de la comunidad.

Nuestra Misión

DCP es guiado por una misión singular y clara: preparar alumnos que son de la primera generación en sus familias ir a la universidad para el éxito universitario. Si un estudiante ha tenido dificultades anteriormente o tiene una historia de éxito, el objetivo es el mismo. Desde el momento que entre a DCP hasta el momento que se gradúe, le apoyaremos en llegar a ser un alumno universitario.

Nuestros Valores y Tradiciones: Ganas, Comunidad & Orgullo

Desde la fundación de la primer DCP en el 2000, los valores de ganas, comunidad, y orgullo han guiado el trabajo del personal y los estudiantes. Nuestras tradiciones nos0 han mantenido fieles a nuestros valores.

Ganas: La voluntad y el deseo de alcanzar sus metas educativas.

- Las clases de preparación para la universidad: Todos los estudiantes están obligados a tomar clases de preparación para la universidad. Esto significa tomar las clases que la Universidad Estatal de California y la Universidad de los sistemas de California requieren que los estudiantes hayan tomado antes de aplicar.
- Día Escolar Extendido: Los estudiantes de DCP tienen un horario más largo para dar a los estudiantes más tiempo en la escuela para lograr la excelencia académica.

Comunidad: Contribuir activamente a una comunidad fuerte y más saludable

- El Aplauso: Un aplauso lento, que se basa en un aplauso más fuerte más rápido hasta que todos aplauden comienza cada asamblea de padres, alumnos o personal y luego se apaga para señalar el comienzo de la reunión. El aplauso es una tradición de la unión UFW y la tradición del movimiento de derechos civiles iniciado por el ex director y los maestros fundadores.
- Asambleas semanales: Cada semana a todo los alumnos y el personal se reúnen como comunidad. Durante las asambleas se puede ver una variedad de presentaciones, conferencias, actuaciones musicales, danza, presentaciones por los estudiantes y el reconocimiento de los estudiantes.
- Los padres, personal y estudiantes: Sabemos que para lograr nuestra misión, los padres, los estudiantes, y todo el personal deben trabajar juntos. Contamos con el liderazgo de los padres para crear una comunidad saludable. Ayudamos a los estudiantes a guiar uno al otro.
- Clubes, Excursiones, y Deportes: Cada escuela de DCP ofrece su propia variedad de actividades para los estudiantes. La participación genera un sentido de propósito común, la identidad y ayuda a forjar relaciones de apoyo.

Orgullo: Tomar orgullo en su trabajo y en sus acciones como miembro de la comunidad de DCP.

- Dar la Mano: El saludo tradicional en DCP es dar la mano con seguridad y confianza. Dar la mano es una gran manera de mostrar orgullo. Cuando se presenta a alguien, se debe mirar a la persona en los ojos, y dar la mano con confianza.
- El Uniforme: Los alumnos de DCP tienen que llevar su uniforme a la escuela. El uniforme mejora la seguridad de los estudiantes, promueve la unidad de la escuela, y los más importante ayuda a desarrollar un sentido de orgullo.

Nuestra Historia

La línea de tiempo muestra la historia joven y vibrante de DCP a partir de la aprobación del chárter en 1999. Usted es representante de esta historia, y ayudará a crear nuevos eventos para agregar a la línea.

Junio 1999	Primer programa del verano para alumnos de 6-8 grado en la Universidad de San José.
Diciembre1999	La mesa directiva del distrito Unificado de San José aprobó por unanimidad la petición para abrir la escuela.
Septiembre 2000	DCP se abre con 104 alumnos de 9 ^{no} grado y 6 maestros con una ceremonia inaugural en el Parque César Chávez en el centro de San José, dirigido por el padre Mateo Sheedy y alcalde Ron González.
Septiembre 2002	Debido a la inscripción y la falta de una instalación permanente, DCP tenía que operar en tres sitios diferentes—Iglesia San Pablo, Iglesia Bautista, y la YWA.
Octubre 2002	DCP se mueve a un solo sitio en el 355 W. San Fernando, un gimnasio renovado.
Marzo 2004	Los primeros estudiantes reciben becas completas a las escuelas privadas, incluyendo la Universidad de Santa Clara y Mount Holyoke.
Junio 2004	Primera Graduación de DCP: 54 alumnos se preparan para ser los primeros en sus familias en asistir a una universidad de cuatro años.
Agosto 2005	DCP ganó el más alto crecimiento en las puntuaciones del examen estatal.
Diciembre 2005	DCP se mueve a un nuevo sitio, una escuela renovada y financiada por un bono de \$4 millones para renovar las instalaciones de SJUSD.
Febrero 2008	La mesa directiva del distrito Unificado de Santa Clara aprobó por unanimidad el chárter para DCP Alviso
Mayo 2008	20% de la primera clase de DCP (clase del 2004) recibieron sus diplomas de licenciatura. Un 55% adicional de la primera clase de DCP está en vías de graduarse de la universidad en la primavera del 2009.
Agosto 2008	DCP-Alviso abrió con 88 alumnos de 6º y 7º grado
Agosto 2009	DCP Alameda tuvo el mayor porcentaje de graduados en ir a una universidad publica de California de todas las preparatorias publicas en el Condado de Santa Clara
Agosto 2011 Agosto 2014	DCP Alum Rock se abrió con 180 alumnos de grados 6 y 7 y fue la escuela secundaria nueva con el mejor rendimiento académico en el estado. DCP Middle School se abrió en el distrito San Jose Unified con grado 6. DCP Alameda fue nombrado una de las preparatorias mejores en California por US News & World Report.

Compromiso al Colegio

En DCP, hacemos un profundo compromiso con los estudiantes y sus familias de hacer lo que sea necesario para ayudar a nuestros estudiante a alcanzar y completar la universidad. El compromiso con la universidad es cómo nos comunicamos con los padres, estudiantes, y personal de lo que se necesita para llegar a nuestra meta.



Compromiso al Colegio

Compromisos de Alumno: Me comprometo a mi éxito en la Universidad! Yo me dedico a...

- ...llegar a la escuela y a mis clases a tiempo, en uniforme, y con los útiles necesarios.
- ...mantener una excelente asistencia.
- ...completar todos mi trabajo, en la clase y afuera de la clase.
- ...pedir ayuda de mis compañeros o maestros cuando sea necesario, después de la escuela, y los fines de semana.
- ...hacer preguntas y enfocarme en mi aprendizaje durante mis clases.
- ...mostrar ORGULLO por trabajar duro y hacer mi mejor esfuerzo.
- ...poner tiempo extra cuando se me pregunten si necesito terminar el trabajo que falta o si necesito ayuda adicional.
- ...mostrar COMUNIDAD por tratar a los maestros, otros alumnos, y todos los adultos con respeto.
- ...aceptar las consecuencias y decir la verdad y elijo faltar el respeto de la comunidad de DCP.
- ...seguir las normas de conducta descritos en el manual de DCP.
- ...mostrar una MENTALIDAD DE CRECIMIENTO por hacer preguntas, aprender de los errores, y trabajar para ser más inteligente
- ...mostrar GANAS para hacer todo lo necesario para graduarme de una universidad de cuatro años

Yo entiendo que cumplir de estos compromisos me ayudará a llegar a la universidad. Si no los cumplo, podría perder privilegios, inclusive el derecho de continuar en DCP. Yo he leído lo anterior, y por firmar, estoy de acuerdo con estos compromisos.

Compromisos de Padre(s)/Guardián(es) Yo apoyo el éxito de la universidad de mi hijo/a. Yo me dedico a...

- ...asegurarme de que mi hijo/a llegue a la escuela a tiempo, con todos sus útiles, y con uniforme.
- ...asegurarme de que mi hijo/a mantenga asistencia excelente.
- ...llamar antes de las 9:00am de ese día para notificar a la escuela, en el día raro cuando mi hijo/a estará ausente.
- ...tener las citas de doctor, dentista, y otras a fuera de las horas de escuela cuando sea posible.
- ...asegurar que mi hijo/a asista la escuela los sábados o tutoriales extra que le requiere para mantener su nivel académico.
- ...siempre ayudar a mi hijo/a de la mejor manera que sé, y haré todo lo necesario para que aprenda.
- ...proveer un lugar tranquilo para estudiar y completar las tareas.
- ...utilizar la agenda y PowerSchool para supervisar el progreso de mi hijo/a.
- ...permitir a mi hijo/a quedarse después de la escuela en cualquier día que no llega con la tarea completa, exacta, y entregada a tiempo.
- ...tomar responsabilidad para que se recoge a mi hijo/a a tiempo después de la escuela.
- ...apoyar las decisiones disciplinarias si mi hijo/a comete una falta de respeto de la comunidad de DCP.
- ...estar disponible para ayudar a la escuela para apoyar a mi hijo/a, la comunidad de DCP, y su misión.
- ...asistir a las reuniones de padres, exposiciones y conferencias.
- ...tratar al personal de la escuela, los alumnos, y otros padres con respeto.
- ...comunicar regularmente con los maestros o la escuela para trabajar juntos para la educación de mi hijo/a.
- ...hacer arreglos para que alguien recoja a mi hijo/a si está fuera de uniforme o no está preparado para la escuela.
- ...esperar que mi hijo/a siga todas las reglas de DCP con el fin de proteger a nuestra comunidad y a todas las personas en la aula de clase.
- ...hacer todo lo necesario para apoyar a mi hijio/a graduarse de una Universidad de cuatro años.

Yo entiendo que cumplir estos compromisos ayudará a mi hijo/a llegar a la universidad. No cumplir los compromisos puede causar que mi hijo/a pierda los privilegios, y puede conducir a su expulsión de DCP. Yo he leído lo anterior, y por firmar, estoy de acuerdo con estos compromisos.

Compromiso al Colegio

Compromisos del personal de la escuela: Nos comprometemos al éxito de nuestros alumnos. Nos dedicamos a...

- ...siempre creer en la capacidad de nuestros alumnos para sobresalir en la universidad.
- ...conocer a nuestros alumnos como estudiantes y como personas.
- ...llegar a DCP a tiempo v mantener una asistencia excelente.
- ...actualizar nuestros libros de calificaciones por lo menos cada dos semanas para que los padres y alumnos puedan monitorear su progreso.
- ...contactar a los alumnos y sus familias si un alumno no está en el buen camino para tener éxito.
- ...enseñar a los alumnos y dar apoyo adicional fuera del horario escolar cuando sea apropiado.
- ...asistir y participar en todas las reuniones del personal y desarrollo profesional.
- ...enseñar a los alumnos de DCP en la mejor manera que sabemos y hacer todo los posible para apoyar a nuestros alumnos y sus familias en su camino a la universidad.
- ...enseñar a los alumnos los hábitos y las destrezas que necesitan para tener éxito en la universidad
- ...ser disponibles por teléfono celular, correo electrónico, y en persona para trabajar con los estudiantes y padres de familias.
- ...hacer una cita con un padre de familias dentro de una semana de una solicitud.
- ...escuchar cualquier preocupación(es) que tienen los alumnos o padres y trabajar juntos para resolverlas.
- ...tratar a todos los alumnos y al personal con respeto en todo momento.
- ...tener altas expectativas para nuestros alumnos y felicitarlos cuando tienen éxito.
- ...responder a la comunicación de alumnos, padres, y personal de la escuela en un día laborable.
- ...siempre proteger la seguridad, los intereses, y los derechos de todos los individuos en el salón de clase.
- ...apoyar la COMUNIDAD de DCP, ser ORGULLO de nuestro trabajo, y mostrar GANAS de siempre mejorar como educadores.
- ...mostrar una MENTALIDAD DE CRECIMIENTO por siempre tratar de mejorar nuestra escuela, aprender de nuestros errores, y ayudar a los alumnos darse cuenta de que pueden ser más inteligentes con el trabajo duro.
- ...ofrecer un currículo riguroso de preparación para la universidad, junto con el apoyo necesario con el fin de preparar a nuestros estudiantes para ser aceptado y graduarse de una universidad de cuatro años.

Entendemos que el mantener de estos compromisos ayudará a nuestros alumnos llegar a la universidad. Si no cumplimos con estos compromisos, nos puede pedir que salgamos de DCP.

Pólizas y Procedimientos Generales

Póliza de Inscripción

La póliza de inscripción de DCP está diseñada para asegurar que se recluten y se sirva a los alumnos de primera generación para ir a la universidad. Además, la póliza garantiza la coherencia en toda la organización, y una relación productiva con los distritos donde estamos ubicados.

Todos los estudiantes que estén interesados de asistir a DCP están necesitan llenar una solicitud y presentarla en la fecha límite establecida en cada sitio individual. Si el numero de solicitudes es mayor que el numero de plazas disponibles, la escuela llevará a cabo una lotería por los puestos disponibles.

Se asignara prioridad mediante un sistema de lotería basado en las siguientes categorías:

- 1) Estudiantes dentro del distrito que tengan parientes inscritos en DCP
- 2) Estudiantes fuera del distrito que tengan parientes que estén inscritos en DCP
- 3) Estudiantes de otras escuelas de DCP
- 4) Estudiantes que vivan dentro del distrito SJUSD
- 5) Estudiantes que vivan fuera del distrito SJUSD

Criterios de Admisión

Las escuelas de DCP utilizan los siguientes criterios para tomar decisiones sobre la inscripción de los alumnos:

- No se puede inscribir un alumno que está actualmente expulsado de otra escuela o distrito
- Un alumno que se encuentra actualmente en estado de expulsión suspendida se puede inscribir a una escuela de DCP.
- La póliza en DCP es de reclutar clases completas de 6° y 9° grado y retener esos estudiantes hasta que se gradúen de DCP. En dado caso que los números de estudiantes inscritos baje del nivel necesario la siguiente criterio se usara para llenar los lugares disponibles.
- Todos los estudiantes que traten de transferirse de otra escuela deben llenar una aplicación y presentar una boleta de calificaciones vigente a la oficina. La administración después decidirá si el estudiante tiene los créditos necesarios para transferirse a DCP.
 - Los estudiantes del 9º grado serán admitidos automáticamente si hay cupo, en dado caso que no exista cupo el estudiante será automáticamente puesto en la lista de lotería.
 - Estudiante de los grados 10° y 12° deberán estar en posición de ser admitidos a una universidad de cuatro años, esta evaluación se puede calcular mediante la cantidad de clases A – G completadas.

Horario Escolar

Clases comienzan diariamente a las 8:10 AM. Clases terminan a las 2:04 PM los miércoles. Clases terminan a las 3:35 lunes, martes, jueves y viernes.

Horas de la Oficina

La Oficina estará abierta en las siguientes horas: Lun, Mar, Jue, Vie-7:30am-4:30pm Mié: 7:30am-2:30pm

Utiles y materiales estudiantiles

Todos los estudiantes deben atender a la escuela preparados y dispuestos para aprender. Aunque cada clase puede requerir diferentes materiales y herramientas, todos los estudiantes de DCP deben tener con ellos todos los materiales de la siguiente lista. Familias que tengan dificultades financieras deben ponerse en contacto con la gerente de oficina para obtener asistencia para conseguir sus útiles escolares. Para aprender mas acerca de lo que necesitan los estudiantes para clases especificas favor de repasar el plan de estudios disponible con cada maestro.

Útiles Escolares Plumas y lápices con borrador Carpeta de 3 anillos con papel Planificador de DCP (proveído) Materiales adicionales sugeridos Resaltadores Notas Post-it Calculadora Lápices de color

Fichas para notas

Supervisión del Plantel

Supervisión comienza a las 7:30 cada mañana y termina 15 minutos después del día escolar. (3:50 lun, mar, jue, vie y 2:20 los mié) Por favor, tenga en cuenta que no hay supervisión antes de las 7:30 am o después de 3:50 (2:20 en miércoles), a menos que el estudiante está involucrado en un equipo deportivo DCP, club, o está con un maestro. Los estudiantes no se les permite estar en el lado de la calle Alameda durante el horario escolar, si no van acompañados por un miembro del personal.

Programas de Desayuno / Almuerzo:

Pedimos nuestras comidas del distrito escolar San José Unified. El desayuno se sirve todos los días a las 7:30 am (\$2.00 precio completo, \$0,30 precio reducido). El almuerzo se sirve a las 11:23 de la mañana los lunes y 11:58 en lun/mar/jue/vie (\$3.25 dólares el precio completo, \$0.40 precio reducido). Para calificar para comidas gratis o reducidos, las familias deben completar una solicitud de almuerzo.

Estacionamiento Visitantes/Familias

El estacionamiento de DCP está reservado para el personal escolar, padres y visitantes miembros de la comunidad con las citas con el personal de la escuela. Las familias de nuestros estudiantes son bienvenidos a usar el estacionamiento de la escuela. Los vehículos no autorizados en la propiedad escolar pueden ser remolcados a costa del propietario.

Información de contacto del personal

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Downtown College Prep Calendario Académico-2014-2015

	AGOSTO 2014				
М	Т	W	Т	F	S
				1	2
4	5	6	7	8	9
11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30

NOVIEMBRE 2014					
М	Т	W	Т	F	S
					1
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29

	FEBRERO 2015				
М	Т	W	Т	F	S
2	3	4	5	6	7
9	10	11	12	13	14
16	17	18	19	20	21
23	24	25	26	27	28

		MAYC	2015		
М	Т	W	Т	F	s
				1	2
4	5	6	7	8	9
11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30

SEPTIEMBRE 2014						
М	Т	W	Т	F	S	
1	2	3	4	5	6	
8	9	10	11	12	13	
15	16	17	18	19	20	
22	23	24	25	26	27	
29	30					

DICIEMBRE 2014					
М	Т	W	Т	F	S
1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	25	26	27
29	30	31			

	MARZO 2015					
М	Т	W	Т	F	S	
2	3	4	5	6	7	
9	10	11	12	13	14	
16	17	18	19	20	21	
23	24	25	26	27	28	
30	31					

JUNIO 2015						
М	Т	W	Т	F	S	
1	2	3	4	5	6	
8	9	10	11	12	13	
15	16	17	18	19	20	
22	23	24	25	26	27	
29	30					

No Hay Clases para Alumnos Sept 1: Día de Trabajo

Sept 1: Día de Trabajo Sept 29-Oct. 3: Vacaciones de Oct. Nov 10-11: Día de Veteranos Nov 27-28: Día de Acción de Gracia Dic 22-Jan 5: Vacaciones de invierno Enero 19: Día de Martin Luther King Feb 16-20: Vacaciones de Febrero Marzo 30: Día de César Chávez Abril 13-17: Vacaciones de primavera Mayo 25: Día Conmemorativo

OCTUBRE 2014						
М	Т	W	Т	F	S	
		1	2	3	4	
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
27	28	29	30	31		

	E	ENERC	2015		
М	Т	W	Т	F	S
			1	2	3
5	6	7	8	9	10
12	13	14	15	16	17
19	20	21	22	23	24
26	27	28	29	30	31

ABRIL 2015						
М	Т	W	Т	F	S	
		1	2	3	4	
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
27	28	29	30			



Primer Día de Clases: Agosto 18 Ultimo Día: June 11

Semestre 1: Agosto 18 – Dic. 19 Semestre 2: Enero 6 – Junio 11

Hora de Entrar: 8:10am Salida Regular: 3:35pm

Salida los miércoles: 2:04pm

CLAVE					
Primer/Ultimo día de clases					
Escuela Cerrada (No Clases)					
No hay clases: Desarrollo Profesional de maestros					
Salida Temprano: Examenes Finales					

revised 8-7-14

Downtown College Prep Alameda Bell Schedule 2014 - 15

Α	Monday (A)	B/C	Tuesday (B)	Wednesday (C)	Thursday (B)	Friday (B)
8:10 - 9:14	Period 1	8:10 - 9:31	Period 1	Period 5	Period 3	Period 2
9:19 - 10:23	Period 2	9:36 - 10:57	Period 2	Period 1	Period 4	Period 3
10:33 - 11:23	Advisory					
		11:07 - 11:58	Advisory	Advisory	Advisory	Assembly
11:23 - 12:03	LUNCH					
12:08 - 1:12	Period 3	11:58 - 12:38	LUNCH	LUNCH	LUNCH	LUNCH
12.08 - 1.12	Period 5					
1:17 - 2:21	Period 4	12:43 - 2:04	Period 3	Period 2	Period 5	Period 4
		2:14 - 3:35	Period 4	Early Release / Staff PD	Period 1	Period 5
2:31 - 3:35	Period 5	2.14 - 3.35	Penda 4	(2:14 - 4:15)	Penda 1	Period 5

DCP Expectativas Académicas

Responsabilidad Estudiantil

Los alumnos más exitosos en DCP son los que han tomado responsabilidad para su propio aprendizaje. Esto significa que los alumnos se esfuerzan para llegar a clase a tiempo, hacer su propia tarea, y pedir ayuda cuando la necesitan. El personal de la DCP ofrece un gran apoyo, al igual que nuestros padres, pero al final es el alumno quien debe creer en la misión de ir a la universidad para tener éxito en alcanzar esta meta.

Programas del Exito Universitario

El modelo de DCP para preparar a los estudiantes para el éxito universitario se centra en proporcionar a los estudiantes con relaciones positivas, experiencias y recursos que incrementan su probabilidad de entrar y graduarse de universidades competitivas de cuatro años. En los últimos años, más del 93% de nuestros estudiantes se han matriculado en universidades de dos o cuatro años después de la graduación y más de la mitad de esos estudiantes han seleccionado para asistir a universidades de cuatro años. Nuestro modelo es único en que integramos nuestros programas del Éxito Universitario a través de programas y actividades académicas y no académicas para que los estudiantes están expuestos constantemente a las nuevas oportunidades e ideas que pueden dar forma a su camino hacia ya través de la universidad. Nuestros maestros están en el centro de este trabajo, ya que no sólo enseñan una disciplina académica, sino que también sirven como los defensores principales de nuestros estudiantes en la escuela por darles entrenamiento a través de retos y mantenerse conectado con las familias.

Cada escuela de DCP tiene un conjunto único de los programas y recursos para atender a las necesidades de los estudiantes y la comunidad. Estos programas y recursos son cuidadosamente articuladas a través de los dominios de nuestros Programas del Exito Universitario:

Rigor Académico: ¿Cómo establecemos un ambiente donde los estudiantes son dueños de su aprendizaje?
 Entrenamiento para el Colegio: ¿Cómo apoyamos a los alumnos para formar identidades de asistencia universitaria?

3. **Experiencias Significativas:** ¿Cómo son los estudiantes participando en actividades significativas que se basan en sus habilidades metacognitivas?

Sabemos que nuestros estudiantes tendrán una experiencia de alta calidad en DCP cuando estamos constantemente mejorando nuestro trabajo dentro y fuera del salón de clases a lo largo de estas tres áreas.

Asesoría

Todos los alumnos tienen una clase llamada "Advisory" cuatro veces por semana a excepción de los viernes cuando la asamblea se lleva a cabo. El propósito de Advisory es involucrar a los estudiantes en el conocimiento académico, de la universidad ,y de uno mismo a través de las relaciones positivos con el maestro. La estructura de Advisory varía según el grado y el momento del año para adaptarse a las necesidades de los estudiantes. En la clase de Advisory tienen estructurado tiempo para completar sus tareas escolares, así como lecciones en el camino hacia la universidad. Todos los estudiantes se reúnen con frecuencia con un maestro que sirve como su principal defensor durante el año escolar para discutir el progreso académico y no académico.

Las siguientes áreas son algunas de las actividades fundamentales de programación que se conectan específicamente a nuestro trabajo como entrenador de la universidad con los estudiantes.

Laboratorio del Colegio

El Colegio Lab está situado en el campus para conectar a los estudiantes con los recursos y oportunidades que les guían en su trayectoria universitaria. Las horas de oficina del laboratorio varían durante el año, pero habrá muchas oportunidades para que los estudiantes se conecten con nuestro Consejero Colegio para aprender de los recursos y nuevas oportunidades.

Alumni Lab

El Alumni Lab sirve para apoyar a nuestros graduados a través de graduación de la universidad y también los conecta con los programas y actividades con nuestra comunidad DCP. El centro está situado en el campus

como un lugar para traer a graduados de regreso a la escuela y recibir el apoyo necesario para permanecer inscrito en la universidad.

Excursiones Universitarias

DCP Alameda lleva a los estudiantes en una variedad de experiencias en las universidades, de las conferencias del día a los viajes durante la noche fuera del Área de la Bahía. Visitas a las universidades tienen el propósito de exponer a los estudiantes a las opciones universitarias y ayudarles a entender lo que se necesita para construir una aplicación competitiva. Algunas visitas son gratuitas, mientras viajes más largos, son parcialmente financiados por los estudiantes.

Becas de DCP

Durante su último año, los estudiantes pueden solicitar la Beca de DCP para ayudar a financiar el costo de la universidad. Cualquier alumno del grado 12 que asistirán una universidad de dos o cuatro años es elegible. Los candidatos exitosos han completado trabajo de servicio comunitario significativo en DCP y preparado bien para sus entrevistas. Un coordinador de la beca se realizará talleres y presentaciones durante el otoño de cada año para los alumnos del grado 12.

Programación de Padres

DCP ofrece a los padres talleres sobre una variedad de temas que incluyen: ayuda financiera y ahorros para la universidad, elegir una universidad, y monitorear el progreso de los estudiantes. Los padres de alumnos del grado 12 tendrán un "Academia de Padres," que es una serie de talleres para enseñar a los padres acerca de la solicitud de la universidad y el proceso de inscripción. Las clases de Advisory también tendrán reuniones de padres durante el año para mantener a las familias involucradas el progreso de sus hijos.

Actividades extracurriculares

DCP tiene actividades extracurriculares como deportes, clubes y oportunidades de servicio comunitario que son dirigidos por el personal, maestros y voluntarios. Todas estas actividades están diseñadas para proporcionar a los estudiantes las oportunidades que se ajusten a sus intereses y también desarrollar sus habilidades como líderes de la comunidad.

Reunirse con los Maestros

Los estudiantes son alentados a reunirse con sus maestros por su cuenta de vez en cuando para obtener ayuda o hacer preguntas sobre el curso. Ir a hablar con un profesor fuera del horario de clases es una gran habilidad para tener éxito en la universidad. Los estudiantes que están reprobando una clase, con riesgo de retención, o que tienen habilidades muy por debajo del nivel de grado pueden ser requeridos a asistir horas obligatorias con los maestros.

La Tarea

Declaración de Visión

Creemos que el propósito de la tarea es apoyar a las habilidades académicas, aumentar la comprensión, invitar a los padres y la participación de la familia, y proporcionar oportunidades para desarrollar los valores de DCP de ganas, comunidad, y orgullo con el fin de estar preparados para el éxito universitario.

En DCP se le asigna la tarea por varias razones:

- Practicar lo que se aprendió en la clase
- Comprobar que el alumno ha captado lo que se le ha enseñado
- Ayudar a los estudiantes a prepararse para lo que van a aprender
- Ayudar a los estudiantes aplicar nuevas habilidades e ideas de sus clases

¿Cuánta Tarea?

Los estudiantes deben esperar recibir de 1 a 2 horas de tarea todos los días. Esto incluye 30 minutos de lectura independiente cada noche.

Donde Obtener Ayuda en la Tarea

Cuando estudiantes necesitan ayuda con trabajo que debe ser completado en el hogar, esperamos que usen las siguientes estrategias si tienen preguntas:

- Llamar a un compañero de estudio. (Cada estudiante tendrá los números de teléfono de por lo menos dos compañeros de clase.)
- Llamar al maestro o compañeros de clase a través del correo electrónico o programas en línea. (ej., Edmodo, School Loop, etc.) Los alumnos puedes usar programas en línea para hacerles preguntas de los compañeros o maestros.

Como los padres pueden ayudar con las tarea

La mejor manera en que los padres puedan apoyar a sus hijos hacer la tarea es:

- Asegurar que su hijo/a tenga un lugar y un tiempo para hacer la tarea
- Preguntar a sus hijo/as sobre la tarea
- Asegurar que su hijo/a esté leyendo por lo menos 30 minutos cada noche
- Revisar la agenda / calendario para asegurar que su hijo/a está anotando las tareas
- Comunicarse con los maestros cuando los padres tienen preguntas sobre la tarea
- Revisar las calificaciones regularmente en PowerSchool

Los padres <u>no deben</u> de tener que dar tutorial a los estudiantes en casa todos los días. Si la tarea es demasiado difícil para su hijo/a, póngase en contacto con la escuela. Los estudiantes deben ser capaces de completar la tarea por su cuenta o con un mínimo apoyo de sus compañeros o maestros.

Las tareas y Ausencias

Los estudiantes son responsables para las tareas cuando están ausentes o tardes para cualquier razón, inclusive la suspensión. Son responsables para saber y entender las pólizas referente al trabajo tarde en sus clases y para comunicar con los maestros. Cuando sea posible, los padres o estudiantes deben ponerse en contacto con los maestros para averiguar las tareas perdidas mientras el estudiante está ausente.

Póliza de Excelencia Académica

El trabajo en el DCP ha sido diseñado para apoyar a cada estudiante y para ayudar a cada estudiante prosperar en la universidad. Trabajaremos para asegurar que cada estudiante esté preparado para la universidad. Cuando estén al nivel de preparatoria, los alumnos necesitaran una combinación del GPA y ACT para ser elegibles inscribirse en una universidad pública de California (consulta la tabla siguiente). Los que pasan sus clases y que mantienen su elegibilidad de acuerdo con el índice abajo se considera que se cumple con las expectativas mínimas. Los con un GPA de 3.0 o más se considera que están en un nivel de excelencia académica. Los maestros y administradores tendrán expectativas muy altas para todos los alumnos, y les darán a todos un currículo de preparación universitaria.

Indice de Elegibilidad Universitaria						
GPA	ACT	GPA	ACT			
2.97-2.99	10	2.67-2.71	16			
2.92-2.96	11	2.62-2.66	17			
2.87-2.91	12	2.56-2.61	18			
2.82-2.86	13	2.52-2.55	19			
2.77-2.81	14	2.47-2.51	20			
2.72-2.76	15	2.42-2.46	21			

Los alumnos que no están en camino para ser elegibles para la universidad deben esperar uno o más de las siguientes intervenciones:

- Contratos académicos Los estudiantes pueden ponerse en un plan por un profesor, miembro del personal o administrador con el fin de mantener el estudiante responsable por su excelencia académica. Estos planes incluirán revisar las calificaciones y las intervenciones que se describen a continuación.
- Horas obligatorias oficina, escuela de miércoles o sábado- Los estudiantes pueden ser obligados a pasar más tiempo en la escuela cuando no se logre la excelencia académica.
- Conferencias de Estudiantes DCP puede tener reuniones con los padres, maestros o proveedores de apoyo para desarrollar planes de apoyo a los estudiantes que no estén alcanzando la excelencia académica. Los estudiantes están obligados a asistir a estas reuniones.
- Intervención del período de estudiantes pueden ser requeridos para asistir a un período de tutoría adicional antes de que empiecen las clases con el fin de estar en buen camino y tener más éxito
- Escuela de los Sábados: los estudiantes pueden ser obligados a asistir a la escuela los sábados con el fin de estar en buen camino y tener más éxito
- Pérdida de privilegios: Los estudiantes pueden ser obligados a permanecer en la Sala de Estudio durante un baile escolar, fiesta o un viaje de campo si sus calificaciones son bajas o les faltan tareas. Trabajo en clase siempre es lo primero antes que los privilegios especiales o eventos.

Integridad Académica

Uno de los valores de DCP es el orgullo. Esto significa que esperamos que los alumnos de DCP tomen responsabilidad por completar su propio trabajo. Los que opten por poner en peligro su propia integridad académica o la integridad académica de los demás a través de trampas, copiar, plagio o cualquier cosa relacionada es inaceptable. Los estudiantes que hagan trampa, copien, o reclamen crédito por un trabajo que no es suyo faltan el respeto a nuestros valores, la comunidad DCP, y ellos mismos como aprendices. Ayudar a otros en cualquier forma de deshonestidad académica también se considera hacer trampa.

DCP no tolera las trampas, y responderemos con consecuencias significativas. Cualquier forma de hacer trampa resultará en un reporte de mala conducta, crédito de cero en la tarea, y contacto inmediato de la familia. En el caso de una asignación importante, ambos estudiantes serán puestos en un contrato de integridad académico.

Normas de Calificación

Para poder medir el progreso hacia el éxito en recibir admisión a una universidad, DCP usa el sistema que usan las universidades CSU/UC para calcular el promedio de calificaciones (GPA). El GPA es un factor muy importante para determinar si su estudiante será aceptado a una universidad de cuatro años.

<u>Letra</u>	%	<u>GPA</u>	Explicación
A+	97-100	4.0	El estudiante ha demostrado dominio excepcional de los estándares
А	93-96	4.0	académicos y se prepara para participar en el trabajo que está más alto de las
A-	90-92	4.0	expectativas de nivel de grado.
B+	87-89	3.0	El estudiante ha demostrado sólido dominio del contenido académico y en
В	83-86	3.0	general ha superado el nivel mínimo de rendimiento requerido para
B-	80-82	3.0	competencia.
C+	77-79	2.0	El estudiente les sumplide con les requisites mínimes pars el deminis de les
С	73-76	2.0	El estudiante ha cumplido con los requisitos mínimos para el dominio de los conceptos de nivel de grado.
C-	70-72	2.0	conceptos de niver de grado.
F+	60-69	0	El estudiante no ha demostrado suficiente dominio de los conceptos de nivel de grado. El estudiante puede que tenga que repetir la tarea o el curso. (Esta sería una D en una escuela tradicional.)

F	0-59		El estudiante no ha demostrado suficiente dominio de los conceptos de nivel de grado. El estudiante puede que tenga que repetir la tarea o el curso.
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Calculaciones del promedio de calificaciones

Para estudiantes en los años 6[°] a 9^{n°} el GPA será un promedio de las calificaciones usando los valores previos.

Para el propósito de admisiones universitarias, los estudiantes en los años 10 a 12 tendrán su GPA calculado usando los valores que siguen:

- Solo cuenta las calificaciones del 10 al 12 grado.
- Solo cuenta las clases que cumplen con los requisitos a g.
- A = 4, B = 3, C = 2, F = 0
- Los + and no cuentan (ejemplo. Cualquier B+, B and B- vale 3 puntos).
- Clases de AP suman 1 punto más a la calificación. (A = 5, B = 4, ...).
- Clases honores después de grado 10 suman 1 punto más a la calificación. (A = 5, B = 4, ...).
- Si se recibe una F, se puede retomar la clase y la nueva calificación reemplazará la F.

Lista de Honor

Hay tres niveles de la Lista de Honor de DCP:

Nivel	GPA
Summa Cum Laude (con honor más alto)	3.75-4.0
Magna Cum Laude (con gran honor)	3.5-3.74
Cum Laude (con honor)	3.0-3.49

Nota: Hay que pasar todas las materias para ser elegible para la Lista de Honor

Promoción / Retención en la Escuela Secundaria (grados 6-8)

En DCP, los estudiantes deben obtener una calificación de 70% o más con el fin de aprobar un curso. Esto es lo que se espera de los estudiantes con el fin de ser admitido en un CSU / UC para la Universidad, y es la norma en DCP también. Un grado por debajo del 70% significa que un estudiante no está pasando la clase.

Fin de Grado 6° y 7° :

Si un estudiante no ha hecho suficiente progreso académico para finales de grado 6º o 7º, ,una o más de las siguientes opciones se utilizará:

- Programa de verano obligatorio
- Intervención obligatoria antes de escuela el próximo año.
- Repetir un curso o grado

Fin de Grado 8:

Al final del 8 ° grado, los estudiantes deben estar preparados académicamente para cursos rigurosos en el nivel de preparación universitaria. Si un estudiante no está todavía listo para el 9 ° grado de preparación universitaria de trabajo, entonces uno o más de las siguientes opciones se utilizará:

- Reunión de padres para revisar la historia de estudiante de la DCP
- Programa de verano obligatorio
- La escuela obligatoria antes y / o después de programa de intervención el próximo año .
- Repetir un curso o grado

Promoción en la Preparatoria y la elegibilidad universitaria

La misión de DCP es asegurarse que todos los graduados estén preparados para sobresalir en una universidad. Algunos estudiantes necesitaran hasta 5 años en DCP para estar listos y ser aceptados a una universidad. DCP ofrece esta oportunidad a los estudiantes para que puedan mejorar sus destrezas académicas y calificaciones..

Los requisitos de elegibilidad universitaria están diseñados para asegurarse que todos los graduados sean aceptados a una universidad de cuatro años. Con ese fin, todos los estudiantes de DCP tienen que mantener un GPA elegible para ser promovidos. Los estudiantes de grados 10 y 11 tomarán los exámenes de evaluación (ASPIRE o ACT) para proveer información acerca de su elegibilidad universitaria.

Para ser promovido, cada estudiante debe cumplir con los requisitos de elegibilidad universitaria al igual que pasar todas las clases requeridas para estar en camino para completar al lo menos el mínimo **de clases a-g** (vea la tabla abajo).

Requisitos de promoción para los grados 9-12						
	9° Grado	10° Grado	11° Grado	12° Grado		
Pista de elegibilidad universitaria	2.5 GPA	3.0 GPA o más alto - o - Una combinación de GPA y ASPIRE	3.0 GPA o más alto - o - Una combinación de GPA y calificación ACT	Admisión a una universidad de cuatro años		
Finalización de curso (Para el fin del verano)	Necesita pasar ambos semestres de Ingles 1 y Algebra 1.	Necesita pasar un mínimo de 6 clases a-g incluyendo ambos semestres de Ingles 2 y Geometría	Necesita pasar un mínimo de 11 clases a-g incluyendo ambos semestres de Ingles 3 y Algebra 2	Necesita pasar un mínimo de 15 clases a-g incluyendo Ingles 4		

Requisitos de promoción para los grados 9-12

Todos los estudiantes que ingresan a grado 12, con un promedio (GPA) de 3.0 o superior y un mínimo de 11 cursos a-g completados son elegibles para la admisión en los sistemas de CSU y UC. Estudiantes de primer año deben obtener un GPA de 2.5 o superior para ser promovidos. Segundo y tercer años que tienen por debajo de un 3.0 deben tener un puntaje ASPIRE/ACT complementario que demuestra que están en camino para la elegibilidad de la universidad. Los estudiantes pueden determinar la puntuación necesaria para ser elegible universidad haciendo referencia al **Indice de Elegibilidad CSU** (vea la página 16). Los estudiantes que no están en camino de ser elegibles universidad puede ser necesario para completar un año adicional en DCP.

Requisitos de Graduación de la Preparatoria

La misión de DCP es que todos los graduados se inscribirán y prosperarán en una universidad de 4 años. Con el fin de asegurar que esto suceda, los requisitos de promoción y graduación de DCP están alineados con los requisitos de ingreso de la Universidad Estatal de California (CSU).

Para ser admitido a una CSU o Universidad de California (UC) los estudiantes tienen que tomar y pasar los requisitos a – g (mencionados a continuación). Los estudiantes también tendrán que cumplir con los requisitos a –g para poder graduarse de DCP. A menos que se indique lo contrario, todos los estudiantes deberán de pasar los dos semestres para poder cumplir con lose requisitos de esa clase.

Requisitos a-g

	Materia	Años requeridos	Años recomendados	Clases A-G aprobadas	Clases supleméntales
A	Historia	2 Años	3 Años	Historia mundial, Historia mundial Honores, Historia de los EEUU, AP Historia de Ios EEUU, Gobierno, Latín Estudios	

				americanos.	
В	Ingles	4 Años		Ingles I – IV	Razonamiento verbal
С	Matemáticas*	3 Años	4 Años	Algebra I y II, Geometría, Pre-Cálculo, Cálculo AP	Laboratorio de matemáticas
D	Ciencia	2 Años	3 Años	Biología, Química, Física	Ciencia integrada
E	Lengua extranjera*	2 Años	3 Años	Todas las clases de español	
F	Artes visuales y escénicas	1 Años		Estudio de Arte, Danza	
G	Preparación universitaria electiva	1 Años		Ciencia Integrada, Econ, Ciencias Ambientales, Ley y justicia, y cualquier de las clases aprobadas después de que se hayan cumplido con los requisitos mínimos.	

Adicionalmente, los <u>estudiantes deberán ser aceptados a una universidad de cuatro años</u> para calificar para graduarse. El laboratorio universitario de DCP y los consejeros apoyaran a los estudiantes y las familias durante las aplicaciones para asegurarse que tengan la información y el apoyo necesario para aplicar con éxito a una universidad de cuatro años.

Apelaciones de Graduación

Para poder graduarse de DCP, todos los estudiantes deben pasar todas las clases requeridas y ser aceptados a una universidad de cuatro años. Estudiantes que no cumplan con los requisitos de graduación de DCP pero crean que han cumplido con la misión de DCP pueden apelar al Comité de Apelaciones de Graduación. Mas información acerca de el proceso de apelación esta disponible por medio del principal.

Admisiones de la Universidad

Todos los alumnos aplicarán a las universidades durante su último año. El personal del DCP trabajará con los alumnos y sus familias para apoyarles a encontrar que sean apropiados.

Hay muchas diferencias entre diferentes universidades – precio, tamaño, programas disponibles, y dificultad. En California hay tres tipos de universidades publicas y numerosas universidades privadas

Colegios Comunitarios

Los colegios comunitarios son escuelas de dos años en cuales pueden obtener su diploma de asociados, al igual que les puede ayudar a transferirse a una universidad de cuatro años. Todos los colegios comunitarios tienen programas diseñados para ayudar a los estudiantes que se quieran transferir a universidades de cuatro años. DCP siempre recomienda que los estudiantes comiencen en una universidad de cuatro años a menos que las familias tengan dificultades financieras. Esto es ya que las estadísticas muestran que los estudiantes que comienzan en un colegio comunitario tienen menos oportunidades para obtener su diploma de una universidad de cuatro años.

Universidades Estatales de California (CSU)

Las escuelas CSU suelen la opción mas barata de las universidades de cuatro años. Hay 23 escuelas CSU en California. La mayoría de las escuelas CSU suelen aceptar estudiantes mas fácilmente comparado a las escuelas UC y escuelas privadas. El tamaño de las escuelas CSU es diferente en cada escuela. Ejemplos de

las escuelas CSU son: San Jose State, Cal State Monterey Bay, San Francisco State, San Diego State, Cal State East Bay, Sonoma State.

El sistema de escuelas CSU usa una combinación de promedios de calificaciones y calificaciones en exámenes estandarizados para determinar la elegibilidad de cada estudiante. En DCP los estudiantes tomaran el examen estandarizado ACT en el 11⁰ grado, ellos también pueden tomar el examen SAT por su propia cuenta. Los estudiantes que apliquen a las escuelas UC deberán tomar el examen SAT II adicionalmente.

Universidades de California (UC)

Las UCs son mas caras que las escuelas estatales CSU, pero mas baratas que la mayoría de las escuelas privadas. Por lo general es mas difícil ser aceptado a una escuela UC comparado con una CSU. Hay 10 escuelas UC en el estado de California. Las escuelas UC suelen ser grandes con un promedio de 25,000 estudiantes. Ejemplos de las escuelas UC son: UC Santa Cruz, UC Riverside, UC Merced, UC Berkeley, UC Los Angeles, y UC Davis.

Universidades Privadas. Las universidades privadas son la opción mas cara. Todas las escuelas privadas son diferentes en términos de dificultad, tamaño, y precio. Ejemplos de universidades privadas son: Santa Clara University, Stanford, Notre Dame du Namur, University of San Francisco, Mount Holyoke, Smith, Occidental, y Loyola Marymount.

Plan de Sección 504

La Sección 504 de la Ley de Rehabilitación de 1973 establece que ninguna persona que califique como discapacitados en los Estados Unidos ... será, únicamente por razón de su discapacidad, ser excluido de la participación en, ser negado los beneficios de, o ser sujeto a discriminación bajo cualquier programa o actividad que reciba asistencia financiera federal. (29 USC 794)

- El cumplimiento supervisado por la Oficina de Derechos Civiles
- Se aplica a todas las instituciones que reciben asistencia financiera federal, tale como las escuelas públicas.
- Las escuelas están obligadas a proporcionar una "educación pública gratuita apropiada" (FAPE) para los estudiantes con una discapacidad.

La Sección 504 prohíbe la discriminación, asegurando que los estudiantes con discapacidades tengan oportunidades y beneficios igual a los estudiantes sin discapacidades. Si desea saber más acerca de los Planes 504 u otros tipos de asistencia disponible para su hijo/a, por favor póngase en contacto con un administrador.

La Educación Especial

La determinación de la elegibilidad para educación especial y servicios pueden proceder de los maestros, padres de familia, organismos apropiados personas profesionales y de otros miembros del público. Referencias de Educación Especial se coordinará con los procedimientos del plantel escolar para la remisión de los alumnos con necesidades que no pueden ser satisfechas con las modificaciones del programa de instrucción regular. Un estudiante será recomendado para la educación especial y servicios después de que los recursos del programa regular de educación hayan sido consideradas y, en su caso, utilizadas.

Póliza de Uso de Tecnología

El uso de computadoras de la escuela, los dispositivos y redes de computadoras es un privilegio, proporciona a los estudiantes con el fin de promover la preparación para la universidad. Los estudiantes están obligados a adherirse a la pólizas de uso de la tecnología de DCP con el fin de mantener el acceso a las redes y los dispositivos de DCP. Esta pólizas se especifica el uso aceptable de los medios de comunicación electrónicos, dispositivos tecnológicos, y redes de computadoras en DCP. Cualquier violación de este acuerdo o cualquiera de sus partes puede resultar en acción disciplinaria y puede resultar en la pérdida de los privilegios de acceso de los estudiantes informáticos.

Requisitos Generales

- Se requiere el permiso de un Padre / Tutor para acceder a las redes y usar las máquinas de DCP para todos los estudiantes.
- Demostrar los valores de la escuela y seguir las reglas, mientras que en línea tal como lo haría cuando no en una computadora.
- Ser seguro y usar el buen juicio cuando esté en línea.
- Notificar a un miembro del personal inmediatamente si un computadora u otra máquina está dañada o parece que alguien ha manipulado la máquina.

Lo siguiente NO está Permitido:

- Publicar o comunicar cualquier intención de intimidar, acosar, insultar o atacar a otra persona
- Comer o beber mientras se utiliza un equipo DCP o dispositivo de red
- Violar las leyes de derechos de autor o el uso de las computadoras con fines ilícitos, relacionados comerciales, o no la escuela-
- El uso de contraseñas que pertenecen a otros
- Ponerse en contacto con nadie fuera de la red DCP sin el permiso de un maestro
- El desperdicio intencional de recursos (papel, etc.)
- Modificar o dañar el hardware, el software o la configuración de un equipo o dispositivo.
- Modificar o dañar la red de DCP.
- Cargar o descargar un juego, música, aplicaciones, u otro contenido sin el permiso de un maestro.
- El uso de cualquier aplicación de software o juego que no ha sido aprobado por el personal.
- Acceso a los archivos, documentos, carpetas o de trabajo que pertenecen a otra persona.
- Enviar, recibir, visualizar, crear, ver los mensajes o imágenes ofensivas, incluyendo pero no limitado a las armas, pornografía, alcohol, drogas o cualquier otra cosa consideradas inapropiadas por los administradores escolares

Consecuencias:

- Mala conducta en el campus, en los vehículos escolares, y actividades patrocinadas por la escuela resultará en consecuencias.
- Mala conducta fuera de la escuela resultará en consecuencias si se determina que la mala conducta como se crea un ambiente hostil o amenaza interrupción sustancial en la escuela o la interferencia con los derechos de otros estudiantes
- DCP cumplirá con la ley aplicable y cooperara con los funcionarios locales, estatales o federales (FBI, la DEA, ATF) en una investigación relacionada con las actividades ilícitas llevadas a cabo a través de la red de DCP.

Limitación de Responsabilidad

DCP no garantiza que los servicios prestados a través del nuestra red será sin error. DCP no se hace responsable de cualquier daño usuario, incluyendo pero no limitado a la pérdida de datos, interrupciones del servicio o la exposición a material inapropiado o personas. DCP no es responsable de la exactitud o la calidad de la información obtenida a través del sistema. DCP no se hace responsable de las obligaciones financieras que surjan por el uso no autorizado del sistema. **Los padres pueden ser financieramente responsables por cualquier daño que pueda resultar de un mal uso intencional del sistema por los estudiantes.**

Límites de Privacidad

El sistema informático, los dispositivos y las cuentas asociadas con el DCP son propiedad de DCP. Personal de la escuela y la administración pueden revisar los archivos y las comunicaciones de los estudiantes en cualquier momento para asegurar que los estudiantes están usando el sistema responsablemente. Los usuarios no deben esperar que los archivos almacenados en los servidores de la escuela serían privados. El uso del internet de todos los estudiantes será monitoreado. Los padres tienen el derecho a acceder a los archivos de computación para estudiantes en cualquier momento.

La Tecnología y la ley Estatal

En 1979 el estado de California puso en efecto una ley en contra de la delincuencia informática, la cual sumo a la sección 503 del código penal. Esta ley hace un delito el acceder deliberadamente cualquier sistema informático o red con el fin de:

- Planear o ejecutar cualquier crimen, o
- Obtener dinero, propiedad, o servicios con intención, representación o promesas falsas.
- También es un delito tomar acceso, alterar, borrar, o destruir cualquier sistema informático, red, programa o información. DCP no dudara en reportar tales acciones a las autoridades apropiadas.

Existen mas áreas las cuales podrían traer consecuencias legales por ejemplo dibujos, o comentarios degradantes hacia cualquier grupo, insultos, calumnia, difamación de carácter, al igual que derechos de autor, plagio, y derechos de dueño.

Pólizas de Asistencia

La ley de California requiere que los estudiantes asistan a la escuela tiempo completo. Por otra parte, es muy importante para todos los estudiantes asistan a la escuela todos los días a fin de obtener el máximo beneficio de su educación y para demostrar una dedicación a estar en el buen camino a la universidad. Se espera y se exige la asistencia escolar regular y puntual.

Los padres o tutores deben asegurarse de que los estudiantes lleguen a tiempo a clase todos los días. Sin embargo, los estudiantes son los que últimamente son responsables por su asistencia. Los estudiantes que lleguen a tiempo a clase constantemente muestran que se preocupan por su educación y lo toman en serio. Los estudiantes que constantemente llegan tarde faltan el respeto a sus compañeros, maestros y su propio aprendizaje.

Los padres o tutores se espera que trate de programar médico, dentista, u otros nombramientos necesarios en los días festivos o fuera de las horas de clase cuando sea posible. Si esto no se puede evitar, entonces por favor que su hijo/a asista por lo menos parte del día. Es mejor asistir a por lo menos algunas clases que perder un día entero.

Ausencias

Hemos establecido la meta de <u>no más de 5 ausencias al año</u> para cada estudiante. Los alumnos que cumplan con esta meta serán reconocidos al fin del año.

Cuando un alumno está ausente, los padres/tutores deben de llamar la escuela para las 9am cada día de la ausencia. Si la ausencia no se verifica por un padre, se considerará sin excusa, y un reporte de absentismo se puede generar para el estudiante.

Ausencias y Tardanzas: Con Excusa o Sin Excusa

- Todas las ausencias deben ser verificados por un padre o tutor a la ausencia se considera injustificada.
- De acuerdo a ley estatal de California y la póliza de DCP, la lista a continuación describe las ausencias con escusa y sin excusa:

Ausencias y Tardanzas Con Excusa

Enfermedades (Nota: Una nota del doctoro es necesaria para una ausencia de 3 días o más)

Citas medicales o dentales

Asistir al funeral de un miembro de su familia inmediata. (Un día para los servicios realizados dentro del estado, y hasta tres días si el servicio se lleva a cabo fuera del estado.)

Para participar en una celebración religiosa, día de fiesta o ceremonia.

Para obtener las vacunas requeridas, si la ausencia no sea más de cinco días.

Participación en un evento o actividad escolar aprobada por un administrador, o cita con administrador

Emergencia personal o familiar cuando sea aprobado por un administrador de la escuela

Citas, conferencias, o entrevistas con la policía u otros autoridades legales

Ausencias y Tardanzas Sin Excusa

Faltar o llegar tarde a clase o a la escuela por alguna razón que no aparece en la lista de ausencias justificadas

Cualquier ausencia o llegada tarde que no ha sido verificada por el padre/tuto o aprobado por el administrador Tiempo fuera de la clase / escuela mientras en la jurisdicción del Programa de Reducción de Ausentismo y Supresión de Robo (TABS)

No estar en un aula asignada al inicio del período de clase

Salir de la clase sin permiso o con permiso pero no volver en un tiempo aceptable

Cortar Clases o la Escuela

Cortar la clase se define como uno a más de los siguientes:

- Faltar cualquier parte del día escolar en el que ni los padres ni la escuela han dado permiso para que el estudiante falte a la escuela.
- Salir de la escuela sin permiso en cualquier momento del día escolar
- Cualquier ausencia debido a cortar es automáticamente sin excuso.

Un estudiante que corta la escuela puede recibir un informe de absentismo escolar, además de las consecuencias, como tiempo obligatoria de restitución, la escuela de sábado, o el servicio comunitario.

Trabajo Durante Las Ausencias

Los alumnos que están ausentes o llegan tardes por cualquier razón, inclusive la suspensión, son responsables por todo el trabajo que falta. Los estudiantes son responsables de saber y comprender las pólizas para entregar trabajos tarde de sus maestros y comunicar con los maestros.

Ausencias Excesivas

Ausencias excesivas son extremamente perjudiciales para el progreso académico de un estudiante. Los estudiantes que están ausentes con demasiada frecuencia no se quedan en el camino para la universidad.

Las siguientes guías describen el proceso para los estudiantes que tienen ausencias excesiva injustificadas y/o ausencias justificadas.

Ausencias Excesivas Sin Excusa

- Una ausencia injustificada o una llegada tarde de 30 minutos o más se considera como un evento de ausencia injustificada
- Si un estudiante tiene un total de 3 eventos de ausencia injustificadas durante un año escolar, se genera un informe del absentismo, y se requiere que el padre/tutor se reúne con un administrador.

Ausencias Excesivas Justificadas

- Si un estudiante esta ausente 3 o más días consecutivos, se requiere una nota del doctor u otro documento aprobado por un administrador. Se presenta la nota a la oficina.
- Su un alumno está ausente para 10% o más del año escolar (18 días), se considera excesivo, y se notificará a la familia por carta, teléfono, o en una junta que para cada siguiente ausencia una nota del doctor será obligatorio. Además, el estudiante puede estar sujeto a una reunión del ARB para determinar si todavía deben continuar en DCP.

Perder de su lugar en DCP

- Cuando los estudiantes están ausentes, la escuela va a hacer intentos de contactar con los padres / tutores para determinar el motivo de las ausencias.
- Si un estudiantes está ausente por 10 días escolares consecutivos y no hay comunicación entre el padre o tutor, y los intentos de contactar con la familia han fracasado, el estudiante será retirado de la DCP.

Llegadas Tardes

Un estudiante que no está un su asiento asignado cuando comienza la clase está tarde. Llegar tarde habitualmente puede perjudicar la habilidad del estudiante para alcanzar su potencial académico. Es inaceptable que un estudiante de preparatoria para la universidad esté constantemente tarde a la clase. Los estudiantes se enfrentarán a consecuencias académicas y disciplinarias como resultado de tardanzas.

Llegadas Tardes Justificadas: Si una llegada tarde es debido a una cita de doctor, emergencia medical, o algún otro motivo fuera del control del estudiante, un padre/tutor puede escribir una nota para justificar la llegada tarde. El alumno no tendrá consecuencias disciplinarias. Si las llegadas tardes llegan a ser excesiva, entonces un administrador se reunirá con ambos padre y estudiante para determinar los pasos necesarios para asegurar la buena asistencia.

Se espera que los estudiantes estén en sus asientos listos para comenzar a trabajar tan pronto como suene la campana. Si los estudiantes no están en su asiento, dispuesto a estar trabajando cuando suena la campana, que se considerarán tarde. Si un estudiante recibe dos tardanzas en una semana, recibirán una detención de 20 minutos durante el almuerzo. Los estudiantes con tardanzas excesivas también pueden recibir un reporte de mala conducta. Si el problema persiste, el estudiante puede ser puesto en un contrato de comportamiento. Alumnos del grado 12 con tardanzas excesivas pueden perder sus privilegios.

Estudio Independiente

Se puede aprobar el Estudio Independiente en dados casos, basados en circunstancias atenuantes, como se define a continuación:

- Razones Religiosas
- Asuntos de Seguridad
- Formar parte del Jurado
- Embarazo
- Responsabilidades de los padres (padres adolescentes)
- Emergencias Familiares
- Una enfermedad que dure más de 5 días y menos que 6 semanas
- Vacunas

No se concederá el estudio independiente para vacaciones o viajes de placer.

El máximo tiempo para el estudio independiente es el siguiente:

- Cuatro semanas para razones médicas (si un estudiante tiene un problema médico permanente que afecta sus asistencia, él/ella debe consultar el coordinador de los planes 504 o maestro de educación especial para discutir las opciones.)
- Dos semanas para otras razones.

Estudio independiente debe ser solicitado por escrito medio un formulario de Solicitud de Estudio Independiente **al menos 10 días antes** del primer día de ausencia del estudiante. Padre(s)/Guardián(es) deben utilizar el siguiente proceso:

- Enviar el formulario de solicitud de estudio independiente a la oficina (10 días de aviso)
- Director revisará la solicitud entre 2 días de la escuela
- Si es aprobado, el Acuerdo de Estudios Independientes se generará dentro de 5 días
- El padre y al maestro supervisor se reúnen por lo menos 3 días antes del primer día de estudio independiente para firmar y revisar el Acuerdo de Estudios Independientes
- El Maestro Supervisor se asegurará que se cumplan todas las pólizas de la mesa directiva tocante al estudio independiente y que se mantenga toda la documentación requerida para el Estudio Independiente.

Por favor, tenga en cuenta que el trabajo especificado en el Contrato de Estudio Independiente debe ser completado y entregado <u>a tiempo</u>. Si el acuerdo no se cumple, entonces el estudiante podría enfrentar un severo impacto negativo en las calificaciones. Además, no seguir un Acuerdo de Estudio Independiente podría iniciar un proceso de absentismo escolar, ya que los días perdidos de la escuela, entonces se consideran ausencias injustificadas.

El Absentismo

Todo alumno que esté ausente de la escuela sin una excusa válida por más de 30 minutos cada día durante más de tres días en un año escolar se considera un alumno con ausencias injustificadas

DCP se generará un informe de absentismo escolar y notificará por correo y teléfono, los padres o tutores cada vez que un estudiante está ausente sin justificación. Después de la primara notificación de absentismo escolar, el estudiante es considerado ausente sin justificación en todas las ausencias a la escuela sin una excusa válida, o cada tarde o la ausencia de una clase por más de treinta minutos. Los estudiantes y padres de familia están sujetos a las disposiciones relativas a absentismo escolar y la asistencia de conformidad con la sección 48260 del Código de Educación eq. ss.

Además, de acuerdo a la ley estatal de California, las acciones legales se pueden tomar en contra de un estudiante y / o los padres cuando un estudiante es declarado un alumno con ausencias injustificadas. Absentismo escolar habitual se define como siendo reportado como ausente sin justificación tres o más veces durante el año escolar. Antes de declarar un estudiante habitualmente ausente, un administrador tratará de reunirse con el estudiante y sus padres / tutores para desarrollar una solución a la cuestión de la asistencia del estudiante. Si los problemas de absentismo escolar continúa, el estudiante puede ser referido a la asistencia a la Junta de Revisión de DCP (ARB) o un oficial de libertad condicional o el programa fiscal de distrito de la mediación.

Consecuencias

Informe 1	 Informe de ausencias injustificadas
Informe 2	Informe de ausencias injustificadasReunirse con un administrador
Informe 3	 Informe de ausencias injustificadas Reunirse con un administrador Estudiante es declarado como estudiante con ausencias injustificadas
Informe 4	 Informe de ausencias injustificadas Reunirse con un administrador. Iniciar un proceso que puede resultar en una Junta de Revisar la Asistencia (ARB) y/o programa de mejorar la asistencia mandado por corte.

Mesa de Revisión la Asistencia

La Mesa de Revisión de Asistencia está compuesta por el director y representantes de diversas agencias de servicio de los jóvenes. El director reúne este foro, cuando un estudiante acumula un número extraordinario de ausencias y / o llegadas tarde con el fin de ayudar a los estudiantes que faltan a la escuela o no cumplen las normas y a sus padres o tutores a resolver los problemas de asistencia escolar y de comportamiento a través del uso de la escuela y los recursos disponibles a la comunidad. Este consejo puede, entre otras cosas, recomendar los términos de la asistencia de los estudiantes, la libertad condicional, la duración de la suspensión o la retirada de la escuela. La asistencia del estudiante es obligatoria y al menos un padre o tutor debe estar presente.

Consecuencias Posibles del Absentismo

Estudiante

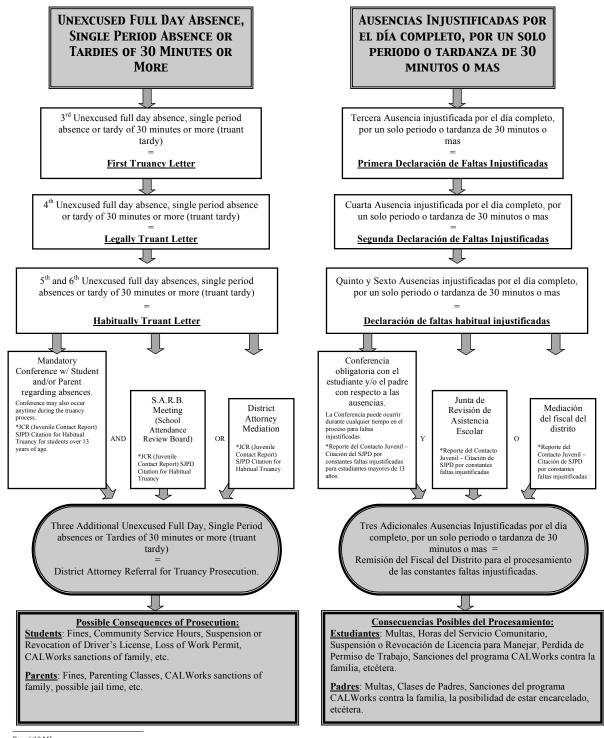
- Puede ser obligado a asistir clases de fin de semana
- Amonestación escrita por un oficial de la paz, que se mantendrá en archivo durante un máximo de 2 años, y pueden ser enviados a cualquier escuela que reciba el expediente del estudiante
- Será necesario asistir a una Junta de Revisión de Asistencia Fiscal de Distrito o programa de mediación

- Puede ser requerido completar hasta 40 horas de servicio comunitario aprobado por la corte
- Puede estar sujeto a una multa de no más de \$100, más multas adicionales por corte si no se presenta
- Puede ser obligado a asistir a un programa de absentismo escolar aprobado por el tribunal prevención
- Suspensión o revocación de los privilegios de conducir por un año

Padre

- Puede estar sujeto a una multa de no más de \$100, en una segunda condena, una multa de no más de \$250, y hasta \$500 por una tercera condena
- Podría ser condenado a un tribunal de educación de los padres y un programa de asesoramiento

ATTENDANCE IMPROVEMENT PROGRAM PROGRAMA PARA MEJORAR LA ASISTENCIA TRUANCY PROCESS FLOW CHART GRAFICA DEL PROCESO PARA FALTAS INJUSTIFICADAS



Rev. 6/10 MJ *A signature on the JCR will be required at the time of the Meeting or Conference. Firma del Reporte del Contacto Juvenil va ser exigido en la Junta o Conferencia.

La Inscripción Durante la Primera Semana de la Escuela

Las familias y los alumnos serán notificados antes del fin del año académico del primer día de clases para el año siguiente. Esta información también será publicada en nuestra página web y fuera de nuestra oficina.

El padre / tutor de un estudiante debe comunicarse con la escuela de antemano si un estudiante va a estar ausente en el inicio del año escolar. Cualquier estudiante que está continuando en DCP que está ausente en los tres primeros días del año escolar, perderá automáticamente su lugar en DCP. Las familias tendrán la opción de volver a solicitar la admisión a DCP, pero estarán al fin de cualquier lista de espera.

El director puede autorizar excepciones para los casos extremos, como una muerte en la familia inmediata o si el estudiante tiene una condición médica que le impida a él / ella de comenzar la escuela a tiempo. Una nota del doctor se requiere en estos casos. La nota del médico debe ser proporcionada para el final del tercer día de clases para probar una condición médica existente, o el estudiante perderá su lugar en DCP.

Tenga en cuenta que las vacaciones y viajes familiares, incluyendo demoras en el viaje, no se tendrán en cuenta razones válidas para perder el comienzo de la escuela. Las ausencias por esas razones serán injustificadas y se iniciará el proceso de absentismo escolar. Nosotros publicamos los calendarios escolares con suficiente anticipo específicamente para permitir a las familias a planear para el comienzo del año.

Retirar de la Escuela

Si usted va a cambiar de escuela por cualquier razón, por favor venga a la oficina para completar el papeleo necesario. Esto nos ayuda a asegurar que la siguiente escuela de su hijo/a recibirá sus archivos a tiempo. También nos permite contactar a familias en la lista de espera para ofrecerles espacio en DCP.

Conducta Estudiantil

Filosofía de Conducta de DCP

DCP esta comprometido a crear la cultura y tradición necesaria para crear comunidad y un sentido de propósito común. Se espera que todos los estudiantes apoyen las normas culturales y tradiciones, y que contribuyan al crecimiento y desarrollo de la comunidad. Desde la fundación del primer DCP en el 2000, los valores de ganas, comunidad y orgullo han guiado el trabajo de nuestro personal, y estudiantes. Nuestras tradiciones nos han mantenido honestos con nuestros valores. Como tal, los estudiantes son responsables por sus acciones mientras en el plantel escolar; mientras van o regresan de la escuela; durante el almuerzo (ya estén dentro o fuera de nuestro plantel); y durante, o mientras van o regresan de alguna actividad patrocinada por la escuela.

Compromiso a crear un ambiente seguro y que promueve el aprendizaje

Mientras DCP se propone a ayudar a todos los estudiantes a realizar todo su potencial, DCP también esta comprometido a crear un ambiente seguro y que promueve el aprendizaje. Por lo tanto, DCP espera que los estudiantes actúen en manera que apoya este compromiso. Estudiantes que actúen en maneras inconsistentes con la creación de un ambiente seguro y que promueva el aprendizaje serán disciplinados de acuerdo a las pólizas de disciplina de DCP que puede incluir suspensión y asta expulsión..

Recompensas y Consecuencias

Los estudiantes serán reconocidos regularmente por demostrar los valores de la escuela o por hacer un esfuerzo excelente. Cada semana, varios estudiantes serán reconocidos por ser el "Estudiante de la semana." Los maestros también van a hacer llamadas telefónicas positivas a casa con regularidad a las familias para hacerles saber de los logros de sus estudiantes. Los estudiantes también pueden obtener privilegios especiales, tales como viajes, premios, o pases de vestido libre como recompensa por un trabajo bien hecho.

Cuando los estudiantes deciden participar en el mal comportamiento toman malas decisiones, nuestro primer paso es ayudar al estudiante a remediar la situación y para hacer lo correcto. Al corregir el mal, el alumno aprenderá a asumir la responsabilidad de su comportamiento y se sostenerse a un alto nivel.

Póliza de Uniforme

El propósito de nuestro código de uniforme es crear un ambiente de aprendizaje seguro y productivo, que se centra en preparación universitaria. Al igual que los médicos, enfermeras, abogados, y profesores tienen vestimenta apropiada a sus profesiones, esperamos que los estudiantes vistan apropiadamente para un ambiente de aprendizaje riguroso.

Los estudiantes deben estar en uniforme todos los días. No pueden entrar en clase sin estar en uniforme. Si un estudiante no está en uniforme, los padres serán contactados y él/ella estará en la oficina hasta que el uniforme se lleva a la escuela. Se les anima a ponerse en contacto con la oficina a las familias que tengan dificultades financieras en la compra de uniformes..

Los estudiantes pueden ganar días sin uniforme. En estos casos, los estudiantes recibirán un pase o una carta para mostrar a los padres que no tienen que traer uniforme.

 ZAPATOS Punta y talón cerrado No llevar sandalias ni pantuflas Nada de rojo o azul en cualquier parte superior del zapato No puede traer zapatos de Nike Cortez 	 PANTALONES/PANTALONES CORTOS/FALDAS Todo pantalón, pantalones cortos, y faldas deben ser estilo uniforme, color caqui No llevar pantalón, falda, pantalones cortos cortados, todos deben tener bastilla Las faldas no pueden ser más cortas que dos pulgadas arriba de la rodilla No se puede atar los pantalones con ligas No llevar ropa que quede suelta o apretada
 CAMISAS Las camisas con el logotipo de DCP o camiseta aprobada de DCP (DCP Water, Lobo Pride) todos los días Nada apretado o demasiado grande Las camisas no se pueden atar con ligas o scrunchies para el pelo No se permite abdomen al descubierto 	 SUÉTERES/SUDADERAS/CHAQUETA/MOCHILAS Se quita todos las chaquetas que no tienen el logotipo de DCP el la clase. Las sudaderas o chaquetas el la clase tienen que llevar el logotipo de DCP Las mochilas no pueden tener azul ni rojo No palabras obscenas, fotos, comentarios racistas, o referencias a las drogas/alcohol/tabaco
 EDUCACION FISICA Camisa de DCP de educación física o camisa morada o gris sin diseño Pantalones cortos de DCP o pantalones cortos negros sin diseño Pantalones de ejercicio (sweatpants) negro o gris sólido Los estudiantes necesitan zapatos que les permite participar en todas las actividades físicas de la clase 	 ACCESORIOS No picos o cosas que puede dañar a otros No se permite, cachuchas, gorras o otras cosas que cubran la cabeza en la escuela excepto por razones religiosas No se permite el barniz de uña rojo o azul No joyas ni maquillaje que distraiga ni sea excesivas No palabras obscenas, fotos, comentarios racistas, o referencias a las drogas/alcohol/tabaco Ningún artículo sólido de rojo/azul o accesorio u otro objeto que es para el propósito de declarar interés o relacionado a las pandillas. Hay que tener su agenda en clase todos los días

Días cuando no se requiere el uniforme de DCP:

Código de vestuario de estudiantes del grado 12: Alumnos de 12 grado en buen estado no están obligados a vestir el uniforme de la escuela y tienen su propio código de vestimenta, por favor consulte las Pólizas del 12 grado.

Día del Colegio: El primer día de cada mes es día de ropa universitaria,, cuando el personal de DCP se viste en ropa de la universidad y comparte con los estudiantes sobre sus propios caminos universitarios. Los estudiantes son bienvenidos a participar en los días de ropa de la universidad después del viaje del tercer año. Después de esta experiencia clave, los estudiantes son bienvenidos a llevar ropa de la universidad en lugar del uniforme, junto con el personal. Los estudiantes que participan en día la universidad pueden usar jeans, a menos que el color primario de su ropa de la universidad no es de color rojo ni azul. Por ejemplo, un estudiante puede usar una camisa amarilla con letras azules, pero un estudiante no puede usar una camisa azul con letras amarillas.

Días del Espíritu de la Escuela: El concilio estudiantil anunciará las fechas y temas para los días del espíritu de la escuela en la primavera

Asistencia Perfecta Viernes: Los viernes, los estudiantes con asistencia perfecta durante el jueves anterior al miércoles puede usar jeans los viernes junto con una camisa DCP aprobado. La lista de alumnos invitados a participar será publicado en la tarde del jueves.

Ropa Professional: A veces, los estudiantes de DCP tienen que hacer presentaciones a sus compañeros o gente fuera de la comunidad de DCP. En estas ocasiones, animamos a los estudiantes a vestirse en una manera más formal para mostrar que tomamos en serio el aprendizaje. Se darán a los estudiantes las expectativas de cómo vestirse en una manera profesional.

Días sin Uniforme: Los estudiantes pueden ganar los días sin uniforme. Los padres recibirán una carta o los alumnos recibirán un pase para verificar que no tienen que llevar su uniforme en un día. Abajo se encuentra las reglas cuando los alumnos no tienen que llevar uniforme:

- Se permite pantalones de mezclilla
- Ningunos artículos sólidos de azul o rojo o cualquier cosa relacionado con las pandillas
- Nada que promueva la violencia, el sexo, el alcohol, o cualquier actividad ilegal
- Todas las camisas y blusas deben cubrir la espalda
- No se permite blusa de tirantes finos y camisetas sin mangas
- No se permite camisas o blusas que no cubren el abdomen
- No se permite camisas, blusas, o vestidos sin tirantes
- No se permite ropa transparente
- No se permite ropa demasiado apretado o grande
- No se permite logos atléticos
- No se permite gorras, capuchas, o cachuchas, cubrecabezas

Póliza de Violaciones de Uniforme

Estudiantes que no tengan su uniforme serán reportados a la oficina inmediatamente y no podrán entrar a la escuela a menos que puedan conseguir su uniforme. Los estudiantes se pueden ir a sus casas si los padres dieron permiso. Se le dará un reporte al estudiante cada vez que esté en la escuela sin uniforme, múltiples violaciones se traducirá en una detención.

Artículos Personales y Materiales Escolares

Esperamos que los estudiantes DCP vienen a la escuela preparados para aprender todos los días. Esto incluye tener todos los útiles necesarios de aprendizaje. Reconocemos también que los alumnos traen artículos personales a la escuela. Los estudiantes traen artículos de uso personal bajo su propio riesgo. La escuela no se hace responsable de la pérdida o robo de objetos personales. Los artículos personales que interrumpen con el aprendizaje de los estudiantes o que presentan un riesgo para la seguridad están sujetas a confiscación.

La tabla siguiente incluye algunas pautas en cuanto a los materiales apropiados y objetos personales:

Materiales Escolares – No hay fotografías, escritos o imágenes que promueven las drogas, alcohol, violencia o	Artículos personales – No hay punteros láser.
cualquier otra actividad ilegal.	 Los teléfonos celulares, mp3 sólo para uso permitido. (Ver Póliza de teléfono celular) El uso no permitido resultará en la confiscación.
 No hay palabras o dibujos obscenos imágenes 	
 No hay imágenes o palabras que denigren o difaman a un grupo racial, étnico o de 	 Bocadillos saludables se pueden comer en el almuerzo o recreo.
minorías	 Computadoras personales son para uso exclusivamente académico. Las computadoras portátiles son sujeto de confiscación, si están utilizados para otra cosa que las tareas escolares.
 No hay símbolos, colores, o imágenes relacionados con las pandillas 	
	 Cualquier cosa que distraiga / interrumpa el ambiente escolar está sujeto a confiscación.

Póliza de los Teléfonos Celulares

Los estudiantes están autorizados a poseer teléfonos celulares en la escuela. Los estudiantes que optan por llevar teléfono celular siempre lo hacen bajo su propio riesgo. La escuela no se hace responsable de los artículos perdidos o robados personales. Además, hay límites específicos sobre la forma celular puede ser utilizado. Las siguientes normas se deben seguir:

Normas Generales

- Las llamadas se pueden colocar sólo antes o después de la escuela.
- Durante el horario escolar, el teléfono debe estar apagado y fuera de la vista
- Los estudiantes pueden usar el teléfono para cámara / vídeo sólo si se les da el permiso de un miembro del personal
- Los teléfonos celulares no deben ser cargadas en la escuela.

Usos aceptables de los teléfonos celulares en la escuela

En DCP, reconocemos que las herramientas que usan los estudiantes para aprender están cambiando, y un teléfono celular puede ser una herramienta útil para los estudiantes en el acceso a la información y la participación en el aprendizaje. Por lo tanto, los estudiantes tienen la posibilidad de ganar los siguientes privilegios:

- Utilizar el teléfono celular personal en la clase para acceder a programas que se utiliza para propósitos de la escuela
- Tomar una foto o un vídeo si por una asignación de clase específica
- Utilizar las funciones de teléfonos celulares de otras maneras como se indica y se deja por un miembro del personal

Cualquier uso permitido de un teléfono celular siempre se debe seguir nuestra póliza de tecnología. De no hacerlo, resultará en que la se confiscación y revocación de los privilegios.

Los Audífonos

Los estudiantes pueden usar audífonos personales dentro del salón de clases cuando se utiliza software DCP / programas y / o tener el permiso del maestro. Los audífonos no pueden ser usados al aire libre o durante la clase de educación física, sin el permiso del maestro.

Póliza de Confiscación

Cualquier cosa que interrumpe el ambiente de aprendizaje, viola las reglas de la escuela, o que distraiga o no apropiado en un ambiente escolar puede ser confiscado y devuelto a sus padres. Los estudiantes no pueden utilizar cualquier dispositivo electrónico, tales como reproductores de música portátiles, cámaras y teléfonos celulares en la escuela sin el permiso de un miembro del personal.

Consecuencias por traer artículos que son inapropiados o que distraen serán las siguientes:

- 1^ª vez: Guardar el artículo en la oficina. Contactar padres. Se puede recoger el artículo al fin del día.
- 2ª vez: Guardar el artículo en la oficina por una semana. Contactar padres.
- 3^a vez: Guardar el artículo en la oficina. Contactar a los padres. Detención durante el almuerzo. Establecer un contrato de conducta antes de recoger el artículo.

Un padre/tutor puede designar a otro adulto para recoger el artículo confiscado.

Bicicletas, patinetas y motocicletas

- Las bicicletas, patinetas, patines en línea, patines, scooters no pueden usar en el tiempo de la escuela.
- Las bicicletas deben ser caminadas en el campus y la ley del estado requiere que todos los estudiantes usen cascos de bicicleta hacia y desde la escuela al montar sus bicicletas.
- Los estudiantes deben traer su propio candado para asegurar su bicicleta al portabicicletas. Los estudiantes traen bicicletas a su propio riesgo.

Estacionamiento Para Estudiantes

No hay estacionamiento para los estudiantes dentro de la escuela. Los estudiantes NO se pueden estacionar en los estacionamientos de la escuela durante el día escolar. El estacionamiento está reservado para el personal escolar, padres y visitantes de la comunidad con citas con el personal de la escuela. Los estudiantes se pueden estacionar fuera de la escuela a su propio riesgo. Los vehículos no autorizados que estén en la propiedad escolar puede ser remolcados al costo del propietario.

Alimentos / Bebidas

No comer o beber (excepto agua) está permitido en los salones de clase sin el permiso de un miembro del personal del maestro o del. Los alimentos sólo está permitido en áreas designadas para comer y externos.

Expectativas durante el almuerzo y descansos

Los estudiantes deben estar dentro de los límites designados durante el almuerzo y los descansos. Excepto los alumnos de 12 grado (consulte la póliza de 12 grado y directivos Campus cerrada), los estudiantes no pueden ir fuera de la escuela durante el almuerzo y / o los descansos. Los estudiantes sólo deben ir a la oficina durante el almuerzo y los descansos por razones válidas. Los estudiantes deben tener un comportamiento seguro y responsable durante el almuerzo y los descansos. Los estudiantes pueden estar en un salón de clases sólo si la supervisión de un miembro del personal. Los estudiantes son responsables de mantener la escuela limpia. Los estudiantes deben recoger por sí mismos después de comer, y para asegurarse de que la basura se dispone de manera apropiada en los botes de basura.

Use de los baños

Los estudiantes tienen dos pases para usar los baños a la semana como parte de su agenda escolar. Los estudiantes no se les permite usar el baño durante los primeros o últimos 15 minutos de clase, ya que la expectativa es que tratan de usar el baño durante pase y descanso. Los maestros firmarán la parte inferior de la agenda para indicar que el estudiante ha utilizado su pase del baño.

Entrar las clase

Esperamos que los estudiantes de DCP van a mostrar ganas en todo lo que hacen. Esto se refleja desde el primer momento que entran al salón de clases. Se espera que los estudiantes de DCP que estar preparado para cada clase con los materiales necesarios y estar en uniforme antes de entrar en la clase. Se espera que los estudiantes comenzarán a trabajar lo más rápido posible después de entrar las clase.

Despido / Fin de Clase

Lo más importante a recordar es que los maestros despiden a la clase, no los relojes o campanas. Los estudiantes no son despedidos de clase hasta que el profesor les despide. Las tareas deben ser escritos en las agendas al final de la clase, y los estudiantes deben dejar de su zona de escritorio limpio y libre de basura para que esté lista para la próxima clase. Se espera que los estudiantes sigan las expectativas del maestro sobre cómo salir de la sala de clase.

<u>Asamblea</u>

DCP tiene asambleas semanales como una de construir comunidad. Durante las asambleas tenemos la oportunidad de profundizar en las relaciones con la comunidad de DCP, nuestra misión y valores.

Embajadores (Dar la bienvenida a los visitantes)

Embajadores estudiantiles se utilizan como una extensión de los valores y la misión de DCP. Los embajadores son responsables para saludar a los visitantes que vienen al campus y informarles de las actividades diarias y los objetivos de aprendizaje.

Normas de Conducta en eventos patrocinado por la escuela

Todas las reglas y expectativas de DCP se aplican en cualquier evento patrocinado por la escuela, tanto dentro como fuera del campus. Estudiantes deben respetar y representar la misión, los valores y las expectativas, mientras están en cualquier evento patrocinado por la escuela. Esto incluye pero no se limita a los eventos deportivos, eventos de reclutamiento, celebraciones y pernoctaciones. Personal de DCP tiene la jurisdicción para identificar cualquier comportamiento que podría ser una violación de las expectativas y por lo tanto tiene la autoridad para distribuir consecuencias necesarias.

Limpieza, vandalismo y grafiti

Intencionalmente dañar, desfigurar, o robar cualquier parte de la propiedad de la escuela o la propiedad privada es inaceptable y no será tolerado. Los estudiantes culpables de hacer daños en el campus de la escuela, la propiedad privada o cualquier propiedad asociada con DCP en modo alguno, como por el

marcado, basura, destruir el follaje o la escritura de mostradores ganará un reporte de mal conducta y están sujetas a suspensión o expulsión, de acuerdo con la política de suspensión y expulsión enumerados en este manual.

Los estudiantes y sus padres / tutores serán responsables por el costo de los daños o pérdidas. Si cualquier daño accidental o pérdida se produce como resultado de una conducta inapropiada, el estudiante y sus padres / tutores son financieramente responsables por el daño o pérdida.

Demonstraciones Públicos de Afecto

Los estudiantes no pueden participar en demostraciones de afecto que se consideren ofensivas, de forma sexual, o inapropiado para el ambiente escolar. Esto incluye, pero no se limita a los besos y contacto físico inapropiado. DCP reserva el derecho de considerar un acto como inapropiado para el ambiente escolar.

- Se contactará a los padres/tutores y los estudiantes tendrán consecuencias disciplinarias.
- Tomarse de la mano está permitido.

Declaración de Pólizas para Estudiantes del grado 12 (Seniors)

Como modelos de conducta en la escuela, tenemos las más altas expectativas para estudiantes del grado 12. Ellos encarnan los valores fundamentales de nuestra escuela: ganas, comunidad y orgullo. Los estudiantes del grado 12 tienen una carga académica rigurosa y sirven como líderes del campus. Ellos aprenden de forma independiente y toman decisiones para asegurar su éxito en la universidad. También continúan desarrollando la disciplina personal necesaria para tener éxito en situaciones académicas y profesionales.

Los estudiantes del grado 12 se preparan para el colegio a través de:

Demostrando un compromiso a su aprendizaje Estudiando y solucionando problemas independientemente Consistentemente entregando tareas de calidad Mostrando habilidad en la escritura, la lectura, y las matemáticas

Los estudiantes del grado 12 muestran liderazgo a través de:

Asumir responsabilidad de su propio éxito Fortalecer la cultura escolar Vestirse y actuar profesionalmente Llegar a tiempo y listos para aprender

Cuando un estudiante del grado 12 no cumple con las expectativas descritas anteriormente, el/ella recibirá un reporte de mala conducta (referral) o será puesto/a en un contrato estricto de comportamiento.

Reportes de mala conducta (referrals) serán dadas:

- > Cuando llegue 5 veces tarde a clase en un semestre
- > Incumplimiento con el código de vestuario
- Cualquier otro comportamiento que se detalla en el manual del estudiante que esta en contra de las expectativas a las que se llevan acabo todos los estudiantes

Un estudiante del grado 12 será colocado en un contrato de comportamiento cuando el/ella:

- > Llegue a clase tarde 10 veces en un semestre (no podrá salir fuera de la escuela durante lonche)
- Recibe 2 reportes de mala conducta (referrals)

Un estudiante del grado 12 perderá privilegios después de quebrar su contrato por

Llegar tarde

- No seguir las pólizas de vestuarioComportamiento

2014-2015 Póliza de Vestuario de los estudiantes del grado 12

Todos los estudiantes del grado 12 están requeridos a vestir de la siguiente manera durante este año escolar. Tendremos 1-3 días cada mes en los que los estudiantes se tendrán que vestir de manera profesional.

Hombres		
Pantalones: Pantalones de mezclilla son aceptables. Pantalones de deporte no están permitidos.		
Camisas: camisas con cuello, polos, camisas de botón, solo se permiten playeras de DCP.		
Sudaderas: logo de DCP o de Colegio, azul y rojo solo se permiten si son colores secundarios. No permitimos chaquetas de jean.		
Ropa que sea de colegios no pueden tener azul o rojo como los colores dominantes.		
Azul o rojo no pueden ser colores dominantes, No gorras, no chanclas.		
Mujeres		
Pantalones: Pantalones de mezclilla son aceptables. Pantalones de deporte y de yoga no están permitidos.		
Camisas/Blusas: camisas de vestir o blusas, camisas de uniforme son aceptables. No se aceptan camisas de tirantes, sin mangas o camisas que se ven a través de las tapas. Solo se permiten playeras de DCP.		
Chores, Vestidos y Faldas: Debe ser no mas de 4 pulgadas arriba de la rodilla.		
Sudaderas: logo de DCP o de Colegio, azul y rojo solo se permiten si son colores secundarios. No permitimos chaquetas de jean.		
Ropa que sea de colegios no puede tener azul o rojo como los colores dominantes.		
Azul o rojo no pueden ser colores dominantes, No se permiten gorras, no zapatos con punta abierta o chanclas.		
Vestuario Profesional		
Hombres: pantalones, camisas de botón, polos, corbatas, trajes, zapatos cerrados.		
Mujeres: pantalones de vestir, faldas y vestidos (4 pulgadas de la rodilla), blusas, blusas de		
botones, chaquetas de punto, trajes.		
No se aceptan jeans. Azul y rojo si son permitidos como color dominante en días de vestuario		
profesional.		

Plantel Abierto

Padres/ Guardianes pueden firmar un consentimiento que de permiso que sus hijos salgan de la escuela durante periodos libres, almuerzo, o tutoría. Se considera una ausencia cuando un estudiante del 12° sale de la escuela sin permiso. Estudiantes del 12° grado que lleguen tarde, o que de otra manera no sigan las reglas pueden perder sus privilegios de plantel abierto. Todos los estudiantes del 12° grado deben de seguir las reglas y pólizas de seguridad cuando estén dentro de la propiedad de DCP.

Consecuencias Disciplinarias para Estudiantes del 12°

Los alumnos de 12º grado que no siguen las pólizas de arriba o de otro modo no siguen las reglas de la escuela puede perder parte o la totalidad de sus privilegios, incluyendo las actividades de graduación. DCP puede escoger alternativas para tratar infracciones, incluyendo cuando apropiado, suspensión o expulsión de la escuela.

Póliza Contra el Acoso Sexual

DCP se compromete a proporcionar un ambiente de aprendizaje que esté libre de acoso de ningún tipo. El acoso de cualquier estudiante por otro estudiante, empleado o profesor está prohibido. La escuela va a tratar las alegaciones de acoso en serio y revisara e investigara esas alegaciones de una manera rápida, confidencial y minuciosa.

El acoso se produce cuando un individuo se somete a un tratamiento o un ambiente escolar hostil o de intimidación a causa de la raza del individuo, credo, color, origen nacional, discapacidad física, identidad de género, expresión de género o sexo. El acoso puede ocurrir en cualquier momento durante el horario escolar o durante las actividades escolares. Esto incluye, pero no está limitado a, cualquiera o todos de los siguientes:

Acoso Verbal

Cualquier lenguaje escrito o verbal o gesto físico dirigido a un profesor o un estudiante que es insolente, degradante, abusivo o implícita o explícitamente implica una amenaza de daño corporal es totalmente inaceptable y se considerará acoso y será tratado como tal.

Acoso Físico

Contacto físico no deseado, contacto, asalto, deliberadamente impedir o bloquear movimientos, o cualquier interferencia intimidante con el trabajo o movimiento normal.

Acoso Visual

Carteles despectivos, humillantes o inflamatorio, caricaturas, palabras escritas, dibujos o gestos

Acoso Sexual

Incluye avances sexuales, y otra conducta verbal o física sexual cuando alguna o todas de las siguientes situaciones:

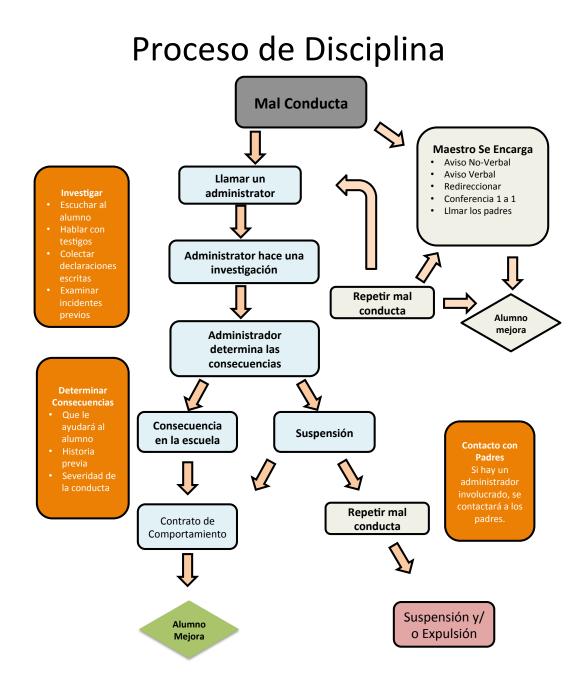
- 1. La sumisión a tal conducta se hace explícita o implícitamente a un término o condición del estado académico del estudiante o el progreso.
- 2. La sumisión o rechazo de tal conducta por un estudiante es usada como la base de las decisiones académicas que afectan al individuo.
- 3. Tal conducta tiene el propósito o efecto de interferir con el rendimiento académico del individuo o de crear un entorno intimidatorio, hostil u ofensivo educativo.

Progresión de Procedimientos disciplinarios

El personal de DCP usara las siguientes medidas para asegurar que los estudiantes demuestren que están listos para la universidad. Los padres trabajaran con el personal de la escuela para crear una cultura escolar positiva.

- Monitoreo de el comportamiento del estudiante en la base de datos de la escuela.
- Contactar y reunirse con las familias.
- Crear contratos de conducta
- Reuniones con una combinación de tutores, padres, maestros, administradores y consejeros o agentes de la ley.
- Suspensión
- Reviso a la continuación de matricula

Por favor note que las consecuencias disciplinarias e intervenciones serán usadas solamente como directrices generales. DCP puede elegir pasos alternativos para lidiar con infracciones, incluyendo, cuando apropiadamente, suspensión y expulsión. Preguntas acerca de este proceso deben ser dirigidas a cualquier administrador..



Comportamiento relacionado con las pandillas

Las pandillas son unos de los desafíos mas grandes hacia la seguridad de nuestros estudiantes. DCP aborda el tema de las pandillas usando los siguientes principios:

- La seguridad de nuestros estudiantes es absolutamente nuestra mas alta prioridad
- No permitiremos las pandillas en los planteles de DCP
- Con el apoyo correcto los estudiantes pueden alejarse de las pandillas y elegir un mejor camino para si mismos

Nosotros creemos que la mejor manera de corregir el comportamiento relacionado con las pandillas es el trabajar con las familias. SCP busca ayuda a que los estudiantes se alejen de las pandillas. El personal esta entrenado en como identificar señales de que los estudiantes están interesados o afiliados con pandillas. Si algún miembro del personal observa cierto comportamiento, las familias serán notificadas y problema se corregirá inmediatamente. Por ejemplo, se le pedirá que se cambie de ropa a cualquier estudiante que atiendan a la escuela vistiendo rojo o azul. Si el vestir tal tipo de ropa se hace un problema constante, el estudiante se pondrá en un contrato de comportamiento de pandillas y podrá enfrentar consecuencias mas serias.

Es importante notar que mientras DCP esta comprometido a ayudar a los estudiantes, habrán veces en las cuales los estudiantes se involucraran en actos de pandillerismo y puede que nieguen al ayuda que se les brinde. En esas ocasiones, aunque sea la primer ofensa puede resultar en consecuencias mas severas y serias.

Comportamientos de consecuencias graves

Mientras hay varias ofensas que podrían llevar a consecuencias graves, incluyendo la suspensión y/o expulsión, DCP desea destacar los siguientes delitos que perjudican la misión de DCP:

- Posesión, uso, venta o distribución de drogas.
- Posesión, uso, venta o distribución de alcohol. .
- Comportamiento relacionado con las pandillas, incluyendo pero no limitado a, aparecerse en la
- escuela o cerca del plantel de la escuela vistiendo rojo o azul o cualquier otro accesorio de pandillas. - Peleas
- Agresión dirigida a cualquier miembro del personal.

Estudiantes que cometan cualquier de las ofensas mencionadas arriba enfrentaran serias consciencias, las cuales pueden incluir la suspensión y/o expulsión.

Recomendación Automática para la Expulsión

Las siguientes ofensas llevaran a la suspensión y recomendación para expulsión automática:

- Posesión, venta o de otra manera proveer una arma de fuego cuando un empleado de DCP verifica una posesión de arma de fuego
- Mostrar un cuchillo o navaja a otra persona
- La venta de cualquier substancia controlada que este listada en el Código de Salud y Seguridad11053, et. seq.
- Cometer o tratar de cometer un asalto sexual o cometer una agresión sexual

Por favor note que la lista de ofensas mencionada previamente no es exhaustiva y hay mas ofensas que pueden resultar en graves o severas consciencias, las cuales pueden incluir suspensión o expulsión.

Favor de ver la póliza completa de Suspensión y Expulsión en el Apéndice A

Contratos de Conducta

Estudiantes pueden entrar en un contrato de comportamiento para ayudarles a corregir su comportamiento. Hay dos niveles de contratos de comportamiento:

Nivel 1: Un contrato de conducta identifica el problema de comportamiento específico(s) que el estudiante necesita mejorar y los comportamientos deseados. El contrato está firmado por los padres, el estudiante y un maestro o administrador. El contrato está diseñado para ayudar al estudiante a corregir su / su comportamiento.

Nivel 2: Un contrato de Nivel 2 generalmente se desarrolla después de un alumno comete un delito grave y se suspende. El contrato de readmisión especifica lo que el estudiante debe hacer para mantenerse en buen estado en DCP. El contrato suele identificar la conducta problemático, el comportamiento deseado, y especificar, además, la restitución (por ejemplo, servicio a la comunidad), el estudiante tiene que realizar. No cumplir con los términos del contrato puede resultar en otras consecuencias disciplinarias hasta e incluyendo la suspensión y expulsión.

La duración del contrato será determinada por el Director y podrá ser prorrogado por cualquier violación enumerados en la conducta y el comportamiento.

Equipo de Mediación Estudiantil

Uno de nuestros objetivos en DCP Alum Rock es ayudar a los estudiantes a aprender cómo resolver los problemas por sí mismos. Una forma de hacerlo es con el equipo de alumnos mediadores, estudiantes que están capacitados para ayudar a otros estudiantes resolver conflictos. Estudiantes Mediadores a menudo serán capaces de ayudar a otros estudiantes discutir un problema de manera pacífica, respetuosa y llegar a acuerdos para resolver un problema.

Los estudiantes tendrán la oportunidad de aplicar para entrenarse como un mediador. Ellos recibirán entrenamiento regular y luego se reunirán con su supervisor regularmente durante el año.

Un maestro documenta todas las mediaciones. Si los estudiantes siguen teniendo un conflicto después de hacer una mediación, entonces un miembro del personal o administrador tratará el asunto directamente con los estudiantes.

Suspensión

La suspensión tiene la intención de retirar al estudiante de sus compañeros y el ambiente de la clase o la escuela. Esta separación ofrece al estudiante tiempo para pensar sobre su comportamiento y considerar un modo de conducta más positivo.

Un estudiante puede ser suspendido de la escuela por violación de normas de conducta de DCP. Si es posible, una suspensión será precedida por una reunión informal entre el estudiante y el administrador de la escuela o su designado/a, en la que el estudiante será informado de la razón de la suspensión, la razón de ser, y se le dará la oportunidad de presentar su explicación. En el momento de la suspensión, un empleado de la escuela hará un esfuerzo razonable para comunicarse con el padre / tutor del estudiante en persona o por teléfono. El padre / tutor recibirá una notificación por escrito de la suspensión.

Mas información acerca de las pólizas y procedimientos de Suspensión y Expulsión se puede encontrar en el Apéndice A.

Restitución

Los padres pueden ser económicamente responsables por daños de hasta \$10,000 y también serán responsables de la cantidad de cualquier recompensa que no exceda de \$10,000 (Ed.Code 48904). Las calificaciones, diplomas y certificados podrán excluirse de los estudiantes y los padres / tutores cuando un estudiante haya dañado, destruido o no se devuelva propiedad prestada de la escuela y la restitución no se ha hecho. Los archivos se retienen del estudiante y el padre / tutor, pero no serán retenidos de una escuela solicitante.

Búsquedas

Vestimenta de un estudiante, la propiedad personal, vehículo o propiedad escolar, incluyendo libros, escritorios y casilleros escolares, podrá ser inspeccionados por un representante principal / director que tenga una sospecha razonable de que un estudiante posee artículos ilegales o artículos obtenidos ilegalmente. Estos pueden incluir sustancias ilegales, parafernalia de drogas, armas u otros objetos o sustancias que pueden ser perjudiciales para el estudiante o para otros. **Artículos en posesión serán confiscados y pueden ser entregados a la policía.**

Información Estudiantil

Póliza de Confidencialidad

Hay cuatro casos en los que personal de la escuela están legalmente obligados a informar a los padres y /o una autoridad: 1) cuando un estudiante indique que se va a dañar físicamente a sí mismo o poner en peligro su vida, 2) cuando el estudiante indica que él o ella va a dañar físicamente a otro o poner en peligro la vida de otro o tenga conocimiento de que el bienestar de otro es amenazado, y 3) cuando un estudiante indique que está siendo abusado físicamente y / o emocionalmente, y 4) cuando un estudiante indique que ha cometido un delito grave (es decir, vender drogas, robar un carro, etc.)

Información de Contacto

Los padres / tutores deben notificar a la oficina tan pronto como cualquier cambio de información de contacto (número de teléfono, dirección, etc.) se produce. Esto asegurará que cualquier comunicación será recibida sin demora o interrupción.

Archivos Permanentes

La ley estatal requiere que la escuela mantenga cierta información. Cuando sea necesario, el archivo acumulativo es el archivo académico de un estudiante de kindergarten hasta la escuela secundaria. Personal de la escuela con intereses educativos legítimos, escuelas de inscripción previsto, se especifican los administradores educativos federales y estatales, y los que proporcionan ayuda financiera tienen derecho a acceder a los registros del alumno sin el consentimiento de los padres. El acceso puede ser obtenido sin consentimiento de los padres en respuesta a una orden judicial (§ 49076, 49077, 49078).

Los archivos escolares se enviarán a solicitud de una escuela a la cual el padre / tutor transfiere a un estudiante. Padres / tutores siguen teniendo el derecho de revisar los archivos, ya sea antes o después de la transferencia a otra escuela.

Si tiene alguna pregunta con respecto a los archivos de un estudiante de la escuela, por favor póngase en contacto con un administrador.

Reclutamiento Militar

Bajo la provisión No Child Left Behind (NCLB) Act, todas las escuelas secundarias que reciban fondos bajo esta provisión deben proveer a las fuerzas armadas acceso a la información de los estudiantes con fines de reclutamiento.

Las escuelas secundarias deben de proveer, cuando sea requerida, a los reclutadores la siguiente información:

Nombre Dirección Lugar de nacimiento Ultima institución educacional atendida Secciones de estudio Fechas de asistencia Diplomas y premios honorados

Los estudiantes o padres pueden peticionar que esta información no sea proveída sin consentimiento escrito de los padres. Favor de ponerse en contacto con la gerente de oficina para obtener mas información.

Seguridad y Salud Estudiantil

DCP cree que la seguridad de estudiantes, en gran medida, es un resultado de un sentido de comunidad. El personal está comprometido a los estudiantes conocer e identificar los problemas antes de que se conviertan en grandes problemas. Además, la póliza de uniforme, horario de sitio, y otras pólizas están diseñadas para promover la seguridad del estudiante.

Además, cada sitio DCP mantiene un plan de seguridad y ejecuta los ejercicios de seguridad adecuados a lo dispuesto por la ley de California. Además, el plan de seguridad contiene el texto completo de la póliza de DCP contra el abuso sexual de cualquier miembro del personal, estudiante, voluntario u otra parte interesada. Una copia del plan de seguridad se mantiene en la recepción para los padres y estudiantes, y los registros de cada simulacro de seguridad se mantienen con la Gerente de la Oficina, así como en la Oficina Central.

Información en Caso de Emergencia

Todos los estudiantes deben tener un formulario de información de emergencia llenada y firmada por el padre o tutor al comienzo de cada año escolar. Esta tarjeta identifica lo que importa a los padres desean para sus hijos en caso de una emergencia, junto con la nota de la información médica actual y de emergencia (Código de Educación 49408). Si esta información cambia en cualquier momento durante el año escolar, es la responsabilidad del padre o tutor para venir a la escuela y llenar un formulario de emergencia de nueva información.

Póliza de Campus Cerrado

Una vez que los estudiantes llegan a DCP no pueden salir de la escuela, incluso si la clase no se ha iniciado. Los estudiantes no pueden salir de la escuela durante el horario escolar sin ir acompañado de un miembro del personal DCP

Si un estudiante tiene permiso de su padre o madre o tutor para salir de la escuela para una ausencia justificada durante el día escolar, el representante del padre, tutor o adulto autorizado debe venir a la oficina en persona para recoger al estudiante.

Violación de la regla de campus cerrado se considerará corte y será tratado como tal. (Véase el corte de clases o la escuela)

¿Qué significa estar en el plantel?

Los estudiantes son considerados en la escuela cuando se encuentran en un edificio de la escuela DCP, dentro de los límites marcados por la cerca, o en la acera cerca de la playa de estacionamiento acompañados por un profesor.

Los estudiantes no son supervisados por personal de la escuela cuando la escuela está cerrada. Cuando campus está cerrado, los estudiantes son la responsabilidad de los padres o tutor. Por razones de seguridad, los estudiantes deben ser dejados en la escuela no antes de las 7:45 de la mañana y recogido de la escuela a los 20 minutos de la salida.

Recoger a un Estudiante Durante el Día Escolar

- Por razones de seguridad, los estudiantes sólo pueden ser recogidos por sus padres, tutores o contacto de emergencia que oficialmente se señaló en los formularios de inscripción.
- Un padre o tutor debe dar su consentimiento por escrito o verbal a la escuela si se lo permite su estudiante sea recogido por otro adulto durante el día.
- Sin el consentimiento escrito o verbal por parte de un padre o tutor legal, la escuela no dará permiso a nadie para recoger al estudiante más que a las personas que sean identificados como tutores o contactos de emergencia.

- El director de la oficina u otro personal de la escuela puede pedir identificación con foto para verificar la identidad de un adulto que recoja a un estudiante. Esto es para asegurar la seguridad de nuestros estudiantes.
- Si se recoge temprano al alumno frecuentemente, resultará en una reunión de padres con la administración y de la posible al proceso de ARB.

Procedimientos en caso de lluvia

Los estudiantes no están permitidos en la cancha o asfalto durante el almuerzo en días de lluvia debido a preocupaciones de seguridad. Los estudiantes que deseen estar al aire libre durante el almuerzo en un día lluvioso deben permanecer bajo el toldo del edificio principal que enfrenta el campo. Los estudiantes deben hacer todo lo posible para permanecer seco y mantener nuestros edificios limpios. Los estudiantes sólo pueden comer bajo el toldo mirando hacia el este o en la cafetería. Los alumnos del grado 12 todavía serán permitidas salir del campus en días de lluvia.

Instalaciones de Salud

Una enfermera de la escuela no está disponible en las escuelas DCP. Como las escuelas no tienen instalaciones ni el personal para atender a los estudiantes enfermos, el estudiante no lo suficientemente bien como para participar en el salón de clases no puede permanecer en la escuela. Esto no sólo es en el mejor interés del estudiante, sino que sirve como protección para otros estudiantes también. Los padres / tutores deben hacer arreglos previos para una persona autorizada por el formulario de información de emergencia en el transporte y el cuidado de sus hijos, si tal situación se presente.

Medicamentos

Si su hijo/a necesita tomar medicamentos recetados, usted debe tener:

- 1) Una nota escrita y firmada de un médico (Declaración de Padre / Médico) que detalla los horarios de método, la cantidad y el tiempo de dicho medicamento
- 2) Una nota escrita y firmada (Declaración de Padre / Médico) de los padres indicando su deseo de que la escuela asista al alumno según lo establecido por el médico en su declaración.

Por razones de seguridad, los estudiantes no se les permite tener la medicina en sus aulas, loncheras, mochilas, o en sus bolsillos. Todos los medicamentos deben ser dispensados a través de la oficina.

Los padres / tutores también pueden aparecer y administrar medicamentos a su hijo/a en la escuela, si es necesario. De vez en cuando algunos padres solicitan que su alumno sea capaz de tomar acetaminofén (Tylenol) o ibuprofeno (Advil) en la escuela. Esto es permitido solamente con el consentimiento por escrito de los padres y el permiso médico (Declaración de Padre / Médico) y el medicamento debe estar en su contenedor original. (Código de Educación 49312 y 49480)

La autorización del personal de la escuela para administrar medicamentos a los estudiantes, se requiere lo siguiente:

Una declaración firmada por un médico con licencia que incluye:

- Nombre del estudiante
- Nombre de la medicación con la dosis y la vía (oral, tópica, etc.)
- La frecuencia y tiempo de administración
- Fecha de la orden y la fecha de suspensión, si aplica
- Cualquier tipo de alergia a medicamentos o reacciones
- Firmas de los Padres deben ser incluidas

Tenga en cuenta que se requiere una Declaración del Padre / Médico para cada año escolar y/o antes de que se administra cualquier medicamento en la escuela. Si el pedido de medicamentos **se cambia** durante el año escolar, una nueva Declaración de Padre / Médico **firmado** es necesario.

<u>NOTA</u>: Los medicamentos sin receta médica sólo podrá ser dados de acuerdo a la póliza establecida por los medicamentos recetados.

La Autoadministración de Medicación

Por lo general, los asmáticos, diabéticos y estudiantes que son alérgicas a las picaduras de abejas, y son a la edad de **12 años o más pueden administrar sus propios medicamentos**. Los estudiantes **menores de 10 años no puede** auto-administrar medicamentos. La autoadministración de los estudiantes **entre 10 y 12** son a discreción del director y los padres. Una Declaración firmado por Padre / Médico que identifica el medicamento y da la autorización de la auto-administración, así como un formulario de consentimiento deben estar archivadas en la oficina de la escuela. El medicamento debe ser guardado en la oficina, a menos que la autorización previa se ha obtenido del director.

Reportar el Abuso de Niños

DCP se compromete a seguir con sus responsabilidades legales para informar una sospecha de abuso / negligencia a las autoridades correspondientes. Si bien la responsabilidad de hacer cumplir las prohibiciones legales contra el abuso infantil y la negligencia recae en las agencias de protección, tales como el departamento de policía local y de Protección de la Infancia, el personal de DCP (incluidos los maestros, los funcionarios administrativos, personal certificado, etc.) tienen el mandato de reportar abuso conocido o sospecha / negligencia infantil y están obligados a cumplir con esta responsabilidad legal. Cada custodio de niños de DCP debe firmar un "Child Abuse Reporting" formulario indicando que entienden su responsabilidad de informar el abuso / negligencia infantil conocido o sospechado.

Si el empleado sabe o sospecha razonablemente de que el estudiante ha sido víctima de abuso o negligencia infantil, el empleado debe reportar el caso conocido o sospechado de abuso infantil a una agencia de protección del niño inmediatamente o tan pronto como sea posible por teléfono y debe realizar y enviar un informe por escrito en un plazo de 36 horas después de recibir la información sobre el incidente.

El director o la persona designada no tiene que informar a los padres del estudiante / tutor antes de una entrevista con un trabajador social / oficial de policía que están respondiendo a una denuncia de abuso / negligencia infantil.

El estudiante puede elegir para ser entrevistados en privado o puede seleccionar cualquier adulto que sea miembro del personal de la escuela, incluyendo cualquier empleado certificado o clasificado o voluntario ayudante, a estar presente en la entrevista. (Código Penal § 11174.3)

Cuando un oficial de policía o trabajador social toma en custodia un niño que se sospecha víctima de abuso, el director o la persona designada deberá proporcionar al trabajador social / oficial de policía con la dirección y la información de contacto de los padres del menor / tutor.

Escuela Sin Tabaco/Fumar

Fumar y el uso de productos de tabaco por parte de todas las personas está prohibida en la propiedad escolar. Esto incluye los edificios de la escuela, las instalaciones, y todos los eventos patrocinados por la escuela fuera y dentro del campus.

Póliza de Visitantes

DCP tiene una póliza de puertas abiertas y anima a los miembros de la comunidad que estén interesados en aprender más acerca de DCP o en ser una parte del desarrollo de DCP para programar una visita. Los padres / tutores siempre son bienvenidos en DCP y no es necesario hacer una cita para visitar la escuela, a menos que los padres hayan sido previamente perjudiciales para el ambiente educativo. Vea abajo para más información acerca de visitar la escuela.

Es la expectativa de que los estudiantes darán dar la bienvenida a todos los visitantes y tratar a todos los visitantes con respeto. Cuando los visitantes estén en la escuela, todas las reglas de DCP se aplican.

Los padres y tutores

- Los padres son animados a visitar DCP durante todo el año para familiarizarse con el ambiente de preparación para la universidad y para monitorear el progreso de su estudiante. Los padres son bienvenidos a visitar las clases de su hijo/a y otros eventos de la escuela durante el día escolar. Para garantizar la seguridad de los estudiantes, los padres deben firmar en la oficina y recibir un pase de visitante.
- No se requiere una cita para visitar DCP. Si a usted le gustaría hablar con un administrador específico o miembro del personal, se sugiere hacer una cita con el fin de garantizar la disponibilidad del funcionario.
- Si los padres están interesados en visitar otras clases que no son de su hijo/a, deben ponerse en contacto con un administrador para organizar una visita.
- Tenga en cuenta que las visitas a las clases no se pueden permitir si son perjudiciales para el aprendizaje de los estudiantes (por ejemplo, durante los exámenes.)

Otros Visitantes Adultos

- Si desea que se garantice el tiempo con un administrador, haga una cita por lo menos un día antes de la visita
- El registro en la oficina
- Utilice una tarjeta de visitante y será escoltado hasta su destino

Alumnos Visitantes que no son de DCP

- Todos los estudiantes visitantes que no son parte del programa de reclutamiento no pueden estar en la escuela durante cualquier parte del día escolar. Si en cualquier momento cualquier visitante estudiante está interrumpiendo el ambiente de aprendizaje o de cualquier forma alterar la comunidad, él o ella se le pedirá que vaya. Los visitantes deben ser conscientes de que los campus DCP tienen una pólizas de cero tolerancia en lo que respecta a la cuadrilla vestido afiliada relacionada o pandillas o comportamiento. DCP no duda en informar a las autoridades correspondientes.
- Los estudiantes que estén interesados en asistir pueden visitar DCP durante la jornada escolar sólo como parte del programa de reclutamiento. Los estudiantes pueden participar en el programa "Shadow" donde se acompañará un estudiante DCP a lo largo del día escolar para determinar si su asistencia a DCP es una decisión apropiada. Si un estudiante "shadow" interrumpe el ambiente de aprendizaje de cualquier manera, uno de los padres serán llamados para recoger al estudiante.

Para Visitar en el Programa "Shadow" en DCP

- El padre / tutor del estudiante debe hacer una cita con anticipación
- El estudiante debe usar pantalones de color caqui o negro y una camisa polo o de vestir de color negro, blanco o gris.
- El alumno debe traer un almuerzo de casa o el dinero para el almuerzo en la escuela por la cantidad exacta

Actividades Extracurriculares

En DCP, tenemos la meta de cada estudiante está involucrando en los clubes, los deportes, el trabajo u otras actividades fuera de clase. Todas estas experiencias se puede dar a los estudiantes nuevas habilidades, les ayudan a aprender acerca de sí mismos, ayudan a descubrir sus intereses, y que también son divertidas.

La participación en actividades extra curriculares son también una parte importante del camino hacía la universidad. La mayoría de las aplicaciones de la universidad preguntan acerca de sus actividades. Eso es porque las cosas que haces en tu tiempo libre revelan mucho acerca de usted de manera que las calificaciones y los resultados de las pruebas no lo hacen. Sus logros fuera de clase muestran lo que le apasiona y que tiene cualidades valoradas por los colegios. Las universidades quieren saber que usted es un buen estudiante, y que son también una persona fuera de clase. Su participación en actividades extra-curriculares ayuda para mostrar eso.

Clubes

Clubs de DCP son una gran manera para que los estudiantes aprendan nuevas actividades, conocer nuevos amigos y desarrollar nuevas habilidades. Una amplia variedad de clubes se ofrecen para todos los estudiantes. Noticias sobre los clubes se hacen durante la asamblea y folletos se publican en todo el campus. También animamos a los que tienen nuevas ideas para los clubes para conseguir una hoja de inscripción de la Secretaría y si tienen alguna pregunta que hablar con el director o subdirector.

Los Deportes

Creemos que los deportes en DCP son una gran manera para que los estudiantes desarrollen habilidades para la vida, las relaciones y experiencias de aprendizaje. Los estudiantes aprenden habilidades de trabajar en equipo, la auto-disciplina y una ética de trabajo positiva. Los deportes crean un sentido de unidad entre los compañeros de equipo, así como un sentido de comunidad y orgullo entre la población escolar.

Con el fin de ser elegible para los deportes en DCP, los estudiantes deben 1) completar un examen físico para deportes por un médico y; 2) devolver un paquete de permiso de deportes completado para cada temporada antes de participar

Requisitos académicos:

- Mantener al menos un GPA de 2.0 en cada período de calificaciones. Si el estudiante no tiene un 2.0, no son elegibles para jugar hasta el próximo período de calificaciones.
- No puede tener ningún F de durante la temporada. Si en algún momento un estudiante lleva una F, no son elegibles para participar en los juegos hasta que F ha sido criado a una C o mejor.
- Nota: Los estudiantes todavía pueden asistir a las prácticas y ser parte de un equipo, mientras que la mejora de sus calificaciones para ser elegible para jugar en los juegos.
- Los estudiantes son responsables de entregar la tarea a tiempo. Los días de partido, los estudiantes pueden perder clases o son responsables de averiguar lo que la tarea es y convertirlo en el tiempo.

Participación de los Padres

Filosofía de DCP

Los padres / guardianes son los primeros maestros y el más importante de nuestros estudiantes. Estamos firmemente convencidos de que sólo podremos cumplir nuestra misión de éxito en la universidad, trabajando en colaboración con los estudiantes y sus familias.

Reconocemos y respetamos que cada familia tiene circunstancias únicas. Algunos pueden tener la capacidad de ser voluntario durante el día escolar donde otros no lo podrán hacer. Algunos pueden ser capaces de donar a la escuela, mientras otros no pueden. Algunos se sienten cómodos enviando un correo electrónico a los maestros, mientras que otros no lo hacen.

Independientemente de las circunstancias particulares de cada familia, sabemos que cada padre / tutor tiene un papel muy importante que desempeñar en el apoyo a la educación de su hijo.

En nuestro trabajo con los padres y las familias, esperamos poder hacer lo siguiente:

- Trabajar en conjunto con los padres para crear un excelente ambiente de aprendizaje
- Colaborar con los padres para desarrollar pólizas escolares
- Proveer a los padres con talleres sobre cómo preparar a sus hijos para la universidad
- Capacitar a los padres para abogar por sus hijos en camino a la universidad

Las expectativas de todas las familias

- Asistir a las reuniones de las calificaciones
- Asistir a las reuniones antes del comienzo del año escolar y la Noche de Regreso a la Escuela
- Leer las noticias y la comunicación de la escuela
- Monitorear las calificaciones de su hijo/a con regularidad
- Comunicarse directamente con los maestros de su hijo/a cuando tiene una pregunta o preocupación

Otras formas de ayudar

- Ayudar con el reclutamiento de nuevos alumnos para el próximo año
- El voluntariado en la clase
- El voluntariado en la oficina
- El voluntariado con proyectos en la noche o los fines de semana (por ejemplo, hacer llamadas)
- Ayudar con un grupo de estudiantes (por ejemplo, equipo de baloncesto o un equipo de fútbol)
- Ayudar con la recaudación de fondos
- Ayudar con eventos de la escuela

Visitas al Hogar

En DCP, creemos que una de las mejores formas de trabajar con una familia es a través de visitas domiciliarias. Esperamos que las familias vengan a la escuela para diversos eventos, y personal de la escuela del mismo modo se debe esperar a visitar a las familias. Visitar la casa de un estudiante también se comunica al estudiante que DCP se preocupa por la vida del estudiante fuera de la escuela.

Por favor asegúrese de que usted proporcione a la escuela con nueva información de contacto si se mueve de domicilio o cambia su número de teléfono.

Requisitos de Seguridad para los Voluntarios

Los voluntarios ayudan a enriquecer la educación del estudiante y proporcionar asistencia adicional para los maestros y el personal escolar. Los voluntarios potenciales deben comunicarse con la escuela si pueden ofrecer tiempo o servicios para ayudar con cualquier parte del programa escolar.

Todos los visitantes, inclusive los voluntarios, deben registrarse en la oficina y recibir un "pase de visitante" como identificación. También deben firmar al salir del local. Esto es para la seguridad de los estudiantes y el personal, así como en caso de una emergencia.

Prueba de Tuberculosis

Todos los voluntarios que trabajan en el aula y con los estudiantes deben tener una prueba de tuberculosis negativa en los archivos de la oficina de la escuela en los últimos cuatro años antes de comenzar a trabajar con los estudiantes. La secretaria mantendrá una copia en archivo en la oficina de la escuela y recordar a los voluntarios permanentes cuando su examen de tuberculosis esta apunto de expirar.

Verificación de Antecedentes

Uno de los valores más importantes de DCP es la seguridad de los estudiantes y el personal. De acuerdo con la ley de California, y de acuerdo con los valores de DCP, todos los padres voluntarios y voluntarios de visitantes que trabajan con estudiantes **sin la supervisión de un miembro del personal certificado** en la misma habitación tiene que tomarse las huellas digitales para una verificación de antecedentes penales. Voluntarios sin supervisión que necesitan tomar las huellas digitales son: entrenadores, mentores de negocios, tutores y acompañantes en las excursiones - **cualquier persona que esté trabajando con un estudiante (s) sin supervisión**. Los resultados de la verificación de antecedentes son confidenciales y no serán discutidos con otros miembros del personal y / o padres.

Procedimientos de Quejas

La mayoría de las quejas se pueden resolver mediante discusiones informales entre el demandante y el empleado o el director del empleado / supervisor. Este proceso formal de queja está reservado para las quejas que no se resuelven después de que el proceso informal se ha intentado y se debe presentar a más tardar 30 días después del incidente. Si el incidente se produce al final del año escolar, la queja formal debe ser presentada el 30 de junio del presente año escolar. Por circunstancias atenuantes, este plazo podrá ser prorrogado. Aun cuando el procedimiento de queja formal se inicia, los esfuerzos pueden ocurrir en cualquier momento para realizar la resolución informal satisfactoria. En ningún caso se haya represalias por parte de cualquiera de las partes. Para obtener información detallada sobre el procedimiento de queja formal, por favor póngase en contacto con la escuela.

Apéndice A

Procedimientos y Pólizas de Suspensiones y Expulsiones

Esta Póliza de Suspensión y Expulsión del Estudiante se ha establecido para poder promover el aprendizaje y proteger la seguridad y el bienestar de todos los estudiantes en la Escuela. 'Esta póliza servir como la pólizas y el proceso de la Escuela DCP para la suspensión y expulsión y puede ser enmendado de vez en cuando sin necesidad de enmendar el charter mientras las enmiendas concuerdan con los requisitos legales.

DCP cree en el derecho fundamental a una educación publica para todos los estudiantes. Con tal fin, DCP pretende abordar inicialmente problemas derivados del absentismo escolar, y la impuntualidad por medio del uso de medidas alternativas a la suspensión y/o expulsión.

DCP también se compromete a establecer un ambiente que promueve el aprendizaje y asegura la seguridad de todos estudiantes y el personal. Estudiantes que por medio de sus acciones pongan en peligro este ambiente serán suspendido o expulsados de su clase regular hasta que puedan participar en una manera positiva y productiva.

La disciplina incluye pero no se limita a el asesoramiento y consejo de los estudiantes, reuniones con el/los padre(es)/tutor(es), detención durante y después del horario escolar, uso de ambientes educacionales alternativos, suspensión y expulsión.

El castigo corporal no se deberá usar como medida disciplinaria contra cualquier estudiante. El castigo corporal incluye la causa intencional o intencionalmente de dolor físico a un estudiante. Para los propósitos de la pólizas, el castigo corporal no incluye el uso de fuerza razonable y necesaria para proteger a los empleados, estudiantes, personal, u otras personas o para prevenir daños a la propiedad de la escuela.

El personal de la escuela debe hacer cumplir las reglas disciplinarias justamente y consistentemente con todos los estudiantes. La administración de DCP se asegurara que los estudiantes y sus padres/ guardianes sean notificados por escrito, al momento de inscripción, acerca de las pólizas y procedimientos disciplinarios; esta póliza y sus procedimientos será imprimida y distribuida como parte del manual estudiantil y describirá claramente las expectativas disciplinarias. Todos los estudiantes y sus padres/ guardianes serán requeridos que verifiquen que han leído y que entienden las pólizas a la hora de inscripción.

Estudiantes suspendidos y expulsados deben ser excluidos de toda actividad escolar o actividad relacionada con la escuela a menos que se llegue a un acuerdo durante el plazo de suspensión o expulsión.

Un estudiante que ha sido identificado como un individuo con discapacidades o quien la escuela, basándose en el conocimiento, sospecha la discapacidad según la Ley de Individuos con Discapacidades en ambiente Educativo (IDEIA) o quien califica para servicios bajo la Sección 504 de la Ley de Rehabilitación de 1973 ("Sección 504") queda sujeto a las mismas reglas de suspensión y expulsión y se le otorgará el mismo debido proceso aplicable a los estudiantes regulares excepto cuando una ley federal o estatal manda proceso adicionales o diferentes. DCP seguirá la Sección 504, de IDEIA, y todas leyes federales y estatales que sean aplicables incluyendo pero no limitado a el Código de Educación del estado de California, cuando se imponga cualquier forma de disciplina a un estudiante identificado como un individuo con discapacidades o quien la escuela, basándose en el conocimiento, sospecha la discapacidad o quien de otra forma califica para tales servicios o protecciones según el debido proceso otorgado a tales estudiantes. DCP deberá notificar al distrito sobre la suspensión de cualquier estudiante identificado según IDEA (por quien haya conocimiento de los mismo) o un estudiante con discapacidad bajo la Sección 504 y le otorgará al distrito el derecho de aprobación antes de la expulsión de tal estudiante.

Razones por la Suspensión y Expulsión de Estudiantes

Se puede suspender o expulsar a un estudiante a causa de mala conducta prohibida si el acto esta relacionado con una actividad escolar o durante la asistencia escolar ocurriendo a cualquier hora, incluyendo pero no limitado a: a) mientras en el campo escolar; b) mientras va o viene de la escuela; c) durante el almuerzo, ya sea esté o no en el campus; d)durante al ir o venir de una actividad patrocinada por la escuela.

Las Infracciones Enumeradas

Los estudiantes pueden ser suspendidos o expulsados cuando se determine que el estudiante ha cometido cualquiera de los siguientes actos:

- 1. Provocó, intentó a provocar, o amenazó con causar lesiones físicas a otra persona o intencionalmente utilizar fuerza violenta en contra de otro, salvo en defensa propia.
- 2. Tuvo en su posesión, vendió o proporcionó cualquier arma de fuego, cuchillo, explosivos u otro objeto peligroso a menos que, en caso de posesión de cualquier objeto de este tipo, el estudiante haya obtenido permiso por escrito para poseer el objeto de un empleado titulado de la escuela, con la aprobación del Director / Principal o persona nombrada.
- 3. De manera ilícita tuvo en su posesión, vendió o de alguna otra manera proporcionó, o se encontraba bajo la influencia de cualquier sustancia controlada, según se define en los Artículos 11053-11058 del Código de Salud y Seguridad, o cualquier clase de bebida alcohólica o estupefaciente.
- 4. De manera ilícita ofreció, arregló, o negoció la venta de cualquier sustancia controlada, según se define en los Artículos 11053-11058 del Código de Salud y Seguridad, o cualquier clase de bebida alcohólica o estupefaciente, y luego vendió, entregó o de alguna otra manera proporcionó a cualquier persona otra sustancia líquida o material representándola como sustancia controlada, bebida alcohólica o estupefaciente.
- 5. Cometió o intentó cometer un robo o una extorsión.
- 6. Provocó o intentó provocar daños a la propiedad escolar o a la propiedad privada.
- 7. Robó o intentó robar propiedad escolar o propiedad privada.
- 8. Tuvo en su posesión o consumió productos de tabaco, o cualquier producto que lo contenga o productos de nicotina, incluyendo pero no limitado a los cigarros, cigarrillos, cigarros de miniatura, cigarrillos de clavo, el tabaco sin combustión, tabaco en polvo, tabaco de mascar y betel. Esta sección no prohíbe al estudiante el consumo de sus propios productos personales recetados.
- 9. Cometió un acto obsceno o constantemente participó en la profanidad o vulgaridad.
- 10. Ilícitamente tuvo en su posesión, o ilícitamente ofreció, arregló o negoció vender cualquier parafernalia de drogas, según se define en el Artículo 11014.5 del Código de Salud y Seguridad..
- 11. Interrumpió actividades escolares o de otra manera intencionalmente desafió la autoridad válida de los supervisores, profesores, administradores, otros funcionarios de la escuela, u otro personal escolar mientras desempeñaban sus funciones.
- 12. Recibió a sabiendas una propiedad robada sea de la escuela o privada.

- 13. Tuvo en su posesión un arma de fuego de imitación, es decir, una réplica de un arma de fuego lo suficientemente similar en sus propiedades físicas a un arma verdadera como para hacer que una persona razonable crea que la réplica es un arma de fuego.
- 14. Cometió o intentó cometer asalto sexual, según se define en 261, 266c, 286, 288, 288a o 289 del Código Penal, o cometió el delito de agresión sexual (contacto o manoseo sexual no deseado) según se define en el 243.4 del Código Penal.
- 15. Acosó, amenazó, o intimidó a un estudiante que es un testigo denunciante o testigo en un proceso disciplinario escolar, con el propósito de impedir que dicho estudiante sea un testigo y/o para tomar represalias en contra de dicho estudiante por ser un testigo.
- 16. De manera ilícita ofreció, hizo arreglos para vender, negoció vender o vendió Soma, el fármaco que requiere receta médica.
- 17. Participó o trató de participar en hacer novatadas. Para los fines de este inciso, una "novatada" significa un método de iniciación o pre iniciación en una organización o cuerpo de alumnos –ya sea o no que esta organización o cuerpo esté reconocido oficialmente por una institución educativa que probablemente provocará una lesión corporal grave o la degradación o vergüenza personal que resulta en un daño físico o mental a un ex estudiante, estudiante actual o futuro estudiante. Para los fines de este inciso, una "novatada" no incluye los eventos deportivos ni otros eventos autorizados por la escuela.
- 18. Participó en un acto de tiranizar en contra de oficiales escolares o propiedad escolar. Para el propósito de esta sección un acto de tiranizar incluye una declaración por escrito o oral por medio de una persona quien intencionalmente amenaza con cometer un crimen el cual resultara en la muerte, grave daño corporal hacia otra persona, o daño propietario en el exceso de mil dólares (\$1000), con la intención especifica de que la declaración sea tomada como una amenaza, aun cuando no haya intento de llevar acabo tal amenaza, la cual bajo las circunstancias en la cual es echa, es tan inequívoca, incondicional, inmediata, y especifica tal que transmite a la persona amenazada, una gravedad en el propósito y una perspectiva de ejecución inmediata, la cual causa que la persona razonablemente tema por su bienestar y el de su familia, o por la protección de propiedad escolar, o por la propiedad personal de la persona amenazada o de su familia inmediata.
- 19. Cometer el acoso sexual, según se define en el artículo 212.5 del Código de Educación. Para el propósito de este artículo, la conducta detallada en el artículo 212.5 debe ser considerada por una persona razonable del mismo sexo que la víctima como lo suficientemente grave o generalizada como para tener un impacto negativo en el desempeño académico de la persona o crear un entorno educativo amedrentador, hostil, u ofensivo. Este artículo es aplicable a los alumnos de los grados 4º al 12º, ambos incluidos
- 20. Provocar, intentar provocar, amenazar con provocar o participar en un acto de violencia motivada por el odio, según se define en el inciso e) del Artículo 233 del Código de Educación. Este artículo es aplicable a los alumnos de los grados 4º al 12º, todos incluidos.
- 21. Intencionalmente acosar, amenazar o intimidar a un estudiante o grupo de estudiantes, con el efecto actual, o razonablemente esperado, de interrumpir sustancialmente el trabajo de clase, crear desorden substancial y usurpar los derechos de los estudiantes al fomentar un entorno educativo de intimidación u hostil. Este artículo es aplicable a los alumnos de los grados 4º al 12º, ambos incluidos.
- 22. Participó en un acto de intimidación, incluyendo, pero no limitado a, intimidación cometida por medio de un acto electrónico, como se define en las subdivisiones (f) y (g) de la Sección 32261 del Código de Educación, dirigido específicamente hacia un alumno o personal escolar.

23. Fumo

- 24. Activo falsas alarmas
- 25. Aposto o chantajeo
- 26. Violo la póliza de Campus Cerrado
- 27. Comportamiento amenazante relacionado con las pandillas
- 28. Venta o transferencia de drogas o alcohol
- 29. Acoso racial
- 30. Violaciones repetidas de las reglas escolares.

Procedimientos de la suspensión

1. Una conferencia

Si es posible, antes de la suspensión debe haber una conferencia llevada a cabo por el director o la persona designada por el director con la presencia del estudiante y sus padres y, cuando sea práctico, del profesor, supervisor o empleado de la escuela que remitió el estudiante al Director. Se puede cancelar la conferencia si el director o su designado decide que existe una situación de emergencia. Una "situación de emergencia" implica un peligro claro y presente para la vida, seguridad o salud de los estudiantes o personal escolar. Si se suspende a un estudiante sin esta conferencia, se debe informar tanto al padre / tutor como al estudiante del derecho del estudiante a regresar a la escuela para propósitos de una conferencia.

En la conferencia, se le informará al alumno del motivo de la acción disciplinaria y las pruebas en su contra y se le dará la oportunidad de presentar su versión y las pruebas en su defensa.

No pueden imponerse sanciones a un alumno por la ausencia el padre(s)/ tutor(es) del alumno para asistir a una conferencia con funcionarios de la escuela. Restablecimiento de los alumnos suspendidos no dependerá de la asistencia del padre o tutor del alumno en la conferencia.

2. Aviso al/los Padre(s) /Tutor(es)

En el momento de la suspensión, un administrador o persona designada deberá hacer un esfuerzo razonable para comunicarse con el padre / tutor por teléfono o en persona. Cada vez que se suspende a un estudiante, se le informará al padre / tutor por escrito de la suspensión y la fecha de regreso después de la suspensión. Este aviso debe indicar la infracción específica cometida por el estudiante. Además, el aviso puede indicar la fecha y hora en que el estudiante puede regresar a la escuela. Si los funcionarios de la escuela desean pedir al padre / tutor que participe en una consulta en cuanto a los asuntos pertinentes a la suspensión, en este aviso se le puede pedir al padre / tutor que conteste tales peticiones sin demora.

3. Límite de plazos de suspensión / La recomendación de asignación / La expulsión

Las suspensiones, cuando no incluyen una recomendación de expulsión, no excederán de cinco (5) días escolares consecutivos por suspensión. Si la suspensión es extendida, el estudiante pobra ser suspendido hasta que se tenga una audiencia de expulsión y una decisión correspondiente.

Cuando el director o su designado haga la recomendación de Expulsión del estudiante, se les invitará al alumno y al tutor del alumno o su representante a una conferencia para determinar si la suspensión del alumno debe prolongarse en espera de una audiencia de expulsión. El director o su designado tomará esta decisión basándose en cualquiera de las dos siguientes determinaciones: 1) la presencia del alumno será perjudicial al proceso pedagógico; o 2) el alumno constituye una amenaza o peligro a otros. Al tomar

cualquiera de estas dos determinaciones, la suspensión del alumno se prolongará en espera de los resultados de la audiencia de expulsión.

La Autoridad Para Expulsar

La mesa directiva puede expulsar al estudiante después de un audiencia ante si misma, o al recibir la recomendación de una junta administrativa que la mesa directiva asignará según sea necesario. La mesa administrativa debe integrarse por al menos tres miembros que son certificados y que no son profesores del alumno ni miembros de la mesa directiva de DCP.. La junta administrativa puede recomendar la expulsión de cualquier estudiante si se determina que cometió una infracción enumerada susceptible de expulsión.

DCP proveerá un proceso legal y se apegara a las reglas descritas en el Manual para Padres y Estudiantes. El procedimiento de expulsión de DCP no seguirá el Código de Educación y solo involucrara a la mesa de directores de DCP. La mesa de educación del Condado de Santa Clara no tendrá jurisdicción sobre tales asuntos.

Procedimiento de expulsión

Los estudiantes a los que se recomienda la expulsión tienen derecho a una audiencia para determinar si en efecto deben ser expulsados. A menos que se postergue por causa motivada, la audiencia se celebrará dentro de los treinta (30) días escolares después de que el director o su designado determinan que el alumno ha cometido una infracción susceptible de expulsión.

En caso de que una junta administrativa vea el caso, la misma junta hará una recomendación a la Mesa Directiva para la toma de decisión final sobre la expulsión. Se celebrará la audiencia a puerta cerrada a menos que el alumno haga una solicitud escrita pidiendo una audiencia pública con tres (3) días de anticipación.

La notificación por escrito de la audiencia será remitida al estudiante y los padres del estudiante o tutor por lo menos diez (10) días calendario antes de la fecha de la audiencia. Una vez enviada la notificación, se le considerará notificado al alumno. La notificación debe incluir

- 1. La fecha y lugar de la audiencia de expulsión;
- 2. Una declaración de los hechos, cargos e infracciones específicos sobre los que se basa la expulsión propuesta;
- 3. Un ejemplar de las normas disciplinarias relacionadas con la presunta infracción
- 4. Aviso de la obligación del estudiante o padre / tutor a proporcionar información en cuanto a la condición del estudiante en la escuela a cualquier otro distrito escolar o escuela al que el estudiante busque inscribirse;
- 5. La oportunidad del estudiante o padre / tutor del estudiante a comparecer en persona o contratar a un consejero o asesor no abogado que lo represente;
- 6. El derecho a inspeccionar y obtener ejemplares de todos los documentos que serán utilizados en la audiencia;
- 7. La oportunidad de carearse con todos los testigos que declaran en la audiencia;
- 8. La oportunidad de poner en duda toda prueba presentada y de presentar pruebas testimoniales o documentos en nombre del estudiante, incluso los testigos.

Procedimientos especiales para las audiencias de expulsión que tratan los Delitos de Asalto Sexual y Agresión Sexual

Al decidir que existe causa fundada, la escuela puede determinar que la divulgación de la identidad del testigo o del testimonio de ese testigo durante la audiencia, o de las dos cosas, sometería al testigo a un riesgo de daño psicológico o físico que supera lo razonable. Tras esta determinación, el testimonio del testigo se puede presentar en la audiencia en forma de declaraciones juradas que solo podrán ser examinados por la escuela o el funcionario a cargo de la audiencia. Copias de estas declaraciones juradas, editadas para borrar el nombre e identidad del testigo, serán puestas a disposición del alumno.

- 1. El testigo acusador en cualquier caso de agresión sexual o contacto sexual no deseado debe estar provisto de un ejemplar de las normas disciplinarias aplicables y avisado de su derecho a: a) recibir notificación del horario programado para su testimonio con cinco días de anticipación, b) tener presentes en la audiencia en el momento en que da testimonio un máximo de dos (2) personas de apoyo, mayores de edad y seleccionados por él o ella, que pueden incluir un padre, tutor o abogado, y c) elegir que la audiencia sea de puerta cerrada mientras da su testimonio.
- 2. La escuela debe proporcionar a la victima un cuarto separado de la sala de audiencia para el uso del testigo acusador antes de y durante los descansos en su testimonio.
- 3. Bajo criterio de la persona o grupo que lleva a cabo la audiencia, al testigo acusador se le permitirá períodos de descanso del interrogatorio y contrainterrogatorio durante los cuales puede salir de la sala de audiencia.
- 4. La persona que lleva a cabo la audiencia de expulsión también puede organizar los asientos dentro de la sala de audiencias a fin de facilitar un entorno menos intimidante para el testigo acusador.
- 5. La persona que lleva a cabo la audiencia de expulsión también puede limitar el horario para tomar el testimonio del testigo acusador a las horas en que normalmente está en la escuela, si no existe causa fundada para recibir el testimonio durante otras horas..
- 6. Antes de dar testimonio un testigo acusador, se debe avisar a las personas de apoyo que la audiencia es confidencial. Nada en la ley se opone a que la persona a cargo de la audiencia expulse a una persona de apoyo cuando decide que está interrumpiendo la audiencia. La persona a cargo de la audiencia puede permitir que una de las personas de apoyo (cualquiera), acompañe al testigo acusador en la tribuna de los testigos.
- 7. Si una o las dos personas de apoyo también son testigos, la escuela debe presentar pruebas de que el testigo desea la presencia de los testigos y que será útil para la escuela. La persona a cargo de la audiencia debe permitir que el testigo se quede, a menos que se establezca que existe un riesgo sustancial que el testimonio del testigo acusador sería influido por la persona de apoyo. En tal caso, el funcionario a cargo debe advertir a la persona o personas de apoyo que de ninguna manera provoquen, persuadan ni influyan al testigo. Nada debe impedir el ejercicio del poder discrecional del funcionario a cargo para sacar a una persona de la audiencia cuando considera que esta provocando, persuadiendo o influyendo al testigo.
- 8. La persona de apoyo debe presentar su testimonio antes de que el testigo denunciante presente el suyo y el testigo denunciante quedará excluido de la sala del tribunal durante ese testimonio.
- 9. Especialmente para los cargos relacionados con la asalto sexual o la agresión sexual, si la audiencia se llevará a cabo en público, a petición del alumno que se propone expulsar, el testigo acusador tendrá derecho a que se reciba su testimonio en una sesión a puerta cerrada cuando el dar testimonio en una reunión pública pondría al testigo acusador en peligro de graves daños psicológicos y no existen procedimientos alternativos para evitar el daño amenazado. Los procedimientos alternativos pueden incluir declaraciones juradas grabadas en vídeo o la interrogación contemporánea en otro lugar que se comunica a la sala de audiencias por medio de circuito cerrado de televisión.
- 10. Las pruebas de casos concretos de la conducta sexual anterior de un testigo acusador se considerarán inadmisibles y no se presentarán, a no ser que la persona a cargo de la audiencia haya hecho la determinación de que existen circunstancias extraordinarias que requieren que se presenten las pruebas. Antes de tomar tal determinación respecto a las circunstancias extraordinarias, el testigo recibirá previo aviso y se le proporcionará la oportunidad de oponerse a la presentación de las pruebas. Durante la audiencia para determinar la admisibilidad de las pruebas, el

testigo acusador tendrá derecho a ser representado por un padre, abogado o persona de apoyo. Las pruebas de reputación u opiniones respecto a la conducta sexual del testigo acusador son inadmisibles para cualquier propósito.

El acta de audiencia

Se levantará un acta de la audiencia y esta puede realizarse por cualquier medio, incluso por grabación electrónica, siempre y cuando pueda hacerse una trascripción escrita razonablemente exacta y completa de los procedimientos.

La presentación de las pruebas

Ya que las reglas técnicas de pruebas no serán de aplicación en las audiencias de expulsión, solo pueden admitirse y utilizarse las pruebas del tipo en las que las personas razonables pueden confiar cuando tratan asuntos serios. Una recomendación de expulsión por parte de la junta administrativa se debe apoyar con pruebas sustanciales de que el estudiante cometió una infracción susceptible de expulsión.

Las determinaciones de hechos deben basarse únicamente en las pruebas de la audiencia. Si bien es admisible el testimonio de oídas, ninguna decisión de expulsión debe basarse únicamente en éste. Las declaraciones juradas pueden admitirse como prueba de aquellos testigos a quienes la mesa directiva, la junta, o persona designada determine que la divulgación de la identidad del testigo o del testimonio de ese testigo durante la audiencia, los sometería a un riesgo de daño psicológico o físico que supera lo razonable.

Si, debido a una solicitud por escrito del alumno expulsado, la audiencia se lleva acabo durante una reunión pública, y la acusación es de cometer o intentar cometer el delito de agresión sexual o de cometer el delito de contacto sexual no deseado, el testigo acusador debe contar con el derecho de presentar su testimonio durante un sesión cerrada al público.

La decisión de la junta administrativa debe hacerse en forma de determinaciones de hechos escritos y una recomendación escrita a la mesa directiva, la cual tomará la determinación final respecto a la expulsión. La mesa directiva debe tomar su decisión final dentro de diez (10) días escolares después de la conclusión de la audiencia. La decisión de la mesa directiva es definitiva.

Si la junta de la audiencia de expulsión decide no recomendar la expulsión, al alumno se debe regresar a su programa de educación inmediatamente.

La Notificación por Escrito de la Expulsión

Después de una decisión por la mesa directiva de expulsión, el director/principal o su designado debe enviar notificación por escrito de la decisión de expulsión, que incluye las determinaciones de hechos, al alumno o al padre / tutor. Esta notificación también debe incluir lo siguiente:

- 1. Notificación de la infracción específica cometida por el estudiante
- 2. Notificación de la obligación del alumno o padre / tutor informar cualquier nuevo distrito en el cual el estudiante busca inscribirse de la condición del estudiante con la escuela.

El director o su designado debe enviar una copia de la notificación por escrito de la decisión sobre la expulsión.

Esta notificación también debe incluir lo siguiente:

- a) Nombre y apellido del estudiante
- b) La infracción específica, susceptible de expulsión, cometida por el estudiante

Además, de acuerdo con la sección 47605(d)(3) del Código de Educación, al expulsar cualquier estudiante, DCP debe informar al superintendente del distrito escolar del último domicilio conocido del alumno dentro de 40 días, y debe, a petición, proporcionar al distrito escolar con una copia del registro cumulativo del alumno, incluidos el historial académico o constancia de calificaciones e información médica.

Archivo Disciplinario

La escuela debe guardar archivos de todas las suspensiones y expulsiones de los estudiantes en la escuela. Tales constancias deben estar disponibles al distrito bajo petición.

Sin Derecho a Apelar

El alumno no tendrá el derecho de apelación de la expulsión de DCP en dado caso que la decisión de expulsión de la mesa directiva de DCP sea definitiva.

Los Alumnos Expulsados / La Educación Alternativa

Los alumnos que son expulsados, tendrán la responsabilidad de buscar los programas de educación alternativa, incluidos pero no limitados a los programas que existen dentro del condado o distrito escolar donde tienen su domicilio.

Programa de rehabilitación

Se les dará un plan de rehabilitación a los estudiantes expulsados de la escuela, que es desarrollado por la mesa directiva en el momento de la orden de expulsión. Este plan puede incluir, pero no es limitado a, la revisión periódica, así como la evaluación en el momento de la revisión de posible reingreso. El plan de rehabilitación debe incluir una fecha en la que el alumno puede solicitar su reingreso a la escuela, plazo que no excederá un año contado a partir de la fecha de la expulsión.

El reingreso

La decisión de reingresar a un alumno quedará únicamente bajo el criterio del director de Downtown College Prep, tras una reunión con el director / principal y el alumno y el tutor o representante para determinar si el alumno ha completado con éxito el plan de rehabilitación y para determinar si el alumno supone una amenaza para los demás o será perjudicial para el entorno escolar. El reingreso del alumno también depende de la capacidad de le escuela en el momento en el que el estudiante busca el reingreso. Como fue indicado en la póliza de admisión DCP no admite estudiantes que han sido expulsados de otras escuelas, distritos, o escuelas chárter.

Procedimiento especial para considerar la suspensión o expulsión de los estudiantes con discapacidad

1. La notificación al distrito

La Escuela Charter debe notificar inmediatamente al distrito y coordinar los procedimientos en esta pólizas con el distrito en cuanto a la disciplina de cualquier estudiante con discapacidad, o estudiante a quien se considera que el distrito o Escuela Charter tiene conocimiento de que tiene discapacidad, quien a sido suspendido por mas de diez (10) días durante el año escolar o quien a sido recomendado para expulsión.

2. Los servicios durante la suspensión

Los estudiantes suspendidos por plazo mayor a diez (10) días escolares durante un año escolar deben seguir recibiendo servicios para posibilitar que el estudiante siga participando en el plan de estudios general, aunque en otro contexto, y progresar hacia el alcance de los objetivos establecidos en el programa individualizado de educación (IEP), y seguir recibiendo, según corresponda, una evaluación de comportamiento funcional o análisis funcional, y los servicios de intervención de comportamiento y de modificaciones, que son diseñados para abordar la infracción de comportamiento para que no vuelva a ocurrir. Se puede proporcionar estos servicios en un entorno de educación alternativo, de forma provisional.

3. Las garantías procesales / Determinación de la manifestación

Dentro de diez (10) días escolares después de una recomendación de expulsión o de cualquier decisión de cambiar la ubicación de un niño con discapacidad debido a una infracción del código de comportamiento estudiantil, la escuela Charter, el padre y los miembros relevantes del equipo del IEP revisarán toda la información pertinente en el expediente del estudiante, incluidos el IEP del niño, alguna observación del maestro, y cualquier información pertinente proporcionada por los padres para determinar:

- a) Si el comportamiento en duda fue provocado por, tuvo una relación directa y sustancial al discapacidad del niño, o
- b) Si el comportamiento en duda fue resultado directo del falta de aplicación del programa individualizado de educación por parte de la agencia local de educación. Si la escuela Charter, el padre y los miembros relevantes del equipo IEP determinan que cualquiera de los dos elementos anteriores es aplicable a los niños, se determinará que el comportamiento es una manifestación de la discapacidad del estudiante. Si la escuela Charter, el padre, y los miembros relevantes del equipo IEP determinan que el comportamiento relevantes del equipo IEP determinan que el comportamiento fue una manifestación de la discapacidad del estudiante el equipo IEP determinan que el comportamiento fue una manifestación de la discapacidad del estudiante el equipo IEP debe:
 - a. Realizar una evaluación de comportamiento funcional o análisis funcional, e implementar un plan de intervención de comportamiento para tal niño, a condición de que la escuela Charter no había realizado ya una evaluación anterior a tal determinación, antes del comportamiento que dio lugar al cambio de ubicación;
 - b. Si se ha desarrollado un plan de intervención de comportamiento, revisar el plan de intervención de comportamiento si el niño ya tiene un plan de intervención de comportamiento, y modificarlo, según sea necesario, para abordar el comportamiento, y
 - c. Regresar el niño a la ubicación de la cual se le sacó del niño, a menos que el padre y la escuela Charter se acuerden a cambiar la ubicación como parte de la modificación del plan de intervención de comportamiento.
- C) Si la escuela Charter, el padre y los miembros relevantes del equipo IEP determinan que el comportamiento no fue una manifestación de la discapacidad del estudiante y que el comportamiento en cuestión no fue consecuencia de la falta de aplicación del plan IEP, entonces la escuela Charter podrá aplicar los procedimientos disciplinarios pertinentes a los niños con discapacidad de la misma manera y por la misma duración que estos procedimientos se aplicarían a los estudiantes sin discapacidad.
- 4. La apelación por presunto incumplimiento del proceso debido

El padre de un niño con discapacidad que no está de acuerdo con cualquier decisión respecto a la ubicación, o la determinación de manifestación, o la escuela Charter cree que mantener la ubicación actual del niño es muy probable que resulte en lesiones para el niño u otras personas, puede solicitar una audiencia administrativa acelerada a través de la Unidad de Educación Especial de la Oficina de Audiencias Administrativas.

Cuando el padre o la escuela Charter solicita una apelación relativa a la ubicación del estudiante o a la determinación de la manifestación, el estudiante debe permanecer en el entorno educativo alternativo provisional en espera de la decisión del funcionario a cargo de audiencias o hasta el vencimiento del plazo de cuarenta y cinco (45) días previsto en el entorno educativo alternativo provisional, cualesquiera que ocurra primero, a menos que el padre y la escuela Charter acuerden otra cosa.

5. Las circunstancias especiales

La escuela Charter puede considerar alguna circunstancia única, en ciertos casos, mientras determina si debe ordenar un cambio en la ubicación de un niño con discapacidad quien ha incumplido el código de comportamiento estudiantil.

El director o su designado puede sacar a un estudiante y colocarlo en un ambiente de educación alternativa provisional por un periodo que no exceda cuarenta y cinco (45) días sin considerar si el comportamiento es una manifestación de la discapacidad del estudiante en los casos en cuales un estudiante:

- a) Carga o tiene en su posesión un arma, según se define en 18 USC 930, a la escuela o en la escuela, en el predio de la escuela, o a o en una actividad escolar;
- b) Si sabiendo tiene en su posesión o consume drogas ilícitas, o vende o solicita la venta de una sustancia controlada, mientras se encuentra en la escuela, en las instalaciones de la escuela, o en una función escolar, o
- c) Ha provocado lesiones corporales graves, según se define en 20 USC 1415 (k) (7) (D), a una persona mientras se encuentra en la escuela, en las instalaciones de la escuela, o en una actividad escolar.
- 6. El entorno de educación alternativo provisional

El equipo IEP determinará el entorno de educación alternativo provisional del estudiante

7. El procedimiento para los estudiantes que todavía no cumplen los requisitos para recibir los servicios de educación especiales

Un estudiante a quien no se le han identificado como una persona con discapacidad conforme a la ley IDEIA y quien ha incumplido los procedimientos disciplinarios del distrito puede hacer valer las garantías procesales concedidas en virtud de este reglamento administrativo solamente si la escuela Charter tenía conocimiento de que el estudiante fue discapacitado antes de que ocurrió el comportamiento.

Se considerará que la Escuela Charter tiene conocimiento de que el estudiante tenía discapacidad si existe una de las siguientes circunstancias:

- a) El padre / tutor ha expresado su preocupación, por escrito u oralmente si el padre / tutor no sabe escribir o tiene discapacidad que impide una declaración escrita, al personal administrativo o de supervisión de la escuela Charter, o a uno de los profesores del niño, que el estudiante necesita de educación especial o servicios relacionados.
- b) El padre ha solicitado una evaluación del estudiante.
- c) El profesor del niño, u otro personal de la escuela Charter, ha expresado preocupaciones concretas acerca de una forma de comportamiento del niño, directamente al director de educación especial o a otro personal de supervisión de la escuela Charter.

Si la escuela Charter sabía o debía haber sabido que el estudiante tenía discapacidad en cualquiera de las tres (3) circunstancias planteadas arriba, el estudiante puede hacer valer cualquier de las protecciones disponibles para los niños con discapacidad que cumplen los requisitos de la ley IDEIA, incluido el derecho a quedarse donde está.

Si la escuela Charter no tenía base de conocimiento de la discapacidad del estudiante, procederá con la disciplina propuesta. La escuela Charter llevará a cabo una evaluación acelerada a petición de los padres, sin embargo el estudiante deberá permanecer en la ubicación de educación determinada por la escuela Charter en espera de los resultados de la evaluación.

No se considerará que la Escuela Charter tiene conocimiento de que el estudiante tenía discapacidad si el padre no ha permitido una evaluación, se negó a recibir los servicios, o si se le ha evaluado al estudiante y se ha determinado que no cumple los requisitos.

NCLB—Compartir Información del Directorio

Que Ningún Niño Se Quede Atrás, Sección §9528 requiere a los distritos mostrar nombres, direcciones y números de teléfono de los estudiantes de secundaria a los reclutadores militares a petición, a menos que las peticiones de los padres / guardianes que la información no será divulgada sin el consentimiento previo por escrito de los padres. La siguiente información del directorio sobre su estudiante pueden liberarse: Las escuelas secundarias deben de proveer, cuando sea requerida, a los reclutadores la siguiente información:

Nombre Dirección Lugar de nacimiento Ultima institución educacional atendida Secciones de estudio Fechas de asistencia Diplomas y premios honorados

Ninguna otra información puede ser divulgada sin su consentimiento previo. Si la escuela publica la información mencionada anteriormente, el expediente del estudiante contendrá una anotación de que se recibió la información, su propósito en lo solicite, y la fecha en que fue puesto en libertad.

La escuela dará a conocer la información indicada anteriormente, a menos que se firme esta página y volvió a la escuela.

NO CHILD LEFT BEHIND, SECTION 9528

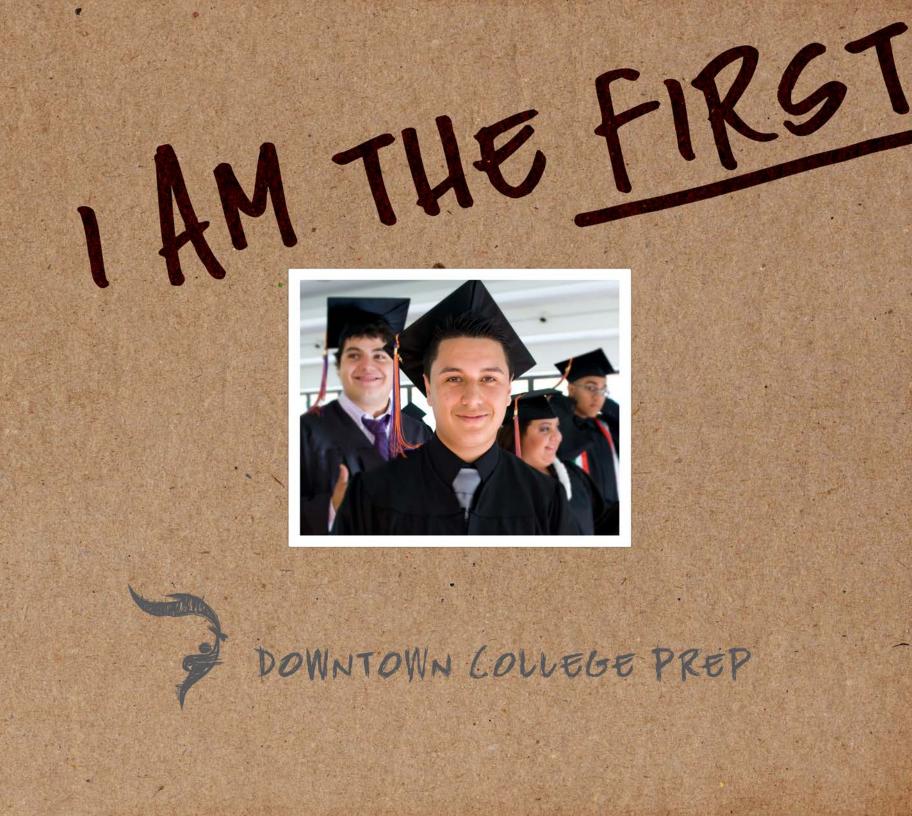
Yo no quiero que la DCP divulga la información del directorio de mi estudiante.

Utilice el nombre completo (s) del estudiante (s)

Nombre	Grado	
Nombre	Grado	
Nombre	Grado	
Nombre	Grado	

Padre/Tutor Firma

Fecha













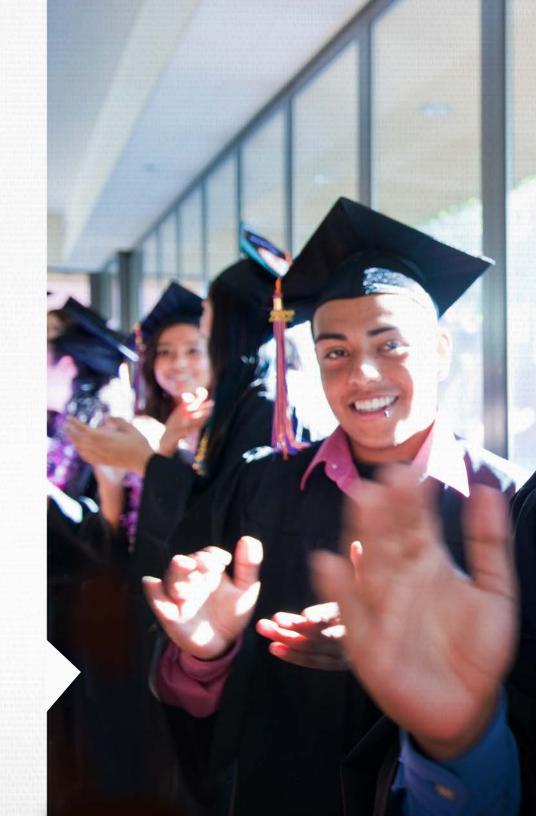
This college success report is dedicated to all DCP students—past and present—for their courage, character, and commitment to their family and community.





DCP's commitment to college completion began when we enrolled our first class of 9th grade students in 2000.

Nearly all of our students will be the first in their family to graduate from college, leading their siblings, cousins and community toward a new future. To fulfill this mission, we know our students need a personal commitment to college success in addition to being prepared academically. Our school value, "ganas," translated as "desire," is essential to achieving these dual goals and is reflected in everything the school does. For over a decade, DCP graduates have persisted toward the goal of college completion and have modeled what it *really* takes to achieve the dream.



DCP's goal is to eliminate the college completion gap and serve as a model to schools and organizations aligned to the same outcome.

> CHRIS & BRIAN HINOJOSA Class of 2012





February 2013

Few individual achievements mean as much to our family and our community as graduating from college. For Downtown College Prep students—who come from neighborhoods where 1 in 100 complete college¹—a university degree is a profound symbol of hope and accomplishment.

In the U.S., college completion has long been a ladder to greater economic and political power. The GI Bill of 1944 improved the economic and social futures of over two million American families. A new professional class was created that fueled the post-war economy, and the children of these veterans had a model of college success to which they fastened their own educational dreams.

DCP has also made college success for first-generation college students a reality. DCP alumni have taught us that the path to college success is not linear—rather, it is notched by financial constraints, family expectations, academic challenges, and personal experience. It is through their commitment, resilience, self-advocacy, and stewardship of DCP's mission, that our alumni have made college graduation a newfound tradition for San Jose families and neighborhoods.

We know there exists an opportunity to elevate the future of thousands of children and families through college completion. Closing the college completion gap is among the most important priorities of our day.

DCP remains steadfast in this commitment.

Lennifer Andaluz

Jennifer Andaluz Co-Founder and Executive Director Downtown College Prep





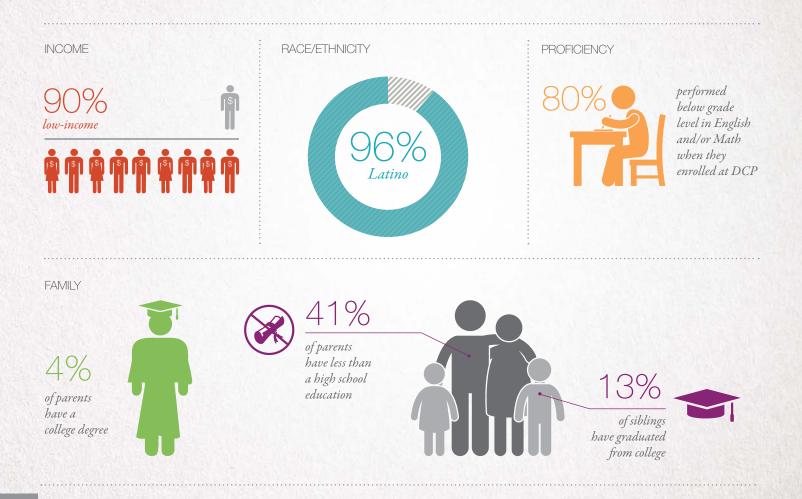


Table of Contents

- 10 DCP Demographics
- 11 The Challenge
- 12 To & Through College
- 14 Our Investigation
- 15 Key Findings
- 44 Dream Students
- 47 The DCP Story
- 48 Our Graduates: Where are they now?
- 50 Methodology & End Notes
- 52 Acknowledgments

DCP DEMOGRAPHICS

Nearly 500 students have graduated from DCP since 2004



THE CHALLENGE²

College completion for low-income students of color across the United States is staggeringly low: less than one in ten will earn a four-year degree.

Yet, there is scant research on the factors that influence first-generation college success. Today, college readiness models are more widely implemented in K-12 but many fail to address the emotional, social, and economic challenges first-generation students encounter when they transition to college.

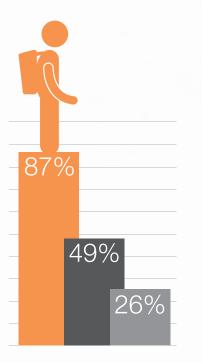
While DCP has implemented rich programming building students' knowledge, skills, and vision of college success, we have come to understand that "college readiness" is much more nuanced and layered, especially for our target student—the low-income, academically underserved student trapped in a cycle of low expectations.

DCP remains singularly focused on college completion even as it becomes more challenging to achieve in the current economic climate. This commitment compels us to retool how our schools are organized and how we engage teachers, students and families in the college-going experience. DCP's goal is to eliminate the college completion gap and serve as a model to schools and organizations aligned to the same outcome.

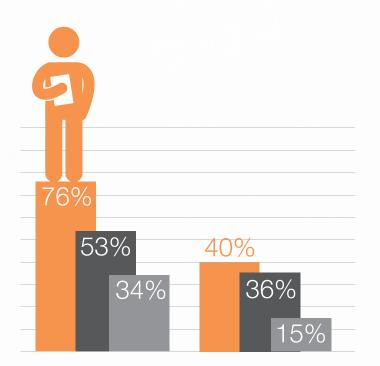
TO & THROUGH COLLEGE

DCP is committed to our students' college completion. Acceptance to a four-year college marks the first part of our commitment, not the last. Across Santa Clara County, most students are not given the opportunity to successfully complete the courses necessary to apply to a four-year college. While community colleges provide a more economical path to college completion, four-year transfer rates remain desperately low. For first-generation students, college retention from the first to the second year is a strong predictor of college completion. The following data compares key indicators specific to Santa Clara County high school graduates from public high schools attending California public universities.

DCP StudentsAll StudentsLatino Students



High School Graduates Completing Required Courses for CSU/UC Entrance



ENROLL⁴

College Enrollment After High School *(left)* College Enrollment at a 4-year College *(right)* 90%

COMMIT⁵

College Retention Rate at 2- and 4-year Colleges

OUR INVESTIGATION

With nearly 500 alumni, DCP recognized an opportunity to research the factors that influence our students' college success.

Our findings are the result of a two-year investigation into the patterns of success and struggle our alumni experience as they pursue a college degree.

The findings reflect aspects of the current literature regarding academic success and college completion for underserved youth but *from the perspective of students*. Our graduates identified the relationships, experiences, and key learnings that have the greatest influence in shaping their college journey, thereby creating an authentic framework for first-generation college readiness.

We've built on this framework by identifying what we've learned, questions to ask, and strategies for building a robust program and vision. This framework reflects the complexities of school and home life, and the challenge of integrating the dual worlds our students' navigate as they forge a path to their future.

KEY FINDINGS AT A GLANCE

Though our students' college journeys vary, dominant factors influencing college success for first-generation students emerged from our research. Through surveys, first-person interviews, and a comprehensive review of academic performance data, the key findings provide a refreshed look into DCP's mission. We know that to prepare our students to successfully complete college we must create an environment that fosters these key findings:



EMPOWER STUDENTS "I have to be responsible for my own education."

College and Career Go Together "College helped me realize that I want to be a health educator."

EVERY TEACHER A COLLEGE COUNSELOR "Every one of my teachers believed in me. They never gave up on me."

TAKE THE FAMILY TO COLLEGE "I wouldn't have made it this far without my mom and my brothers supporting me."

A College Plan Must Include a Financial Plan "Living at home is the only way my family could afford college."

College is an Inside Game "Once I knew how college worked I could advocate for what I needed."

Key Finding #1

EMPOWER STUDENTS

The journey of most first-generation college students is not linear and rarely follows traditional models of college completion.

With a personal commitment to college success, first-generation students are at a decreased risk of stopping or dropping out. Confidence and drive are critical to college completion.



The path to college success is not linear—rather, it is notched by financial constraints, family expectations, academic challenges, & personal experience.

WHAT WE'VE LEARNED

- → Students who've experienced opportunities to lead are able to advocate for themselves and create solutions when faced with challenges.
- → Students who have developed a personal drive for pursuing a college education are more likely to persist toward completion.
- → First-generation students must recognize that they and their families bring cultural and experiential assets to the college-going experience even though they may have limited or no understanding of college.
- → Organizations that treat failure as a springboard to success will increase students' resilience and engage a deeper commitment to college success.

ALUMNI SNAPSHOT Daisy, '12



2004

- → Started DCP, following older sister, participated in DCP's Summerbridge program
- → Unhappy with long hours, uniforms, commute to school

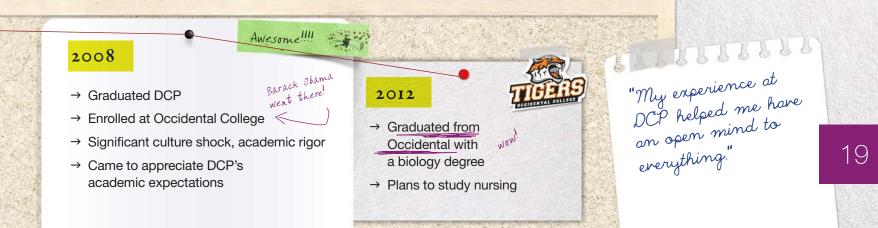
2006

- → Joined DCP Leadership, began public speaking
- → Active in clubs and numerous school activities, to make the most of HS
- → Participated in Summer Search

QUESTIONS TO ASK

- → How does your program promote high expectations and accountability while recognizing growth and building resilience?
- → How does your program value and leverage the social and cultural experiences of your students and families to promote their college aspirations?
- → To what extent does your program help students and families understand how their personal context influences their path to college completion?
- → Has your program equipped students with the leadership and self-advocacy skills to pioneer their own educational path?





Nearly 500 students have graduated from DCP, triumphing over challenges both academic and personal.

> KARLA GARCIA (left) PRISCILLA PIÑEDA (right) Class of 2014

STRATEGIES

Let Students Lead

- Allows students to help establish the expectations and consequences for student engagement in the program.
- Promote thoughtful and productive questioning of policies and practices within the program.
- Create opportunities within and outside the program for students to develop their leadership skills.
- Establish practices that allow students to coach and mentor other students.
- Model self-advocacy skills and provide coaching.

Recognize Resilience

• Establish practices where students are recognized for growth and resilience in the face of challenges.

- Be consistent when administering consequences.
- Provide emotional support/counseling services.
- Regularly engage students in self-reflection.

HONOR PERSONAL NARRATIVE

- Encourage students to understand and value their personal and family histories.
- Provide opportunities for students and families to identify significant milestones in their lives.
- Create opportunities for students to acknowledge how their role in the family shapes their college path.
- Establish a culture where students and families can dialogue openly about what college means to the family.

Key Finding #2

COLLEGE & CAREER

Low-income, first-generation college students are motivated by their desire to inspire change, possess influence, and have greater career opportunities.

For those students living in poverty, their parents have not had the opportunity to pursue meaningful careers. Therefore, college provides access to a vast realm of career options. Students with a clear sense of career purpose are much more likely to complete their education.

GO TOGETHER

W

WHEN I

WHEN I GRADUATE

doctor

peech therapist

23

RRADUATE

Students are motivated to enroll in college because of their desire to work in the field of their choice.

WHAT WE'VE LEARNED

- → The opportunity to work in the field of their choice is more important in students' decision to attend college than is increasing their social or economic status.
- → Students need exposure to a range of career professionals and assistance researching and exploring majors.
- → Direct experience with career paths provides opportunities to evaluate strengths and interests.

QUESTIONS TO ASK

- → Does your program expose students to meaningful career learning opportunities?
- → Do the students in your program begin college with some sense of career interests and options?
- → Are students in your program prepared for the fact that they may switch majors at least one time in college?
- → Does your program help students navigate family expectations along with their own academic interests and strengths?

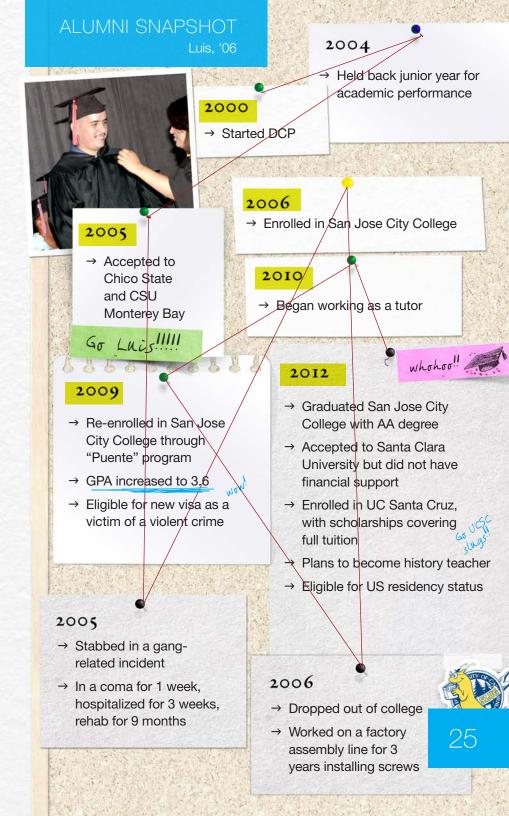
STRATEGIES

PROMOTE EXPLORATION

- Engage students in meaningful career exploration while in high school.
- Provide exposure to a range of careers and professionals.
- Incorporate the use of career and personality inventories.

ENGAGE CAREER PATHWAYS

- Help students understand the correlation between personal/intellectual interests, majors and career choice.
- Provide career pathways coaching to undocumented students.
- Help alumni secure meaningful internships in their field of interest.
- Encourage the development of networking skills.
- Facilitate authentic career engagement while in high school.



Key Finding #3

EVERY TEACHER A

Given the extent of personal connection and longevity of relationship and trust, dedicated teachers are among the most influential and inspirational adults in a student's college journey.

Particularly for first-generation students, who have limited access to college-educated professionals, the proximity to teachers shapes their ambitions and vision for their education and lives. Conversely, teachers' lack of faith in students can have a lifelong detrimental impact on their educational and life ambitions.

COLLEGE COUNSELOR

JESUS VANEGAS Class of 2018 BRANDON JONES DCP Alum Rock Teacher

MARY DOWNERS IN CONTRACTOR



2007

- → Started at DCP
- → Living with a relative after tumultuous years in foster care

2009

25 26 26

→ Asked to leave DCP due to behavioral issues

Congrats!

2010

- → Returned to DCP for senior year
- → New sense of maturity and motivation

2011

- → Graduated DCP
- → Enrolled at dream school, CSU East Bay, with 100% scholarship funding

2011

- → Dorms are reminiscent of group foster homes
- → Struggled with the absence of structure and boundaries

2012

- → Left CSU East Bay mid-quarter
- → Moved back to San Jose, working two jobs
- → Experienced tragedy that served as a wake-up call
- → Reached out to DCP, started getting ready to re-enroll in college

2013

→ Plans to enroll in Evergreen Valley College to pursue A.S. in Nursing

WHAT WE'VE LEARNED

- → Students identify teachers as more influential than college counselors. Teachers must develop a pedagogy that encompasses both academics and a college-going culture.
- → The classroom must serve as an environment that nurtures the socio-emotional skills needed to succeed in college.
- → Generally, the extent of teachers' college knowledge is their personal experience; it is critical to equip teachers with the skills, knowledge and resources to serve as college advisors.
- → It is vital to provide advisory/mentorship programs that focus on deepening trust and connection between students and adults.

QUESTIONS TO ASK

- → Who influences your students' college-going process?
- → What type of partnership/collaboration does your college guidance program have with teachers?
- → Does your program have a cohort of teachers committed to re-imagining their teaching practice to encompass college coaching and advocacy?
- → How is a college-going culture currently integrated into your students' classroom and school? How can it be strengthened?

STRATEGIES

PRIORITIZE PROFESSIONAL DEVELOPMENT

- Build community among like-minded teachers to facilitate collaboration in the development of a college-going teacher practice.
- Encourage teachers to share their college journeys often and publicly.
- Provide ongoing professional development opportunities for teachers; when possible, integrate into school-wide professional development.
- Consider ways to make professional development sustainable and efficient.

PROVIDE RESOURCES

- Create and maintain a counselor handbook with quick access to resources and information.
- Provide college advisory curriculum to be implemented in the classroom.
- Create a support system where teachers can receive coaching specific to individual student challenges and opportunities.

STAY CURRENT

- Provide efficient, current updates on the state of higher education to fill gaps in knowledge (e.g. admissions, impaction, financial aid).
- Bring teachers to college conferences, campus tours and alumni college visits.

Teachers must redefine their roles in the classroom and develop a pedagogy that encompasses both academics and a collegegoing culture.

LAUREN TURNER DCP Alameda Teacher 6



Teachers were ranked

the #1 resource for

libraries & parents.

college knowledge &

inspiration over college

counselors, the internet,

Key Finding #4

TAKE THE FAMILY TO COLLEGE

In low-income, first-generation families, going to college is a rite of passage for the whole family.

Students maintain strong family ties, whether they live at home or move away. As a result, expectations around finances and caretaking, as well as family dynamics, influence students' college journey.



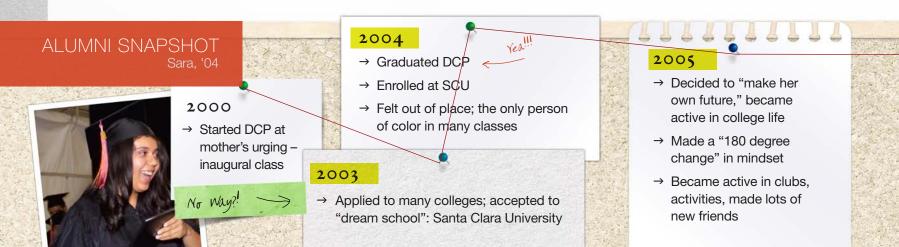
It is critical to develop trusting relationships with families and view them as partners in college completion.

WHAT WE'VE LEARNED

- → Starting college is not a time of separation from family; it is actually a time of increased commitment.
- → It is critical to develop trusting relationships with families and view them as partners in college completion.
- → A college plan must incorporate family input, shared expectations, and honest dialogue about shifting family dynamics.
- → Parents need coaching and peer support in order to best serve their child's college process.

QUESTIONS TO ASK

- → To what extent are parents involved in the college planning process with students?
- → In your current relationships with parents, is there a high level of trust?
- → Does your organization have the capacity to foster a strong parent/family community?



STRATEGIES

TAKE THE FAMILY TO COLLEGE

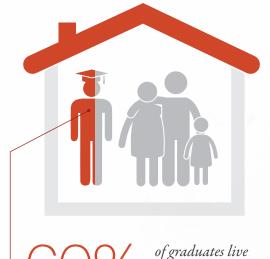
- Arrange early-stage college tours to get the entire family excited and bought-in to the college vision.
- Organize family visits to college campuses in the summer after high school graduation.
- Help families familiarize themselves with their child's college campus.

INCLUDE FAMILY IN THE PLAN

- Work with families to develop a college completion plan.
- Help parents to understand and own their role in their students' college completion.
- Work with families to discuss individual family situations and set clear expectations around financial responsibilities and caretaking.

CULTIVATE PEER FAMILY SUPPORT

- Create parent support groups and offer activities, such as making care packages to send students.
- Develop a culture of celebration and trust among parents.
- Build community among parents who share a similar college stage, particularly senior year of high school.
- · Give alumni parents an opportunity to share their experiences with younger families.



2006

→ Had to take time off for 2 quarters for lack of funding



2007

→ Graduated Santa Clara University

Congrats Sara!

- → Went to Mexico for six months
- → Started work for Google Maps

at home while attending college

Key Finding #5

A COLLEGE PLAN MUST INCLUDE A

Finances are the most important factor in determining where students will attend college, often limiting their choices

based on affordability rather than compatibility. Finances are also the primary cause for reverse transferring and time off from college. Concerns about college affordability can be both real and perceived.

FINANCIAL PLAN





of students stopped their college experience for economic reasons

WHAT WE'VE LEARNED

- → Paying for college is a major barrier for low-income students.
- → There are many myths among first-generation families about the cost of college and student loan debt.
- → Students are often unprepared for fluctuating financial aid situations, prompting drastic decisions in response.
- → Students may sometimes choose financially unsustainable college options due to lack of information/financial knowledge.
- → Students sometimes make their choices based on a perceived inability to afford college.
- → Families are often unprepared to cover their Expected Family Contribution (EFC) and out-of-pocket expenses.

QUESTIONS TO ASK

- → To what extent does your program provide comprehensive financial aid advising and support to all students?
- → What is your program's stance on supporting the unique college/financial aid needs of undocumented students?
- → Does your program assist your students in cost and financial aid comparisons when reviewing their college options?
- → Are parents engaged in the college decision/financial aid process?
- → What is your program's perspective on student loans and college debt?
- → To what extent does your program connect students to other financial aid resources besides federal and state financial aid?

STRATEGIES

Address the Myths

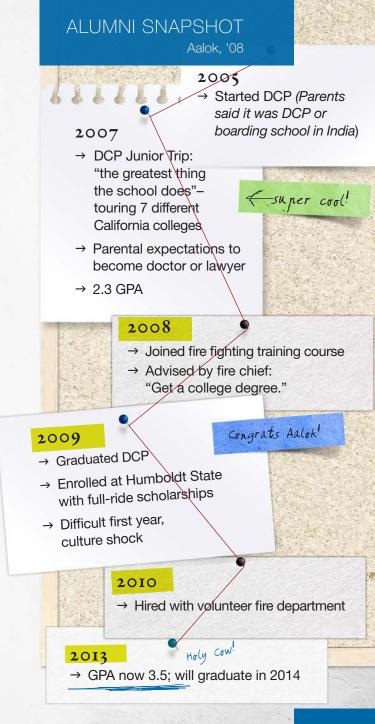
- Debunk the popular myths around college cost, early and often.
- Engage in honest dialogue about fears and concerns around paying for college.

Advise Students on Financial Aid

- Teach students and families the true cost of college and the cost of student loans.
- Students and families should become fluent in financial aid and other college financing options.
- Help students manage the multi-step financial aid process.
- Offer financial aid application workshops.
- Use tools like the FAFSA4Caster to help families predict their Expected Family Contribution.
- Provide estimates of out-of-pocket expenses to help families set savings goals.

MAXIMIZE AID

- Counselors/advisors/teachers should be well versed in every step of the financial aid process and should attend financial aid counselor conferences if available.
- Develop partnerships with community programs and connect with additional community resources such as matching savings programs.
- Assist students in applying for private scholarships.
- Offer financial literacy curriculum and learning opportunities.



Key Finding #6

COLLEGE IS AN INSIDE GAME

Colleges are complex systems and students must learn the inside codes if they are to succeed.

Mont

Con

Hour

8:00 am

9:00 am

10:00 am

11:00 am

12:00 pm

1:00 pm

2:00 pm

3:00 pm

4:00 pm

5:00 pm

Students' college attainment is as much dependent on learning these codes and developing social capital as it is on academic achievement. While college provides access to personal transformation and social mobility, first-generation students begin as *outsiders* on campus.

Math 11B - Calculus Fall Text: Calculus for Biology and Medicine by Claudia Neuhauser 2nd Edite Office: 189 A Office Hours: M,W, F 11-12:30 , Thurs. 2-4 Campus Map Tentative Lecture Schedule: 7.4.1 7.4.2. 7.4.3 7.7.1 7.7.2 Holiday 7.7.3 8.1.1 Basicut 2469 OV 11 13 16 18 20 23 25 27 30 CAMPUS RULES 1 Review Exam 2 8.1.2, 8.1. 8.2.1 Holiday 8.2.2, 8.2. 8.2.3, 8.2. Review 17 -Memorize!! ig to lecture ! 1 Friday Thursday Wednesday General Tuesday art of this co gned proble 'e your disc pllected in Biology ay General English Biology Composition W-F)will HI ---101 you General English -Composition Biology Lab Return to library 1 glish Pre-calculus position Pre-calculus Pre-calculus re-calculus General Mark out Classic Chemistry Lab Building 8 General Chemistry Different the General Dr. Roberts Chemistry General Chemistry Room Other Building Build Academy Seminar

It is crucial that students hold healthy expectations of the process and themselves.

WHAT WE'VE LEARNED

- → Students must hold a "completion mindset" rather than a "4-year mindset."
- → Students who cultivate their sense of agency will translate the unknown codes and adopt the behaviors that college requires.
- → Students must know how to find allies and prioritize engaging them.
- → Colleges must commit to first-generation college success by providing critical transition support between high school and college and between general education and upper division courses.

QUESTIONS TO ASK

- → Does your program look beyond the college application and acceptance cycle, and directly engage students on what to expect after high school graduation?
- → Does your program promote a sense of agency in students and develop the self-advocacy and problem-solving skills that they need in college?
- → Do your students understand that they are "outsiders" who will need to engage an "insiders" game?
- → Has your program identified colleges that provide the best support and environment to assist first-generation college students?
- → How can your program develop partnerships with campus allies?

STRATEGIES

TREAT COLLEGE AS A SECOND LANGUAGE

- Provide and promote early and frequent exposure to college campuses.
- Continue to serve alumni, particularly in the critical summer transition phase between high school and college.
- Use social media to stay in touch and plan regular check-ins with alumni.
- Encourage students to participate in Prospective Student Days and Summerbridge programs.

NURTURE PEER SUPPORT

- In large and small settings, host first-generation college students to share their stories, highlighting different obstacles they faced and how they overcame them.
- Use alumni networks to create stronger peer supports on campuses.
- Enlist alumni to share their experiences and mentor new college-bound students.

Develop Partnerships

- Develop partnerships with local colleges and programs committed to supporting first-generation college students.
- Create opportunities to share best practices and challenges in supporting students and families along this path.

PROMOTE AGENCY

- Be intentional to celebrate and build awareness around key personal skills that lead to student success.
- Encourage students to know the details; this is where they can get lost.



of students indicated that understanding how college works is a challenge

WE STAND WITH DREAM STUDENTS^{6,7}

A compelling number of low-income, first-generation college bound youth are undocumented.

With President Obama's Deferred Action for Childhood Arrivals (DACA) Program, immigration policy is at the forefront of our national political landscape. More importantly, the fate of our country's undocumented youth continues to be uncertain.

WHAT WE'VE LEARNED

- \rightarrow Undocumented students CAN and DO go to college.
- → There are a number of organizations, nationally and locally, serving the undocumented youth population. These experts provide policy updates, as well as vast resources. You are not alone in figuring out how to support college completion for undocumented students.
- → It is critical to provide a safe space on campus and in your program where students feel comfortable approaching adults with their concerns and questions; students may self-disclose their immigration status but do not require them to do so.

QUESTIONS TO ASK

- → What is the socio-political climate surrounding immigration issues in your local community/city/state?
- → Is your organization committed to supporting undocumented students? What might be some of the tensions surrounding taking an official stance on this issue?
- → What are the unique needs of your undocumented population? How are you already equipped to address these issues?
- → Do you have the capacity to advocate for this population and provide resources and opportunities?

STRATEGIES

- → One of the critical services you can provide for your undocumented students is socio-emotional support.
- → Develop a peer community among your undocumented students and bring back undocumented alumni to share their stories.
- → Provide professional development to teachers and staff so that they have a clear understanding of the rights of undocumented youth.
- → Stay up-to-date on changes to immigration policy.

OUR TIMELINE

· **2**000

DCP is first charter high school in Santa Clara County

• 2004

DCP graduates its first class

· 2008

DCP opens first middle school, DCP Alviso

• 20II

DCP opens DCP Alum Rock, serving grades 6-12

• 2014

- + DCP expands high school campus to serve grades 6-12
- + Ten-year anniversary of graduation of first class



THE DCP STORY

Downtown College Prep prepares students who will be the first in the family to graduate from college to thrive at four-year universities.

At DCP, we believe every student has the potential for college success. Since 2000, DCP has been singularly focused on serving academically underperforming students who need a small, college prep environment to build their college aspirations. Our program is academically rigorous and requires effort and persistence. Families are critical to students' success, as is collaboration with community organizations aligned to the same outcome.

Nearly 500 students have graduated from DCP, triumphing over challenges both academic and personal. DCP alumni have among the highest rates of college matriculation and are four times more likely to graduate from college than their peers nationwide. DCP's values–*ganas, comunidad,* and *orgullo*–have been central to realizing our mission and continue to guide our work in the community.

OUR CAMPUSES

DCP Alameda–Grades 9-12 1460 The Alameda San Jose, CA DCP Alum Rock-Grades 6-12 1250 South King Road San Jose, CA

BOARD OF DIRECTORS

James Gibbons-Shapiro, *President* Maria-Luisa Alaniz Julianne M. Biagini Michele Bolton

Jorge Gonzalez Sandra Moll Lisa Voss

OUR GRADUATES: WHERE ARE THEY NOW?

DCP is proud to have been part of the educational journeys of our alumni. Each of them has a powerful story of perseverance and commitment to their family and community.

We value all DCP graduates whether they have pursued college graduation or an alternate career path. Their example and leadership has created opportunity for thousands of students across San Jose.

Documenting and reporting college completion data for our graduates is fundamental to our mission. We validate college completion data using tools such as the National Student Clearinghouse. DCP's scholarship program also provides data from colleges and universities validating student enrollment and graduation.

Graduated
4-Year Enrolled
2-Year Enrolled
Alternate Program
Not Enrolled

CLASS OF 2004

\rightarrow 1 st YEAR AFTER HS GRADUATION \rightarrow AUGUST 2012	93% 49%			5.5%	<mark>7%</mark> 5.5°	<mark>% 33</mark> %		5%
CLASS OF 2005 \rightarrow 1 st YEAR AFTER HS GRADUATION \rightarrow AUGUST 2012	80% 30%		5% <mark>10%</mark>	12%	43%		7.5%	2.5%
CLASS OF 2006 \rightarrow 1 st YEAR AFTER HS GRADUATION \rightarrow AUGUST 2012	53% 21%	11.5%	38%	3	8%	11.5%	18%	9%
CLASS OF 2007 \rightarrow 1 st YEAR AFTER HS GRADUATION \rightarrow AUGUST 2012	68% 35%		<mark>36%</mark>			23% 27%		9%
CLASS OF 2008 \rightarrow 1 st YEAR AFTER HS GRADUATION \rightarrow AUGUST 2012	47% 6% 24%		37%	33%		15%	18% 18%	
CLASS OF 2009 \rightarrow 1 st YEAR AFTER HS GRADUATION \rightarrow AUGUST 2012	51% 52%			46% 33				13%
CLASS OF 2010 \rightarrow 1 st YEAR AFTER HS GRADUATION \rightarrow AUGUST 2012	69% 51%			30%		27%	7% 1	4% 2%
CLASS OF 2011 \rightarrow 1 ST YEAR AFTER HS GRADUATION \rightarrow AUGUST 2012	56% 51%			43%	41%			
CLASS OF 2012 \rightarrow 1 st year after hs graduation	48%			50%				

METHODOLOGY & END NOTES

The findings presented in this report were gleaned from data gathered during a two-year research study into the experiences of Downtown College Prep graduates between 2004 and 2011.

Research was driven primarily by the following inquiry questions:

- a. What percentage of DCP graduates will be the first in their immediate family to complete college?
- b. What percentage of DCP graduates were performing below grade level upon entering DCP?
- c. What percentage of DCP graduates have pursued a college education?
- d. What percentage of DCP graduates have enrolled in a four-year college?
- e. What percentage of DCP graduates enrolled in a four-year college and then transferred to a two-year college? Why?
- f. When did DCP graduates first enroll in college?
- g. How did DCP graduates' academic performance in high school compare with their college enrollment?
- h. What percentage of DCP graduates required remedial coursework once in college?
- i. What is the primary reason DCP graduates stopped or terminated their college experience?
- j. What is DCP's six-year college completion rate?

End notes

- Research leading to the establishment of the Juan Diego Scholarship at Santa Clara University identified that 1 in 100 students completes college from the Guadalupe/Washington neighborhood in San Jose, a predominately low-income Latino neighborhood. The Juan Diego Scholarship began officially in 1998 in conjunction with Sacred Heart Parish and Santa Clara University.
- 2. http://edfunders.org/downloads/GFEReports/ GFE_FromAccessToSuccess_FundersGuide.pdf
- 3. California Department of Education, DataQuest, Graduation Data 2009
- 4. California Post-Secondary Education Commission, College Enrollment at California Public Colleges, Public High School Graduates, Santa Clara County, 2009
- 5. The Education Trust
- 6. http://www.immigrationpolicy.org/just-facts/ who-and-where-dreamers-are-revised-estimates
- 7. http://www.pewresearch.org/daily-number/ undocumented-immigrants-in-the-u-s

GRACIELA MARTINEZ Class of 2018

ACKNOWLEDGMENTS

This research and publication were made possible by the Severns Family Foundation.

Nancy Severns and her late brother, Dave, have been steadfast supporters of DCP's mission since 2000 when their late father, Robert, backed the founding of DCP. Sincere gratitude is extended to Nancy Severns for believing that our graduates' experience illuminates solutions and challenges that should be shared broadly in the first-generation college success community.

Other individuals who gave of their time and talent include-

- DCP Alumni, who willingly shared their stories with the aim to improve DCP's impact in the community.
- Dr. David Ulate, who framed and conducted the research which is the basis for this report, compiling years of student achievement and profile data, including first-person alumni interviews.
- Deanna and Michael Burke, who provided critical feedback and analysis which was instrumental to "telling the story" with purpose and integrity.
- Jim Patterson, who has been an invaluable thought-partner and supporter of this project since its inception.
- Prisilla Lerza, who has been a valued collaborator throughout the creation of this report, providing context, experience, and insight.
- Michelle Longosz for capturing the heart and soul of DCP through her photography.









DOWNTOWN COLLEGE PREP

1460 THE ALAMEDA, SAN JOSE, CA 95126 TEL 408.271.1730 FAX 408.271.1734 WWW.DCP.ORG

DCP College Success Framework Integration

			Program Areas		
	Classroom	School Culture	Advisory	Extra-curricular	College Lab
Purpose	Ensure a high-quality learning environment where students actively develop their skills as learners.	Sustain a school community where students aspire through our values and mission.	Establish authentic relationships with students to coach on strategies for academic and personal success	Support high-impact experiences where students are able to develop and define their assets.	Build a college readiness program where all stakeholders are engaged in our students' journey to and through college
Owners	Teachers	Site Leadership	Teachers	Club Advisors, Coaches, and Directors	College Success Team
Strategies					
Academic Knowledge How are we building an environment where students own their learning?	 Daily Due Now GLAD strategies Current student achievement data Common board set-up with objectives and course goals Evidence of various UbD strategies Teach Like a Champ strategies Integrating and reinforcing advisory strategies by grade level Readers' Workshop and class library Blended learning strategies Technology used to enhance learning 	 Student accomplishments and growth is recognized at annual awards night High quality staff professional developed and coaching for teachers Parents understand academic expectations and how to access campus resources Students have access to at least 2 AP course offerings Key performance indicators and metrics for college success are closely monitored and inform practices 	 Students know what tools they need to be academically successful Organization, studying, and presentation strategies are used on a weekly basis Goal setting (short, medium, and long term) Frequent monitoring of academic progress (current grades, course completion, arg progress) Test taking strategies are modeled Applications of technology to academic settings Studies skills developed through individual/group strategies 	 Team/group accountability for academic success Connecting students to academic support services Setting high academic expectations for participation in activities 	 Guidance on four educational plans that increase four year college options Engaging students to outside acader opportunities (community college courses, enrichment programs) Grade specific workshops on acader pathways and college eligibility Summer Bridge program prepares students to navigate high school
College Knowledge How are we building students' college going identities?	 Connections are made between course topics and college majors and careers Teachers share college "artifacts" to build authentic college connections A corner or wall is dedicated to college knowledge in every classroom Every teacher displays a "My College Journey" board Samples of college-level work are shared and displayed Career/industry panels and speakers are invited to the classroom 	 Alumni wall is updated with alumni colleges and stories College wall highlights college success programming Banners and messaging are strategically placed around campus "My path to college talks" are integrated in school-wide programming with school, community, and industry leaders Summer Bridge program and orientations "on board" students and families to the DCP mission 	 Meeting college knowledge grade- specific outcomes Students develop a "My path to college" portfolio Technology and online platforms enhance learning Professional development skills (interviews, applications, etc.) Student monitoring of progress towards college eligibility (a-g) Students track and reflect on extracurricular activities regularly Career exploration and experiences 	 College athletics opportunities are researched and shared Connecting enrichment opportunities to college access Sustaining partnerships with programs and people 	 Partnerships with college representatives Overnight college tours Senior parent college decision conferences College testing guidance, registration and monitoring Connecting students to educational programs beyond four-year degrees Application process management and support Managing student admissions data (Naviance) Financial literacy programming College financial aid process and advising DCP Scholarship support Resources for undocumented studen Keeping teachers current with state and federal college-access policies
Self- Knowledge How are students engaging in meaningful activities that build on their metacognitive skills?	 Brain science and learning styles assessments are used to help students understand learning processes Positive framing strategies Effort praise (growth mindset) Positive parent calls and conferences are routinely organized Engaging with students outside of class "First five minutes" non-academic check-ins are used to connect with students Strong classroom values and community building routines are established Fieldtrip experiences 	 Growth mindset strategies incorporated at all levels of the organization Weekly assemblies build and celebrate community DCP celebrations integrate values and missions Parent outreach strategies are developed with parent leaders Various preventative strategies are incorporated to address discipline Peer group intervention strategies are developed 	 Teacher-student check-in system Community building activities provide deeper peer-to-peer connections Programming is designed with a youth development-centered approach Mental health discussions are discussed openly and resources are accessible for students Teachers have a "coaching philosophy" to guide their practice Empathy is used to drive design- thinking strategies to address community needs Students learn communication 	 Establishing high expectations and communication skills Strategies for balancing academics and extracurricular activities (time management, organization, and priorities) Engaging students in personal and team goal setting Develop personal leadership skills and shared leadership Students are asked to conduct written reflections on personal growth Culture of growth and learning from failure is established Students learn how to assess and develop their skills 	 Evaluating and increasing communit service opportunities Partnerships with enrichment programs Reflection activities incorporated in programming Organizing programming that celebrates growth and achievement Promoting student efficacy, understanding student college-going identity Peer support opportunities with aluar



College-Going Identity Categories and Case Studies College Success Programs

Ver
bal
Ex
pre
ssi
on
s"Plan
B'ers"Dreamers

Visible Expressions

- **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. Examples include: professional athlete, music artist, stylist, etc.

Adapted from K. Freeman (2005) in *Ready, willing and Able: A Developmental Approach to College Access and Success" by Mandy Savitz-Romer and Suzanne M. Bouffard*

Coaching Scenarios: Case Study A

Angel

Angel transferred to DCP his sophomore year with a 2.9 GPA from him previous high school. Although Angel stayed out of trouble in school, his mother decided to move him after she noticed that he was not coming home afterschool while she worked late hours. Angel's mother hoped that a smaller school environment will keep him away from negative influences. Angel's grades were consistent his sophomore year but dropped his junior year. While he stayed in contact with old friends, Angel found a strong community of friends when he joined the soccer team. When Angel attempted to make up his junior year English, U.S. History and Algebra 2 the following summer, he stopped showing up to class in the second week of summer school. Angel's dad was incarcerated when Angel was in elementary school but had not made any contact until now. Angel's dad was released that summer before senior year and was attempting to move back home. Angel struggled with his dad's return and decided to move out of the house to support himself that summer and lived out of a relative's garage. Angel was told that he had to either repeat the school year or take a packed course load to be eligible to graduate and apply to a fouryear college. Angel decided to take the packed course load that year. His ACT scores were in the low 20s.

Angel is now a senior preparing for the college application process. Angel must complete a personal statement on obstacles that he's overcome but doesn't know what to write about. How would you coach Angel?

College-Going Behaviors:	Possible Coaching Needs:

Identify the Following

Coaching Scenarios: Case Study B

Gerald

Gerald has been with DCP since he was a freshman but his parents decided to move him his sophomore year when his grades slipped. Gerald returned his junior year when his parents realized that his grades were not improving. Gerald has talked about pursuing computer science since he was a freshman, but would not put in the effort in classes other than math. Gerald would often be the first student to volunteer when teachers or staff needed help with something, but always missed scheduled practices or activities whenever he tried joining a sport or club. Gerald checked in with teachers often and always talked about his college goals but consistently struggled with schoolwork in some classes. Gerald took his ACT but scored below an 17, which was the minimum score he needed to be able to apply to a CSU based on his GPA (~2.6). While he plans to take his test again, he still has to make sure that he passes an elective class that he couldn't retake over the summer and understands that he must put in a lot of time into his essays to be considered at a CSU.

Gerald is now a senior preparing for the college application process. Gerald must complete a personal statement on obstacles that he's overcome but doesn't know what to write about. How would you coach Gerald?

Identify the Following	

College-Going Behaviors:	Possible Coaching Needs:

Coaching Scenarios: Case Study C

Brenda

Brenda struggled to stay engaged at DCP her freshman year. She completed most of her classwork but had a hard time completing homework assignments, coming to school on time and staying in dress code. Brenda was always respectful towards adults on campus even when she was written up for breaking minor school policies. Brenda was raised by a single mom who spent most of the time taking care of the younger siblings. Her attendance improved by the end of her sophomore year when she made alternative transportation arrangements. Brenda started working on her free time as soon as she could to pay off her personal expenses, therefore staying away from activities at school. Brenda did not communicate much with her teachers and whenever she was asked about her college plans, she usually talked about community college. Brenda had to retake math every summer school but did not pass Algebra 2 and a history class by the summer of her junior year. When it came down to meet with Brenda about her options, Brenda did not show up to her appointments and mom said Brenda never told her about them and could not come in. Her former advisor mentioned that she never wanted to to check-in or talk about college options. Brenda could become eligible to apply to college if she makes up Alg. 2 and U.S. History class senior year and knows that she has to apply to college in order to graduate from DCP.

Brenda is now a senior preparing for the college application process. Brenda must complete a personal statement on obstacles that she's overcome but doesn't know what to write about. How would you coach Brenda?

Possible Coaching Needs:

Identify the Following

Coaching Scenarios: Case Study D

Joanna

Joanna started at DCP her freshman year and was a strong student from day one; she completed all of her assignments, did well on tests, and participated in class when she needed to. Joanna's oldest brother graduated from another high school and is currently attending UC Davis. She knew that college was a natural step for her but never seemed enthusiastic about any particular school or career. By the time she was a junior, Joanna participated in leadership and was team captain of the basketball team at DCP. When it came to taking the ACT test junior year, Joanna did not show up for the test. Joanna told her counselor that she had to work that she couldn't take work off that day. After many check-ins by her advisor and counselor, Joanna took the test before the end of her Junior year. Joanna decided to work all summer before senior year and did not take advantage of any college-related workshops or activities offered to her. She got her ACT score at the end of the summer and got a score in the high 20s, the highest score in her class. The counselor checked in with Joanna before school started and while Joanna expressed interest in going to college she didn't want to discuss her options because she wanted to stay close to home. Joanna has a high GPA (3.5+) and strong ACT score that make her competitive to many types of colleges.

Joanna is now a senior preparing for the college application process. Joanna must complete a personal statement on obstacles that she's overcome but doesn't know what to write about. How would you coach Joanna?

College-Going Behaviors:	Possible Coaching Needs:

Identify the Following

General Behaviors of Each College-Going Identity Category Generated by Site Admin

Knowers

Description:

"Knowers are youth whose plans to go to college have never been in question for whom college is simply part of their identity fabric."

Behaviors that students in this category may exhibit based on administrator observations:

- Have chosen a college based on virtually nothing (sometimes)
- Driven (academically, socially, etc.)
- Joins sports/ clubs they might not care about
- Motivated to get out of the house
- Intrinsically motivated
- Sometimes can't explain why they want to go to college
- Sometimes respond super intensely to failure/setbacks
- Original idea of college came from family or at least early on

Seekers

Description:

"Seekers are those youth who have at some recent point come to believe that college is an option for them and have begun to try on that identity"

Behaviors that students in this category may exhibit based on administrator observations:

- Parents push them to go to college
- Accidental coincidence i.e. open house, relative
- Age
- Newly found success in school
 - grades, 1st visit to college campus, relationships, first home visit, fun
- New social group
- Anxious about all they have to do
- Want a lot of adult time
- Connection w/adult or teacher that inspires, motivates (or book)
- Average/spotty grades
- Regret mistakes from prev. year

Dreamers

Description:

"Dreamers are those who believe that college is not possible, but they continue to fantasize about it without any intention of taking any of the steps to get there."

Behaviors that students in this category may exhibit based on administrator observations:

- Seem unmotivated in class
- Don't plan/manage time well
- Might have family obligations/expectations
- Have a PT job to help family
- Might not think of themselves as "smart"
- Might've had failure experiences in school in the past
- Might be trying to lay low/go by unnoticed
- Might be worried about legal status
- Gangs-seeking new identities and families
- Pro-athlete dreams
- No college role models

"Plan B'ers"

Description:

"Plan B'ers" are those who do not believe that college is an option and have made up their mind about their path after high school.

Behaviors that students in this category may exhibit based on administrator observations:

- Career plans do not require college degree (trades person, athlete, famous person)
- No motivation in academics (sometimes)
- Might not have any close role models who've gone to college
- Act too cool for school
- Poverty
- Scared/fear
- Have not been paying attention to college input/overwhelmed
- Damaged/trauma emotional, physical, sexual abuse
- They don't need college \rightarrow have a current plan that works

DCP Self-Assessment on Charlotte Danielson's Framework for Teaching

Consider your teaching practice and read the performance level descriptors for each component. Highlight the appropriate words/phrases that you believe most closely reflect your current level of performance in each component. This will help you to identify the two framework components you will discuss as possible goals with your evaluator during your first Pre-Observation Conference.

Domain 1: Planning and Preparation

Component	Ineffective	Developing	Effective	Highly Effective
1a Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.



	Ineffective	Developing	Effective	Highly Effective
1b Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

Component	Ineffective	Developing	Effective	Highly Effective
1d Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
1e Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice
1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.



Domain 2: The Classroom Environment

Component	Ineffective	Developing	Effective	Highly Effective
2a Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.



Component	Ineffective	Developing	Effective	Highly Effective
2c Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
2d Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.



Domain 3: Instruction

Component	Ineffective	Developing	Effective	Highly Effective
3a Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low- level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high- level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.



Component	Ineffective	Developing	Effective	Highly Effective
3c Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well- designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self- assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.



Component	Ineffective	Developing	Effective	Highly Effective
3e Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.



Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Effective	Highly Effective
4a Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.



Component	Ineffective	Developing	Effective	Highly Effective
4d Participating in a Professional Community	The teacher's relationships with colleagues are negative or self- serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
4e Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.



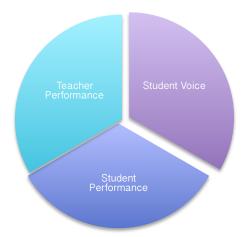
Component	Ineffective	Developing	Effective	Highly Effective
4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.



DCP EVALUATION MODEL – TEACHER EFFECTIVENESS MEASURES

Mindset

Although efforts to move quickly in designing and implementing more effective teacher evaluation systems are necessary, we need to acknowledge a crucial issue that *measuring* teachers and *developing* teachers are different purposes with different implications. An evaluation system designed primarily for measurement will look quite different from a system designed primarily for development.



DCP's goal is to integrate both purposes, so that as a result, teachers' growth is supported and valued and evaluations are used to inform continuous improvement.

Teachers have the ability to influence and guide the minds and lives of their students. They are expected to know their students well, assess the various needs of any given student at any given time and modify their instructional moves in order to meet those needs. In very similar ways, administrators have the responsibility of knowing their teachers and figuring out how to best support each of them in order to help them reach the next level in their path towards excellence.

It is only when true collaboration takes place between teachers and administrators that they are able to have the meaningful sessions necessary to move practice along. On their end, administrators play a major role as they facilitate the professional growth of their teachers through the practices of coaching and evaluation by helping set goals, guiding teacher reflections, sharing specific evidence observed and providing bite-sized feedback. During these sessions and throughout the year, teachers are invited to self-assess their strengths and areas for growth, determine their own goals and professional development needs, analyze student data, reflect on evidence shared after observations and provide evidence of their own to support the overall understanding of their practice.

Rationale behind using Multiple Measures

Over the past decade or so, national attention has been given to teacher performance, teacher development and teacher evaluation. Although there is not a single evaluation system that has been adopted nation-wide (or even state-wide) to analyze the complex art of teaching, what everyone agrees on is that for the purposes of evaluation: *multiple measures* have to be used and *collaboration* should guide the process.



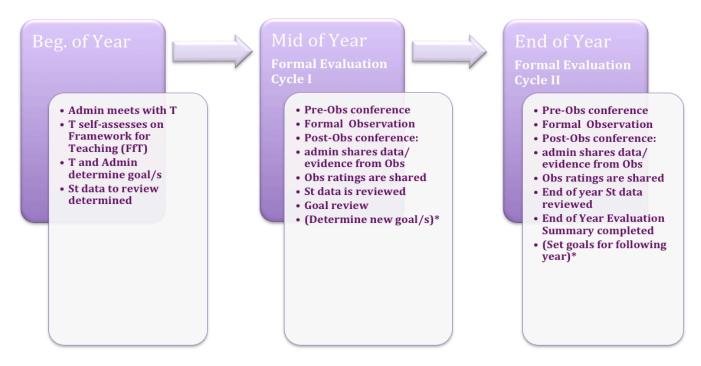
There are three types of measures that when combined have proven to be the most reliable: *teacher performance* (via classroom observations), *student performance* (on agreed upon assessments) and *student voice* (through anonymous surveys).

Although possibly intimidating to teachers at first, combining measures offers three advantages: greater predictive power (slightly better than student achievement gains alone, but significantly better than observations alone), greater reliability (especially when student feedback or multiple observation scores are included), and the potential for diagnostic insight to allow teachers to improve their practice (which cannot be provided by student achievement gains alone).

Student feedback is the least familiar measure out of the three by teachers and administrators across the nation and although an individual student may have a less sophisticated understanding of effective instruction than a trained observer, student feedback has two other advantages that contribute to reliability: students see the teacher all year (and, therefore, are less susceptible to lesson to lesson variation), and the measures are averaged over 30 to 100 students, rather than 1 or 2 observers. When multiple classroom observations from more than one lesson are averaged together, these also produce higher reliability (whereas a single observation is unlikely to help much and could actually lower reliability).

Evaluation Architecture

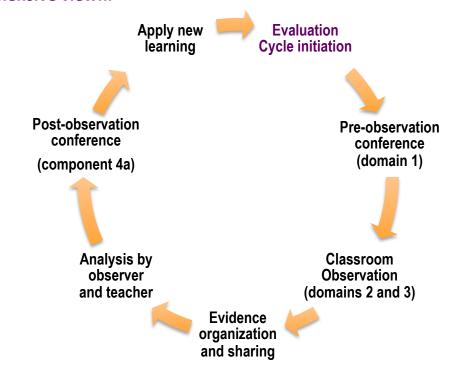
The evaluation process needs to be seen as a journey that teacher and admin take together in order to reach the goal/s set forth by both parties. Visually represented, the year should provide the following experience:



Annual evaluation is the only way to ensure that all teachers—regardless of their ability level or years of experience—get the ongoing feedback on their performance that all professionals deserve. This approach recognizes that a teacher's effectiveness and developmental needs may change over time, and it sends a message to school leaders that they are accountable for helping all their teachers grow as professionals. The ratings from annual evaluations will also allow schools to make important employment decisions based on up-to-date information.

In some districts, veteran teachers go as many as five years between full evaluations. This policy is based on the flawed assumption that professional growth happens only at the very beginning of a teacher's career—which becomes a self-fulfilling prophecy without regular feedback. While teachers deserve special attention during their first years in the classroom, when they grow the most, all teachers develop over time and deserve recognition for their successes and help with their challenges. If we care about what happens in the classroom, we should care every year.

A more comprehensive view...



For the 2014-15 school year, the requirement will be that all teachers will go through 1 Formal Evaluation Cycle. By semester, the recommendation is as follows:

	Coaching Focus	Evaluations
Semester 1	1 st /2 nd year teachers at DCP	Teachers with 2+ years at DCP
Semester 2	All teachers	1 st /2 nd year teachers at DCP

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Teacher Performance - Classroom Observations

Classroom Observations are at the heart of an evaluation system for obvious reasons: when it is all said and done, the power of a teacher is best seen in action, in front of students. The true promise of classroom observations is the potential to identify strengths and address specific areas for growth in teachers' practice. It is extremely important, therefore, in order for observations to become a fair and reliable tool, that we take a close look at:

- focus of the observation
- how we collect evidence
- how we interpret evidence against Performance Levels (ratings)
- $\ensuremath{\,^{\ensuremath{\scriptstyle\sim}}}$ how we share our observations and feedback

There are two types of observations that work in collaboration:

Informal Observations

- happen at least every other week
- is what guides the coaching work of the administrator
- are 10-15m in length
- are unannounced
- result in bite-sized feedback to teacher that is connected to teacher's goal/s

Formal Observations

Formal Observations are not stand-alone events; they are part of a cycle. An **Observation Cycle** refers to the work leading up to the Formal Observation and includes the closure that takes place afterwards. This is broken down into the 3 parts that follow:

Pre-Observation Conference

- in-person conference within 5 days before Formal Observation
- highly collaborative
- provides opportunity to review current unit and lesson that will be observed
- can offer extra guidance to teacher
- possible coaching session

Observation Cycle

Formal Observation

- can be announced or unannounced within 5 days of pre-obs conference
- is at least 45m long
- results in evidence of what teachers and students are doing/saying being collected
- evidence should be free of opinion and bias

Post-Observation Conference

- in-person conference within 10 days after Formal Observation
- highly collaborative
- evidence from Formal Observation is shared with teacher
- gives teacher the chance to reflect on evidence/practice
- ratings are shared
- ends with suggestions for improving teacher practice and a professional learning focus



Evidence Collection

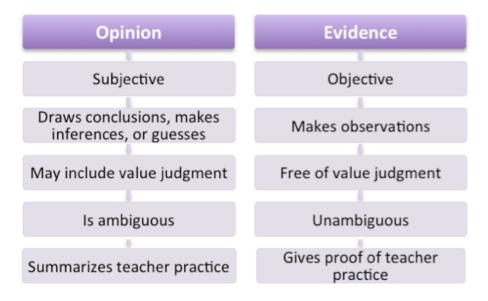
Formal Observations need to capture evidence of everything that is happening in the classroom – both verbals and non-verbals. The evidence should tell the story of what happened in the classroom during the observation: what was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between teacher and student/s and among students?

There are typically 4 types of evidence you can collect while you are observing:

- 1. **Verbatim** scripting of teacher or student comments *"Could one person from each table collect materials?"*
- 2. **Non-evaluative statements** of observed teacher or student behavior *The teacher stands by the door, greeting students as they enter.*
- 3. **Numeric** information about time, student participation, resource use, etc. *Three of the 18 students offer all but one of the comments during discussion.*
- 4. An observed aspect of the **learning environment** *The assignment is on the board for students to do while attendance is taken.*

Evidence Collection – Evidence vs Opinion in Observations

It is important to identify what contributes to high quality evidence. Here is a quick snapshot of the differences between Opinion and Evidence:



It takes a conscious effort to exclude opinion when collecting evidence but it is the ultimate goal, as it is only when objective evidence is analyzed that we are able to collaborate in the work that moves a teacher's practice forward.

Giving Feedback – making use of evidence collaboratively

A recent paper by Taylor and Tyler (2011) found that providing clear feedback to teachers using Charlotte Danielson's Framework For Teaching (FfT) led to substantial improvements in student achievement gains in teachers' classrooms (even without a targeted professional development effort). *Note: we will be looking at an overview of Charlotte Danielson's FfT in the next section.* It is therefore important that we not only adopt a framework that is comprehensive, but also that we are effective in giving feedback to teachers based on evidence from classroom observations.

One of the factors that contribute to a meaningful feedback session is that both the teacher and administrator keep an open mind about the evidence that will be shared. The administrator has collected evidence, may have aligned it to the FfT and will be sharing it with the teacher. The teacher needs to be given the chance to offer additional evidence and answer questions about the observation in order to fill in the gaps and help complete the evidence for the lesson observed. This process allows both parties to then reflect on the strengths and areas for growth for teaching and learning in order to determine next steps and overarching goals.

In order for the *next steps* to be of value, they should be explicit, capable of being implemented within 10 days and measurable during informal observations. Teachers need to walk away knowing exactly what they should do in order to work towards the overarching goal and by when the administrator should expect to observe for it/them. This allows both parties to have continued focused conversations.

Charlotte Danielson's Framework for Teaching (FfT)

A characteristic of a teacher evaluation system that focuses on development is that it employs a scale or rubric that teachers can use to guide and track their skill development. Such a scale would articulate developmental levels, such as *not using, developing, applying*, and *innovating*. When considering the use of a tool that best describes teaching and learning and which incorporates a continuum for teacher practices, many districts across the country have adopted Charlotte Danielson's Framework for Teaching (FfT for short).

Danielson's Framework for Teaching has received national attention as it is grounded in a "constructivist" view of student learning, with an emphasis on intellectual engagement. It is a very concise framework and provides common language that is easily adopted by administrators, teachers and students alike.

The FfT may be used for many purposes, but its full value is realized as the foundation for professional conversations among educators as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.



The FfT is divided into 4 domains – *Planning and Preparation, Classroom Environment, Instruction* and *Professional Responsibilities*. Two of the domains can be observed in the classroom, while the other two describe the work that takes place behind the scenes. Each of the domains is made up by a number of components that are further broken down into elements:

Observable Outside of the Classroom	Observable Inside of the Classroom
 Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments 	 Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
 Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism 	 Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

7



Here is an example of one of the components as it runs along the continuum:

Component	Unsatisfactory (Ineffective)	Basic (Developing)	Proficient (Effective)	Distinguished (Highly Effective)
 3b: Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation 	Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students in predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain the reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

It is evident that the FfT includes language for both what teachers and students do and say during observations – this is extremely important, since how well a teacher performs during a lesson is truly measured by what students are doing and saying. Another feature of the FfT is that as a teacher's practice progresses along the continuum, students are expected to lead key aspects of what happens in the classroom and the teacher becomes mostly a facilitator of learning.

Student Performance 🥌

Using Student Performance as part of teacher evaluations is the goal of DCP. In order for Student Performance to be a reliable measure, however, we need to make sure that the data used is of high quality as agreed by all stakeholders. DCP is in the process of developing, piloting and adopting benchmark assessments, which will eventually be included in evaluations.

The true goal of incorporating Student Performance to the evaluation process is to keep conversations about student performance alive. In order for teachers to really understand strengths and areas for growth in their own practice, they need to look at the impact their work has on students – i.e. Student Performance. This is done via on-going formative assessments as well as summative assessments, but it also needs to be done more formally with colleagues - including coaches and administrators.

As part of the DCP evaluation system, for the 2014-15 school year, the Student Performance requirement will be met in one of the following ways:

- 1. Analysis of Student Work whole class set of student work, two times a year
- 2. Analysis of Case Study Students work of 3 pre-selected students analyzed, two times a year

Analysis of Student Work

This practice allows teacher and evaluator to analyze a class set of work in order to dissect strengths and areas for growth for students around a specific learning goal. Teacher and evaluator will be able to determine next steps necessary to meet the needs of students.

The second Analysis of Student Work for the year should be connected to the first and should be for the same group of students. This will allow teacher and evaluator to reflect on the experience for the students and to make decisions based on student needs that still need to be addressed.

Analysis of Case Study Students

This alternative allows teachers to strategically select 3 students, in order to reflect on their learning styles and needs, in an attempt to learn about other similar students. Teacher and evaluator will debrief findings based on student work and determine next steps for students.

The second Analysis of Case Study Students for the year will offer the opportunity to have a follow-up conversation on the same 3 students in order to learn about strategies that work best for selected students and make decisions about next steps.



Overall, it is important to keep the conversations around Student Performance open, collaborative and based on inquiry - What do we know about the student/s? What works best for them? What are they already doing well? What do they need to improve? What can we try with them in mind? What results did we find? What else can we do?

The conversation should never hint at blame or shame. Our goal is to unpack teaching and learning in order to really understand how we best support all students.

Student Voice



No one has a bigger stake in teaching effectiveness than students. Nor are there any better experts on how teaching is experienced by its intended beneficiaries. But only recently have many policymakers and practitioners come to recognize that—when asked the right questions, in the right ways—students can be an important source of information on the quality of teaching and the learning environment in individual classrooms.

There are many reasons for this new interest. Teaching is a complex interaction among students, teachers, and content that no one tool can measure. The search for different-but-aligned instruments has led many to use student surveys as a complement to such other measures as classroom observations and student performance. Student surveys aggregate the impressions of many individuals who've spent many hours with a teacher.

Student surveys provide feedback for improvement. Teachers want to know if their students feel sufficiently challenged, engaged, and comfortable asking them for help.

Based on the experience of leading school systems and organizations, there are four overriding requirements of any system considering student surveys as part of formal feedback and evaluation for teachers:

- Measure what matters Good surveys focus on what teachers do and on the learning environment they create. Surveys should reflect the theory of instruction that defines expectations for teachers in a system. Teachers with better survey results should also have better outcomes on measures of student learning.
- 2. Ensure accuracy Student responses should be honest and based on clear understanding of the survey items. Student confidentiality is a must. Accuracy also means that the right responses are attributed to the right teacher.
- 3. Ensure reliability Teachers should have confidence that surveys can produce reasonably consistent results and that those results reflect what they generally do in their classrooms— not the idiosyncrasies of a particular group of students. Reliability requires adequate sampling and an adequate number of items—but without overtaxing students.
- 4. **Support improvement** Measurement for measurement's sake is wasted effort. Teachers should receive their results in a timely manner, understand what they mean, and have access to



professional development resources that will help them target improvement in areas of need. Student surveys are as much about evaluating systems of support for teachers as they are about diagnosing the needs within particular classrooms.

Implementation in the field will be a work in progress. Individual districts and states are piloting before deciding how to deploy surveys formally and at scale and DCP will be taking the same approach. For the 2014-15 school year, volunteering teachers will pilot one of the selected Student Voice tools and make a decision for adoption for the 2015-16 school year and beyond.

End of Year (EOY) Evaluation Summary - tying it all together

The EOY Evaluation Summary provides the perfect opportunity for a teacher and evaluator 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 goal/s for the following school year.

The EOY Evaluation Summary will include data for all three measures: **teacher performance**, **student performance** and **student voice**. At this time, DCP will not rely on a prescribed formula to determine an overall rating, since we are still in the piloting phase. We will, however, use an *End of Year Evaluation Rubric* to help guide the conversation around ratings.

Final Thought...

Years of research have proven that nothing schools can do for their students matters more than giving them effective teachers. A few years with effective teachers can put even the most disadvantaged students on the path to college. A few years with ineffective teachers can deal students an academic blow from which they may never recover.





Literacy Model Element	Danielson Framework Component	Novice	Apprentice	Practitioner	Master
Routines and Procedures	1b, 1d, 2c, 2d, 2e	 Very few (0-25%) students know what to do to get a book from the library. The procedure is not reinforced by the teacher. Very few (0-25%) students have a reading log. Very few (0-25%) students have ways to respond to text. Very few (0-25%) students have mays to reading/writing notebooks. Prompts and frames are not available for student use when responding or writing about reading. Very few students (0-25%) have materials set up at their seats prior to the lesson. Very few (0-25%) Students are 	 Some students (26- 50%) know what to do to get a book from the classroom library. The procedure is followed inconsistently and not reinforced by teacher. Some students (26-50%) have reading logs, and some are out. Some students know how to use the reading log and do so consistently. Some students (26-50%) have reading/writing notebooks. Prompts and frames are sometimes available for student use when responding to text or writing about reading. Some students (26-50%) have materials set up at their seats prior to the 	 Many (51-75%) of the students know what to do to get a book from the classroom library. The proper procedure is mostly followed by students and often reinforced by teacher. Many (51-75%) students are using the reading log and it is out. Many students (51-75%) have reading/writing notebooks. Prompts and frames are often available for student use when responding or writing about reading. Many students (51-75%) have materials set up at their seats prior to the lesson. Many students (51-75%) know what is expected of them 	 Majority of students (76-100%)know what to do to get a book from the classroom library. The proper procedure is consistently followed by students and reinforced by teacher. Majority of students (76-100%) have reading logs, and they are out. Majority of students know how to use the reading log and do so consistently. Majority of students (76-100%) have reading/writing notebook. Prompts and frames are consistently available for student use when responding, writing about reading, and writing independently. Majority of students (76-100%) have materials set up at



		independent and/or know what is expected of them during RW/WW.	lesson. Some students (26- 50%) know what is expected of them during RW/WW. There is an overall lack of independence and students often do not know how to get what they need and/or where they are supposed to be.	during RW/WW. Many students (51- 75%) know how to get what they need independently and many students know where they are supposed to be at all times.	their seats prior to the lesson. Majority of students (76-100%) know what is expected of them during RW/WW. They know how to get what they need independently and they know where they are supposed to be at all times, and teacher consistently reinforces these expectations.
Classroom Library	1a,1b,1c,1d 2b, 2c, 2d, 2e	 Classroom library is undefined and unidentifiable. Library is not labeled and organized by genre, authors, and levels. Lending library system not in place. The books and authors in the library are not representative of students' cultures, native languages, levels, and ages. Teacher and students do not utilize Touchstone/Mentor texts. 	Classroom library is somewhat defined and hard to identify. Parts of the library are not labeled and/or organized by genre, authors, and levels. Lending library system is ineffective and inefficient with high attrition of books. Students are inconsistently running the system with considerable support from teacher. Small amount of books and authors in the library are representative of	Classroom library is defined and can be identified. Library is mostly labeled and organized by genre, authors, and levels. Lending library system in place and functions well with some attrition. Students are often running the system with some support from teacher. Books and authors are mostly representative of students' cultures, native languages, levels, and ages.	Classroom library is clearly defined and easily identified. Library is labeled and organized by genre, authors, and levels. Lending library system in place and functions effectively and efficiently with low attrition. Students run system completely. Books and authors are completely representative of students' cultures, native languages, levels, and ages. Touchstone/Mentor



			students' cultures, native languages, levels, and ages. Touchtone/mentor texts inconsistently used and displayed by teacher and students.	Touchstone/Mentor texts consistently used and displayed by teacher and inconsistently by students.	texts consistently displayed and used by teacher and students.
Charts/Wall Display	1a, 2b	 Classroom charts showing strategies taught in the current unit are not present. Charts show no evidence of partnerships or components of RW/WW. There are no scaffolds for writing about reading, talk, and writing available to students. 	Classroom charts are present. Strategies taught in the current unit are not evident. Charts are not reflections of teaching and hard for students to follow. Charts are not updated and don't represent various components of RW/WW. The scaffolds for writing about reading, talk, and writing that are available to students are not appropriate supports for student learning. Gradual release language is not present.	Classroom charts show some strategies taught in the current unit. Charts are mostly reflections of teaching, but could be hard for students to follow. Evidence of partnerships is present. Some evidence of components of RW/WW is evident. Scaffolds for writing about reading, talk, and writing are available to students and are mostly appropriate supports for student learning. Gradual release language may not be present.	show strategies taught in the current unit. Charts are reflections of teaching and explicit. (e.g., Here's what you do and here's how you do it.) Charts show evidence of partnerships, are up to date and represent various components of RW/WW. Scaffolds for writing about reading, talk, and writing are available to students and are appropriate supports for student learning. Gradual release language is present.
General Environment	2c, 2e,	Teacher things dominate classroom area.	Classroom area is organized so that students do not have	Classroom area is organized so that students have a large	Classroom area is organized so that students have the



Classroom environment is cluttered.	the largest area.Classroomenvironment has	area. Classroom environment is mostly	largest area. □ Classroom environment is clear
Student resources/supplies are not available.	 some clutter. Some student resources/supplies are available but teacher controlled. 	 clear of clutter. Student resources/supplies are available and accessible, but sometimes teacher controlled. 	of clutter. Student resources/supplies are easily accessible. Students are independently using resources/supplies.



Literacy Model Element	Danielson Framework Components	Novice	Apprentice	Practitioner	Master
Mini-Lesson architecture	2a, 2b, 2c 3a, 3b, 3c, 3d, 3e	 Mini Lesson rarely (0-25%) runs 7-10 minutes. Mostly runs long. Mini-lesson has (0-1) component: Teach, Active Engagement, Link. Components that are present are not explicit and difficult to identify. 	 Mini Lesson sometimes (26- 50%) runs 7-10 minutes. Mostly runs long. Mini-lesson has some of the (1-2) components: Teach, Active Engagement, Link. Some components are explicit and difficult to identify. 	 Mini Lesson often (51-75%) runs 7-10 minutes. Mini-lesson has most of the components: Teach, Active Engagement, Link. Many of the components are explicit and easy to identify. 	 Mini Lesson usually (76- 100%) runs 7-10 minutes. Mini-lesson has all components: Teach, Active Engagement, Link. All of the components are explicit and easy to identify.
Connection/Teach	2a, 2b, 2c 3a, 3b, 3c, 3d, 3e	 Effective teaching methods are rarely used (0- 25%): Demonstration <i>"watch as I…"</i> Explanation with an example <i>"Let me show you</i> 	 Effective teaching methods are sometimes (26- 50%)used: Demonstration <i>"watch as I"</i> Explanation with an example <i>"Let me show</i> 	 Effective teaching methods are often (51-75%) used: Demonstration <i>"watch as I…"</i> Explanation with an <i>example</i> <i>"Let me show</i> 	 Effective teaching methods are always used: Demonstration <i>"watch as I"</i> Explanation with an example <i>"Let me show</i> you how I"



 how I" Inquiry "Let's investigate" When demonstrating, the teacher does not think aloud. The modeling of the teaching point is not clear and can lead to student confusion. The teacher rarely (0-25%) refers to a chart. The teaching point is rarely (0-25%) restated - "Did you see how I?" The teaching point is rarely (0, 25%) 	you how I" Inquiry "Let's investigate" □ When demonstrating, the teacher sometimes thinks aloud. Sometimes (26- 50%) The modeling of the teaching point is clear. □ Sometimes (26- 50%) the teacher may refer to a chart. □ The teaching point is sometimes (26- 50%) the teacher may refer to a chart. □ The teaching point is sometimes (26- 50%) restated – "Did you see how I?"	 you how I" Inquiry "Let's investigate" When demonstrating, the teacher often (52-75%) thinks aloud as she/he models the teaching point. The teacher often (51-75%) refers to a chart. The teaching point is often (51-75%) restated – "Did you see how I?" The teaching point is often (51-75%) restated – "Did you see how I?" The teaching point is often (51-75%) explicitly stated. It is usually clear what is being 	 Inquiry "Let's investigate" When demonstrating, the teacher always thinks aloud as she/he models the teaching point. □ The teacher usually (76-100%) refers to a chart. □ The teaching point is always restated - "Did you see how I?" □ The teaching point is always explicitly stated. It is always clear what is being taught and how the students will
(0-25%) restated	point is	□ The teaching	point is always
– "Did you see	sometimes (26-	point is often	explicitly stated.
how I?"	50%) restated –	(51-75%)	It is always clear
□ The teaching	<i>"Did you see</i>	explicitly stated.	what is being



			how the students will go about doing it. (Here is what you do, and here is how you do it).		
Active Engagement	2a, 2b, 2c 3a, 3b, 3c, 3d, 3e	 Partnerships have not been formed. Partnerships are rarely (0-25%) homogenous. Students rarely (0-25%) understand and follow reading partner procedures. Partners are rarely engaged in appropriate conversation (0- 25%) during turn and talk. Students are rarely (0-25%) provided with guided practice 	 Partnerships are sometimes (26-50%) homogenous. Some students (26-50%) understand and follow reading partner procedures. Some partners are engaged in appropriate conversation (26-50%) during turn and talk. Students are sometimes (26-50%) provided with guided practice using the strategy – "Now it's your 	 Partnerships are mostly (51-75%) homogenous. Many students (51-75%) understand and follow reading partner procedures. Many partners are engaged in appropriate conversation (51-75%) during turn and talk. Students are usually (51-75%) provided with guided practice using the strategy – "Now it's your turn to 	 Partnerships are usually (76-100%) homogenous. Majority of students (76-100%) understand and follow reading partner procedures. Most partners are engaged in appropriate conversation (76-100%) during turn and talk. Students are always provided with guided practice using the strategy –



	 using the strategy – "Now it's your turn to try." □ Possible methods for students trying the strategy are rarely (0-25%) used. These include: Trying out the strategy in a shared text/read aloud text. Trying out the strategy in their own books/writing. Explaining the strategy to a partner. Explaining the strategy in writing. 	methods for students trying the work are sometimes (26- 50%) used. These include: Trying out the strategy in a shared text/read aloud text. Trying out the strategy in their own books/writing. Explaining the strategy in strategy in writing. methods for students trying the work are often (51-75%) used. These include: Trying out the strategy in a shared text/read aloud text. Trying out the strategy in books/writing. Explaining the strategy in writing.	 <i>"Now it's your</i> <i>turn to try."</i> Most of the time (76-100%) the possible methods for students trying the work are used. These include: Trying out the strategy in a shared text/read aloud text. Trying out the strategy in their own books/writing Explaining the strategy to a partner. Explaining the strategy in writing.
Link 2b	 □ The teacher rarely (0-25%) restates the teaching point. □ The teacher rarely (0-25%) 	sometimes (26- 50%) restates the teaching point.often (51- 75%) restates the teaching point.Image: constant of the teaching point.Image: constant of the teaching teaching point.	 Most of the time (76-100%)the teacher restates the teaching point. Most of the time



	3a, 3b, 3c, 3d, 3e	remind students of other strategies/lesson s they have been learning to use	sometimes (26- 50%) reminds students of other strategies/lesson s they have been learning to use (sometimes refers to charts for this).	reminds students of other strategies/lesson s they have been learning to use (may refer to charts).	(76-100%) the teacher reminds students of other strategies/lesson s they have been learning to use (may refer to charts).
Minilesson Assessment	2b 3a, 3b, 3c, 3d, 3e	 The teacher rarely (0- 25%)checks for understanding by listening in, quickly reading written responses or asking questions of individual readers/writers or partnerships. The teacher rarely (0-25%) quickly shares out the work done by one or two readers/writers. 	 The teacher sometimes (26- 50%) checks for understanding by listening in, quickly reading written responses or asking questions of individual readers/writers or partnerships. The teacher sometimes (26- 50%) quickly shares out the work done by one or two readers/writers. 	 The teacher often (51-75%) checks for understanding by listening in, quickly reading written responses or asking questions of individual readers/writers or partnerships. The teacher often (51- 75%)quickly shares out the work done by one or two readers/writers. 	 Most of the time (76-100%) the teacher checks for understanding by listening in, quickly reading written responses or asking questions of individual readers/writers or partnerships. Most of the time (76-100%) the teacher quickly shares out the work done by one or two readers/writers.



Literacy Model Element	Domain	Novice	Apprentice	Practitioner	Master
Conferring 1 on 1	2a, 2b, 2d, 3b, 3c, 3d, 3e	 Teacher rarely (0-25%) uses the architecture of a conference (research, compliment, decide, teach). Teacher rarely (0-25%) balances planned conferences with conferences with conferences with conferences where the student sets the agenda. And/or there are no instances of student setting the agenda. Teacher rarely (0-25%) uses a defined teaching method in conferences: Demonstration <i>"watch as I"</i> Explanation with 	 Teacher sometimes (26- 50%) uses the architecture of a conference (research, compliment, decide, teach). Teacher sometimes (26- 50%) balances planned conferences with conferences where the student sets the agenda. Teacher sometimes (26- 50%) uses defined teacher sometimes (26- 50%) uses defined teaching method in conference: Demonstration <i>"watch as I"</i> Explanation with an example <i>"Let me show you how</i> <i>I"</i> Inquiry <i>"Let's</i> 	 Teacher uses the architecture of a conference (research, compliment, decide, teach) most of the time (51-75%) Teacher often (51-75%) balances planned conferences with conferences with conferences where the student sets the agenda. Teacher often (51-75%) uses defined teaching method in conference: Demonstration <i>"watch as I"</i> Explanation with an example <i>"Let me show you how I"</i> Inquiry 	 The majority of the time (76-100%) the teacher uses the architecture of a conference (research, compliment, decide, teach). The majority of the time (76-100%) the teacher balances planned conferences with conferences where the student sets the agenda. The majority of the time (76-100%) the teacher balances planned conferences with conferences where the student sets the agenda. The majority of the time (76-100%) the teacher uses defined teaching methods in conference: Demonstration <i>"watch as I"</i> Explanation with an example <i>"Let</i>



Conferring 1 On 1		 an example "Let me show you how I" Inquiry "Let's investigate" Teacher rarely (0-25%) uses a record keeping system for conferences. Teacher rarely (0-25%) reviews conference notes when going into a conference with a student. Teacher rarely (0-25%) follows a schedule for conferring. 	<i>investigate"</i> Teacher sometimes (26- 50%) uses an effective record keeping system for conferences. Teacher sometimes (26- 50%) reviews conference notes when going into a conference with a student. Teacher sometimes (26- 50%) follows a schedule for conferring.	<i>"Let's</i> <i>investigate"</i> Teacher often (51-75%) uses an effective record keeping system for conferences. Teacher often (51-75%) reviews conference notes when going into a conference with a student. Teacher often (51-75%) follows a schedule for conferring.	<i>me show you how</i> <i>I</i> " Inquiry <i>"Let's</i> <i>investigate</i> " Teacher always uses an effective record keeping system for conferences. The majority of the time (76- 100%) the teacher reviews conference notes when going into a conference with a student. The majority of the time (76- 100%) the teacher follows a schedule for conferring.
Conferring: Small Group	2a, 2b, 2c, 3b, 3c, 3d, 3e	 Teacher rarely (0-25%) uses a record keeping system for small group work. Teacher rarely (0-25%) follows a schedule for small group 	Teacher sometimes (26- 50%) uses an effective record keeping system for small group work. Teacher sometimes (26- 50%) follows a	Teacher often (51-75%) uses an effective record keeping system for small group work. Teacher often (51-75%) follows a schedule for	Teacher always uses an effective record keeping system for small group work. The majority of the time (76- 100%) the teacher follows a schedule



Conferring: Small Group	 work. Groups are rarely re-evaluated for new groupings. Groups are inaccurately designed by reading level and by skill level. Teacher rarely (0-25%) uses defined teaching methods in small groups: Guided Reading, Demonstration <i>"watch as I"</i> Explanation with an example <i>"Let me show you how I"</i> Inquiry <i>"Let's investigate"</i> 	group work.wo□Groups are sometimes reevaluated for new groupings.□Group 	 for small group work. Groups are xible and often evaluated for w groupings. oups are ostly designed reading level d by skill level. acher often 1-75%) uses fined teaching ethods in small oups: Guided eading, emonstration with example "Let e show you w I" Inquiry et's westigate" Groups are flexible and constantly reevaluated for new groupings. The majority of the time (76-100%) groups are designed by reading level and by skill level. The majority of the time (76-100%) groups are designed by reading level and by skill level. The majority of the time (76-100%) the teacher uses defined teaching methods in small groups: Guided Reading, Demonstration "watch as I" Explanation with an example "Let me show you how I" Inquiry "Let's investigate"
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		 Very few students (0-25%) go to their reading spots where their 	where t materia	6) go to ading spots	(51-75%) go to their reading spots where their materials are set	Majority of students (76- 100%) go to their reading spots where their
Independent2Work Time3	2a, 2b, 2c, 2d, 3a, 3c, 3d,	 materials set up. Very few (0-25%) Readers/Writers self-initiate reading/writing Reading time (after launch): does not last 30 - 45 minutes. Very few (0-25%) students have their eyes on print or pencil to paper. 	 self-init reading Reading (after la often do 30 - 45 Some (2 student their ey 	s/Writers iate /writing g time unch) oes not last minutes. 26-50%)	readers/writers (51-75%) self- initiate reading/writing Reading time mostly lasts 30 - 45 minutes. Many students (51-75%) have	materials are set up. Majority of readers/writers (76-100%) self- initiate reading/writing Reading time lasts 30 – 45 minutes the majority (76- 100%) of the time. Majority (76- 100%) of students have their eyes on print or pencil to paper.



DCP Literacy Model: Teacher Practice Progression Element 3: Read Aloud

Literacy Model Element	Domain	Novice	Apprentice	Practitioner	Master
Teaching	2a, 2b, 2c,	 Chosen book is not accessible for all students. Very little time is spent teaching literary discourse. Teacher rarely (0-25%) reads with fluency and prosody. 	 Chosen book is accessible for some (26-50%) students. Some time is spent teaching literary discourse. Teacher sometimes (26-50%) reads with fluency and prosody. 	 Chosen book is accessible for most (51-75%) students. The teacher often teaches literary discourse. Teacher mostly (51-75%) reads with fluency and prosody. 	 Chosen book is accessible for all students. The teacher spends a lot of time teaching students the art of literary discourse and conversation. Teacher reads with fluency and prosody.
Student Response	3a, 3b, 3c, 3d, 3e,	 Students do not have read aloud partners. Teacher rarely (0-25%) utilizes "turn and talk" throughout. Teacher rarely (0-25%) utilizes "stop and jot". Whole class 	 Students have read aloud partners and they know who they are. Some students (26-50%) understand and follow read aloud partnership procedures. Teacher sometimes (26- 	 Students have read aloud partners and they know who they are. Many students (51-75%) understand and follow read aloud partnership procedures. Teacher often (51-75%) utilizes "turn and talk" throughout. 	 Students have read aloud partners and they know who they are. Majority of students (76-100%) understand and follow read aloud partnership procedures. Most of the time (76-100%) the teacher utilizes "turn and



DCP Literacy Model: Teacher Practice Progression Element 3: Read Aloud

Conversation never occurs. Whole class conversation is not student led.	 50%) utilizes "turn and talk". Teacher sometimes (26-50%) utilizes "stop and jot". Whole class conversation rarely occurs. Whole class conversation is sometimes (26-50%) student led. 	 Teacher often (51-75%) uses a balance of "stop and jot" and "turn and talk". Whole class conversation sometimes occurs. Whole class conversation is often (51-75%) student led. 	 talk" throughout. Most of the time (76-100%) the teacher uses a balance of "turn and talk and "stop and jot". Whole class conversation occurs 3 or more times a week. Most of the time (76-100%) whole class conversation is student led.
---	---	---	--

Note: The whole class conversation will look very different at the beginning of the year than it will at the end of the year. The teacher teaches literary discourse starting at the beginning of the year. The teacher does this through modeling and frames and prompts. The teacher will also start the year by providing questions for the students to discuss. By the middle of the year many of these scaffolds will be removed. By the end of the year these conversations will be completely student led with the majority of the students free of all of the scaffolds that were in place at the beginning of the year.



DCP Literacy Model: Teacher Practice Progression Element 4: Differentiated Instruction

	2a, 2b, 2d, 3b, 3c, 3d, 3e	 Teacher does not use assessment to inform his/he instruction. Teacher cannot easily identify possible next steps for studen when analyzing student writing 	 measure of assessment to inform his/her instruction. Teacher does not have a wide 	 Teacher uses 1-2 measures of assessment to inform his/her instruction. Teacher can often identify possible next steps for students when analyzing 	 Teacher uses multiple (3 or more) measures of assessment to inform his/her instruction. Teacher can easily and consistently identify possible next steps for
Analysis and use of assessment		about reading. □ Teacher cannot easily identify possible next steps for studen when analyzing student conversations	 analyzing student writing about reading □ Teacher does not 	 student writing about reading. Teacher can often identify possible next steps for students when analyzing student 	 students when analyzing student writing about reading. Teacher can easily and consistently identify possible next steps for
		 about books. Teacher can not easily identify areas of strengt when analyzing student writing or writing about reading. Teacher can not 	about books. Teacher does not have a wide repertoire of possible areas of strength when	 conversations about books. Teacher can often identify areas of strength when analyzing student writing or writing about about reading. 	 students when analyzing student conversations about books. Teacher can easily and consistently identify areas of strength when analyzing student
		easily identify areas of strengt when analyzing student	writing or writing	 Teacher can often identify areas of strength when analyzing 	 writing or writing about reading. Teacher can easily and consistently



DCP Literacy Model: Teacher Practice Progression

Element 4: Differentiated Instruction	

Analysis and	 conversations about books. Teacher is not aware of the reading level of each student and does not know when the student is ready to move 	 repertoire of possible areas of strength when analyzing student conversations about books. Teacher is aware of the reading level of some (26- 	student conversations about books. Teacher is aware of the reading level of each student and knows when the student is ready	 identify areas of strength when analyzing student conversations about books. Teacher is aware of the reading level of each student and
use of assessment	 up levels. Teacher does not have regularly scheduled times for collecting reading notebooks. Teacher does not 	 50%) students and knows when some students are ready to move up levels. Teacher inconsistently collects reading notebooks. 	to move up levels. Teacher has regularly scheduled times for collecting reading notebooks.	 knows when the student is ready to move up levels. Teacher has regularly scheduled times for collecting reading
	give consistent feedback on the writing and writing about reading that the students are doing.	Teacher gives inconsistent feedback on the writing and writing about reading that the students are doing.	Teacher gives consistent feedback on the writing and writing about reading that the students are doing.	notebooks. Teacher gives consistent feedback on the writing and writing about reading that the students are
	 (0-25%) uses the reading log as a form of assessment. Teacher rarely (0-25%) assesses 	 Teacher sometimes (26- 50%) uses the reading log as a form of assessment. 	 Teacher uses reading log as a form of assessment. Teacher often (51-75%) assesses 	 doing. Teacher uses reading log as a form of assessment. Teacher assesses



DCP Literacy Model: Teacher Practice Progression Element 4: Differentiated Instruction

writing at all stages of the writing process. Teacher rarely (0-25%) assesses for engagement.	 Teacher sometimes (26- 50%) assesses writing at all stages of the writing process. Teacher sometimes (26- 50%) assesses for engagement. 	 writing at all stages of the writing process. Teacher often (51-75%%) assesses for engagement. 	 writing at all stages of the writing process regularly (76- 100%). Teacher regularly (76-100%) assesses for engagement.
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Graduation and College Readiness Action Plan

Student:	Advisor:			
Options (discuss with your Advisor and cho	acco the best ention for you):			
 ☐ Meet minimum requirements and avoid 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 				
 □ <u>Repeat 12th Grade</u> ⇒ It is too early to be planning for this option 				
My plan is: (indicate which option you have chosen)				

I have chosen this plan because:



What are the actions I need to take to achieve this?				
Tasks / stage involved	Resources / people who can help			
	· · · ·			
1.				
2.				
2				
3.				
4.				
5.				
6.				
7.				
Are there any risks/obstacles to achieving	g your goal? YES/NO			
If yes, how will you overcome these?				

Student Signature

Advisor Signature

Parent Signature

Graduation Appeal Process - Rubric

Appeal Granted	Conditional Appeal	Appeal Denied
Has only 1 deficiency	Has 2 deficiencies	Has 3 or more deficiencies
Passed all other classes	Failed 1 more class	Failed 2 or more other classes
Showed consistent effort throughout the semester	Started to show effort at the end of the semester	Failed to show effort
Sought out help consistently	Sought out help sporadically	Didn't seek help
Appears to have a considerable obstacle outside of school impacting progress	Appears to have some obstacles outside of school	Doesn't appear to have major obstacle impacting progress
Has clear plan for graduating from a 4-year university	Has plan for continuing education	Doesn't have plan for continuing education
Has learned from this semester and has clear plan how to keep it from happening in college	Has learned from this semester, but doesn't have plan to keep from happening in college	Doesn't appear to have learned from this semester
Completed all requirements of appeal on time and at high quality	Completed all requirements but either was late or not good quality	Didn't complete all requirements
Strong staff recommendation	Staff recommend with reservation	Staff doesn't recommend

Downtown College Prep STRATEGIC PLAN DRAFT

May 2013

VISION

Break the cycle of poverty through educational attainment.

MISSION

DCP prepares first-generation college students to be leaders for tomorrow through college completion.

GOAL

The six-year college completion rate for first-generation college students, who in large part are low-income, is the same as it is for students from the top income quartile.

STRATEGY

Build a high performing "To and Through College" educational pipeline for students and families beginning in middle school.

STRATEGIC PLAN GOALS

Domain 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.

Domain 2: Parent Leadership

Collaborate in meaningful ways with families to ensure family readiness for college and to promote parent leadership in the broader community.

Domain 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.

Domain 4: Technology and Learning

Leverage technology to personalize learning, increase student engagement, and promote effective collaboration and communication among DCP stakeholders.

Domain 5: High-Performing Staff

Attract and develop high-performing teachers, staff, and school leaders who are committed to DCP's mission.

Domain 6: Influence and Innovation

Serve as a model of innovation and best practice for first-generation college success.

STRATEGIC OBJECTIVES

Domain 1: To and Through College

- 1. Provide a diverse range of course offerings to include more AP and elective courses that support students' meeting the A-G requirements.
- 2. Promote a college-going mindset across DCP campuses by developing college-knowledge competencies among students and families.
- 3. Provide students with opportunities to explore and connect with career pathways.
- 4. Ensure every student and family has the resources to finance college.
- 5. Leverage alumni relationships to develop, support, and guide current students and alumni through college and beyond.

Domain 2: Parent Leadership

- 1. Develop strong systems of communication with and among parents.
- 2. Foster a school culture that promotes high-levels of parent engagement in day-to-day activities.
- 3. Collaborate with parents to develop their capacity to meet the academic and social needs of students.
- 4. Establish a parent community in which every parent is committed to DCP's mission.
- 5. Develop high-impact parent leaders who can promote and advocate on behalf of DCP families.

STRATEGIC OBJECTIVES

Domain 3: Students as Learners

- Ensure successful implementation of DCP's academic model that develops literate, numerate, and creative students with the mindset and skills to persevere on the demanding journey to college success.
- 2. Promote student ownership and accountability of academic, college, and life success.
- 3. Promote student personal interest exploration by providing and encouraging participation in year-round extra-curricular opportunities.
- 4. Develop a positive and collaborative academic culture through the development of peer tutoring and mentoring programs.
- 5. Promote student engagement in learning by equipping students with technology skills and resources that enable design challenge learning, project-based learning and other differentiated learning models.

Domain 4: Technology and Learning

- 1. Onboard all incoming students with basic computer literacy skills.
- 2. Ensure 100% computer productivity access for students and teachers.
- 3. Leverage technology to create greater levels of engagement, personalization, productivity and rigor among students in every classroom.
- 4. Meaningfully connect parents to the school community and their student's learning by leveraging technology-based resources.
- 5. Ensure 100% computer productivity access for families outside of school.

STRATEGIC OBJECTIVES

Domain 5: High-performing Staff

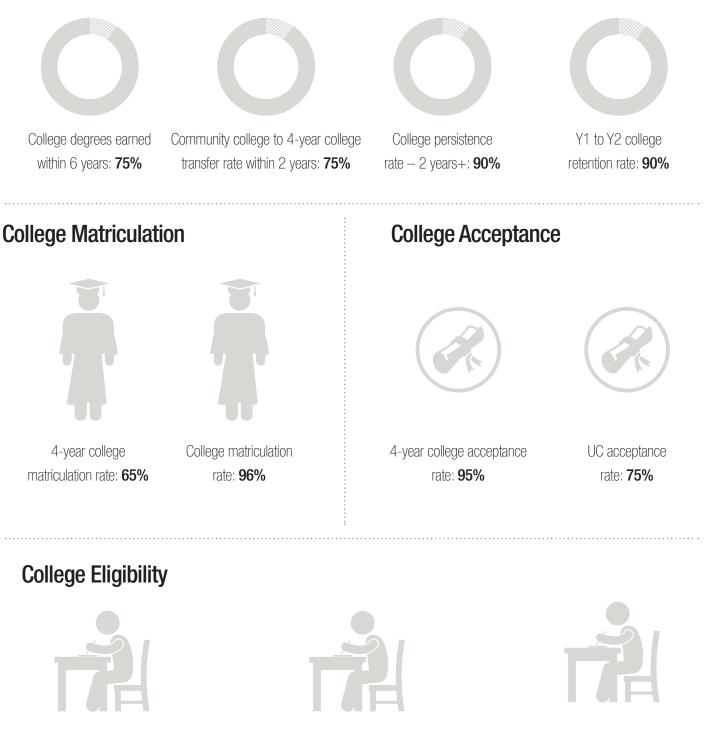
- 1. Attract and retain high quality staff.
- 2. Ensure operational and program models reflect staff sustainability as a priority.
- 3. Develop capacity to deepen levels of instructional coaching and development.
- 4. Engage external organizations and resources to provide additional manpower and support for DCP programs.
- 5. Develop opportunities for leadership and growth of operational and administrative staff.

Domain 6: Innovation and Influence

- 1. Build deep and creative partnerships with schools, community organizations, and educational entities in order to share best practices and collaborate for idea generation and inspiration.
- 2. Build a culture of sharing best practices internally and externally.
- 3. Increase DCP's influence through positive visibility in traditional and social media outlets.
- 4. Influence leverage points in system including board members, lawmakers, university administrators, and funders in order to increase success of DCP's target student in college and beyond.

KEY PERFORMANCE INDICATORS & METRICS

College Performance



UC/CSU A-G Completion "C" or better: **95%**

Average GPA for rising seniors: ≥ **3.3 GPA**

4-year college-eligible rising seniors: **95%**

KEY PERFORMANCE INDICATORS & METRICS

College Readiness



Demonstration of 21st century competencies and mindsets: ≥ **70% Portfolio assessment Meets/Exceeds Standard**



EAP "ready for college" - English: \geq **50%**



Advanced Placement Courses: 2 courses per student "3" or better



EAP "ready for college" – Math: \geq **50%**



ACT average score: ≥ 23



PLAN average score: \geq **19**

College Commitment



EXPLORE average score: ≥ 17



8th Grade Algebra Proficiency: ≥ **70%**



8th Grade ELA Proficiency: ≥ **70%**



EL Reclassification: ≥ 50% within 3 years; ≥ 90% by 12th grade

A0672804



State of California

Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

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



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

FEB 1 1 2008

DEBRA BOWEN Secretary of State

Sec/State Form CE-107 (REV 1/2007)

🥮 OSP 06 99734

A0672804

ENDORSI FILED office of the Secretary of State of the State of California

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

FEB 1 1 2008

The undersigned certify that:

- They are the President and the Secretary of Across the Bridge Foundation, a California 1. nonprofit public benefit corporation.
- 2. Article Two of the Articles of Incorporation of this corporation is amended to read as follows:

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this Corporation is organized are to provide educational programs and services and to manage, operate, guide, direct and promote one or more California public charter schools.

- The foregoing amendment of the Articles of Incorporation has been duly approved by the 3. Board of Directors.
- 4. The foregoing amendment of the Articles of Incorporation has been duly approved by the required vote of the members.

The undersigned further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

DATE: 2/4/08

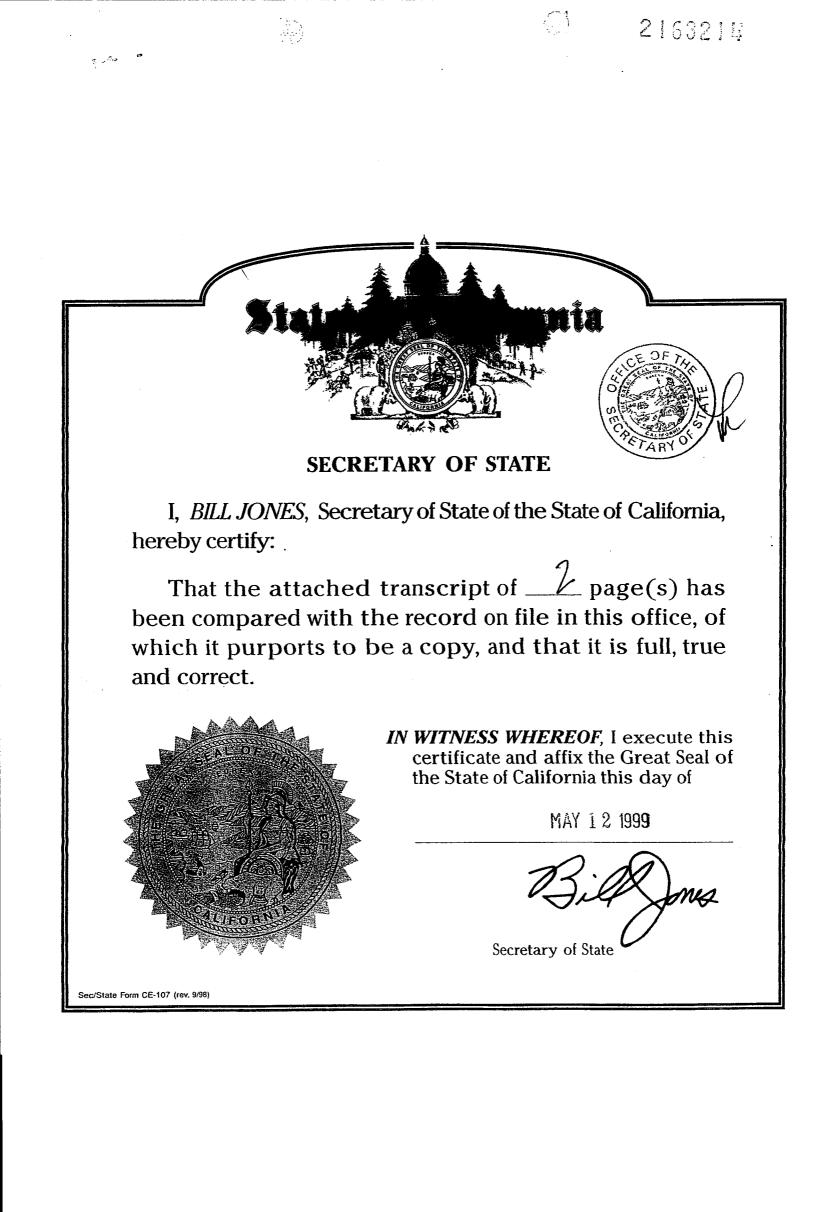
Stephenic Riente NAME President, STEPHANIE PUENTES

NAME Secretary, DAVE BROWN



CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION ACROSS THE BRIDGE FOUNDATION

PAGE 1 OF 1



2163214

ENDORSED - FILED IN THE OFFICE OF THE SECRETARY OF STATE OF THE STATE OF CALIFORNIA

MAY-4 1999

BILL JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION

ONE: The name of this corporation is Across the Bridge Foundation.

1 . 20

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are to provide educational programs and services for the downtown San Jose community.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Greg Lippman, 25203 Randall Way, Carmel, CA 93923.

FOUR: (a) This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

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

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

Name	Address
Jennifer Andaluz	21529 Old Mine Rd. Los Gatos, CA 95033
Greg Lippman	25203 Randall Way Carmel, CA 93923
Jim Henderson	170 F Alamo Plaza #174 Alamo, CA 94507
Raghu Agarwal	Department of Mechanical and Aerospace Engineering, San Jose State University, One Washington Sq. San Jose, CA 95119
James Rucker	Imana, Inc. 480 Portrero St. San Francisco, Ca 94110

SIX: The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income of assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

On the dissolution of winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: February 26, 1999

Andaluz, Difector ID pman, Director Jim Henderson, Director Â agher Agarwal, Director James Rucker, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the person executed the foregoing Articles of Incorporation, which execution is our act and deed.

Andaluz, Director nnife 5Lippman, Dipector -16 Pe 9 199 Jim Henderson, Director \mathcal{A} Ð gru Agarwal James Rucke

Amended and Restated Bylaws Across the Bridge Foundation, Doing Business As "Downtown College Prep"

(a California Nonprofit Public Benefit Corporation)

ARTICLE 1 OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located at 1460 The Alameda San Jose, Santa Clara County, California 95125.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws:

 Dated:	, 19_/20
Dated:	, 19/20
Dated:	, 19/20

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the board of directors may, from time to time, designate.

ARTICLE 2 PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

This corporation is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are to provide educational programs and services and to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a

corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

SECTION 2. NONDISCRIMINATORY POLICY STATEMENT

The corporation does not discriminate on the basis of race, color, national or ethnic origin in the administration of its objectives and purposes.

ARTICLE 3 CONSTRUCTION AND DEFINITIONS

SECTION 1. CONSTRUCTION AND DEFINITIONS

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

ARTICLE 4 DEDICATION OF ASSETS

SECTION 1. DEDICATION OF ASSETS

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

ARTICLE 5 DIRECTORS

SECTION 1. NUMBER AND COMPOSITION

The corporation shall have not less than three (3) nor more than twenty-one (21) directors, with the exact number to be fixed within these limits by approval of the Board of Directors. The Board will seek to appoint community members with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

The Board of Directors shall be the members of the corporation.

SECTION 3. DUTIES

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
- (b) Appoint and remove, at the pleasure of the Board of Directors all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service;
- (c) Monitor the activities of the corporation to assure maximum public benefit;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the corporation and notices of meetings sent to them at such addresses shall be valid notices thereof; and
- (f) Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and

securities.

SECTION 4. TERMS OF OFFICE

Directors shall be eligible to serve a term of up to three years to end in June of the third fiscal year of service. Directors shall be eligible for renewal upon nomination by the Board or a Board committee selected for the purpose of nominations, subject to Board approval, for a second or third consecutive three-year term. At the end of these terms a Director must leave the Board for one full year and is then eligible for reelection. It shall be the goal of the Board of Directors to have no more than one-third of the Board of Directors subject to renewal in any one year.

SECTION 5. COMPENSATION

Directors shall serve without compensation. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, not more than forty-nine percent (49%) of the persons serving on the board may be interested persons. For purposes of this Section, "interested persons" means either:

(a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or

(b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-inlaw, daughter-in-law, mother-in-law, or father-in-law of any such person.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such place within the State of California which has been designated from time to time by resolution of the Board of Directors. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

SECTION 8. REGULAR AND ANNUAL MEETINGS

All meetings of the Board of Directors and its committees shall be called, noticed and held in compliance with the provisions of the Brown Act.

Regular meetings of the Board of Directors shall be held at such times and places as may form time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

At the annual meeting of directors held on the Board meeting in June, directors shall be elected by the Board of Directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote. Directors may be elected at any meeting of the Board of Directors to fill vacancies or to add to the number of directors within the limits of these bylaws.

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors for any purpose may be called by the President of the Board, the Vice President, the Secretary, or 25% of the Board of Directors, and such meetings shall be held at the place, within Santa Clara County, designated by the person or persons calling the meeting, and in the absence of such designation, at the principle office of the corporation.

SECTION 10. NOTICE OF SPECIAL MEETINGS

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- (a) Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- (b) Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally

delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(c) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

SECTION 11. QUORUM FOR MEETINGS

A quorum shall consist of majority of Directors then in office. Except as otherwise provided in these Bylaws or in the Articles of Incorporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as herein defined, is not present, and the only motion which the President of the Board shall entertain at such meeting is a motion to adjourn.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation.

SECTION 12. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors. However, where the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board, then the voting rules of those provisions shall apply.

SECTION 13. TELECONFERENCE MEETINGS

- Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
- At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of

the school district in which the Charter School operates;

- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting
- All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
- This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location. The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

SECTION 14. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the President of the Board, or, if no such person has been so designated or, in his or her absence by the Vice President of the corporation or, in the absence of each of these persons, by any director chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting. The Secretary of the Corporation may delegate the actual taking of minutes to any person, so long as the Secretary reviews and the Board later approves such minutes taken by any other such person.

Meetings shall be governed by Roberts' Rules of Order as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation, or with provisions of law, including the Brown Act.

SECTION 15. ADJOURNMENT

A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

SECTION 16. VACANCIES AND REMOVAL

A vacancy or vacancies on the Board of Directors shall exist in the event of: (1) the death, resignation or removal of any director; (2) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (3) whenever the number of authorized directors is increased; and (4) failure of the members, ay any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Directors may be removed with or without cause by a majority of the directors then in office at a special meeting called for that purpose, or a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Brown Act.

Any director may resign effective upon giving written notice to the President of the Board, the Secretary, or the Board of Directors unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the board may be filled by approval of the board. A person elected to fill a vacancy as provided by this Section shall be deemed to be a new Director and shall hold office until the expiration of the term for the class the director was elected and until a successor has been elected and qualified.

SECTION 17. NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 18. INDEMNIFICATION

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

The rights conferred on any person in this section shall not be deemed exclusive of any other rights that such person may have or hereafter acquire under any statute, by law, agreement, vote of shareholders or disinterested directors or otherwise, both as to action in an official capacity and as to action in another capacity while holding such office. Notwithstanding anything herein to the contrary, corporation is authorized to indemnify its agents to the fullest extent of the law.

SECTION 19. INSURANCE FOR CORPORATE AGENTS

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238; provided, however, no insurance shall be purchased for or deemed to provide any coverage for liability or defense against claims of violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law).

SECTION 20. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS

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

ARTICLE 4 OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be the President of the Board of Directors, a Secretary and a Treasurer. The corporation may also have, as determined by the Board of

Directors one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve concurrently as the President of the Board.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Only a director may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns, is removed, is no longer eligible to be a director, or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers of agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Without prejudice to the rights of any officer under an employment contract, any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time giving written notice to the Board of Directors or to the President of the Board or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any officer other than that of President of the Board, such vacancy may be filled temporarily by appointment by the President of the Board until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF EXECUTIVE DIRECTOR

The Executive Director shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the staff. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Except as otherwise expressly provided by law,

by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors. The Executive Director shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

SECTION 7. DUTIES OF THE PRESIDENT OF THE BOARD

The President of the Board presides at meetings of the Board of Directors and chairs the Executive Committee and directs the activities of the Board of Directors. The President of the Board's duties shall also include, but not be limited to, the appointment of members of Board committees and the chairpersons of those committees. The President of the Board shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

SECTION 8. DUTIES OF VICE PRESIDENT

In the absence of the President of the Board, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President of the Board, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President of the Board. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors. The Vice President shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

SECTION 9. DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the

directors of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors. The Secretary shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

SECTION 10. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

Be responsible for, all funds and securities of the corporation, and deposit or cause to be deposited all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain or cause to be kept and maintained adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Render to the President of the Board and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to certify, the financial statements to be included in any required reports. In general, perform all duties incident to the office of Treasurer and other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors. The Treasurer shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

ARTICLE 5 COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

(a) The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all the members.

(b) The filling of vacancies on the board or on any committee which has the authority of the board.

(c) The fixing of compensation of the directors for serving on the Board or any committee.

(d) The amendment or repeal of Bylaws or the adoption of new Bylaws.

(e) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable.

(f) The appointment of committees of the board or the members thereof.

(g) The expenditure of corporate funds to support a nominee for director after there are more people nominated than can be elected.

(h) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES, BOARDS AND TRUSTEES

The corporation shall have such other committees, advisory boards or boards of trustees as may from time to time be designated by resolution of the Board of Directors. Such other committees, advisory boards or boards of trustees may consist of persons who are not also members of the board. These additional committees, advisory boards or boards of trustees shall act in an advisory capacity only to the board otherwise designated by the Board of Directors to have the ability to exercise specifically delegated powers. A nonadvisory committee shall have no authority to act beyond any authority specifically delegated to it.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, and the Brown Act, if applicable, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws. Each committee shall record the date of each meeting, the members present, and material decisions made.

ARTICLE 6 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the Board.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gifts, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 7 CONTRACTS WITH DIRECTORS

SECTION 1. CONTRACTS WITH DIRECTORS.

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

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

ARTICLE 8 CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

SECTION 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Downtown College Prep Conflict of Interest Policy have been fulfilled.

ARTICLE 9 LOANS TO DIRECTORS AND OFFICERS

SECTION 1. LOANS TO DIRECTORS AND OFFICERS.

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE 10 CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

(a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

(b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;

(c) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall

be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS INSPECTION RIGHTS

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

On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

SECTION 4. ANNUAL REPORT

The board shall cause an annual report to be furnished no later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation which report shall contain the following information in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;

(e) Any information required by Section 5 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

SECTION 5. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS

This corporation shall mail or deliver to all directors and any and all members a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

(a) Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

Any director or officer of the corporation, or its parent or its subsidiary (a mere common directorship shall not be considered a material financial interest); or

Any holder of more that ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS (\$50,000) or which was one of a number of transactions with the same person involving, in the aggregate, more than FIFTY THOUSAND DOLLARS (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS (\$10,000) paid during the previous fiscal year to any director or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions stating each person's relationship to the corporation, the nature of such person's interest in the transaction and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need to be stated.

ARTICLE 8 FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the first day in July and end on the last day of June in each year.

ARTICLE 9 AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporation, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by a 2/3 vote of the Board members present and voting at the meeting which changes are considered, except that no amendment shall change any provisions of the charter that created the Downtown College Prep charter schools.

ARTICLE 10 AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES BEFORE ADMISSION OF MEMBERS

Any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

SECTION 2. CERTAIN AMENDMENTS

Notwithstanding the above Sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

ARTICLE 11

PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earning or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by

resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

ARTICLE 12 MEMBERS

SECTION 1. DETERMINATION OF MEMBERS

Any action which would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors.

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation named in the thereto and that such Bylaws were duly adopted by the Board of Directors of said corporation.

Dated: _____

Secretary of the Board of Directors

The Across the Bridge Foundation (dba Downtown College Prep)

Conflict of Interest Code

The Across The Bridge Foundation (DBA: Downtown College Prep)

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with Political Reform Act of 1974, California Government Code Section 87100, et seq., THE ACROSS THE BRIDGE FOUNDATION (DBA: DOWNTOWN COLLEGE PREP) (hereinafter referred to as "DCP') hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, and all other designated employees of DCP as specifically required by California Government Code Section 87300, et seq.

The terms of the Model Conflict of Interest Code set forth in Title 2, Section 18730 of the California Code of Regulations, and any amendments to the Model Conflict of Interest Code subsequently adopted by the Fair Political Practices Commission, are hereby incorporated by reference. The incorporation pages, Regulation 18730, and the attached Appendices designating positions and establishing disclosure categories, shall collectively constitute the Conflict of Interest Code of DCP.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulation Section 18730, and any amendments or modification to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of any DCP Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interests ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B." <u>Statements Filed With DCP</u>. All Statements shall be filed with DCP. DCP's filing official shall make and retain a copy of the Statement and forward the original to the County of Santa Clara Clerk of the Board of Supervisors.

Statements retained by DCP are public records available for public review and inspection subject to Government Code section 81008.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any DCP decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employee

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participation in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the DCP bylaws.

EXHIBIT A

Designated Positions

Persons occupying the following positions are designated employees and must disclose financial interests in the assigned category, as defined in "Exhibit B".

Designated Position

Disclosure Category

A.	Member of the Governing Board	1
в.	Alternate Member of the Governing Board	1
C.	Executive Director	1
D.	Chief Business Officer	1
Е.	Controller	1
F.	Treasurer	1
G.	Principal of Charter School	1
Н.	Consultant	2

EXHIBIT B

Disclosure Categories

Disclosure Category 1:

Persons in positions designated Category 1 must report:

- A. Interests in real property which are located in whole or in part either (1) within the boundaries of either San Jose Unified School District or Alum Rock School District, or (2) within two miles of the boundaries of either two Districts, or of any land owned or used by either of the two Districts, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- B. Investments or business positions in or income (including gifts, loans and travel payments) from sources which:
 - a. Are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the Districts.
 - b. Are engaged in the acquisition or disposal of real property within the jurisdiction.
 - c. Manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is responsible.
 - d. Are contractors or sub-contractors engaged in the performance of work or services of the type used by the department for which the designated employee is responsible.

Disclosure Category 2:

Consultants, as defined for purposes of the Political Reform Act, shall disclose pursuant to the broadest disclosure category in DCP's conflict of interest code subject to the following limitation: The Executive Director or designee may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such a determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection in the same manner and location as this conflict of interest code. A "consultant" is an individual who, pursuant to a contract with a state or local government agency, makes a governmental decision whether to:

(i) Approve a rate, rule, or regulation;

(ii) Adopt or enforce a law;

(iii) Issue, deny, suspend, or revoke any permit, license, application, celtificate, approval, order, or similar authorization or entitlement;

(iv) Authorize the agency to enter into, modify, or renew a contract provided it is the type of contract that requires agency approval;

(v) Grant agency approval to a contract that requires agency approval and to which the agency is a party, or to the specifications for such a contract;

(vi) Grant agency approval to a plan, design, report, study, or similar item;

(vii) Adopt, or grant agency approval of, policies, standards, or guidelines for the agency, or for any subdivision thereof; or

A consultant is also an individual who, pursuant to a contract with the agency, serves in a staff capacity with the agency and in that capacity participates in making a governmental decision as defined in regulation 18702.2 or performs the same or substantially all the same duties for the agency that would otherwise be performed by an individual holding a position specified in the agency's Conflict of Interest Code under Government Code section 87302.

Board Approved September 20, 2012

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 the 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.



Central Office Key Personnel

Executive Director

Purpose:

The Executive Director (ED) is responsible for organizational leadership and strategy, resource development and financial management, community outreach and collaboration, and meeting the mission. The ED provides leadership and operational expertise in promoting and enhancing DCP's vision and mission. This includes creation and implementation of strategic plans, fundraising, program scaling, and board and staff development.

Responsibilities include but are not limited to:

Fulfilling the Mission of Downtown College Prep

- Fulfill the mission of DCP to prepare first-generation college-bound students to succeed at a four-year college or university
- Instill the mission in others and move everyone toward achieving the mission

Organizational Leadership and Management

- Engage with stakeholders to implement DCP's vision, and build consensus among the board, staff, key stakeholders, and the community to achieve it
- Lead the organization through development, implementation and monitoring of strategic roadmaps, along with policies and procedures, that translate the vision into action
- Program, Visioning, Development and Management
- Understand current and emerging climate in charter schools and K-12 education reform, and be able to respond creatively and effectively through DCP's programs
- Build partnerships and collaborative relationships to help realize the organization's broader vision

Financial Management

- Develop, manage, and monitor organizational budgets, understanding that the funding of programs and initiatives reflects organizational priorities
- .

Resource Development

- Working with the Board and the Development Director, deepen and expand relationships with diverse funding sources, including foundation, corporate and individual donors to secure additional resources to grow DCP's operating budget and impact
- Organize and implement fund development plan to raise in excess of \$1M from private sources

Staff Supervision and Human Resources

- Oversee DCP employees, working closely with DCP's management team
- Create a culture that fosters staff development, creativity, learning, risk taking, open dialogue, responsibility, and accountability, while providing support and mentoring where necessary



Communications and Public Relations

- Perform as effective spokesperson and ambassador for the organization, increasing DCP's visibility and effectiveness
- Working with staff and consultants, develop messages, materials and vehicles supporting communications platform

Board Relations and Development

- Work in partnership with Board of Directors on appropriate issues, policies, and strategic direction
- Leverage and develop board skills and capabilities
- Prepare regular financial and organizational reports for the board

Qualifications

- Extensive experience working with DCP's target student and community in an education setting;
- Excellent communication and community-building skills;
- Broad knowledge of the requirements and standards of California public schools as they relate to instruction, evaluation and reporting; knowledge of Federal Standards, specifically pertaining to NCLB
- Broad knowledge of curriculum development and instructional strategies;
- Proven capacity or leadership including ability to effectively assemble and motivate a team of
 professionals to achieve ambitious and measurable results
- Proven ability to develop meaningful relationships with diverse and key stakeholders.
- Educational leadership and/or experience working in a K-12 focused organization
- At least eight years experience running a non-profit organization
- Proven ability to raise funds
- A Bachelor's degree is required, an advanced degree or equivalent experience would be preferred
- Fluency in Spanish preferred

Chief Achievement Officer

Purpose:

Reporting to the Executive Director, the Chief Achievement Officer (CAO) is a senior leader responsible for promoting and sustaining academic achievement at DCP schools. The CAO leads a team of talented school leaders and supports them to succeed in their roles. The CAO also supervises school leadership teams, and is responsible for developing their leadership skills to advance school and DCP objectives. The CAO is also responsible for effectively leading students, parents, teachers, and the community towards a shared vision to prepare students for success in school and college. In addition to school leaders, the CAO works closely with the Executive Director, the Board of Directors, and other DCP leaders to maintain and strengthen school quality as DCP grows.

Responsibilities include but are not limited to:

- Build and manage a high performing team of school leaders.
 - Provide leadership, coaching, feedback, and support to ensure that school leaders are on track to meet school goals and fulfill DCP's mission.
 - Oversee high quality implementation of each school's educational design, including standards, assessments, instructional guidelines, and school culture
 - Ensure that schools are meeting student achievement goals through regular review of assessment data
 - Ensure that schools build and cultivate a robust talent pipeline
 - Work with the Common Core Specialist, the Leadership Coach and the site leaders to develop effective professional development for teachers and site leaders.
 - Lead the selection and development of incoming school leaders
- Implement DCP's academic priorities, including the following:
 - Supervise Special Education to ensure that DCP's special education program is compliant and successful
 - Support the implementation of blended learning and the sharing of best practices across DCP campuses
 - Work collaboratively with other DCP leaders and stakeholders to establish the vision for the use of blended learning at DCP.
 - Establish appropriate academic alignment across DCP schools.
- Manage the DCP school leadership teams
 - Ensure that the Leadership Coach's coaching and developing of emerging leaders and identified successor leaders is relevant and effective
 - Oversee the site leaders' recruitment, coaching, and support of principals for new DCP schools
 - Ensure that professional development for emerging leaders and school leaders is high quality and successful

- Provide leadership, coaching, feedback, and support to ensure that the site leadership teams are on track to meet goals; evaluate performance
- Serve as a member of the senior leadership team
 - Participate in DCP's organizational wide leadership team
 - Help chart short and long-term strategy for the organization

Qualifications

- Demonstrated success leading a high-performing school closing the achievement gap
- Strong management skills, with the ability to motivate and develop a diverse group of leaders
- Capability to effectively build, develop and maintain strong relationships with school leaders, staff, teachers, parents, students, Board members, and community stakeholders
- Thorough understanding of California state standards, and California charter school laws and regulations preferred
- Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
- Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment
- Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
- Excellent written, verbal communication, and presentation skills with keen attention to detail
- Bachelor's degree required; master's degree preferred

Chief Operating Officer

PURPOSE OF POSITION:

Reporting to the Executive Director (ED), the Chief Operating Officer (COO) is a senior leader in the organization and is responsible for leading the internal organization processes and infrastructure necessary for DCP to grow and fulfill its mission. The COO leads a team of talented operations staff and supports them to succeed in their roles. The COO serves in a multi-faceted role and provides leadership, oversight, and management to the organization. The COO is responsible for all areas relating to operations, data, human resources, information technology, legal, compliance, facilities management, food services and other functions of the organization.

DESCRIPTION AND KEY FUNCTIONS:

Planning, Leadership & Management

- Lead the process for defining and implementing service levels for schools as DCP grows
- Lead the constant improvement of support processes and communication with schools
- Ensure performance management and professional development of non-instructional/nonacademic staff
- Work with the ED, staff, and appropriate Board Committees to prepare timely and detailed reports to the DCP Board of Directors about the operational health of the organization.
- Serve as a member of the senior leadership team
 - Participate in DCP's organizational wide leadership team
 - Help chart short and long-term strategy for the organization
 - Serve as the point of contact for school principals to address any operational needs
 - Represent DCP as needed to resolve operational issues with external parties including legal counsel, Districts, State, Board of Directors et cetera.
 - Support Board Committees such as Personnel, Strategy, Facilities et cetera
 - Ensure ED and Board are well informed of all critical operational projects, work and risks.

Budgeting & Planning

- Financial Planning: Support the Controller, Executive Director and Principals in developing and monitoring organization-wide budgets and financial controls.
- Oversee budgets in areas the COO is responsible for such as operations, HR and technology
- Maintain relationships with Charter Organizations, School Districts, County Office of Education and CA Department of Education.
- Participate in ensuring that internal financial controls are in place and followed.

Operational Leadership and Management

- Oversee reporting and monitoring of organizational performance metrics.
- Oversee student information systems, student data management & reporting.
- Manage deployment of DCP resources, financial structures and long-range planning initiatives
- Assist in the development of a long-range facilities master plan.
- Manage long-range facility acquisition and security needs, including facility leases and/or subleases, Proposition 39 proposals and leases, etc.
- Manage all activities related to student attendance, including truancy, independent studies, and



other functions related to attendance

- School Culture and campus safety: oversee implementation of school handbook, manage student discipline including suspensions and expulsions.
- Oversee school nutrition programs in compliance with all federal and state laws
- Oversee compliance with health and safety laws
- Office management: oversee administrative functions to ensure smooth daily operations of physical plant and equipment.

Talent Development and Human Capital Leadership

- In conjunction with ED and other DCP leaders, establish and implement all functions associated with human resources activities including recruitment, hiring, selection, training, retention, and termination.
- Establish and implement all functions associated with employee benefits, insurance providers, retirement plans, and vacation/sick leave plans.
- Establish and implement all functions associated with employee compensation policies, job descriptions and company pay plans.
- Establish and implement written HR policies and procedures that comply with company policies and federal employment laws, in coordination with external HR Consultant.
- Serve as the main DCP Complaints Officer: receive, investigate and resolve all stakeholder complaints including student, staff and parents.

IT Management (in conjunction with external IT Service Provider(s))

- Oversee, supervise and manage IT technology including the development, use, and maintenance of a network.
- Ensure organization has sufficient technology infrastructure to meet the operational needs of the school, has effective disaster recovery systems & backup, and data security to meet all needs.
- Research, select, and manage IT service providers and/or consultants.
- Manage the purchasing of new computer hardware and software.
- Direct the implementation of new computer systems, in coordination with the IT Service Provider and/or consultant.
- Develop policies and procedures regarding IT security and network security.
- Maintain inventory of all computer systems.

Contracts & Legal/Risk Management

- Maintain oversight of risk management and legal activities: letters of agreement, contracts, leases, and other legal documents and agreements
- Contract Administration: prepare, process, and manage various contracts for independent contractors, vendors, and other consultants.
- Serve as liaison to all contractors and public grantors/funders.
- Ensure appropriate legal review of contracts and solicit external legal advice as required.
- Address legal claims and notices for the Board of Directors and the schools it oversees
- Liaison to legal counsel regarding legal claims made against the organization or its schools or other matters requiring legal representation



- Responsible for monitoring and reporting any legal changes or matters of concern to the Board of Directors
- Oversee and ensure legal compliance with all student discipline processes and policies

QUALIFICATIONS:

Education

- Graduation from an accredited four-year college or university with major course work in business administration or related fields.
- MBA degree strongly preferred.

Experience

- Eight years experience in operations, administration, human resources, or related field required.
- Eight years of significant supervisory experience required.
- Experience working in charter school environment preferred.

Knowledge, Skills, and Abilities

- Considerable knowledge of charter school operations and compliance, finance administration and budget control.
- Ability to plan and organize; to budget funds; to interpret laws and regulations; to communicate effectively; and to plan, assign, and/or supervise the work of others.
- Must be able to thrive in a fast-paced environment.
- Must have strong experience with Microsoft Office Suite, esp. in Excel with extensive spreadsheet experience.
- Strong entrepreneurial focus and bottom-line orientation.
- Strong verbal and written communication skills.
- Strong organizational and multitasking skills.
- Strong interpersonal, supervisory and customer service skills.
- Ability to work under pressure and meet deadlines as required.
- Ability to work in a cross-functional environment serving diverse populations.
- Attention to detail and commitment to accurate results.
- Hands on team player.

Reporting

The COO will report directly to the Executive Director.

Supervision

The COO will directly or indirectly oversee all HR, Operations, Technology, Facilities employees and/or contractors.

Controller

PURPOSE OF POSITION:

Reporting to the Executive Director, the Controller is the fiscal leader of the organization and provides leadership, develops policies, and directs the financial activities to assure accurate reporting of the financial status of DCP. The Controller oversees all accounting and financial reporting activities of the organization, and its network of charter schools, to ensure that financial information managed and disseminated is accurate and in compliance with accounting principles and organizational standards.

Key Responsibilities:

- Partner with the Board of Directors, Executive Management team (Executive Director, Chief Achievement Officer, Chief Operating Officer) and other senior DCP leaders to plan for growth and provide support to planning initiatives.
- Maintain the financial accounting system and all management information databases
- Suggest/implement system/process improvements to ensure adequate internal controls and efficient processes
- Supervise daily accounting activities (is responsible for ensuring productive functioning of accounting staff.
- Prepare/oversee timely annual and monthly financial statements consistent with non-profit and government generally accepted accounting principles
- Lead the annual budget process, including preparation of the annual budgets, projections and tracking budget to actuals
- Develop financial models for school expansion, facilities development and other special projects, as needed
- Manage facility financing and work closely with the Executive Director and CFO on an acquisition strategy
- Represent the organization with regard to financial matters to interested parties including school funders, representatives of the San Jose Unified School District, the Santa Clara County Office of Education and the State Government, banking officials, the school's outside accounting firm, and the Board of Directors
- Oversee the payroll system
- Assure compliance with all applicable State and Federal laws and regulations as they pertain to financial matters
- Coordinate the annual audit with outside auditors
- Recruit, train, supervise and evaluate a growing department staff over time
- Oversee management of the grant administration function including: monitor and track federal and state contracts/grants and invoicing to ensure compliance and timely collection

The Controller must have the following skills and qualifications:

Education

- Graduation from an accredited four-year college or university with major course work in Accounting.
- CPA strongly preferred.

Experience

- 5+ years experience
- 5 + years of significant supervisory experience required.
- Experience working in charter school environment preferred.

Knowledge, Skills, and Abilities

- Entrepreneurial thinker with exceptional leadership skills and a desire to effect broad change in public education
- A thorough knowledge of non-profit and generally accepted accounting principles (GAAP)
- The proven ability to communicate clearly, perform at a high level under pressure, and work efficiently as a team member and as a leader
- Independent working style complemented by team work and collaboration
- Attention to details and deadlines
- Strong knowledge of educational policy and California public education financial requirements

Director of Instructional Leadership

Purpose:

The Director of Instructional Leadership (DIL) is a master teacher of principals at DCP, helping them increase their instructional leadership capacity as a means of improving teaching and learning in DCP schools.

Responsibilities include but are not limited to:

Supporting School Principals

- Coach and support principals in goal setting, planning and the development of action plans that will assist school leaders in meeting their instructional leadership objectives and schools to meet performance targets
- Conduct regular formal and informal classroom walk-throughs aligned to student achievement and strategic goals
- Attend school-based meetings and events to foster a culture of engagement with staff, parents and community
- Conduct gap analysis/needs assessments against school-based targets
- Build instructional leadership capacity of principals with particular focus on instruction, data analysis
 and aligned interventions
- Focus principals on student outcomes and teacher quality while balancing operational demands
- Plan and lead differentiated professional learning experiences for principals
- Create a culture of inquiry and mutual accountability among the principals in the network

Supervising and Evaluating School Principals

- Frequently observe and interact with principals
- Assist Chief Achievement Officer with principal evaluation and provide feedback on successful leadership practices, such as effective management of instructional staff, use of data, and establishment of school culture
- Help identify the work and results principals will be held accountable for and require an annual, datadriven, improvement plan from each principal that is integrated with the performance evaluation system
- Liaise with and interface with all central office departments related to operational and instructional management of a school
- Provide feedback from schools to inform DCP wide policy
- Assist with the recruitment, interviewing, selection and matching of outstanding principals

Talent Development and Human Capital Leadership

- Develop systems for recruitment and screening processes for teachers and school leaders
- Develop interview processes to identify high quality teachers
- Coordinate recruitment systems to ensure a competitive applicant pool for teacher and school leader positions
- Develop a coaching model that shows mindsets and practices; continuum of coaching
- Develop teacher evaluation system that includes teacher practice, student work, and student voice
- Involve critical stakeholders in processes (including teachers; students, etc.)
- Coordinate recruitment & hiring processes with HR
- Develop professional development for administrators to deepen coaching skills

- Develop professional development to support administrators in Danielson Framework
- Coach school leaders on observing teachers, presenting and using observation data
- Assist with the implementation and use of TeachBoost (evaluation process tool)
- Assist with leadership development for school based non-instructional staff

Requirements:

- Proven ability as a master teacher of adults, especially in K-12 environments, including modeling effective teaching and leadership practices; articulating a vision for effective instruction; creating learning networks; and inviting critique of own practice and reflecting upon it.
- Expert in using evidence of principal and school performance to drive feedback to and teaching of principals, including observing and analyzing principal practice; using data on student, teacher, and principal performance to determine underlying causes; and providing differentiated support based on evidence.
- Highly skilled at organizing and prioritizing in a demanding context to maximize teaching time with principals, including time management skills and an ability to schedule based on short- and long- term principal learning needs.
- Proven ability in collaborating and negotiating with central office colleagues in support of
 principals' instructional leadership efforts, including an understanding of the key roles and
 responsibilities in the central office; knowledge of how resources are allocated to schools; and an
 ability to communicate principals' needs to a variety of stakeholders.
- Experience working as instructional coach working with teachers across multiple subjects
- Experience working with first-generation college-bound urban students of color
- Experience with Blended Learning environments
- Strong ability and commitment to building and empowering teams
- Strong organization, analytical, and communication skills
- Effective communicator; experience identifying solutions out of conflict
- Confident yet approachable presence
- Bachelor's Degree Required; Masters Degree in Education or a related field preferred

Director of Literacy

Purpose:

The Common Core Literacy Specialist (CCLS) leads the transition to and implementation of Common Core standards in order that DCP students achieve college and career readiness. Ensuring broad engagement by all DCP school leaders and teachers, the CCLS coordinates and leads professional development and training that is both strategic and comprehensive and collaborates with school leaders, support providers, and external partners to ensure access to and implementation of best practices specific to the Common Core ELA standards. The CCLS oversees the management and development of Common Core aligned curriculum and assessments to support teacher efficacy and student success. Aligned with the Common Core shifts, the CCLS is charged with building a teaching and learning culture focused on:

- Building knowledge through content-rich nonfiction
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- Ongoing practice with complex text and its academic language

Responsibilities include but are not limited to:

Working across campuses, the CCLS serves in the role of technician, service provider, supervisor, professional developer and collaborator:

- <u>Technician</u>: Teaching particular skills necessary for student/teacher/school success.
- <u>Service Provider</u>: Connecting with teachers, administrators and students by providing resources and support.
- *Supervisor:* Design performance expectations and goal setting.
- <u>Professional Developer</u>: Develops and facilitates training/learning plans.
- <u>*Collaborator:*</u> Nurtures collaborative relationships with teachers and administrators. Provides fresh alternatives to address goals of teachers and administrators.

Strategy and Innovation

- Lead research and innovation in educational strategies and initiatives connected to literacy learning and teaching
- Promote transformational learning experiences for students in their achievement of the Common Core ELA standards
- Investigate and implement Blended Learning (BL) programming which supports student achievement of the Common Core standards while also increasing student engagement and personalized learning

Professional Development

- Design and implement ongoing, research-based, professional development in the area of literacy and ELA Common Core Standards.
- Provide workshops and study groups around Common Core Standards.
 - Workshops: Trainings focused on instructional practices, e.g., Reading and Writing Workshop, Classroom Management, Guided Reading, Interactive Writing.
 - Study Groups: Group study around curriculum and instruction, e.g., Book Club around professional book about literacy learning and teaching,
 - Provide instruction in teachers' classrooms as demonstrations of possible approaches to the goal; model best practices for teachers in the classroom setting

Curriculum, Instruction, Assessment

• Develop Common Core aligned curriculum and assessment plan ensuring horizontal and vertical integration, definition of key benchmarks, and data collection and analysis processes.

- Design and Implement benchmark assessments and accountability measures for teachers.
- Work collaboratively with teachers and school leaders to incorporate theory, practice, and content into curriculum design.

Coaching

- Provide coaching to school leaders and teachers to ensure rich access to literary and informational text across disciplines.
- Collaborate with school leaders and teachers targeting areas of need in matters of curriculum and instruction; work with teachers to develop goals and a plan to meet them
- Implement the Cycle of Inquiry connected to targeted areas of need for teachers and students.
- Collaborate with school leaders targeting areas of need for teachers and students in matters of curriculum and instruction.
- Provide materials for teachers, students, and school leaders that will support curriculum and instruction growth, reflection, and best practices

Leadership Development

- Gather data about student achievement, curriculum alignment, teacher practices, student, teacher, and parent attitudes, and other information that brings about understanding of all aspects of the literacy program.
- Continuous research and study of trends in literacy education in order to make recommendations for growth.
- Work with other school leaders in order to ensure a shared vision for the literacy program and a plan for implementing that vision.
- Facilitate opportunities for teachers to examine new ideas and different ways of doing their work, through workshops, study groups, individual discussions, and resource materials.
- Gather and analyze evidence of progress toward accomplishing goals for the literacy program.

Requirements:

- Extensive experience and expertise in literacy education
- Deep familiarity with Common Core Standards in ELA
- Detailed knowledge of curricula and pedagogical techniques (Direct Instruction, Constructivist theory, Cooperative strategies, Project Based learning and assessment, etc.) and the ability to adapt such techniques to DCP's environment
- Experience working as instructional coach working with teachers across multiple subjects
- Experience working with first-generation college-bound urban students of color
- Experience with Blended Learning environments
- Strong ability and commitment to building and empowering teams
- Strong organization, analytical, and communication skills
- Effective communicator; experience identifying solutions out of conflict
- Confident yet approachable presence
- Bachelor's Degree Required; Masters Degree in Education or a related field preferred

School Operations Manager

Immediate Supervisor: Principal

Purpose:

The School Operations Manager (SOM) is critical to the successful and efficient running of a DCP school. The SOM ensures implementation and maintenance of clear operational systems that allow the Principal and teachers to focus on students and families. The SOM will therefore be an individual who embraces innovation and continuous improvement, is willing to get his/her hands dirty, and relishes the challenge of finding ways to work smarter and more cost-efficiently.

The SOM will report to the Principal and manage the school's Secretary and Bilingual Clerk. He/she will work closely and collaboratively with other site leaders, teachers, and the DCP Central Office Operations team. The SOM will have a strong dotted line responsibility to the Director of Operations and as such, both the Principal and the Director of Operations will evaluate the SOM's performance.

Responsibilities:

Academic Intervention:

- Support communication with families regarding student academic status every 6 weeks (e.g. run and print grade reports)
- In partnership with the Principal or the Assistant Principal, ensure that Student Success Team (SST) templates are kept up-to-date and are accessible for staff
- In partnership with the Principal or the Assistant Principal, ensure that 504 templates and associated paperwork are kept up-to-date and meet compliance requirements

Assessment & Student Data

- <u>Start-up schools & middle schools</u>: Manage Student Information System (PowerSchool), including routine data entry
- <u>High schools</u>: Manage SIS and support Registrar with routine data entry if necessary
- <u>Start-up schools and middle schools</u>: Implement and oversee the process to send, receive, update and store student Cumulative Folders
- Manage assessment software, teacher accounts, SIS integration (in partnership with Director of Operations)
- Work closely with other administrators and Central Office to collect and analyze student achievement data & develop data dashboards that are accessible to site admin and teachers
- Coordinate administration of assessments, including NWEA, local, state and national testing. (e.g., ordering materials, preparing rosters, ensuring accurate student data, developing testing schedules in conjunction with site Admin team, following security guidelines, ensuring smooth administration and return of all test materials)
- Manage chromebook and software accounts
- Ensure all discipline activity and procedures are documented using PowerSchool and/or other data collection systems

ACROSS THE BRIDGE FOUNDATION DOWNTOWN COLLEGE PREP-SCHOOL SITE PERSONNEL

Attendance & Enrollment

- <u>Start-up schools & middle schools</u>: Ensure current and accurate student records, effective enrollment processes, accurate transcripts, and timely communication with parents etc.
- <u>Start-up schools & middle schools</u>: Collect data on performance of transfer students
- Oversee independent study process & participating supervising teachers
- Manage Secretary's & Bilingual Clerk's execution of truancy documentation and communication
- Support Secretary and Bilingual Clerk in enforcing attendance taking by teachers
- Conduct Monthly Attendance checklist and import data into Operations Dashboard
- Oversee truancy notifications and initial truancy communication with students and families

Campus Safety

- Manage and support campus supervision ensuring a safe and college prep campus environment
- Monitor outside traffic as it relates to campus safety
- Coordinate with Principal to set up Annual Drill Schedule and staff training
- Complete drill reports and send to Central Office
- Update & distribute classroom safety clip boards
- Ensure safety/emergency equipment is replenished, placed & working on campus (walkie talkies, first aid kits, earthquake buckets/kits, etc.)
- Ensure that all emergency equipment is present & functional throughout entire campus
- Process & send all safety/injury incident reports to Central Office
- Conduct monthly walkthroughs with the Director of Operations and import data into the Operations Dashboard
- Manage site-based emergency communication protocol and systems
- Attend annual Health Clerk training & maintain current CPR certification

Family & Community Outreach

- <u>Start-up schools</u>: Manage logistics to set up community meetings to market new school to students and families, prospective funders, and community leaders
- Lead parent trainings on school policies and expectations
- With direction of the Principal, manage parent communication system that will result in increased parent involvement and college readiness (e.g. text, email, phone communication systems; monthly parent newsletters, flyers, mailers, etc.) & train staff as necessary
- Manage weekly/monthly bulletins to families
- Manage all communication regarding school activities and events across the various school stakeholders
- Ensure all site operations staff create an environment where parents feel welcome on campus
- Support communication to families regarding notification and minutes of SSC, ELAC, and parent committee meetings
- Oversee translation, distribution, and access of students and families to the student handbook

School Culture

- Ensure accurate initial setup of school discipline information system and support ongoing maintenance as needed
- Ensure that the student handbook is kept up-to-date
- Organize system to support behavior contracts for students in alignment with student handbook

- Ensure that non-teaching staff has a shared understanding of the behavior expectations outlined in the student handbook
- Attend school wide events on a rotating basis

Student Recruitment and Admissions

- <u>Start up schools</u>: Community outreach and Student Recruitment: Work with Principal and Community Engagement team to build relationships with the community and motivate families to join
- <u>Start-up schools & middle schools</u>: Own the process of collecting enrollment documents from accepted students
- <u>Start-up schools & middle schools</u>: Ensure enrollment data is entered into Google doc and verified for accuracy
- <u>Start-up schools & middle schools</u>: Manage and track constant communication with new families to
 ensure the school opens fully enrolled
- <u>Start-up schools & middle schools</u>: Set up meetings between Principals and families of incoming students who need counseling regarding admissions
- <u>Start-up schools & middle schools</u>: Coordinate student transfer process including administration of student survey, outstanding student fees, and data collection and reporting
- Work with Director of Community Engagement, Central Office Operations & Principal to execute plan for student recruitment
- Oversee and support the process of collecting and documenting applications, and assist in the logistics and planning of annual Lottery
- Support site staff in logistics and planning of annual enrollment seminars & oversee the process of collection of enrollment documents

Facilities & Operations

- <u>Start-up schools</u>: Meet with Principal and the Central Office personnel to manage school start-up
- <u>Start-up schools</u>: Serve as backup Admin and backup Secretary as needed
- Take a leadership role in developing systems and processes that ensure front office embodies the values and high expectations of the school
- Serve on the school's leadership team, which also includes the school's Principal and Assistant Principal
- Collaborate with Central Office Ops Team in development of training and professional development tools for non-teaching staff
- Oversee general campus operations including the opening and closing of school, ensuring a safe and productive campus environment for all stakeholders
- Oversee publication of instructional calendar and master schedule & ensure that appropriate stakeholders have timely communication about school schedules
- Communicate with Community Engagement team & Athletic Director to ensure that all events are reflected on site calendar
- Manage all communication regarding school activities and events across the various school stakeholders
- Act as the point person in hosting visitors for school tours

ACROSS THE BRIDGE FOUNDATION DOWNTOWN COLLEGE PREP—SCHOOL SITE PERSONNEL

- Plan and coordinate logistics for school events and activities as needed, including Saturday school, parent meetings, concerts, graduation, and field trips
- Oversee the tracking, organization, and availability of school assets including classroom, office supplies, textbooks and technology
- Manage janitorial company to maintain a clean and professional campus
- With the assistance of the Central Office Operations Team, ensure school-wide compliance with health and safety laws, city and state education mandates, and all federal and state workplace regulations
- Manage the NSLP program
 - Act as the liaison to the school site's food service provider and oversee the food service staff
 - Order food from Vendor, ensure that there is little to no waste and that all students who receive food are run through the point of sale system
 - Ensure that the Servery is set up in compliance with the DCP HACCP plan, all documentation is filed on daily, weekly, monthly & annual basis (according to the DCP Meal Policies & Procedure)
 - Manage all meal payments, ensure that student balances are updated in PowerLunch & all DCP Cash Handling Procedures are properly followed
 - Generate monthly Student Balance report from PowerLunch and send to families
 - Ensure that all necessary safety precautions are followed in and around the Cafeteria/Lunch Area (allergies are documented, Epi Pen present if/when necessary, etc.)
 - Work with lunch staff to ensure that all of the Meal Service Equipment (Laptop, Scanner/Keypad, Cooler, Warming Oven, etc.) are all functioning at all times
 - Ensure that all students have a PowerLunch ID within the first week of enrollment
 - Collaborate monthly with Operations Manager to assess lunch program and collect data for Dashboard

Finance and HR

- Oversee systems to ensure the school is adhering to its fiscal policies and procedures, and ensure that school invoices are paid on time, which will include processing all invoices (support documentation and approval) related to site operations and facilities
- Oversee cash handling processes
- Oversee all school-based purchasing and procurement including purchasing & maintenance of technology equipment
- Oversee implementation of technology training in partnership with the DCP tech team and the site Tech Coordinator
- Manage the school budget process including annual budget development and systems to ensure that actual expenses are in line with budgeted expenses
- Support hiring through overseeing office staff to prepare all interview panel materials and manage logistics for interviews (e.g. invitations, space, food, etc.)
- Ensure all IIPP / OSHA signage is placed in staff room and updated annually
- Maintain up-to-date accurate DTO information and submit accurate leave records to the HR Assistant

ACROSS THE BRIDGE FOUNDATION DOWNTOWN COLLEGE PREP—SCHOOL SITE PERSONNEL

- Approve substitute invoices from Substitute Teacher Providers/Vendors and submit to Accounting at Central Office within three days of receiving invoice
- Monitor daily timesheets and submit accurate timesheets for nonexempt employees on a weekly basis to Accounting at Central Office
- Manage relationships with third party entities to ensure an adequate availability of substitute teachers.
- Supervise the Secretary, Bilingual Clerk and Lunch staff including train, develop and appraise
 effectively (set expectations and provide direction as needed; follow-up and provide feedback in a
 timely manner); take corrective action as necessary on a timely basis and in accordance with
 company policy; consult with Human Resources as appropriate. Dotted line responsibility to
 Director of Operations

Other duties as assigned

Requirements:

- Background in operations and administration; experience in school operations and administration a plus
- Experience working with underachieving urban students of color
- Ability to communicate with stakeholders across a variety of high-stakes issues
- Ability to use data to make informed decisions
- Strong analytical skills
- Proven track record initiating and managing multiple projects
- Proficiency with computer software applications, including MS Office
- Strong written and verbal communication, interpersonal, and customer-service skills
- Good organizational, time management, problem-solving skills and the ability to work accurately and meet deadlines with frequent interruptions
- Experience using PowerSchool or a similar SIS, is a plus
- Responsiveness, attention to detail are essential, and a customer service orientation in assisting and collaborating with other school staff in the efficient execution of the school's mission
- Bachelor's Degree or Equivalent Experience Required
- Fluent in written and spoken Spanish preferred

FLSA: Exempt

Note: The above statements are intended to describe the general nature and level of work being performed. This is not intended to be an all-inclusive list of all duties, skills and responsibilities required in this position.

School Secretary

Immediate Supervisor: School Operations Manager

Background:

Downtown College Prep (DCP) was the first charter high school in Silicon Valley and one of the few schools to believe that all students, regardless of prior academic achievement, can and should be prepared for college success. Five hundred graduates later, DCP continues to build transformational learning communities where students are pioneers in their family and community.

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

The first component of DCP's model is getting students "to" college, by ensuring that they possess a personal commitment to college starting in 6th grade; 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. To this end, DCP's newest campus, DCP Alum Rock, was the highest performing new middle school in the State of California in 2012. Further down the path to college, 9 out of 10 DCP high school students successfully complete the A-G requirements, as compared with 49% of Santa Clara County overall, and 26% for their Latino peers countywide.

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. Today, over 96% of DCP graduates enroll in college after high school, and 90% of these students persist in college after two years. DCP's track record of college enrollment, matriculation, persistence, and completion currently positions DCP graduates to be four times more likely to complete college than their underserved public school peers nationwide.

DCP currently serves nearly 800 students in grades 6-12 at three campuses in central and east San Jose. In 2014-15 DCP plans to open Downtown College Prep Middle School, which is intended to feed directly into the existing DCP high school campus. The addition of this school represents the launch of DCP's initiative to build high performing 6-12 school clusters that ensure more first-generation students have the vision, confidence, and academic skills to succeed in college and beyond.

Purpose:

Reporting to the School Operations Manager, the Secretary is the face of DCP and delivers first class customer service to all constituents in the building, including but not limited to students, parents, staff, and visitors. While gracefully juggling any number of key tasks, one of the Secretary's primary responsibilities is to operate a welcoming and efficient main office and to serve as a gatekeeper to

ACROSS THE BRIDGE FOUNDATION DOWNTOWN COLLEGE PREP-SCHOOL SITE PERSONNEL

address questions and minimize interruptions to the school's leadership team. The Secretary thrives on diverse responsibilities and works closely with the School Operations Manager to manage and improve site operations in coordination with the Central Office. The Secretary is highly dependable, discreet, able to adapt to continuously changing tasks/environment, collaborative and highly detail oriented.

Responsibilities:

Academic Intervention

- Prepare and send out mailings of all report cards and progress reports
- Assist Admin team with translation services during academic counseling sessions

Assessment & Student Data

- <u>Start-up schools and middle schools</u>: Assist School Operations Manager with sending, receiving, updating and storing Cumulative folders as directed
- Assist School Operations Manager & Registrar with routine data entry as necessary
- Assist SOM & Admin team with assessment administration
- Maintain current knowledge of PowerSchool and its functions

Attendance & Enrollment

- <u>Start-up schools</u>: Ensure that absences & tardies are documented in the log daily
- <u>Start-up schools</u>: Implement daily processes to manage attendance and attendance reporting
- Start-up schools: Ensure that Weekly Attendance reports are run and signed by Teachers.
- <u>Start-up schools</u>: Monitor student attendance on a weekly basis and generate Truancy notifications & send to parents of students with excessive absences.
- Start-up schools: Ensure teachers are taking attendance on a daily basis
- Prepare and send out mailings generated by the truancy process
- Assist with records, enrollment processes and communication as directed by the School Operations Manager
- Assist in the coordination of enrollment activities with families
- Schedule administrative meetings for students who need counseling regarding attendance issues
- Year 2 & Beyond: Backup Attendance Technician provide assistance to Bilingual Clerk when necessary

Campus Safety

- Support SOM with the distribution of all classroom safety clip boards
- Assist the School Operations Manager in ordering safety supplies as directed
- Ensure that drill schedule is recorded on School Google calendar
- Assist with campus supervision as directed by the School Operations Manager
- In charge of First Aid attend annual Health Clerk training & maintain current CPR certification

Family & Community Outreach

- Assist with communication as directed by School Operations Manager
- Assist with mailings and other communication as directed by the School Operations Manager
- Provide translation services as needed
- Support communication to families regarding notification and minutes of SSC, ELAC, and parent committee meetings
- Support RSP and other staff in translation during meetings
- Support RSP and other staff in coordinating IEP meetings with families

Finance & HR

- Assist Principal with monthly AMEX statement
- Maintain petty cash, keep it balanced and reconcile with Accounting
- Assist with orders as directed by the School Operations Manager
- Procure, assign, and track substitute teachers in the case of teacher absence

Facilities & Operations

- Assist with Food Service (NSLP) Program
 - Responsible for ensuring that daily cash report is accurate and submitted to Accounting
 - Generate monthly Student Balance report from PowerLunch and send to families
 - Become a certified food handler
 - Assist with meal service as directed by the School Operations Manager
 - Assist SOM with annual collection and verification of Free & Reduced Lunch paperwork
 - <u>Start-up schools</u>: Ensure that all students have a PowerLunch ID within the first week of enrollment
- Assist with submission of facility work orders as needed
- Assist with reproduction and dissemination of student handbooks to all students/families
- Upload and maintain school site calendars on Google
- Work with Community Engagement team & Athletic Director to record all events happening on site
- Responsible for care and maintenance of office equipment copiers, mail machines, etc.
- Manage inter-campus mailing system
- Maintain current knowledge of school communication tools i.e., SchoolReach, Schooloop, etc.

School Culture

- Welcome and provide high quality customer service to all stakeholders that enter the front office
- Assist with translation and distribution of the student handbook

- Attend school wide events on a rotating basis
- Organize, inventory & procure classroom & office supplies.

Student Recruitment and Admissions

- <u>Start-up schools and middle schools</u>: In conjunction with the SOM, routinely monitor waitlist and enroll additional students as necessary to maintain enrollment targets
- <u>Start-up schools and middle schools</u>: Support process for admission of new students including system to receive and review applications
- <u>Start-up schools and middle schools</u>: Serve as preliminary point of contact for all new families
- <u>Start-up schools and middle schools</u>: Assist with set-up of meetings between Principals and families of incoming students who need counseling regarding admissions
- <u>Start-up schools and middle schools</u>: Assist with student transfer process including administration of student survey, outstanding student fees, and data collection and reporting

Other duties as assigned

Requirements:

- Background in operations and administration; experience in school front office and administration a plus.
- Ability to analyze situations and take appropriate action in a variety of procedural matters without immediate supervision
- Experience working with underachieving urban students of color
- Obtain and maintain a valid First Aid Certificate
- Ability to communicate with stakeholders across a variety of high-stakes issues
- Prioritize and coordinate workflow and timeliness for self and others.
- Proficiency with computer software applications, including MS Office.
- Strong written and verbal communication, interpersonal, and customer-service skills
- Good organizational, time management, problem-solving skills and the ability to work accurately and meet deadlines with frequent interruptions
- Responsiveness, attention to detail are essential, and a customer service orientation in assisting and collaborating with other school staff in the efficient execution of the school's mission
- At least AA Degree or Equivalent Experience Required
- Fluent in written and spoken Spanish

Bilingual Clerk

Immediate Supervisor: School Operations Manager

Purpose:

Reporting to the School Operations Manager, the Bilingual Clerk contributes to the maintenance of dayto-day operations to ensure that the school is responsive to all constituents. Along with the Secretary and the School Operations Manager, the Bilingual Clerk is the face of DCP and provides high quality customer service to all constituents. The Bilingual Clerk is primarily responsible for attendance and translation but also assists the Secretary and the School Operations Manager in the day-to-day running of the school.

Responsibilities:

Academic Intervention

Assist Admin team with translation services during academic counseling sessions

Assessment & Student Data

- <u>Middle schools</u>: Assist School Operations Manager with sending, receiving, updating and storing Cumulative folders as directed
- Assist School Operations Manager & Registrar with routine data entry as necessary
- Maintain current knowledge of PowerSchool and its functions

Attendance & Enrollment

- Assist with translation and other duties as directed by the School Operations Manager
- Ensure teachers are taking attendance on a daily basis
- Ensure that absences & tardies are documented in the log daily
- Ensure that Weekly Attendance reports are run and signed by Teachers
- Implement daily processes to manage attendance and attendance reporting
- Monitor student attendance on a weekly basis and generate Truancy notifications & send to parents of students with excessive absences

Campus Safety

- Assist with campus supervision as directed by the School Operations Manager
- Attend annual health clerk training & maintain current CPR certification

Family & Community Outreach

- Assist with communication as directed by School Operations Manager
- Assist with mailings and other communication as directed by the School Operations Manager
- Provide translation services as needed
- Support communication to families regarding notification and minutes of SSC, ELAC, and parent committee meetings
- Support RSP and other staff in translation during meetings
- Support RSP and other staff in coordinating IEP meetings with families

Finance & HR

- Assist with preparation for attendance accounting audit
- Assist in Finance & HR processes as directed by the School Operations Manager
- Cover Secretary for lunch

Facilities & Operations

- Assist with inter-campus mailing system as needed
- Maintain current knowledge of school communication tools i.e., SchoolReach, Schooloop, etc.

School Culture

- Welcome and provide high quality customer service to all stakeholders that enter the front office
- Assist with translation and distribution of the student handbook
- Attend school wide events on a rotating basis
- Assist School Secretary with inventory & ordering of office and classroom supplies

Student Recruitment and Admissions

 <u>Middle schools</u>: Assist with student transfer process including administration of student survey, outstanding student fees, and data collection and reporting

Other duties as assigned

Requirements:

- Experience in school attendance accounting, front office and administration a plus
- Ability to analyze situations and take appropriate action in a variety of procedural matters without immediate supervision
- Experience working with underachieving urban students of color
- Obtain and maintain a valid First Aid Certificate
- Ability to communicate with stakeholders across a variety of high-stakes issues
- Proficiency with computer software applications, including MS Office
- Strong written and verbal communication, interpersonal, and customer-service skills
- Good organizational, time management, problem-solving skills and the ability to work accurately and meet deadlines with frequent interruptions
- Responsiveness, attention to detail are essential, and a customer service orientation in assisting and collaborating with other school staff in the efficient execution of the school's mission
- AA Degree or Equivalent Experience Required
- Fluent in written and spoken Spanish

TEACHER

Identification:

Job Title: Teacher

Academic Year: current

Immediate Supervisor: Principal

Summary:

DCP offers a chance to be a part of a committed, passionate professional team that prides itself on its ethic of collegial, collaborative work. Teachers are an integral part of whole-school development and accountability. It takes a particular kind of teacher to succeed in this environment, one who is constantly working to maintain the balance between unwaveringly high expectations and the personal, supportive connection that our students need with their teachers. DCP teachers have the skills and knowledge to reach students far below grade level and do the slow, painstaking work of building their core skills and content knowledge to the point where graduates go off to college confident and prepared to thrive.

Responsibilities:

Classroom Instruction

- Create a positive classroom culture of high expectations for traditionally underachieving students who may be academically unmotivated or lack a personal vision of future college success.
- Develop and implement an effective classroom management plan that results in increased student engagement as measured by academic achievement and discipline data.
- Stimulate student learning through the execution of outcome-driven lesson plans that incorporate a variety of pedagogical strategies and respond to multiple intelligence styles.
- Intervene when student performance is below standard through calendared strategic reteaching.
- Conduct daily lessons (3-4 per day) with classes of 20-32 students.

Curriculum Planning & Development

- Create backwards-mapped yearly, semester, unit, and lesson plans.
- Create and Revise Rigorous Assessment Plans.
- Create and Revise Benchmark Assessments.
- Align all curricula with State Standards (for example Common Core Standards and Next Generation Science Standards).
- Document, preferably with computer-generated documents, teaching curricula including unit and lesson plans, curriculum maps, final exams and answer keys, benchmark assessments, and any other documentation as may be requested or required.
- Collaborate on the design of lesson plans, and solicit and incorporate others' feedback on overall curricular design, if requested.
- Collaborate with teams of teachers on alignment of course expectations, outcomes, and daily lessons (e.g. Algebra I, Humanities Core).
- Investigate best practices and research-based teaching and learning strategies and share findings with department and/or teaching staff, as requested.

Assessment & Student Feedback (NWEA, CAHSEE, STAR, etc.)

- Maintain accurate and timely records of student progress, course work and assessments
- Use formative and summative assessments consistently to inform instruction.
- Provide timely feedback (both formal and informal) to students about their progress at the start of the year and after benchmark assessments.

- Participation in at least two benchmark assessments during the academic year, and documented modification of curriculum following assessments to respond to deficiencies in curriculum and instruction.
- Collaborate to effectively measure student performance, analyze barriers to mastery and plan for strategic reteaching.

Personal Development & Growth

- Collaborate with Manager in design of Professional Growth Plan.
- Monitor progress towards goals and request assistance and feedback as necessary.
- Welcome change and participate in new initiatives that strive to increase student learning.
- Have the willingness and capacity for self-reflection to constantly improve teaching ability and invite peer feedback.
- Be willing to take curricular risks, and develop effective strategies for improvement.

Schoolwide Leadership

- Participate in at least one initiative external to the classroom that results in the school's growth and development (e.g. Leadership Team, PLC Planning Team, Professional Development Planning and Development Team).
- Participate in school wide culture initiatives.
- Participate in site-specific school-building activities that may include such things as Homework Center, staff meetings, Advisory, and Professional Learning Communities.

Parent & Community Outreach

- Execute at least one student work exhibition per year to which students' families and the community at large attend.
- Communicate with at least 5 families per week. Meet with families as requested and/or needed.
- Participate in meetings scheduled outside of the regular school day, such as Back to School Night, Discipline Committee, parent meetings, etc.
- Supervise three events outside of the school day each year.
- Participate in campus supervision as required by administrator.

Legal Compliance

- Be prepared and accountable for your role as a Teacher according to the School Site Safety Plan (during drills & actual emergency situations).
- Take attendance at the beginning of every class using PowerTeacher, monitor tardies & enter correctly. Remain in constant communication with school operations staff if/when parent or child informs you about an unexcused absence or tardy.
- Sign weekly attendance report.
- Provide all requested lesson plans and additional documentation for students on Independent Studies.
- Participate, if applicable, in all activities, meetings, and classes related to BTSA. Complete any necessary documentation on time and accurately.

All identified responsibilities except the supervision of three events are essential.

Accountabilities:

- Development of curriculum that results in fewer than 5% of students in subject area scoring Far Below Basic on California State Standards Examination.
- Documentation of California State Standards-based curriculum that may be shared with other teachers and/or disseminated with other schools and districts.

- Participation in at least two benchmark assessments during the academic year, and documented modification of curriculum following assessments to respond to deficiencies in curriculum and instruction.
- Participation in at least one schoolwide leadership initiative.

Minimum Physical Requirements:

• Must be able to instruct and engage with students during the full school day with a 40 minute break for lunch and five minute passing periods between classes.

Job Specifications:

- Bachelors Degree
- Valid California teaching credential
- Experience working in urban high school setting (preferred)
- Unwavering commitment to DCP's mission to prepare underachieving students to thrive in fouryear universities

Note: The above statements are intended to describe the general nature and level of work being performed. This is not intended to be an all-inclusive list of all duties, skills and responsibilities required in this position.

DIRECTOR OF COLLEGE SUCCESS

Job Title: Director of College Success

Immediate Supervisor: Chief Achievement Officer

Purpose:

Downtown College Prep is a growing charter management organization and model for college success for low-income, first-generation students. Currently serving two campuses in grades 6-12, DCP aims to create a replicable model of college readiness and completion that can inform best practices on a national scale. DCP is one of a few organizations, nationwide, that has made a commitment to measuring and reporting college completion for its graduates.

Across America, low-income students complete college at the rate of 9% while their affluent peers graduate at the rate of 77%. Among DCP's first two classes (2004, 2005), 37% completed college within six years while another 20% are still pursuing their university degrees. While our results far exceed national trends, we recognize there exists a substantial gap between college completion for low-income students and their more affluent peers.

The Director of College Success is responsible leading the effort to increase DCP's six-year college completion rate through the development and implementation of a broad array of college readiness strategies and services targeted at students, families, and teachers. The Director of College Success will manage a growing team and will work closely with the Executive Director and school leadership. Building on dynamic partnerships with university and non-profit institutions, the Director of College Success will aim to build a nationally recognized program that meets the needs of low-income first-generation college graduates.

DCP primarily serves low-income, Latino students who will be first-generation college graduates. 40% of our students come from families with less than a high school education and 94% qualify for the federal meals program. Currently, DCP serves 700 students and 500 alumni.

Responsibilities:

Vision

- Plan, implement, and evaluate a comprehensive college matriculation and alumni support program that will fulfill DCP's mission and increase the number of DCP students enrolling in competitive colleges and universities
- Develop system to track and report relevant college readiness, application and matriculation data
 as appropriate to increase organization's awareness of challenges and opportunities associated
 with mission and to share results with general funding and educational community
- Use research and best practices to inform and develop college readiness and college guidance programs for first-generation college students
- Foster ongoing sharing of best practices and professional development among College Success staff at all DCP campuses
- Ensure that each DCP campus demonstrates a strong college-bound culture throughout its programs and curriculum
- Develop partnerships with external non-profit, university and educational technology leaders to increase capacity to serve varied stakeholders
- Secure additional private philanthropy to support DCP's commitment to college completion

Program Development

- Develop programs and systems to support DCP students, families, and alumni in college application, enrollment, and graduation
- Develop system with appropriate professional development to ensure that all teachers can serve as effective College Coaches to their students
- Monitor each campus' progress towards student completion of A-G requirements
- Lead the design and manage the implementation of a 6th through 12th grade Advisory program with clear benchmarks and an evaluation structure to assess its effectiveness
- Increase DCP's College Financial Aid programming to ensure that families can engage the most appropriate college option for their student and family
- Develop and implement system for parent education to ensure that families are an integral part of the college-going process.
- Oversee the implementation and evaluation of SummerBridge program
- Work with school Administrators and College Success staff to ensure that all DCP students are participating in a wide range of college-related activities throughout the year
- Ensure that each campus hosts college admissions representative visits and facilitate multicampus college representative visits when appropriate
- Ensure implementation of college-related testing calendar, including PSAT, PLAN, EXPLORE and other college testing on campuses
- Work with College Success staff and site administrators to develop relationships with and
 opportunities for current students at community colleges
- Develop programming to meet needs of AB540 students and their families

Management, Coaching, and Support

- Collaborate with organization's leadership to ensure that all DCP leaders understand the college application, matriculation, and graduation process so that all policies lead students' toward college success
- Coach and manage College Success staff at all DCP campuses
- Regularly meet with site leadership to provide reports and feedback about campus' progress
 toward fulfillment of mission
- Lead implementation and training of relevant data tracking tools
- Assist with the hiring and training of appropriate College Success staff
- Work with College Success staff to expand students' access to outside enrichment such as internships and summer institutes
- Review all school profiles on an annual basis
- Review campus budgets on a quarterly basis

Professional Development

- Keep current in college admission policies, eligibility, UC requirements, NCAA, etc., through
 participation in seminars and conferences, especially as they relate to first-generation college
 student success
- Increase DCP's visibility and understanding of the mission with appropriate colleges and community organizations
- Establish and maintain relationships with college admissions professionals
- Serve as an ambassador for DCP's mission within the broader community
- Participate in professional organizations such as WACAC, NACAC, the College Board and ACT
- Visit college and university campuses each year to learn about campus-specific opportunities for DCP students

• Share relevant best practices, research and policy information with appropriate DCP stakeholders

Requirements:

- Deep knowledge of and experience in college access and admissions
- Passionate about supporting first-generation college students and their families
- · Strong ability to develop and execute a vision involving multiple stakeholders and outcomes
- Strategic planning and strategic design skills
- · Collaborative, creative thinker who is driven by results
- Bachelor's degree required; Master's degree in education or a related field preferred
- Minimum of 4 years' experience in college guidance counseling or college admissions field
- Experience managing and supervising a team.
- Experience working with families in an urban middle or high school setting
- Strong analytical and communication skills
- Passionate about supporting first-generation high school students and their families
- Fluent in written and spoken Spanish preferred

ACROSS THE BRIDGE FOUNDATION DOWNTOWN COLLEGE PREP

Athletic Director

Job Title: Athletic Director

Immediate Supervisor: Director of College Success

Purpose:

Downtown College Prep is a growing charter management organization and model for college success for low-income, first-generation students. Currently serving four campuses in grades 6-12, DCP aims to create a replicable model of college readiness and completion that can inform best practices on a national scale. DCP is one of a few organizations, nationwide, that has made a commitment to measuring and reporting college completion for its graduates.

Across America, low-income students complete college at the rate of 9% while their affluent peers graduate at the rate of 77%. Among DCP's first two classes (2004, 2005), 40% completed college. While our results far exceed national trends, we recognize there exists a substantial gap between college completion for low-income students and their more affluent peers.

The Athletic Director (AD) is responsible for coordinating school athletic programs, focusing on using athletics as a way to support the school's mission and to cultivate students' non-academic college readiness skills. The AD is part of the College Success Team, which consists of the Director of College Success, Alumni Success Counselor and other site-specific counselors and activities directors. The AD will be expected to work across sites and also collaborate closely with community partners, teachers, and site admin to build a comprehensive and well-integrated sports program.

Responsibilities:

School Culture

- Serve as the liaison between student athletes, coaches, parents and site admin student to facilitate a wellintegrated, resourced, and coordinated sports program at all DCP sites.
- Ensure DCP stakeholders are engaged in understanding the purpose of school policies pertaining to athletics and that they have access to leadership channels to inform them.
- Work closely with teachers and/or site admin to align student academic expectations and behaviors with participation in sports
- Develop programs that deepen student buy-in to behavior expectations as outlined in student handbook
- Build and maintain relationships with community organizations
- Incorporate the school's values of Ganas (Desire), Orgullo (Pride), and Comunidad (Community) and growth mindset in all athletic programming
- Build student, coach, and parent understanding the role of athletics in supporting student four-year college eligibility
- Build a common framework and language that supports student non-cognitive and leadership skills through athletics

• Collaborate with the College Success Team to ensure high quality college readiness programming and staff training across all three College Success Domains (academics, college coaching, and meaningful experiences)

Athletics:

- Secure high-quality coaches for DCP sports and provide adequate training (including first aid, emergency preparedness, mandated reporting, etc.), hiring documentation, and resources for new coaches
- Support high-levels of student participation in school sports
- Support student athletes' academic performance to ensure their sustained participation in school sports.
- Cultivate school spirit and community by promoting site and org-wide participation and attendance at school sporting events
- Ensure DCP athletes represent the highest levels of sportsmanship—in and around the game
- Ensure the equipment and uniforms are maintained for extended use
- Communicate effectively with students, coaches, families and staff the outcomes associated with athletics at DCP
- Oversee and implement the DCP athletic programs as part of CIF, CCS, and CPSAL
- Ensure a culture of good sportsmanship, safety and organization
- Stay current with NCAA and other college-eligibility requirements to support student athletic interest in college
- Develop and update athletic handbooks on an annual basis for students, families, and coaches to follow

Operations

- Effectively manage resources such as the school vans and athletics budget
- Support general campus operations as needed including the opening and closing of school, ensuring a safe and productive campus environment for all stakeholders
- Manage all communication regarding athletic activities calendars and events across the various school stakeholders
- Support on-site student supervisions at breaks as needed or when present on campuses
- Coordinate site-specific physical assessments as needed and physical fitness testing
- Understand risk management policies and expectations as they pertain to health, safety, and adequate staffing at sports events
- Gather adequate data around participation numbers, student GPAs etc. and recordkeeping around permission forms and other documentation

Other duties as assigned.

Requirements:

- Background in school leadership—with a particular focus on student culture and athletics programming
- Experience working with underachieving urban students of color
- Ability to communicate with stakeholders across a variety of high-stakes issues
- Ability to coordinate and execute school-wide events and activities; ability to execute athletics programming that engages students and builds a spirit of sportsmanship
- Ability to use data to make informed decisions
- Strong analytical and communication skills
- Bachelor's Degree Required; Masters Degree in Education or a related field preferred

• Fluent in written and spoken Spanish preferred

College Guidance Counselor

Job Title: College Guidance Counselor

Immediate Supervisor: Director of College Success

Purpose:

Downtown College Prep is a growing charter management organization and model for college success for low-income, first-generation students. Currently serving four campuses in grades 6-12, DCP aims to create a replicable model of college readiness and completion that can inform best practices on a national scale. DCP is one of a few organizations, nationwide, that has made a commitment to measuring and reporting college completion for its graduates.

Across America, low-income students complete college at the rate of 9% while their affluent peers graduate at the rate of 77%. Among DCP's first two classes (2004, 2005), 40% completed college. While our results far exceed national trends, we recognize there exists a substantial gap between college completion for low-income students and their more affluent peers.

The College Guidance Counselor is responsible for developing and implementing a broad array of college success strategies for grades 9-12 and increase DCP's six-year college completion rate. The College Guidance Counselor is part of the College Success Team, which consists of the Director of College Success, Alumni Success Counselor and other site-specific counselors and activities directors. The College Guidance Counselor will be based on site and also collaborate closely with community partners, teachers, and site admin to build a comprehensive and well-integrated college success program.

Responsibilities

College Success Program Development

- Collaborate with the College Success Team to develop a comprehensive college-bound culture across program areas
- Develop programming that addresses needs of students across every academic profile, ensuring that DCP is both increasing the numbers of high performing students enrolling at competitive colleges and universities and helping students who at some point did not see themselves in college build the confidence to attend four-year institutions
- Lead and coach senior advisors through the college application and matriculation process
- Develop programming to meet needs of AB540/undocumented/DREAM students and their families
- Arrange, promote, and lead college tours for grades 9-12, including overnight trips for juniors and seniors across California
- Support advisors in coordinating and facilitating the Advisory program across all grade levels
- Provide site staff with up-to date communication regarding college-related programming
- Use data to inform program development and staff training
- Plan, execute, and evaluate the Summer Bridge program for incoming 9th grade students
- Assist in developing and leading teacher professional development workshops and programming throughout the year
- Attend regular staff meetings and engage staff members in all college-related programming and goals
- Maintain an active and updated College Lab that is regularly access by all DCP stakeholders
- Develop a portfolio system for students to track their academic data, reflections, and other college related material

Student and Family Support

- Build relationships with students in order to coach them through any fears and circumstances influencing their path to college
- Work with the Alumni Success Counselor to transition every senior class spring semester through fall college enrollment
- Work with the Alumni Success Counselor to support the DCP Scholarship application process
- Support students through the college match process, by helping them understand their eligibility, navigating them through the application process, and final college selection
- Support parent, school and community events as needed
- Organize Senior Parent Academies and additional Financial Aid workshops to engage parents in the college application and financial aid process
- Be available for families for questions, concerns, or emotional support

Core Responsibilities

- Meet all reporting deadlines to California Student Aid Commission regarding Cal Grant programs
- Help monitor student progress towards completion of A-G requirements
- Manage Naviance and Common Application integration for private application submission, school reports, and teacher letter of recommendation submission
- Coordinate and host college admission representative visits on campus and maintain relationships with representatives through the application process
- Update school profile on an annual basis
- Plan and coordinate PSAT, ACT, SAT and other college testing on campus
- Become proficient in the use of Powerschool, Naviance, Google Drive, and other data storage programs
- Meet all deadlines pertaining to testing, admissions, and reporting, including the timely submission of transcripts, mid-year reports, GPA verifications, etc.
- Keep updated and accurate records of college eligibility, acceptances, scholarships, awards, and other relevant data under the guidance of the Director of College Success

Partnerships

- Build and maintain partnerships with support programs that DCP students have traditionally been part of (i.e. Summer Search, Students Rising Above, Questbridge, etc.)
- Serve as a contact person for outside enrichment programs such as internships and summer institutes
- Help maintain an updated and robust database of summer and academic year enrichment programs for advisors and students to access

Professional Development

- Keep current in college admission policies, eligibility, UC requirements, NCAA, etc., through
 participation in seminars and conferences, especially as they relate to first-generation college
 student success
- Participate in professional organizations such as WACAC, NACAC, the College Board and ACT
- Attend professional development opportunities around best practices in alumni counseling
- Build relationships with local university admissions offices in particular at universities DCP students frequently attend

Other duties as assigned.

Requirements:

- Bachelor's degree
- Master's degree in Education, Counseling or a related field preferred
- Minimum of 2 years' experience in college guidance counseling or college admissions field
- Experience working with first-generation, low-income students
- Knowledge of and experience in working with college applications and admissions
- Strong analytical and communication skills
- Collaborative, creative thinker who is driven by results
- Passionate about supporting first generation high school students and their families
- Fluent in written and spoken Spanish preferred

Alumni Success Counselor

Job Title: Alumni Success Counselor

Immediate Supervisor: Director of College Success

Purpose:

Downtown College Prep is a growing charter management organization and model for college success for low-income, first-generation students. Currently serving four campuses in grades 6-12, DCP aims to create a replicable model of college readiness and completion that can inform best practices on a national scale. DCP is one of a few organizations, nationwide, that has made a commitment to measuring and reporting college completion for its graduates.

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The Alumni Success Counselor is responsible for developing a broad array of college success strategies for our alumni community and increase DCP's six-year college completion rate. The Alumni Success Counselor will work with the College Success Team, community partners, teachers, and site admin to build a comprehensive alumni guidance program. Since the creation of the Alumni Success Counselor position at DCP in 2010, an average of 91% of our alumni from 2010-2013 are currently enrolled in college, with 83% of them persisting in the same college in year two. Our recent data highlights the vital role that the Alumni Success Counselor plays in meeting DCP's mission of preparing first-generation students for college success.

Responsibilities

Alumni Guidance Counseling and Programming

- Work with Guidance Counselor to transition every senior class spring semester through fall college enrollment
- Lead the college counseling process for alumni transferring to four-year institutions
- Identify and track "high risk" alumni in order to develop individualized support plans
- Lead and develop year-round workshops that target topics related to financial aid, career readiness, academic support, STEM, graduate studies, etc.
- Support students in identifying socio-emotional needs and support systems inside and outside of college
- Use technology and social media platforms such as Facebook to stay connected and outreach to alumni
- Manage the Alumni Center and set-up drop-in hours on a weekly basis throughout the academic year to meet alumni needs
- When possible, visit alumni at their respective colleges to help identify needs and resources
- Engage alumni parents as necessary to support students on path to college
- Support DCP Scholarship application process
- Develop programming to meet needs of AB540/undocumented students and their families
- Lead the execution of the annual Alumni Induction Ceremony
- Collaborate with the Alumni Advisory Board to develop programming around building the alumni network locally and across institutions

• Coordinate alumni transcripts requests throughout the year

College Success Program Development

- Collaborate with the College Success Team in supporting the development of a comprehensive college readiness program based on alumni data and observed needs
- Support parent, school and community events as needed
- Assist in developing and leading teacher professional development workshops and programming throughout the year
- Help coordinate alumni volunteers for community events and school activities

Partnerships

- Build and maintain partnerships with support programs and counselors at our local community colleges to increase opportunities for our two-year students to transfer to four-year institutions
- Develop and lead partnership with Beyond 12 to increase capacity to track and support our alumni

Data and Tracking

- Document progress/status of all alumni in our databases
- Stay current with DCP alumni data and work with Director of College Success to provide accurate and timely delivery of alumni data reports

Professional Development

- Keep current in college admission policies, eligibility, UC requirements, NCAA, etc., through
 participation in seminars and conferences, especially as they relate to first-generation college
 student success
- Participate in professional organizations such as WACAC, NACAC, the College Board and ACT
- Attend professional development opportunities around best practices in alumni counseling

Other duties as assigned.

Requirements:

- Bachelor's degree
- Master's degree in Education, Counseling or a related field preferred
- Minimum of 2 years' experience in college guidance counseling or college admissions field
- Experience working with first-generation, low-income students
- · Knowledge of and experience in working with college applications and admissions
- Strong analytical and communication skills
- Collaborative, creative thinker who is driven by results
- Passionate about supporting first generation high school students and their families
- Fluent in written and spoken Spanish preferred

College Success PD

Wednesday, August 13 9:00-3:30 PM DCP Alameda, Multipurpose Room

Facilitators:

Edgar Chavez, *Director of College Success* Gabriela Chairez, *Guidance Counselor* Kathleen Melendez, *Alumni Success Counselor*

Times	Торіс	Outcomes		
Part 1: College Success Framework and Reflection on Data				
8:30-9:00 AM	Breakfast (Provided)	Enjoy morning snacks.		
9:00-9:55 AM	Alumni Speaker	Reflect on our students' path to and through		
	College Success Data	college.		
9:55-10:00 AM	Break			
10:00-10:30 AM	College Success	Envision how we engage DCP's college success		
	Framework	work across programs and domains.		
	Staff Roles			
Part 2: Coaching f	or College Success			
10:30-11:10 AM	Coaching for College	Understand what it means to advise students to		
	Success	and through college.		
11:10-11:15 AM	Break			
11:15-11:45 AM	Coaching 101	Learn basic counseling strategies to help you		
		lead productive conversations with students.		
11:45-12:15 PM	Lunch (Provided)	Enjoy lunch with our student and alumni guests		
12:15-1:00 PM	Coaching Practice	Practice having a coaching conversation about a		
		student's path to college.		
1:00-1:30 PM	Coaching Debrief			
1:30-1:40 PM	Break			
Part 3: Advisory C)verview and Grade Level F	Planning		
1:40-2:25 PM	Advisory Overview	Review advisory structures and tools for content		
		development.		
2:20-2:30	Split into Grades	Break into your grade-level groups.		
2:30-3:30	Grade Level Planning	Discuss grade-level priorities for the first part of		
	Time	Semester 1. (Facilitated by a site admin or		
		College Success Team member)		

Optional Reading:

Chapter 3, *Ready, Willing, and Able* by Mandy Savitz-Romer and Suzanne M. Bouffard. (Pages 72-75, specifically, really frame our conversation around student coaching)

Month	Date	Торіс	Details
July	7/31/15	School Start Up / Summer Training Program	Enrollment / Programs/Policies/House Keeping /Emergency Plans / Tech Operations / HR / Trainings / Back to School Mailers / CPR / Diabetes / Blood Borne Pathegons / Mandated Reporter / Student Handbook
August	8/26/15	Enrollment / Job Descriptions / Customer Service	Enrollment Goals / Job Descriptions / Goals / Customer Service Training
September	9/16/15	Data / Student Forms	Proper Documentation of data and forms in PS
October	10/9/15	Calpads Data Collection / Special Programs	Fall 1 Data training - CALPADS / Entering Special Programs (i.e. homeless, free and reduced, special education, etc.)
November	11/4/15	Truancy / Independent Study / Communication Plan	Truancy Process Update Training / Independent Study Update / Review Communication plan at site level
December			
January	1/6/16	Enroll / Recruitment Plans /	Enrollment Applications / Open Enrollment / Enrollment documentation / Intent to Re-Enroll for current students / Map out and plan recruitment plans for the upcoming school year
February	2/3/16	Summer Program Planning	Summer School and Summer Bridge plan out details of the programs offered / facilities / staffing
March	3/9/16	PS Entering New Student Enrollments into PS Training	Training on entering new student enrollment into PS / review special programs / enrollment requirements
April	4/13/16		
May	5/11/16	End Of School Year / Exit Withdrawal Protocol / Graduation Planning / Staff Evaluations	Withdrawal process / transfer paperwork / plan for graduation / start staff year end evaluations
June	6/26/16	Power School University	4 day onsite PowerSchool University training for Operations team



ACROSS THE BRIDGE FOUNDATION EMPLOYEE HANDBOOK FEBRUARY 1, 2015

Across the Bridge Foundation A non-profit organization created to establish and govern Downtown College Preparatory

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	1
DOWNTOWN COLLEGE PREP	1
How to Use the Handbook	
AT-WILL EMPLOYMENT	3
OPEN DOOR	3
INTERNAL COMPLAINT REVIEW	
	5
EQUAL EMPLOYMENT OPPORTUNITY	5
UNLAWFUL SEXUAL AND OTHER HARASSMENT	6
WHISTLE BLOWING	7
CONFIDENTIALITY, PROPRIETARY INFORMATION AND ETHICAL CONDUCT	10
CONFLICTS OF INTEREST	11
QUALITY SERVICE	12
CONFIDENTIAL PERSONNEL RECORDS	
	13
	14
	15
SAFETY AND SECURITY	
SECURITY	18
COMMUNICATIONS SYSTEMS AND DATA SECURITY	
VISITORS	
	21
MANDATED REPORTING OF STUDENT NEGLECT OR ABUSE	
STAFF/STUDENT INTERACTIONSCRAFT STAFF/STUDENT INTERACTIONS	
TUBERCULOSIS TESTING	
PERFORMANCE	
SUMMATIVE EVALUATIONS	
RESOLVING PROBLEMS	
	20 29
PERFORMANCE COUNSELING Drug and Alcohol Abuse	29 29
PERSONAL APPEARANCE	32
CELL PHONE/PDA ETIQUETTE	
SOLICITATION	
CASH COMPENSATION	35
PAY PHILOSOPHY	
Work Schedules	
Тіме Кееріng	36
PAYDAYS AND DIRECT DEPOSIT	
PAY DEDUCTIONS AND SETOFFS	
PAY CORRECTIONS	39
EMERGENCY CLOSING	39





BENEFITS	41 41
HOLIDAYS AND SCHOOL CLOSURE DAYS	
DISCRETIONARY TIME OFF	
INSURANCE BENEFITS	43
STATE DISABILITY INSURANCE	
WORKERS' COMPENSATION INSURANCE	
COBRA BENEFITS CONTINUATION	
FAMILY AND MEDICAL LEAVE	44
PREGNANCY DISABILITY LEAVE	
ADA/MEDICAL DISABILITY LEAVE	51
PAID FAMILY LEAVE	
BEREAVEMENT/FUNERAL LEAVE	
JURY DUTY AND WITNESS LEAVE	53
Bone Marrow/Organ Donor Leave	
Тіме Off то Vote	54
MILITARY LEAVE	
TIME OFF TO VISIT A SCHOOL OR LICENSED DAY CARE	55
DOMESTIC VIOLENCE, SEXUAL ASSAULT, AND STALKING VICTIM LEAVE	55
VOLUNTEER CIVIL SERVICE LEAVE	56
LEAVE FOR A CRIME VICTIM	56
UNPAID PERSONAL LEAVE OF ABSENCE	56
INSURANCE PREMIUMS DURING NONMEDICAL LEAVES OF ABSENCE	
OTHER BUSINESS ACTIVITY DURING A LEAVE OF ABSENCE	57
FAILURE TO RETURN FROM A LEAVE OF ABSENCE	57
RETIREMENT PLAN	57
CONTINUING EDUCATION	57
SEPARATION	59
VOLUNTARY SEPARATION	59
INVOLUNTARY SEPARATION	
Exit Interviews	60
EMPLOYMENT REFERENCES FOR FORMER EMPLOYEES	60

APPENDIX A: ACKNOWLEDGEMENT APPENDIX B: CALIFORNIA BROCHURES APPENDIX C: INTERNAL COMPLAINT AND DISPUTE RESOLUTION PROCEDURE APPENDIX D: PERFORMANCE EVALUATIONS APPENDIX E: SAFETY PLAN APPENDIX F: CONFIDENTIALITY AGREEMENT APPENDIX G: STAFF/STUDENT INTERACTION POLICY APPENDIX H: HARASSMENT AND SEXUAL HARASSMENT APPENDIX I: WHISTLEBLOWER POLICY APPENDIX J: UNIFORM COMPLAINT POLICY AND PROCEDURES



Introduction

Downtown College Prep

Across the Bridge Foundation (ABF) is a nonprofit 501(c) 3 organization established in 1999 to found and govern charter schools under the name "Downtown College Prep" (DCP). Whether you work on a campus or in our administrative offices, ABF is your employer.

DCP Prepares First-generation Students for College Success. We believe every student has the potential to succeed. Since 2000, DCP has been singularly focused on serving students who are the first in their family to go to college. Our program is academically rigorous and requires effort and persistence. Starting students on the path to college in 6th grade is critical to establishing the academic foundation, life skills, and grit needed to make it to and through college. By launching students on a proactive path to college in 6th grade, DCP directly confronts the critical middle school achievement gap. Our educational approach integrates key research-based strategies that create a positive, challenging, individualized learning environment for first-generation college-bound students. The vast majority of our students are low-income, Latino youth, whose families have limited educational attainment. Our goal is to build every student's capacity to chart a personal path to and through college-developing literate, numerate, creative, ethical leaders with a global outlook on the future.

Development Department. DCP's fundraising more closely resembles the fund development activities of independent and post-secondary schools than traditional public schools. DCP's Executive Director leads fundraising that supports the specific needs of each school site and other initiatives that support DCP's overall mission. Because DCP's focus is on the sustainability of various funding streams over time, rather than need-to-need, meeting our fund development goals requires coordination among all employees.

If you are presented with or are considering philanthropic opportunities to support particular programs or initiatives, please follow these guidelines:

- Present funding possibilities to the Executive Director for research and consideration.
- Refer potential donors to the Executive Director, rather than trying to handle conversations yourself.
- Do not apply for funding or request donations without touching base with Executive Director. The Executive Director is responsible for all grant proposals, internet fundraising, direct mail appeals and individual face-to-face asks.



 Check with the Executive Director if you are uncertain about your role in raising money or garnering in-kind gifts.

There was a time when only 1 and 100 low-income students in San Jose graduated from college. That time is no longer. Over 600 DCP alumni have made the dream of college a reality. They have made college success a newfound tradition in San Jose. Together we are building a long-lasting and multi-generational vision and commitment to college completion.

Welcome to DCP. Prepare to become fully engaged: mind, body and spirit.

How to Use the Handbook

The guidelines in this <u>Employee Handbook</u> introduce you to DCP and the charter schools we operate and governs the terms of your employment with DCP. These guidelines apply to anyone on our payroll, regardless of their number of regularly scheduled work hours. This <u>Employee Handbook</u> supersedes all previous <u>Employee Handbooks</u> whether written or oral, express or implied, relating to your employment relationship with DCP and shall not be changed or subject to change orally. Employees are eligible for our benefits according to the specific terms of each benefit.

Every employee is required to read this <u>Employee Handbook</u> and is responsible for understanding its contents. In addition, every employee is required to sign a copy of Appendix A of this <u>Employee Handbook</u> once they have finished reading it. By signing a copy of Appendix A, you are acknowledging that you have read the entire <u>Employee Handbook</u>, you fully understand its contents, and you agree to be bound by its terms. This also means that if you accept or continue your employment with DCP, you understand that you are expected to comply with the guidelines contained within this <u>Employee Handbook</u>; failure to do so may result in disciplinary action up to and possibly including termination of your employment with DCP. (See Appendix A – Acknowledgment.)

If you have any questions relating to your <u>Employee Handbook</u> or its contents, please direct them to the Administrative Team, the Central Office, or HR. Failure to do so will not excuse you from your obligation to adhere to the guidelines contained within this <u>Employee Handbook</u>.

DCP welcomes your suggestions for ways to make this <u>Employee Handbook</u> easier to use. DCP reserves full discretion to add to, modify, or delete any provisions of these guidelines, or the policies and procedures on which they may be based, at any time, with or without prior notice. If any benefit description in this <u>Employee Handbook</u> differs from an applicable plan description, the plan descriptions shall control.

This <u>Employee Handbook</u> is a copyrighted document. You may take this copy of the <u>Employee</u> <u>Handbook</u> home as a reference for you and your family members while you are employed with DCP. When your employment ends, you must return this <u>Employee Handbook</u> to HR. No part of this <u>Employee Handbook</u> may be copied or reproduced in any form.

Definitions. We consistently use the following definitions throughout this Employee Handbook.

- "ABF" refers to Across the Bridge Foundation.
- "DCP" refers to Downtown College Prep, the name of our charter schools.
- "Administrative Team" refers to the Principal, Academic Dean, and Dean of Students at a school.



- "Central Office" refers to ABF employees who work with the Foundation, not at a school.
- "HR" refers to DCP's Human Resources/Operations Department. Throughout this Handbook when school employees are directed to "the Office Manager," Central Office employees should contact HR.
- "Employee/s" and "you/your" are interchangeable terms used to describe all ABF employees in all categories.
- "Board" refers to ABF's Board of Directors.
- "We/us" and "our/ours" refers to DCP and the charter schools it operates.

This <u>Employee Handbook</u> provides a general understanding of our employment guidelines. While it answers many common questions concerning your employment, it cannot anticipate every situation or answer every question. If you have any questions or concerns relating to your employment with DCP, you should refer to your <u>Employee Handbook</u> first. If you still have any questions or concerns after you have reviewed your <u>Employee Handbook</u>, you should immediately contact HR, the Administrative Team, or the Central Office.

Conventions. Words in *italics* indicate a guideline in this <u>Employee Handbook</u> by the same name. Words that are <u>underlined</u> indicate the name of a document or form. Words in **bold** indicate special emphasis requiring your added attention.

At-will Employment

All DCP employment is at-will. This means your employment may be ended by you or by DCP at any time, with or without cause and with or without advance notice. Nothing in this <u>Employee</u> <u>Handbook</u>, or in any other document or statement, shall alter or limit the at-will nature of your employment with DCP.

Only the Executive Director of DCP has the authority to enter into an agreement with an employee or applicant for any specified period of time, or to make any agreement for employment other than at-will. Any such agreement must be in writing and signed by the Executive Director of DCP and the employee. If you have questions about at-will employment or your status as an at-will employee, please discuss them with HR or the Executive Director.

Open Door

DCP's collaborative work environment recognizes each employee's right to approach any manager, including a member of the Administrative Team or the Executive Director, to discuss ideas, work problems, or perceived unfair treatment. Employees are encouraged to raise concerns promptly. If discussing a problem in accordance with this policy doesn't resolve it, please consult the *Resolving Problems* guideline.

Neither DCP nor its employees will permit retaliation because an employee uses the open door guideline. (See *Performance – Resolving Problems*.)



Internal Complaint Review

In the event that a dispute unrelated to discipline or termination arises out of the employment relationship and cannot be resolved another way, you and DCP agree that all disputes or claims shall be processed in accordance with the internal complaint review policy.

The complete *Internal Complaint and Dispute Resolution Procedure* is included at the back of this <u>Employee Handbook</u> and requires your signature. (See *Introduction – Open Door*, *Performance – Resolving Problems*, and *Appendix C – Internal Complaint and Dispute Resolution Procedure*.)



Employment

Equal Employment Opportunity

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

DCP also makes reasonable accommodations for disabled employees and for pregnant employees who request such accommodations, with the advice of their licensed health care providers, for pregnancy, childbirth, or related medical conditions. If you believe that you need a reasonable accommodation to perform the essential functions of your job, please immediately contact HR or the Executive Director. In response to accommodations sought because of a disability or other qualifying condition, DCP will engage in an interactive process with you to determine if a reasonable accommodation exists and can be provided without creating an undue hardship on DCP. All requests for reasonable accommodation must be accompanied by a note from your licensed health care provider.

Equal employment opportunity applies to all aspects of employment including recruitment, hiring, job assignment, training, compensation, discipline, benefits, social and recreational programs, and employment termination.

Every employee is responsible for conscientiously following this guideline. Questions regarding equal employment opportunity, or complaints about discrimination (toward yourself or another employee) should be discussed with your Administrative Team, HR, or the Executive Director. If you are uncomfortable making your complaint to anyone within DCP, you may contact our Human Resources consultant: Maureen Clark, Three Sixty HR, Inc., 650-328-1165, maureen@threesixtyhr.com.

Any employee found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

Investigating an Allegation of Unlawful Discrimination. Once an allegation of unlawful discrimination has been made, DCP will conduct a timely investigation as confidentially as possible, and the results of the investigation will be communicated to those with a need to know. DCP expects you to cooperate fully and truthfully in an investigation.



Protection against Retaliation. DCP will not retaliate against an employee who reports incidents of unlawful discrimination or perceived unlawful discrimination, or who participates in an investigation, and will not tolerate retaliation by Foundation management, Administrative Team members, or other employees.

Unlawful Sexual and Other Harassment

Unlawful Harassment. DCP is committed to creating work environments in which employees are treated with dignity and respect, and employees behave in a professional manner. We prohibit unlawful harassment, sexual or otherwise, on the basis of race, color, religion, sex (including pregnancy, childbirth or related medical conditions), national origin, ancestry, age, physical or mental disability, legally-protected medical condition, family care status, veteran status, marital status, sexual orientation, gender identity, or on any other basis protected by federal, state or local laws.

Unlawful harassment, overt or subtle, is a form of misconduct and undermines the integrity of the employment and educational relationship. DCP will not tolerate unlawful harassment in any form. An employee found to be engaging in unlawful harassment or bullying will be subject to disciplinary action, up to and including termination of employment.

Forms of unlawful harassment may include, but are not limited to, the following:

- Verbal conduct such as epithets, slurs, making derogatory comments or jokes, or imitating a person's accent or speech pattern;
- Verbal abuse such as using degrading words to describe an individual;
- Visual conduct that offends based on protected categories such as displaying derogatory posters, photographs, cartoons or drawings;
- Conduct that is so persistent or severe that it alters the conditions of employment and creates an abusive working environment; and
- Using E-mail or faxes in any of the ways described above.

Sexual Harassment. Sexual harassment is defined as unwelcome sexual conduct of any nature that creates a hostile or offensive work environment, or as unwelcome sexual conduct that (a) is made a condition of employment, or (b) the submission to or rejection of such conduct is used as a basis for employment decisions. Prohibited unlawful sexual harassment includes, but is not limited to, the following behavior when conducted in a sexual nature or because of one's sex or gender identity:

- Verbal conduct such as epithets, slurs, making or using derogatory comments, jokes, and verbal sexual propositions or advances;
- Verbal abuse of a sexual nature such as graphic commentaries about an individual's body, sexually degrading words used to describe an individual, and suggestive or obscene letters, notes or invitations;
- Visual conduct such as leering, making sexual gestures, and displaying sexually degrading posters, photographs, cartoons or drawings;
- Physical conduct such as touching, assault, and impeding or blocking movements;

- Unwelcome sexual advances;
- Threats or demands to submit to sexual requests as a condition of continued employment, or an offer to extend or deny employment benefits in return for sexual favors;
- Making or threatening reprisal after a negative response to sexual advances;
- Conduct that is so persistent or severe that it alters the conditions of employment and creates an abusive working environment; and
- Using E-mail or faxes in any of the ways described above.

All such harassment will not be tolerated.

Reporting Unlawful Sexual or Other Harassment. If you believe you have been or are being harassed, or if you become aware of possible unlawful sexual or other harassment by colleagues or others, you must promptly advise your Administrative Team, HR, or the Executive Director. If you are uncomfortable making your complaint to anyone within DCP, you may contact our Human Resources consultant: Maureen Clark, Three Sixty HR, Inc., 650-328-1165, maureen@threesixtyhr.com.

In addition to notifying DCP about harassment or retaliation complaints, affected employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has the authority to conduct investigations of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes that a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Council ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC at the locations listed in DCP's DFEH poster or by checking the State Government listings in the local telephone directory.

Investigating an Allegation of Unlawful Sexual or Other Harassment. Once an allegation of unlawful sexual or other harassment has been made, DCP will conduct a timely investigation as confidentially as possible under the circumstances and the results will be communicated to those with a need to know. You are expected to cooperate fully and truthfully in an investigation.

Protection against Retaliation. DCP will not retaliate against an employee who reports incidents of unlawful sexual or other harassment, or perceived unlawful sexual or other harassment, or who participates in an investigation, and will not tolerate retaliation by any DCP employee.

Staff/Student Interaction. The staff /student relationship can be very powerful. It is, therefore, very important that DCP staff thoroughly understand the prohibitions and behavior boundaries incumbent upon them. All DCP staff are required to read and sign-off on the *Staff/Student Interaction Policy* annually, before the beginning of the school year or when hired, if hired during the school year. (See *Appendix G* – *Staff/Student Interaction Policy*.)

Whistle Blowing

Introduction. DCP is committed to lawful and ethical behavior in all of its activities. DCP requires Board members, officers and employees to observe high standards of business and personal ethics in performing their duties and responsibilities, and expects them to act in accordance with all applicable laws, regulations and policies.



In addition to DCP's whistle blowing policy, the California Division of Labor Standards Enforcement has developed a notice called "Whistleblowers Are Protected" that is posted as part of the required employment posters at every DCP site. This notice outlines California's public policy on whistleblowing pursuant to California Labor Code Sections 1102.5 and 1106. A reference copy is included as *Appendix I* of this <u>Employee Handbook</u>. (See *Appendix I* – *Whistleblower Policy*.)

Objectives. The objectives of DCP's whistle blowing policy are to:

- Prevent or detect and correct improper activity;
- Encourage each Board member, officer and employee ("Reporter") to report a good faith belief that there has been a material violation of a law or policy, or a questionable accounting or auditing practice; and
- Ensure that a Reporter is protected from retaliation for making a good faith report and participating in a subsequent investigation.

Definitions. The following terms are used in this policy:

- **Ethics/Ethical** Conscience; the moral value of human conduct and the rules or principles that ought to govern the moral value of human conduct.
- **Good Faith** Sincere conviction in the truth of something.
- **Reporter** DCP Board member, officer or employee. An external advisor may also be a Reporter.
- Material Violation/Information Significant, relevant violation/information.
- Retaliation Punishment by returning some injury or wrong in kind.

Reporter's Responsibility. DCP Board members, officers, and employees are obliged to report in good faith what they believe to be (a) material violations of law or policy, (b) questionable auditing or accounting practices, or (c) failure to take needed action to be in compliance with the law or with generally accepted accounting practices. The following are some examples of the kinds of concerns that should be reported. This list is intended to provide examples, not be all-inclusive:

- Providing false or misleading information on financial documents, grant reports, tax returns or other public documents;
- Providing false information to or withholding material information from financial auditors, accountants, lawyers, Board members or others responsible for ensuring compliance with fiscal and legal responsibilities;
- Embezzlement, theft, or use of facilities or resources for personal benefit;
- Material violations of DCP policies such as *Conflict of Interest*, *Confidentiality*, *Proprietary Information and Ethical Conduct*, and document retention; (See *Employment – Conflicts of Interest*, and *Confidentiality*, *Proprietary Information*, and *Ethical Conduct*.)
- Facilitating or concealing any of the above or similar actions.



Reporting. It is very important that concerns about unlawful or unethical behavior are reported and investigated. There are two ways to report a concern, depending on your assessment of the situation. There is no specific format for a report.

- Internal. Report concerns directly in a written statement to the Executive Director or President of the Board. If your report is verbal, DCP will assist you in writing a report. DCP will not allow retaliation against you for attempting to resolve a whistleblower concern directly within DCP.
- **External.** If you are not comfortable speaking to anyone within DCP, or if you believe your internal report has not been properly addressed, you may make an external report by contacting the California State Attorney General's Whistleblower Hotline at 1-800-952-5225. Calls will be referred to the appropriate authority for review and possible investigation.

Reporters are protected from retaliation without regard to whether their reports are internal or external. Reports may be made anonymously, although anonymity may make an investigation more difficult.

Good Faith. "Good faith" means that a Reporter is sincerely convinced that the behavior he or she is concerned about is unlawful or unethical. A Reporter must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy, or a material accounting or auditing matter.

A Reporter who makes malicious, reckless, false, or grossly negligent reports may be subject to disciplinary action, up to and including termination of employment. Depending on the circumstances, "bad faith" reports may also give rise to other actions such as civil or criminal lawsuits.

Investigating Reports. Except as otherwise required by law or court order, DCP will acknowledge and investigate all reports promptly and carefully. A report that is not quickly resolved by the Principal or the Executive Director will be referred to the President of the Board for investigation.

If a report is made directly to the President of the Board, the President will acknowledge receipt of the complaint (unless it is anonymous) and will authorize an investigation. When the investigation is concluded, a summary of the results will be reported to the Board of Directors and to all known parties, according to their need to know.

The investigative parties (Principal, Executive Director, President of the Board, or members of the Board) have full authority to investigate whistleblower concerns and may retain outside resources (e.g., legal counsel, accountants, private investigators) in order to conduct a full and complete investigation. The Executive Director and the President of the Board are required to make a full report to the Board of Directors of all whistleblowing reports and investigations. The Board may conduct further investigation upon reviewing a report.

No Retaliation. DCP's whistle blowing policy is intended to encourage and enable Board members, officers and employees to raise good faith concerns regarding unlawful or unethical behavior. No one who reports a concern about unlawful or unethical behavior shall be threatened, discriminated against or otherwise subject to retaliation or adverse employment consequences as a result of making a good faith report. Further, any DCP employee who retaliates against a Reporter will be subject to disciplinary action, up to and including termination of employment.



Confidentiality. Whistleblower reports and investigations shall be kept confidential to the extent possible and consistent with the need to conduct an adequate investigation. DCP cannot guarantee complete confidentiality.

Unauthorized disclosure of information relating to a whistleblowing report or investigation to individuals who do not have a need to know will be viewed as a serious violation of DCP policy. Unauthorized disclosure by an employee may result in disciplinary action, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions such as civil or criminal lawsuits.

Confidentiality, Proprietary Information and Ethical Conduct

All employees are required, as a condition of employment, to sign and abide by DCP's <u>Confidentiality Agreement</u> and <u>Staff/Student Interaction Policy</u>. (See Appendix F – Confidentiality Agreement and Appendix G – Staff/Student Interaction Policy.)

Confidential and Proprietary Information. DCP is committed to conducting business in an ethical manner. Internal records, documents, data, lists and databases, curriculum, designs, plans, ideas, handbooks, business and academic information are DCP's property and must never be given to an outside organization or individual, except through normal channels and with appropriate written authorization. Confidential and proprietary information includes, but is not limited to, information about: students or their families; employees or their families; medical conditions or disciplinary actions; employee lists; telephone lists; donor, alumni, sub-contractor or vendor lists; technical, development, marketing or financial information or business plans; the <u>Student Handbook</u> and the <u>Employee Handbook</u>; and confidential Board information.

All such information, records and data are the proprietary and confidential property of DCP and/or our students, employees, Board members, suppliers and advisors. An improper transfer of material or disclosure of proprietary or confidential information, even though you do not personally gain by such action, is unacceptable. When employment ends, all proprietary DCP records and data must be returned. Violations of this confidentiality, proprietary information and ethical conduct guideline may result in disciplinary action, up to and including termination of employment.

Nothing in this guideline is intended to prohibit employees from engaging in legally protected activity such as discussing wages, hours, and terms or conditions of employment with one another.

Students' Confidential Information. We must take care to protect the confidentiality of students' private information, including academic information. When possible and practical, students' posted grades or notes should be identified by using DCP's student identification numbers. Students should be cautioned to protect their confidentiality by not sharing their identification numbers.

Ethical Conduct. DCP is committed to protecting our excellent reputation for operating with integrity, fairness and a commitment to the highest ethical standards. Our reputation for integrity is a valuable asset and rests on employees' conduct. Integrity must underlie all our business and academic relationships.

Employees benefit from DCP's excellent reputation and are obliged to protect it. We expect you to follow the highest standards of ethical conduct while carrying out work responsibilities. We expect that you will not engage in conduct or activity that may raise questions as to DCP's integrity or



values, or otherwise cause embarrassment. Further, you may be subject to discipline if someone engages in prohibited behavior on your behalf.

The Administrative Team is responsible for promoting compliance with this guideline and for ensuring that all employees are familiar with it. You are encouraged to ask questions, seek guidance and communicate concerns regarding potentially improper, unethical or wasteful business practices and health, safety, and environmental issues so that concerns may be investigated. (See *Performance – Standards of Conduct, Appendix E – Safety Plan*, and *Appendix G – Staff/Student Interaction Policy*.)

Conflicts of Interest

We expect employees to devote full efforts and attention to our work. Further, we expect employees to use good judgment, adhere to high ethical standards, and avoid situations that create an actual or potential conflict between personal interests and DCP's or students' interests.

A conflict of interest may exist when your loyalties or actions are contrary to DCP's or students' interests, or are divided between DCP's interests and those of another, such as another employer. If you or others with whom you have a close relationship (e.g., a family member or close acquaintance) have a financial or employment relationship that may impact impartiality, that fact must be disclosed to a member of the Administrative Team or the Executive Director. You should be aware that entering into a personal relationship with another employee, or with someone with whom DCP transacts business, or with someone who is related to a DCP student, may create a conflict of interest that requires full disclosure to DCP, and perhaps to third parties.

The following list illustrates some of the most common conflicts of interest that could develop, but it is not intended to be inclusive. You should avoid all common conflicts of interest, including:

- Developing and failing to disclose a personal relationship with another employee, a student, or with someone related to a student, that might interfere or appear to interfere with impartial judgment in decisions affecting DCP, our employees or students, or that might cause morale problems, disputes, misunderstandings, or potential sexual harassment claims;
- Failing to disclose a personal relationship that is relevant to DCP's business;
- Performing outside work, including self-employment, that interferes with employment at DCP;
- Accepting outside fees, honoraria or other compensation for work-related activities;
- Using proprietary or confidential information or affiliation with DCP for personal gain or to the detriment of DCP or our students;
- Using DCP's facilities, equipment, material or labor for personal use without prior management approval;
- Acquiring an interest in property or assets of any kind for the purpose of selling or leasing it to DCP; or
- Committing DCP to give financial or other support to an outside activity or organization.



Both the fact and the appearance of a conflict of interest should be avoided. Please notify a member of the Administrative Team or the Executive Director before accepting outside affiliations, speaking engagements, consultancies, Board positions, honorary degrees or awards, submitting articles for publication, or engaging in other activities which might confer real or perceived benefit or which might be construed as influencing or otherwise compromising DCP. If you are uncertain whether transactions, activities, or relationships constitute a conflict of interest, please discuss them with a member of the Administrative Team or the Executive Director.

You are required to report to the Administrative Team or the Executive Director any gifts or gratuities offered by an outside individual or organization, or an attempt to influence performance or gain access through the offer of gifts, gratuities, or entertainment.

The Executive Director must approve any exceptions to this guideline in a signed document. Failure to observe this guideline, including failure to disclose a conflict or to seek written exception to this guideline, may result in disciplinary action up to and including termination of employment.

Quality Service

We must always remember that students, their parents, our colleagues and members of the public deserve our courteous attention at all times. Questions, whether asked in person or by phone, should be addressed promptly and professionally. If you cannot respond promptly and completely to a question, please find someone who will respond. Never show that questions or concerns are an interruption or an annoyance, and take care to conduct all conversations in a professional, cordial manner.

Confidential Personnel Records

DCP maintains confidential personnel files on all employees. Your personnel file includes such information as your job application, resume, records of credentials and training, performance reviews, salary information, and other work-related documents. Generally, only a member of the Administrative Team, HR, the Executive Director or legal consultants, have access to your personnel files. You may request access to your personnel file.

All personnel files are DCP's property and we restrict access to the information they contain. You may review your file by making an appointment with HR. You may not remove any material from your personnel file. If you want to add material to your personnel file, you must ask HR before doing so. Upon request, you may obtain a copy of any document in your personnel file.

Keeping your file information current is important for compensation and benefits. Please notify HR in writing if any of the following information changes. If appropriate, HR will notify your Administrative Team, Office Manager, or the Executive Director.

- A legal name yours, a spouse's, partner's or dependent's, or an emergency contact's
- Home address, home phone or cell phone, or E-mail address
- Emergency contact information
- Emergency medical information
- Changes in marital status or number of dependents (for insurance purposes)
- Change of beneficiary for insurance policies



- Status of driver's license, current automotive property and liability insurance coverage, or DMV record (if at any time you drive for DCP business)
- Forms authorizing federal and state income tax withholding
- Information about completing educational or training courses
- Updates to teaching credentials
- Commendations and compliments (internal or external)

Recruitment and Hiring

DCP values employee and community involvement in the hiring process. It is the responsibility of the Administrative Team or the Executive Director to convene an interview committee. The committee may recommend a candidate to the Administrative Team; however the Administrative Team makes the ultimate decision when selecting a candidate. Hiring is always at the discretion of the Administrative Team.

We want to hire people with the experience, skills, abilities, knowledge, positive attitude, personality and motivation best suited to our work and culture. We select employees who can help achieve our goals, share our commitment to outstanding education, and whose competencies and abilities enhance our services to students. We value and are committed to diversity in our work force, and we hope you will encourage applicants who are aligned with our mission and values to apply for employment.

Existing Positions. Existing positions that are vacated will be posted internally and/or externally for all interested candidates. The Administrative Team and/or the Executive Director are responsible for posting, interviewing, and hiring.

Newly-Created Positions. New positions may or may not be posted and both internal and external candidates may be considered. Posting a new position, promoting an internal candidate or hiring an external candidate is at the discretion of the Administrative Team and/or the Executive Director.

Hiring Relatives. Generally we will not hire individuals who are related to each other, whether by birth, marriage, or domestic partnership, because of the potential to create a conflict of interest. Relatives of present employees may be hired by DCP only if: (1) the individuals concerned will not work in a direct supervisory relationship with one another; and (2) the employment will not pose difficulties for supervision, security, safety, or morale. "Relatives" are defined as spouses, domestic partners, children, sisters, brothers, mothers, fathers, cousins, nieces, nephews, uncles, aunts, grandparents, grandchildren, and persons related by marriage.

Present employees who marry or become domestic partners or who become related by marriage will be permitted to continue employment with DCP only if they do not work in a direct supervisory relationship with one another, or otherwise pose difficulties for supervision, security, safety, or morale. If employees who marry or who become related by marriage do work in a direct supervisory relationship with one another, DCP will attempt to reassign one of the employees to another position for which he or she is qualified, if such a position is available. If no such position is available, then one of the employees may be required to leave DCP. The decision as to which employee leaves will be left solely to the employees. In the event that no alternative position is available and neither employee voluntarily leaves DCP, DCP will determine in its discretion which employee to terminate based on legitimate business needs.



Authorization to Work. DCP does not unlawfully discriminate on the basis of citizenship or national origin and we only hire those who are authorized to work in the United States. In compliance with the Immigration Reform and Control Act of 1986, each new employee must, as a condition of employment, complete the <u>Employment Eligibility Verification Form I-9</u> and present documentation establishing identity and employment eligibility. Rehired employees must complete the form if they have not completed an <u>I-9</u> with us within the past three (3) years, or if their previous <u>I-9</u> is no longer valid or on file.

Proof of Auto Insurance. DCP has the right to request proof of auto insurance and/or obtain a DMV report at the beginning of the school year, or at any time, for employees who are required to drive in the course and scope of their employment. If you have provided this documentation, you are required to immediately notify HR of any changes in your personal auto insurance or the status of your driver's license.

Employment Categories

This guideline describes various employment classifications. These classifications do not guarantee employment for any specified time, nor do they change the at-will nature of the employment relationship.

Regular Employees. Regular employees are those hired or re-hired with written offer letters specifying employment status. Neither employment nor re-employment offer letters change the atwill employment relationship. Employees or DCP may end employment at any time with or without advance notice, for any or no reason.

Exempt/Nonexempt. Positions are categorized as either exempt or nonexempt under federal and state wage and hour laws. Employees in exempt positions are exempt from overtime pay, daily time tracking for payment purposes, and mandated meal and rest breaks. Employees in nonexempt positions are covered by the minimum wage requirements, mandatory meal and rest breaks, daily time tracking, and the overtime pay requirements of federal and state laws.

Job duties and scope, dictate whether a position is classified as exempt or nonexempt. DCP contracts with an independent expert to correctly evaluate and classify positions.

Full-time/Part-time. Regular employees also belong to an employment category related to the number of hours normally scheduled to work each week. Because there can be variations in how school schedules are organized, each school site will define "full-time" for teachers at the beginning of the school year and employment or re-employment offer letters will indicate full-time or part-time employment status.

Generally, "full-time" employees are normally scheduled to work at least thirty five (35) hours per week. Depending on the position and as defined in each employment offer letter, a full-time employee may have a ten (10) - or twelve (12) -month work year. Regular full-time employees are eligible for all legally mandated benefits as well as DCP's discretionary benefits, subject to the terms, conditions and limitations of each benefit program.

"Part-time" refers to employees who are normally scheduled to work less than thirty five (35) hours per week. Regular part-time employees receive legally mandated benefits such as Social Security and *Workers' Compensation Insurance*. However, part-time employees are generally not eligible for DCP's discretionary benefits. (See *Benefits – Workers' Compensation Insurance*.)

Developing or Distinguished Professionals. From time to time, DCP may employ developing professionals who are receiving course credit toward their teaching credentials, or distinguished

professionals who are sharing particular expertise with DCP employees. The employment of developing or distinguished professionals must be approved by the Executive Director.

While working at DCP, developing/distinguished professionals are subject to DCP's policies and procedures. The Executive Director and the Principal will approve all such employment relationships.

Seasonal/Limited-term/Contract Employees. From time to time, we may invite graduate students or others to gain work experience at DCP. They may be engaged as seasonal/limited-term/contract employees with no expectations for long-term employment or discretionary benefits, or they may be in unpaid positions simply to accomplish a specific task or gain work experience.

While working at DCP, seasonal/contract/limited term employees are subject to DCP's policies and procedures. The Executive Director and the Principal will approve all such employment relationships.

Non-employment Categories

There are individuals who may work closely with DCP but are not our employees.

Temporary Workers. Temporary workers are employees of a third party, such as a temporary employment agency or registry. Temporary workers are engaged for short periods of time, typically less than six (6) months. Employees of a third party are not DCP employees, nor are they entitled to DCP benefits. Temporary workers are expected to abide by applicable DCP policies and legal requirements for the duration of their assignments.

HR is responsible for identifying sources for temporary workers, including substitute teachers. The Executive Director is responsible for negotiating and approving the rates and fees of third party agencies. The Administrative Team is responsible for scheduling temporary workers and substitute teachers.

Independent Contractors and Consultants. Independent contractors and consultants are typically self-employed professionals, or employees of a consulting company, who provide services and expertise for relatively short assignments. All consulting contracts must be first approved by the Executive Director or a designee.

Independent contractors and consultants are not DCP employees, nor are they entitled to DCP benefits. However, independent contractors and consultants are expected to protect DCP's confidential information and to abide by our prohibitions against harassment, discrimination, and unethical business conduct, as well as observe all applicable guidelines for working in a school setting with minor students.

New Hire Orientation

DCP schedules new employees for orientation as a requirement for beginning work. The agenda for new hire orientation changes from time to time according to the specifics of each position, but the following topics are core to all new hire orientations:

- **Background:** Explain the history and unique elements of DCP's vision, values, and work. (See *Introduction Downtown College Prep.*)
- Benefits: Explain eligibility for benefits and complete enrollment forms. (See Benefits.)



- Emergency Contact Information: Complete emergency contact information.
- Employee Handbook: Review key policies, Appendices, and supplemental brochures.
- **Payroll:** Complete state and federal withholding forms and explain pay dates, how to record time worked, time off, and overtime. (See *Compensation*.)
- Confidentiality and Internal Complaint Review: Discuss and sign the Confidentiality Agreement and discuss the Internal Complaint and Dispute Resolution Procedure. (See Appendix F – Confidentiality Agreement and Appendix C – Internal Complaint and Dispute Resolution Procedure.)
- Security: Explain the safety and security measures for DCP's campuses and Foundation offices. (See Safety and Security Section and Appendix E Safety Plan.)
- **Staff/Student Interactions:** Discuss and sign the *Staff/Student Interaction Policy*. (See Appendix G Staff/Student Interaction Policy.)

Various people may be involved in the new hire orientation including the Administrative Team, HR, and the Executive Director. New hire orientation may be broken into segments and completed over the first few weeks of employment.



Safety and Security

Introduction

DCP is committed to providing safe and secure work environments and we will take all practical steps necessary to prevent workplace injuries and crimes against students, employees, and visitors.

Preventing Workplace Injuries. Employees play the most important role in eliminating workplace injuries. If you observe unsafe conditions or negligent work practices, or if you have ideas that will help DCP and/or employees work more safely, please alert a member of the Administrative Team, HR, or the Executive Director. If you need additional training to perform your job safely, please ask immediately. Remember that the negligence of even one person can result in serious injury.

Ergonomics. We will take reasonable steps to ensure that work spaces are ergonomically sound. Please advise your Office Manager or HR if you have special needs in this regard. As noted earlier, in response to accommodations sought because of a disability or other qualifying condition, DCP will engage in an interactive process with you to determine if a reasonable accommodation exists and can be provided without creating an undue hardship on DCP. All requests for a reasonable accommodation should be accompanied by a doctor's note that you must provide to DCP upon making your request.

Reporting Workplace Illnesses or Injuries. State and federal laws require that any illness or injury that occurs in the workplace must be reported immediately. If you become ill or injured as a result of the workplace, you must notify your Office Manager, HR, or a member of the Administrative Team immediately and you will be asked to complete a written <u>Illness/Injury Report</u>. In compliance with state law, DCP maintains a written <u>Safety Plan</u>. A copy of this plan is reviewed with employees during *New Hire Orientation* and at least annually thereafter, and is available in the employee lounge or by asking your Office Manager or HR. (See Employment – New Hire *Orientation* and *Appendix E – Safety Plan*.)

First Aid at Work. We will work with you to provide first aid in medical emergencies that do not require hospitalization. First aid supplies for minor physical complaints are located with the Office Manager. If supplies are missing or need replenishing, please contact your Office Manager. For serious illnesses or injuries, call an ambulance by dialing 9-1-1 from a school phone and notify your Office Manager and/or a member of the Administrative Team. (See Appendix E - Safety Plan.)



Emergency Procedures. State law requires that emergency drills be conducted at least once each semester. In the event of an emergency or disaster, employees are responsible for ensuring that evacuation is quick and orderly. All employees, students, volunteers and visitors should assemble calmly as far from danger as possible, and employees should stay with students unless otherwise instructed. The Administrative Team or the Executive Director will provide further instructions as dictated by the situation and emergency responders.

If an emergency is caused by a chemical spill or reaction, evacuate the area and, if necessary, evacuate the building. Call for emergency assistance and be prepared to give emergency responders information as to the nature of the chemical spill or reaction.

Security

DCP is committed to providing secure work sites. Please pay attention to student, personal and campus security. Never give unauthorized persons a building key or access card. Promptly report strangers or suspicious people to the Office Manager, a member of the Administrative Team, or Foundation management. If necessary, **call emergency personnel by dialing 9-1-1 from a school phone**. (Note: Dialing 9-1-1 from a cell phone may delay emergency response time.)

All employees must take care to secure their personal property.

Communications Systems and Data Security

DCP provides computers, E-mail, Internet access, phones, voice mail, facsimile and copy machines for work use. Our communications systems are readily accessed by many people, so do not communicate anything on our systems that would embarrass DCP, students or their families, employees or their families, or others associated with DCP.

While we recognize that DCP-issued laptop computers may be used for some personal business, we ask that you exercise great caution and sound judgment regarding any downloaded material. Laptops must be returned if you leave DCP and may occasionally be exchanged for other equipment. DCP is not responsible for any personal software or data that may be stored on a laptop. Further, personal files on DCP computers may be backed-up on our server and, therefore, become accessible to others.

Communications Systems Are Not Private. DCP's communications systems are our property and are maintained exclusively for our benefit. As such, employees do not maintain any reasonable expectation of privacy in DCP communications systems. Any information sent and received on DCP's communications systems is open to inspection by DCP at any time.

Communications, whether personal or work-related, are not private when they are transmitted, received, or stored using our communications systems. Any electronically-stored communications that you either send to or receive from others on any of our systems may be retrieved and reviewed by DCP. No one may encrypt workplace communications without authorization from the Executive Director.

Given the potential for wide distribution of electronic messages, do not use E-mail or voice mail to send inappropriate, disruptive, informal or candid messages. If a message would not be appropriate as a formal written communication, it is not appropriate as an office electronic or voice mail communication. While our communications systems are for work use, limited personal use is permitted. Personal use that threatens to impair productivity or otherwise damage DCP may result in disciplinary action, up to and including termination of employment.



DCP specifically prohibits employees from using our communications systems for any of the following purposes:

- Making threatening or defamatory remarks;
- Receiving or distributing pornography;
- Transmitting comments, images, or jokes that could offend on the basis of a person's race, sex, sexual orientation, religious affiliation, ethnic background, national origin, physical or mental disability, or any other legally-protected category;
- Failing to correctly identify the sender by sending anonymous communications or using deception to disguise the sender's identity;
- Jeopardizing the security of our communications systems by enabling unauthorized third parties to access or use the communications systems;
- Transmitting messages using forged or fictitious names;
- Damaging, altering, or disrupting communications systems in any way;
- Participating in any type of gambling;
- Transmitting without DCP authorization copyrighted, trademarked and/or, patented material, trade secrets or other confidential, private, or proprietary information or material;
- Disclosing without authorization anyone's codes, passwords or personal information (e.g., contact information, medical information, travel plans, etc.); or
- Using without authorization someone else's codes or passwords.

You are cautioned that your work may be subject to investigation, search and review by others in accordance with this guideline. In addition, electronically-stored communications that you send to or receive from others may be retrieved and reviewed by DCP at any time. These cautions extend to personal material on any of DCP's communications systems.

Communications stored on our communications systems are not private and will be retained as part of regular back-up procedures. The use of personal passwords should not be considered an assurance of the confidentiality of any communication. Furthermore, DCP reserves the right to monitor our communications systems and employees' Internet use.

Passwords and Internal Privacy. You should not access a colleague's communications without the specific permission of the colleague, a member of the Administrative Team, or the Executive Director. If necessity requires using another employee's work tools, that use should not extend to opening communications of a personal nature.

Protecting Confidential Communications. DCP's work involves confidential communications so employees should always be certain to whom a communication is being sent. When using our communications systems, be aware of the potential for privacy breaches and take extra precautions to ensure that communications are completed discreetly and confidentially.

Employees should not open or automatically reply to electronic messages unless the sender is known. It is fairly easy to falsify or alter a sender's name and/or routing on messages. If a message

19 | P a g e



seems suspicious, refer it to an employee familiar with the sender before replying. If in doubt, do not simply respond to the address in an E-mail header; confirm the address through the DCP data base or school records.

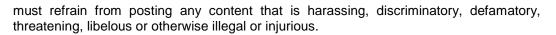
Personal Use of Electronic Media. Employees have no right of privacy as to information or data communicated through DCP's communications systems. All invoices and other documentation related to the use of the communications systems are our property and may be reviewed and used for purposes that DCP considers appropriate. Unauthorized use of or damage to our communications systems may be grounds for disciplinary action, up to and including termination of employment.

Laptop Computers and Portable Electronic Devices. DCP issues laptop computers and other portable electronic devices for work use. Office Managers track the assignment of all equipment. At the end of each school year devices are collected, wiped clean, and returned to returning employees. Upon separation from employment, all laptop computers and other portable electronic devices must be returned to DCP.

Social Media. This policy covers employees creating, posting to, commenting on, or uploading to any Internet website. This includes (but is not limited to) blogs, wikis, chat rooms, bulletin boards, newsgroups, discussion groups, video sharing sites, picture sharing sites, virtual worlds, social networks, and social media sites (e.g., Facebook, LinkedIn, Twitter, YouTube, etc.), whether or not such sites are set to "private."

Employees using social media or other interactive websites are required to adhere to the following guidelines:

- An employee's online postings must not violate any of DCP's policies, be detrimental to DCP's best interests, or interfere with an employee's regular work duties. For example, employees must always be in compliance with DCP's policies regarding non-disclosure of proprietary, confidential, and personal information. Accordingly, employees are prohibited from revealing, or making any reference to, any proprietary or confidential information, trade secrets, or other information covered by such policy. Even vague or disguised references to such information could violate DCP's policies and applicable laws.
- Employees are also prohibited from identifying a partner, vendor, supplier or affiliate by name, or discussing online the confidential information of the Board, partners, vendors, suppliers or affiliates.
- DCP responds to reference requests by directing the requests to the Executive Director, who responds only with dates of employment and positions held. Accordingly, employees must refrain from providing personal references or recommendations for any of DCP's employees in response to online requests (e.g., providing a recommendation on LinkedIn would violate DCP policy).
- If an employee's online posting in any way identifies DCP, the employee must not speak in a way that suggests the employee is speaking on behalf of DCP. Rather, the employee must speak in the first person, and make it clear that the posting only reflects the employee's personal views and opinions.
- Employees are prohibited from using DCP's logos, trademarks or other intellectual property without DCP's prior written authorization.
- Employees are personally and legally responsible for their online postings and comments and must comply with all applicable laws, including copyright and fair use laws. Employees



• Any inappropriate postings that violate these guidelines must be reported to the Executive Director or a member of the Administrative Team immediately.

DCP, in its sole discretion, will determine whether a particular online posting or other communication violates DCP policy. DCP reserves the right to monitor content sent or received on DCP-provided technology. In addition, DCP reserves the right to require employees to refrain from commenting on topics related to DCP if advisable to comply with securities or other laws, and/or to ensure compliance with any law or policy. This policy is not intended to interfere with any rights employees may have under applicable laws. Failure to follow this policy may lead to disciplinary measures, up to and including termination of employment. Should you have any questions about this policy or its application, please contact the Executive Director, HR, or a member of the Administrative Team.

Blogging. Composing or reading blogs is not appropriate during work time or while using DCP's Communications Systems unless it is a component of your job. The casual nature of the blog medium can allow sensitive or proprietary information to be shared. Even password-protected private blogs can be cracked by hackers and internal communications could be made public.

Desks and Other Storage Devices. Although we may provide desks and other storage devices for your convenience, they remain DCP's sole property. Employees may not lock desks and other storage devices unless we provide the lock, and we reserve the right to retrieve documents from absent employees' desks or files when required to complete our work.

We reserve the right, at all times and without prior notice, to inspect and search any and all DCP property. These inspections may be conducted during or after business hours, in the presence or absence of employees. Only the Executive Director, a Board member, or a specifically-authorized manager may conduct such a search.

Visitors

Only visitors who have specific appointments and who have registered with the office are permitted at our campuses or in the DCP offices. Restricting unauthorized visitors assists in maintaining security, protecting against theft, and avoiding potential distractions and disturbances.

All visitors must check-in at the office and receive a guest badge. You are responsible for the conduct and safety of your guests on our premises and at DCP functions.

Workplace Violence

Workplace violence is a national concern. We strictly prohibit students, employees, consultants, visitors, or anyone else on our premises or at DCP-related activity, from engaging in any conduct, whether verbal or physical, which intimidates, endangers or creates the perception of intent to harm persons or property. Further, we seek to prevent workplace violence before it begins and reserve the right to deal preemptively with behavior that suggests violence may occur. Examples include but are not limited to:

 physical assaults or threats of physical assault, whether made in person or by other means (e.g., in writing, by phone, fax, text, or E-mail);



- speech that is intimidating and has the purpose or effect of threatening the health or safety of a co-worker or student;
- possession of firearms or any other weapon on DCP property, while conducting business for DCP, or at a work-related function;
- any other conduct or acts which management believes represent an imminent or potential danger to workplace safety and/or security;
- Behavior that suggests a propensity towards violence (e.g., belligerent speech, excessive arguing or swearing, sabotage or threats of sabotage, or a demonstrated pattern of refusal to follow DCP's policies and procedures); and
- Defacing DCP property or causing physical damage to our facilities.

Reporting Potential Violence. If you observe or become aware of any of the above-listed actions or behaviors by an employee, client, visitor, student or other party, you must immediately notify a member of the Administrative Team, HR, or Foundation management. If appropriate, you may also dial 9-1-1 from a land line to request assistance. Do not engage in a physical or verbal confrontation with a potentially violent individual. Further, notify a member of the Administrative Team and HR if a restraining order is in effect, or if a potentially violent personal situation exists that could result in workplace violence.

Investigation and Action. All reports of actual or potential workplace violence will be taken seriously and will be investigated promptly and thoroughly. We will maintain the confidentiality of the reporting employee and the investigation to the extent reasonably possible, but we may need to disclose results, including reports to law enforcement, to protect individual safety. DCP will not tolerate retaliation against an employee who makes a good faith report of actual or potential workplace violence, or who participates in an investigation concerning workplace violence.

If DCP determines that violence occurred or was threatened, appropriate action will be taken. Such action may include disciplinary action, verbal or written warnings, suspension, or termination of employment. If the violent behavior is that of a non-employee, DCP will take appropriate action.

Violations of this policy, including failure to report threats or incidents or to cooperate in an internal investigation, may result in disciplinary action, up to and including termination of employment.

Mandated Reporting of Student Neglect or Abuse

For purposes of the Child Abuse and Neglect Reporting Act, a "mandated reporter" is any DCP employee or volunteer, at any location. This means that for all practical purposes, everyone associated with DCP is a "mandated reporter."

California Penal Code Section 11166 of the Child Abuse and Neglect Reporting Act requires that mandated reporters report to the appropriate agency "...whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." The report should be made by phone immediately or as soon as practical and, within 36 hours, you must prepare and send a written report to the Department of Justice (DOJ) using the DOJ's Suspected Child Abuse Report form.

As a condition of employment, all DCP employees and volunteers are required to sign a document that outlines the responsibilities of a mandated reporter and promising to comply with mandated

reporting requirements. If you have any questions about mandated reporting, please contact your principal or DCP's Compliance Officer.

Failure to make a required report is a misdemeanor punishable by up to six months in jail and/or a fine up to \$1,000.

Staff/Student Interactions

DCP has a responsibility to make and enforce the rules and regulations governing student and staff behavior in order to create the safest and most effective learning environment possible. We have a *Staff/Student Interaction Policy* that addresses topics such as corporal punishment, appropriate behavior prohibitions and boundaries, reporting requirements, when parents should be present, or when parental permission should be obtained.

The full *Staff/Student Interaction Policy* is included in this <u>Handbook</u> and all DCP staff are required to read, understand, and sign this policy annually. (See *Appendix G* – *Staff/Student Interaction Policy*.)

Criminal Background Checks

As required by law, all individuals working or volunteering at DCP will be required to submit to a criminal background check. No condition or activity will be permitted that may compromise DCP's commitment to the safety and the well-being of students and employees. Safety and well-being take precedence over all other considerations.

While we place great value on the contributions of employees, educators, and volunteers, there are conditions that are incompatible with unsupervised access to children. Conditions that preclude working at DCP include conviction on charges of a controlled substance or sex offense, or a serious or violent felony. DCP has therefore adopted a strict policy of prohibiting any individual with such a criminal history from contact with DCP students on school grounds or other sanctioned school activities. Additionally, should an employee, during his/her employment with DCP, be convicted of a controlled substance or sex offense, or serious or violent felony, it is expected that the employee will immediately report such to DCP's HR.

Tuberculosis Testing

Anyone working or volunteering at a school site must be able to demonstrate that they are free from active tuberculosis (TB) as a condition of employment or volunteering. This guideline applies to:

- New employees and volunteers
- Continuing employees and volunteers
- Food handlers (DCP employees, third-party contract and temporary employees, volunteers)
- Substitute teachers
- Student teachers under the supervision of an educator
- Anyone providing student services at a school site



TB Testing. Written medical certification that you are free from active TB is a condition of beginning and continuing employment or volunteering at a school site. You must submit written proof from a physician that you have been examined for active TB within 60 days before beginning employment or volunteering. An acceptable TB examination is either (a) an x-ray of the lungs, or (b) a TB skin test, which, if positive, was followed up with an x-ray of the lungs. All school employees and volunteers are required to demonstrate they are free of active TB at least every four years. Food handlers are required to be tested for active TB every year. Written medical certification that you are free from active TB is a condition of beginning and continuing employment or volunteering at a school site. Employees and volunteers pay their cost for a TB examination.

Documentation. Documentation of TB examinations should be given in an envelope to the school secretary, or to the Compliance Officer in the Administrative Office, and will be kept on file.



Performance

Summative Evaluations

DCP conducts written evaluations for all employees at least once each year. The summative evaluation process encourages open communications so that problems, if any, can be identified while still correctable. Employees may request observations by management and/or informal performance feedback any time.

The summative evaluation process was developed and continues to be refined by DCP. Considerable attention is placed on setting individual goals and action plans, as well as meeting overall and position-specific performance standards. If a performance deficiency is noted, an employee typically receives a written <u>Performance Alert</u> unless more rapid intervention is warranted.

Resolving Problems

DCP seeks to treat all employees respectfully, fairly, and honestly. We expect employees to treat each other and students the same way. Comments should be made in a positive manner and criticism, if needed, should be offered constructively. Generally speaking, resolving problems as soon as possible means using available internal resources: your Administrative Team, HR, and Foundation management.

If you believe that a policy or decision affecting you is unfair, please try to resolve the problem through DCP's internal processes as soon as possible. Concerns will be investigated appropriately for the circumstances and the Administrative Team or Foundation management will respond as soon as possible. (See Introduction - Open Door, Employment – Equal Employment Opportunity and Confidentiality, Proprietary Information and Ethical Conduct.)

Standards of Conduct

Work Conduct. Common sense and courtesy remain the best guidelines for workplace conduct. We expect that employees will be professional in dealings with students and their families, colleagues and their families, Board members and their families, and members of the public or media.

While it is difficult to describe all the positive behaviors we seek or the negative behaviors we seek to discourage, the following examples of behaviors are definitely not appropriate while representing DCP. These behaviors may result in disciplinary action, up to and including termination of



employment. This list is illustrative only and does not include all types of conduct that threaten security, personal safety, the welfare of employees or students, DCP's operations, or are otherwise unacceptable in the workplace.

- Insubordination refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority, or refusing to speak to supervisors or other employees.
- Inefficiency poor work performance including low work volume, carelessness or unnecessary wastes of time or material, improper handling of financial transactions, and neglect of job duties or responsibilities.
- Violating the Staff/Student Interaction Policy. (See Appendix G Staff/Student Interaction Policy.)
- Unauthorized soliciting, collecting of contributions, distributing literature, written or printed matter is strictly prohibited on DCP property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks. (See *Performance* – *Solicitation*.)
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property, or of DCP's or students' property.
- Using or possessing firearms, weapons or explosives of any kind on DCP premises or while representing DCP.
- Fighting or instigating a fight on DCP premises or while representing DCP.
- Violating DCP's sexual harassment policy. (See *Employment Unlawful Sexual and Other Harassment*.)
- Using profane, abusive or threatening language in conversations with other employees; intimidating or interfering with other employees. (See *Safety and Security Workplace Violence*.)
- Immoral or indecent conduct.
- Conviction of a criminal act.
- Violations of DCP's Drug and Alcohol Abuse policy, including being under the influence of alcoholic beverages during work time or while interacting with and/or responsible for students, or excessive drinking or impairment due to alcoholic beverages in connection with DCP-authorized events. (See Performance – Drug and Alcohol Abuse.)
- Tampering with or falsifying a report or record including, but not limited to, personnel, absence, sickness or production reports or records, specifically including applications for employment and time off or time tracking records. (See *Cash Compensation Time Tracking and Overtime*.)
- Entering time on another employee's time record, or arranging for another employee to enter time on your time record. (See Cash Compensation Time Tracking and Overtime.)



- Excessive absenteeism or tardiness, excused or unexcused, or an unauthorized absence from DCP during the workday. (See Cash Compensation – Time Tracking and Overtime and Benefits – Discretionary Time Off.)
- Using tobacco on DCP premises, at DCP functions or while representing DCP. (See *Performance Using Tobacco.*)
- Releasing confidential information without authorization. (See *Employment Confidential Personnel Records* and *Appendix F Confidentiality Agreement*.)
- Dishonesty.
- Unauthorized use of DCP equipment, time, materials, facilities, or credit.
- Discourteous or rude behavior.
- Conducting personal business during business hours and/or unauthorized or excessive use of business telephones for personal calls. Excessive use of personal cell phones or using personal cell phones during work time.
- Gambling on DCP's premises.
- Posting notices on DCP's premises without prior written approval of management, unless the posting is on a DCP bulletin board designated for employee postings.
- Engaging in sabotage or espionage (industrial or otherwise).
- Sleeping during work hours.
- Any other conduct detrimental to other employees or DCP's interests or its efficient operations.

All DCP employment is at-will, and nothing in this guideline alters the at-will employment relationship. Employees who possess an employment contract which provides for other than at-will employment shall have the procedures and process for termination during the contract specified in the contract. (See *Introduction – At-will Employment*.)

Off-Duty Conduct. While DCP does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with DCP's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect DCP or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the DCP's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by DCP, employees are expected to devote their energies to their jobs with DCP. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's DCP work schedule, duties, and responsibilities;
- Additional employment that creates a conflict of interest or is incompatible with an employee's DCP position;



- Additional employment that impairs or has a detrimental effect on an employee's DCP work performance;
- Additional employment that requires an employee to conduct work or related activities on DCP's property during working hours or that requires using DCP's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of DCP.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to DCP explaining the details of the additional employment. If the additional employment is authorized, DCP assumes no responsibility for it. DCP shall not provide *Workers' Compensation Insurance* coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time. (See *Benefits – Workers' Compensation Insurance*.)

Punctuality and Reliability

Work Schedules. Employees have various starting and stopping times, and some employees may not work every day. You should be in place and ready to work by the agreed starting time, and should remain at work for your entire work schedule except for meal periods, rest breaks, or when authorized to leave on DCP business. If you leave the premises during work hours, please make sure a member of your Administrative Team and the Office Manager know you are gone and how to reach you.

Absences. An "absence" is defined as failing to report to work or leaving work for reasons other than pre-approved paid or unpaid time off. Late arrival, early departure or other unscheduled absences from regular work hours are disruptive and, unless there is an emergency, must receive prior approval.

DCP realizes that some absences are unavoidable and, in cases of illnesses or emergencies, are justified. We do not want you to report for work if you are too ill to be productive and safe or if you are likely to be contagious to others. We expect you to keep unplanned absences to a minimum because they place an additional burden on employees to cover your work in addition to their own. If a necessary absence is unplanned, please call the Office Manager no later than one hour before you are scheduled to work. Make a point of speaking to the Office Manager or a member of your Administrative Team, rather than leaving a message. In all cases, be sure to leave a phone number where you can be reached.

All unscheduled absences from work are unexcused unless they are the result of a personal emergency, an approved reasonable accommodation for a known qualified disability or a workers' compensation injury or illness, *Family and Medical Leave*, *Pregnancy Disability Leave*, *ADA/Medical Disability Leave*, *Paid Family Leave*, or *Military Leave* when you have met the requirements for such leaves. We reserve the right to request verification (e.g., doctor's note or jury summons) of the reason for any absence. (See *Benefits – Discretionary Time Off, Workers' Compensation Insurance, Family and Medical Leave*, *Pregnancy Disability Leave*, *ADA/Medical Disability Leave*, *Military Leave*, and *Jury Duty and Witness Leave*.)

DCP considers absences to be excessive when they exceed accrued *Discretionary Time Off* or, under the circumstances, indicate an unacceptable pattern of absences. Chronic absenteeism, excused or unexcused, is grounds for termination of employment unless otherwise protected by law. Employees absent for three (3) consecutive work days without notifying a member of the



Administrative Team or the Office Manager are presumed to have resigned. (See Performance - Standards of Conduct, Cash Compensation – Time Tracking and Overtime, and Benefits – Discretionary Time Off.)

Tardiness. "Tardiness" is failing to report to work at the agreed upon starting time, or to return promptly from a scheduled break or errand. If you are going to be delayed in returning to work, please call the Office Manager. Late calls, no calls, unexcused tardiness and/or unexcused absences are all considered to be policy violations that may result in disciplinary action, up to and including termination of employment. (See *Employment – Employment Categories, Performance - Standards of Conduct* and *Compensation – Time Tracking and Overtime.*)

Performance Counseling

Performance counseling provides a way to let employees know if there is a performance problem and to reassert DCP's performance expectations. The goal of performance counseling is always to improve performance. The performance counseling procedure:

- If some aspect of performance does not meet DCP's standards, a member of your Administrative Team or your Office Manager will usually talk with you. Often a discussion is sufficient to correct the situation.
- If discussion fails to result in performance changes or in situations where the Administrative Team or Foundation management believes it is warranted, a written <u>Performance Alert</u> may be created. A <u>Performance Alert</u> is a clear warning that a problem is serious and, if uncorrected, will result in further action, possibly including termination of employment.

While performance counseling may begin with discussion, different situations (including prior performance problems) could call for beginning with a <u>Performance Alert</u> or terminating employment without benefit of discussion or written notice. This performance counseling procedure in no way limits or alters DCP's at-will employment relationship.

An employee who receives a <u>Performance Alert</u> will work closely with management to improve performance. Employees may request more frequent observation, coaching, and feedback.

We encourage employees to use the *Resolving Problems* guideline to discuss performance concerns with a member of the Administrative Team at any time. DCP reserves the right to use the full performance counseling procedure, any part of it or none of it, prior to terminating employment. (See *Performance – Resolving Problems*.)

All employment at DCP is at-will, regardless of the performance counseling process. This means that employment may be ended by you or by DCP at any time, with or without cause and with or without advance notice. Nothing in this <u>Handbook</u>, or in any other document or statement, limits the at-will nature of employment.

Drug and Alcohol Abuse

DCP is committed to providing a safe and productive work environment. We recognize the valuable resource we have in our employees, and we believe your state of health affects your attitude, effort, and job performance.

Purpose. DCP intends to maintain a workplace that is free of drugs and alcohol and to discourage drug and alcohol abuse by employees. Employees who are under the influence of drugs or alcohol



on the job compromise our interests and endanger their own health and safety and the health and safety of others. Substance abuse in the workplace can also cause a number of other work-related problems including absenteeism and tardiness, substandard job performance, increased workloads for co-workers, behavior that disrupts other employees, and inferior quality work products or client service.

To further our interest in avoiding accidents, to promote and maintain safe and efficient working conditions for all employees, and to protect our business, property, equipment, and operations, DCP has established this guideline concerning the use and abuse of alcohol and drugs. As a condition of continued employment, each employee must abide by this guideline or they will be subject to discipline up to and possibly including termination.

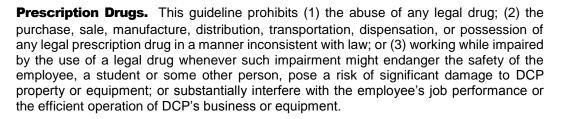
Definitions. For purposes of this guideline:

- "Illegal drugs or other controlled substances" means any drug or substance that (a) is not legally obtainable; or (b) is legally obtainable but has not been legally obtained; or (c) has been legally obtained but is being sold or distributed unlawfully.
- **"Legal Drug"** means any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed.
- **"Abuse of any legal drug"** means the use of any legal drug (a) for any purpose other than the purpose for which it was prescribed or manufactured; or (b) in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer.
- **"Possession"** means that an employee has the substance on his or her person or otherwise under his or her control.
- "Reasonable suspicion" includes a suspicion that is based on specific personal observations such as an employee's manner, disposition, muscular movement, appearance, behavior, speech, or breath odor; information provided to management by an employee, by law enforcement officials, by a security service, or by other persons believed to be reliable; or a suspicion that is based on other surrounding circumstances.

Prohibited Conduct. The prohibitions of this section apply whenever the DCP's interests may be adversely affected, including any time an employee is (1) on DCP premises; (2) conducting or performing DCP business, regardless of location; (3) operating or responsible for the operation, custody, or care of DCP equipment or other property; or (4) responsible for the safety of others in connection with, or while performing, DCP-related business.

Alcohol. The following acts are prohibited and will subject an employee to discharge: (1) the unauthorized use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of alcohol; or (2) being under the influence of alcohol. DCP may provide alcohol for consumption at certain events, such as social functions. The consumption of alcohol at these events does not violate this guideline unless consumption violates a law or results in an employee being impaired by the use of alcohol in violation of this guideline.

Illegal Drugs. The following acts are prohibited and will subject an employee to discharge: (1) the use, possession, purchase, sale, manufacture, distribution, transportation, or dispensation of any illegal drug or other controlled substance; or (2) being under the influence of any illegal drug or other controlled substance.



Nothing in this guideline is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs, so long as that activity does not violate any state or federal law or result in an employee being impaired by the use of such drugs in violation of this guideline.

Drug Testing. Any drug testing required for employment with DCP will be performed by a certified medical facility and all drug testing-records will be treated as confidential.

Reasonable Suspicion Testing. If a member of the Administrative Team has a reasonable suspicion that an employee is working in an impaired condition or otherwise engaging in conduct that violates this guideline, the employee will be asked about any observed behavior and offered an opportunity to give a reasonable explanation. If the employee is unable to explain the behavior, he or she will be asked to take a drug test in accordance with the procedures outlined below.

If the employee refuses to cooperate with the administration of the drug test, the refusal will be handled in the same manner as a positive test result.

Procedures for Drug Testing. DCP will refer an employee to an independent, National Institute on Drug Abuse (NIDA)-certified medical clinic or laboratory, which will administer the test. DCP will pay the cost of the test and reasonable transportation costs to the testing facility. The employee will have the opportunity to alert the clinic or laboratory personnel to any prescription or non-prescription drugs that he or she has taken that may affect the outcome of the test. All drug testing will be performed by urinalysis. Initial screening will be done by EMIT II. Positive results will be confirmed by gas chromatography/mass spectrometry.

The clinic or laboratory will inform DCP as to whether the applicant passed or failed the drug test. If an employee fails the test, he or she will be considered to be in violation of this guideline and will be subject to disciplinary action up to and possibly including termination.

Acknowledgment and Consent. Any employee subject to testing under this guideline will be asked to sign a form acknowledging the procedures governing testing, and consenting to (1) the collection of a urine sample for the purpose of determining the presence of alcohol or drugs, and (2) the release to DCP of medical information regarding the test results. Refusal to sign the agreement and consent form, or to submit to the drug test, will subject an employee to discipline up to and possibly including termination.

If drug testing is required after an applicant receives a job offer from DCP, but prior to being hired, refusal to sign the agreement and consent form, or to submit to the drug test, will result in the revocation of an applicant's job offer with DCP.

Disciplinary Action. Violation of this guideline may result in disciplinary action up to and including immediate termination. An employee who is convicted under a criminal drug statute for



a violation occurring in the workplace or during any DCP-related activity or event will be deemed to have violated this guideline. Mandatory participation in and satisfactory completion of an inpatient or outpatient drug or alcohol abuse assistance or rehabilitation program may become a condition of continued employment with DCP upon violation of this guideline.

Using Tobacco

In keeping with DCP's goal to provide a safe and healthful work environment, and in compliance with local laws, no form of tobacco may be used on our property, while representing DCP or attending a DCP function, or while interacting with students and their families. We expect employees to abide by all legal limitations concerning the use of tobacco while working or representing DCP.

Personal Appearance

DCP's work environment is professional, but casual. We expect employees to present a clean, neat appearance and to dress according to work requirements during business hours or while representing DCP.

Since unacceptable attire is a shorter list than acceptable attire, the following attire is always unacceptable unless the Administrative Team suspends appearance guidelines for a particular event:

- T-shirts with messages or art work other than a manufacturer's logo;
- Denim jeans or shorts of any length; belts should be worn when pants have belt loops;
- Casual sandals such as flip-flops or shoes that are dirty, torn, or broken;
- Clothing that is unbefitting a role model for young people, including clothing that is soiled, wrinkled, torn, ill-fitting, too flashy, too short, too tight, too low-cut or too revealing;
- Facial jewelry other than earrings; and
- Excessive or expensive jewelry. We encourage you to limit visible jewelry to watches, rings, necklaces, and bracelets.

Make-up should be used in moderation and personal grooming (e.g., combing hair, applying lipstick) should be done privately. Hair should be dry and neatly groomed, and employees should attend to personal hygiene (e.g., bathing, using deodorant or antiperspirant) before coming to work. Facial hair that is kept neatly trimmed is acceptable.

Many people are allergic to scent. We ask that you use scented products very sparingly, if at all.

If you are not certain whether a particular article or type of clothing is appropriate, please ask a member of your Administrative Team or the Office Manager before wearing the item in question. DCP reserves the right to ask employees whose attire or accessories violate our personal appearance guidelines to remove the accessory while working or to return home to correct the problem.



Cell Phone/PDA Etiquette

Please turn off cell phones and personal digital assistants (PDAs) or set them to vibrate so others are not disturbed. We discourage the use of cell phones or PDAs to make or receive personal calls during work time, except in an emergency. Cell phones and PDAs may be used freely when not in work areas and during rest breaks or meal periods as long as others are not disturbed.

Employees may not use cell phones or PDAs while driving on DCP business unless there is a hands-free connection, and even then we strongly discourage the use of electronic devices while driving.

Solicitation

People who are not employed by DCP may not directly solicit or distribute literature on our campuses or in our offices at any time for any purpose.

While employees may have interests in events and organizations outside the workplace, DCP prohibits direct solicitation (e.g., personally asking others to purchase something or donate on behalf of a cause), promoting support for, or distributing literature during work time, or during the working time of employees at whom the activity is directed, on our campuses or in our offices. Work time does not include meal periods, rest breaks or any other periods in which employees are not scheduled to work.

This prohibition on solicitation and distribution extends to approaching students and their families, and DCP employees, service providers, vendors, and suppliers.

Recycling

DCP teaches and supports environmental awareness by encouraging recycling and waste management in our business practices. Our goal is to purchase, use and dispose of products and materials in a way that best utilizes natural resources and minimizes negative impact on the environment.

Special recycling containers are available on each campus and in our offices to promote the collection of flattened cardboard, white and mixed paper, aluminum cans, glass, and plastic bottles.



REVISED FEBRUARY 1, 2015



Cash Compensation

Pay Philosophy

The purpose of DCP's compensation program is to recognize strong performance and attract, motivate, and retain quality talent.

Objectives. DCP's pay practices are designed to:

- Provide equitable cash compensation based on position and performance;
- Provide a total compensation package that is competitive with similar organizations; and
- Be internally equitable as well as externally competitive.

Total Compensation. An employee's total compensation consists of:

- **Cash Compensation** Cash compensation includes base pay and overtime. It is determined by factors such as competitive market rates, depth of expertise and professionalism, and performance. For employees in nonexempt positions, overtime pay is calculated on the base pay rate.
- Benefits (Non-cash Compensation) Benefits include both legislated benefits and DCP discretionary benefits such as *Holidays and School Closure Days*, and *Discretionary Time Off.* Benefits vary depending on employment category. (See *Employment Employment Categories* and *Benefits Holidays and School Closure Days*, and *Discretionary Time Off.*)

Pay Increases. The decision to award a pay increase is influenced by the competitive market rates for each position, performance during the past year, and DCP's financial condition. Management reviews compensation following summative evaluations. If an increase is offered, it normally takes effect at the beginning of the school year. Pay increases are not promised or guaranteed from year-to year, nor are they linked directly to a cost of living increase or seniority.

Work Schedules

Employees in Nonexempt and Exempt Positions. Business hours for DCP are normally Monday through Friday from 8:00am – 5:00pm. The typical work schedule for regular full-time employees in nonexempt positions is forty (40) hours per work week, scheduled as eight (8) hours per day Monday-Friday. For nonexempt employees, the Principal works with the Office Manager



and employees to develop a daily schedule with starting and stopping times, a meal period, and rest breaks. Exempt employees are generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal Periods and Rest Breaks for Employees in Nonexempt Positions. Meal periods should be scheduled approximately mid-way through the work schedule. Employees in nonexempt positions who work five (5) hours or longer should take one 30-minute unpaid meal period. If the total work period on a day is no more than six (6) hours employees may waive the meal period by **mutual written consent**; both employees and supervisors must sign any such waiver.

Employees should log-out at the beginning of a meal period and log-in when returning, and should also let management know when leaving and returning. If the nature of our work occasionally requires an on-duty meal period, we will create a written memo signed by an employee and a supervisor to document the on-duty meal period, and pay will be in accordance with all applicable wage and hour laws.

Full-time employees in nonexempt positions must take one paid ten (10) minute rest break for every four (4) hours of work, scheduled approximately mid-way in the four (4) hours or major portion of four (4) hours. Breaks may not be added to a meal period, combined into one twenty (20) minute break, or taken at the beginning or end of the work day.

It is important that adequate supervision and phone coverage be maintained throughout the day. This means that employees may be asked to stagger rest breaks and meal periods to ensure continuous coverage.

Workday and Workweek Defined. DCP defines the basic workday and workweek for the purpose of being able to accurately calculate overtime for employees in nonexempt positions. These definitions of workday and workweek are largely irrelevant to employees and do not necessarily correspond to established schedules or an employee's regularly scheduled hours.

For the purposes of calculating overtime, DCP's workday begins at 12:00 a.m. and ends 24 hours later. The DCP workweek begins each Monday at 12:00 a.m. and ends 168 hours later.

Time Keeping

Employees in Exempt Positions. If you are in a position classified as exempt, you are not required by law to maintain a written record regarding your daily start and stop times. Exempt employees are, however, required to accurately record all time (four (4) hours or more) away from their regular work schedules (e.g., *Holidays and School Closure Days, Discretionary Time Off*). (See *Benefits – Holidays and School Closure Days* and *Discretionary Time Off*.)

Employees in Nonexempt Positions. If you are in a position classified as nonexempt you must maintain an accurate daily record of the time you begin and end your work and the beginning and ending time of each meal period. The beginning and ending times of split schedule or departure from work for personal reasons must also be recorded. DCP compensates for all overtime hours in accordance with state and federal laws; hours worked in excess of eight hours in a day or 40 hours in a week will be compensated at overtime rates. The manager of employees in nonexempt positions determines the need for overtime, which must be authorized in advance because overtime impacts DCP's budgets. Failure to obtain advance authorization for working overtime may result in disciplinary action, up to and possibly including termination of employment.

DCP uses a computerized time tracking system, you will be assigned a personal identification number that you may not share with anyone other than HR or the Controller. You may not log into

the time tracking system using anyone else's number or tamper with, change, modify, delete or otherwise handle another employee's time record or time codes.

Computerized systems record time to the minute. Whether using a computerized or paper system, you may not check-in more than five (5) minutes before the beginning of work or check-out more than five (5) minutes after the end of work, unless authorized by your Principal or the Office Manager. Other than the beginning and ending of a work day or taking a meal period, you may not check-in or check-out without authorization. If you forget to check-in or check-out, please notify the Office Manager as soon as possible so that the oversight can be corrected.

DCP pays employees in nonexempt positions for their attendance at mandatory work-related meetings, lectures and training programs. If a meeting extends through lunchtime, employees in nonexempt positions will be given an additional unpaid meal period of at least 30 minutes, even if DCP provided a meal.

Time Records are Legal Documents. Time records are legal documents, so please take care that they are always accurate and up-to-date. Your Office Manager reviews time records before payroll is processed. Corrections or modifications to time records must be initialed by you and your Office Manager.

Rest Breaks and Meal Periods for Positions Classified as Nonexempt. Nonexempt employees are provided with rest breaks based on the number of hours they work during the day, as follows:

Hours of work during day	Number of breaks provided
Less than 3.5	0
At least 3.5 but less than 6	1
At least 6 but less than 10	2
At least 10 but less than 14	3

Rest breaks may not be combined with meal periods or taken at the beginning or end of a work day. To the extent possible, rest breaks will be provided in the middle of work periods.

Nonexempt employees who work five or more hours on a given workday will be provided with an unpaid meal period of at least 30 minutes in length; employees will be provided with a second meal period if they work more than 10 hours during the day. Employees are relieved of all duties during their meal periods.

Employees who work no more than six hours on a given day may waive their right to take a meal period on such days. Employees who work over 10 hours on a given day may waive their right to a second meal period if they have taken the first meal period and do not work more than 12 hours during the day. Employees who wish to waive a meal period must submit a written request to do so prior to the scheduled commencement of the meal period.

Employees in nonexempt positions must record the times at which they begin and end their meal periods. Meal periods may not be combined with rest breaks or taken at the beginning or end of a work day.

Any employee who feels he or she is unable to take a meal period or rest break for any reason should notify his or her Manager, or Administrative Team immediately.

Overtime for Employees in Nonexempt Positions. The nature of DCP's activities requires occasional overtime and flexible scheduling. We will try to take your needs into account by giving as much advance notice of schedule changes as practical.



Your Principal determines the need for overtime and all overtime must be authorized in advance. DCP compensates for all overtime hours in accordance with applicable law.

Paydays and Direct Deposit

Paydays. DCP pays all employees monthly on the last business day of the month. Employees will be notified if there are changes to the payroll schedule.

Teachers' Pay Options. Teachers are offered the option of receiving their annual pay in ten (10) or twelve (12) monthly installments, chosen before the beginning of the school year and beginning in September. Eligible teachers who receive their pay in ten (10) installments will have benefits (e.g., medical and dental insurance) in effect for twelve (12) months.

Paychecks and Direct Deposit. We encourage employees to use direct deposit for convenience and to have the quickest access to pay. Funds transferred through direct deposit typically become available shortly after midnight on payday. Employees who use direct deposit receive a pay voucher on payday; employees who do not use direct deposit receive a "live" paycheck. Vouchers and paychecks are available at each DCP location by 5:00 p.m. on payday.

If you lose your live paycheck, please inform the Controller immediately. You will be required to sign an affidavit that your check has been lost and, if our bank has not paid the check, DCP will stop payment and replace the lost check within one (1) work day. If you later find your check, please return it promptly to the Controller.

Unless you give written authorization to HR, we will release your paycheck or voucher only to you. If you are absent on payday, your check or voucher will be held until you return.

Pay Deductions and Setoffs

Pay Deductions. The law requires certain deductions from every paycheck, including applicable federal, state, and local taxes. We also deduct Social Security taxes on earnings up to a specified limit called the Social Security "wage base." DCP matches Social Security taxes you pay.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, please ask the Controller to explain them to you.

All federal, state, and Social Security taxes will be automatically deducted from paychecks. The federal withholding tax deduction is determined by the employee's <u>W-4</u> form. The <u>W-4</u> form should be completed upon hire and it is the employee's responsibility to report changes in filing status to the Principal and to fill out a new <u>W-4</u> form. You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new <u>W-4</u> form and submitting it to the Controller and HR. The office maintains a supply of these forms.

At the end of the calendar year, a $\underline{W-2}$ "withholding statement" will be prepared and forwarded to each employee for use in preparing income tax returns. The $\underline{W-2}$ shows Social Security information, taxes withheld, and total wages.

Pay Setoffs. Pay setoffs are deductions taken to help pay a debt or obligation to DCP or others (e.g., garnishments). Pay setoffs, as with court orders, must be authorized in writing by an employee or by a third party.



Questions. Questions regarding paychecks, payroll taxes, or payroll deductions should be referred to HR.

Pay Corrections

DCP takes reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid on the scheduled payday. If there is an error in pay, please promptly alert the Controller within 24 hours so that corrections may be made as quickly as possible.

Emergency Closing

There may be times when emergencies such as fires, power failures, or earthquakes disrupt operations. In extreme cases, these circumstances may require closing temporarily. If the Principal or Executive Director closes a campus or offices due to emergency conditions, DCP will pay employees in accordance with applicable wage and hour laws.



REVISED FEBRUARY 1, 2015



Benefits

Introduction

This section summarizes the benefits offered to employees and is not intended to modify or replace any term or condition of a benefit plan as described in a <u>Summary Plan Description</u> or contracts of insurance. This summary information is subject to change. For detailed information on benefits coverage, please refer to the <u>Summary Plan Descriptions</u> or contracts of insurance to determine the exact terms and conditions of coverage. If any statement in this <u>Handbook</u> or any statement made by a DCP employee conflicts with a <u>Summary Plan Description</u> or contracts of insurance, the <u>Summary Plan Description</u> or contracts of insurance will govern.

DCP pays the full cost of some benefits and others require contributions from employees. HR can answer questions about benefits.

Eligibility for Benefits. Eligibility for benefits depends on a variety of factors, including but not limited to your regularly scheduled hours per week and the length of time DCP has employed you. (See *Employment – Employment Categories*.)

Benefits for All Regular Employees. The following benefits are available to all regular employees: Holidays and School Closure Days, Retirement Plan (STRS and PERS), State Disability Insurance, Workers' Compensation Insurance, Family and Medical Leave or California Family Rights Act, Paid Family Leave, Pregnancy Disability Leave, ADA/Medical Disability Leave, Jury Duty and Witness Leave, Bereavement/Funeral Leave, Time Off to Vote, Military Leave, Time Off to Visit a Licensed Day Care Facility and/or School, Domestic Violence/Sexual Assault/Stalking Victim Leave, Leave for a Crime Victim, Volunteer Civil Service Leave, and State Unemployment Insurance, according to the description/requirements of each benefit.

Benefits Reserved for Regular Full-time Employees. The following benefits are provided only to regular full-time employees: *Discretionary Time Off, Insurance Benefits,* and *COBRA Benefits Continuation* as described in the <u>Summary Plan Description</u>, contracts of insurance, and applicable legislation. (See *Employment – Employment Categories* and *Benefits – Discretionary Time Off, Insurance Benefits,* and *COBRA Benefits Continuation*,)

Holidays and School Closure Days

DCP's charter schools set an academic calendar, including holiday and school closure days, at the beginning of each school year. All employees will receive an academic calendar before the school year begins. Holidays not observed by our schools are considered to be regular work days.



Eligibility. Employees are not paid for holidays or school closure days.

Discretionary Time Off

Discretionary time off (DTO) is paid time off that may be scheduled flexibly to meet work and personal needs. DTO may be used for specified reasons including your injury or illness or the injury or illness of a family member, to care for an ill spouse, domestic partner, parent or stepparent, parent of an employee's spouse or domestic partner, grandparent, sibling, child, stepchild, or child for whom you have legal guardianship or parenting responsibilities.

Eligibility. Only regular full-time employees are eligible to accrue DTO. (See *Employment – Employment Categories*.)

Accruing DTO. The DTO accrual formula will be distributed to employees at the beginning of each school year. Regular full-time employees accrue DTO each pay period, up to a maximum amount. DTO does not accrue for any month in which an employee is not paid by DCP. An employee who is out on *Pregnancy Disability Leave* or *ADA/Medical Disability Leave* will not accrue DTO if the absence exceeds two pay periods. (See *Benefits – Pregnancy Disability Leave* and *ADA/Medical Disability Leave*.)

Maximum Accrual Cap. If you do not use all of your accrued DTO by the end of the school year, accrued but unused DTO may be carried forward into the next school year and you will continue to accrue DTO until you reach the "Maximum Accrual Cap." Once you reach the "Maximum Accrual Cap" you will stop accruing until you use DTO and your balance falls below the maximum allowed. Employees may not accrue DTO beyond the "Maximum Accrual Cap" and will not be compensated for accrual beyond the maximum accrual cap. The "Maximum Accrual Cap" will be determined at the beginning of each school year.

Scheduling DTO. Whenever possible, we ask you to schedule DTO in advance so that plans may be made to cover your work. We realize, however, that there may be times when you cannot plan in advance.

- Planned DTO Submit a <u>Time Off Request</u> first to your manager for approval, and then to the Office Manager who will check schedules and approve the request subject to staffing requirements. If several employees request the same days off and multiple requests cannot be accommodated, generally, the first request approved by the Office Manager will have priority. DTO requests for five (5) days or less will be expedited; DTO requests for more than five (5) days should be submitted at least two (2) weeks' in advance of the need for time off.
- Unplanned DTO School employees who are unable to report to work must call the Office Manager as soon as practical, but no less than one (1) hour before the scheduled starting time. If you are unsuccessful reaching the Office Manager, try to reach a member of the Administrative Team. Central Office employees should call HR or the Executive Director when taking unplanned DTO. This call-in procedure must be repeated each day of absence unless other arrangements are made in advance.

Borrowing against Future DTO Accrual. If you exhaust accrued DTO before you return to work, you may borrow against future DTO accrual, up to 50% of your remaining annual accrual. Employees in nonexempt positions may be permitted to take time off without pay. Employees who have exhausted accrued DTO and who have borrowed up to 50% of their remaining annual accrual may be suspended without pay if their absences become excessive.



Recording DTO. DTO must be requested, before or after the fact, on a <u>Time Off Request</u> form. All DTO must be recorded on time reporting forms.

Employees in nonexempt positions may use DTO in minimum increments of one (1) hour. Employees in exempt positions should use DTO in increments of no less than one-half day. Teachers who must be replaced by a per diem substitute teacher must use DTO in increments of no less than a full day.

Calculating DTO. If the reason for your absence qualifies you to receive other benefits (e.g., *Worker's Compensation Insurance, State Disability Insurance, or Paid Family Leave*), DCP will calculate the pay that you are eligible to receive from other sources and will integrate DTO up to 100% of your regular rate of pay. (See *Benefits – Workers' Compensation Insurance, State Disability Insurance, and Paid Family Leave.*)

If you are eligible for *State Disability Insurance* or *Workers' Compensation Insurance*, you are responsible for filing promptly for those benefits. DCP will estimate the amount of your other benefits and will calculate how much DTO to integrate. Please inform HR promptly if our estimate of your other benefits is inaccurate. Unless we hear from you within three (3) days of issuing your first integrated DTO check, we will assume our calculations are correct.

Paying DTO. We pay DTO at your base rate of pay at the time you use it, not including overtime or any special compensation such as incentives or bonuses. When we integrate DTO with other benefits, we never pay more than 100% of regular pay. Employees leaving DCP will be paid for all accrued but unused DTO with the final paycheck. We will not "cash out" or "buy out" accrued but unused DTO, except at termination of employment.

Insurance Benefits

Eligibility. DCP offers medical and dental insurance to regular full-time employees. We reserve the right to share the cost of insurance with employees and to adjust the amount of the cost-sharing as needed. Eligible employees may contact HR for more information. (See *Employment – Employment Categories*.)

Insurance during a Disability Leave of Absence. During a disability or *Family and Medical Leave*, DCP will continue to pay for an eligible employee's participation in DCP's group health plans for as long as an employee has a position guaranty, to the same extent and under the same terms and conditions as would apply had an employee not taken leave.

This means that if you normally contribute towards the cost of insurance benefits, you will need to continue contributing during a disability or *Family and Medical Leave*. If you fail to return to work from a leave for a reason other than the recurrence or continuation of the health condition that brought about the leave, or other circumstances beyond your control, DCP may recover any health premiums paid on your behalf during any unpaid periods of a leave. (See *Benefits – Pregnancy Disability Leave, ADA/Medical Disability Leave, and Family and Medical Leave.*)

State Disability Insurance

State Disability Insurance (SDI) provides income replacement in the event of a non-work related disability or illness that lasts more than one week. SDI is administered by California's Employment Development Department (EDD). You may obtain a SDI application from the EDD, or you may complete an application by going to the EDD website at www.edd.ca.gov. You are responsible for filing a SDI claim with the EDD.



Eligible employees may integrate accrued *Discretionary Time Off* with SDI to replace more income while off work, up to 100% of regular pay. (See *Benefits – Discretionary Time Off* and the brochures included at the back of this Handbook.)

Workers' Compensation Insurance

DCP provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness that requires medical, surgical or hospital treatment and occurs as a result of employment. This benefit is available to all employees, regardless of length of service. Subject to legal requirements, workers' compensation insurance provides benefits after a short waiting period, and employees may be able to augment those benefits by using accrued *Discretionary Time Off*. Details about workers' compensation insurance are included in *Appendix E*. (See *Benefits – Discretionary Time Off* and *Appendix E – Safety Plan*.)

DCP is required to report all workplace injuries and illnesses promptly. If you sustain a work-related injury or illness, please inform your manager or the Administrative Team as soon as practical. No matter how minor a work-related injury or illness may appear, DCP must report it promptly. Prompt reporting may enable you to qualify for workers' compensation insurance coverage as quickly as possible.

Workers' compensation coverage does not extend to injuries resulting from participation in nonwork recreational or social activities.

COBRA Benefits Continuation

COBRA continuation coverage gives qualified employees and their qualified dependents the opportunity to continue health and dental insurance coverage upon the occurrence of a "qualifying event" which would have normally resulted in the loss of eligibility. Common qualifying events include ending employment, going from full-time to part-time, beginning a leave of absence, divorce or legal separation, a dependent child becoming ineligible for coverage, or death.

Under COBRA and the <u>American Recovery and Reinvestment Act of 2009</u>, eligible employees or their dependents who continue coverage will pay a portion of the full cost of insurance at DCP's rates, plus a small administrative fee. An employee who becomes eligible for COBRA coverage will receive a written notice containing information about rights, obligations, and costs.

Family and Medical Leave

Overview. DCP provides family and medical leave for up to twelve (12) or twenty six (26) weeks (depending upon the reason for the leave) of unpaid leave per year to eligible employees in accordance with <u>California's Moore-Brown-Roberti Family Rights Act</u> (CFRA) and the federal <u>Family and Medical Leave Act of 1993</u> (FMLA); pregnancy-related disability leave for up to 88 working days in accordance with the <u>California Fair Employment and Housing Act</u> (FEHA); and disability leave as required to reasonably accommodate employees with a workplace injury or a qualified disability under the <u>Americans with Disabilities Act</u> (ADA) or the FEHA.

These unpaid leaves of absence are required by law. DCP, however, provides other programs (see below under "Effect on Pay") to replace lost wages and assist eligible employees who are on family or medical leaves of absence.

The following is a summary guide to the family and medical leave of absence procedures and guidelines for employees. We will work with you on specific details of your leave, and will provide you with appropriate detailed documents for your situation.

Note: If your leave is requested for pregnancy, childbirth, or related medical conditions, also consult the *Pregnancy Disability Leave* guideline. Other specific requirements and benefits may apply. (See *Benefits – Pregnancy Disability Leave*.)

Eligibility. To be eligible for unpaid family and medical leave you must be employed for at least twelve (12) months prior to the beginning of the leave and you must have worked at least one thousand two hundred fifty (1250) hours in the twelve (12) months prior to beginning the leave.

Employees who are not eligible for FMLA coverage but who are disabled for reasons not related to pregnancy should consult the *ADA/Medical Disability Leave* guideline. (See *Benefits – ADA/Medical Disability Leave*.)

Reasons for Family or Medical Leave. You may request family or medical leave:

- For the birth or adoption of your child or placement of a foster child in your care (within one year of the event).
- To care for the serious health condition of your child, spouse, domestic partner, or parent.
- For your own serious health condition. A "serious health condition" is one that requires either inpatient care in a medical facility or continuing treatment by a health care provider.
- For certain military family leave situations, as explained below. These are leaves for employees who require "Military Caregiver Leave" or "Qualifying Exigency Leave" to care for a spouse, son, daughter, parent, or next of kin.
 - "Military Caregiver Leave" may be requested by an employee to provide care for a spouse, son, daughter, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness. A "serious injury or illness" is one incurred by a member of the Armed Forces in the line of duty on active duty that may render the member medically unfit to perform the duties of the member's office, grade, rank or rating.
 - Military Caregiver Leave may also be requested by an employee to provide care to a spouse, son, daughter, parent, or next of kin who is a veteran, is undergoing medical treatment, recuperation or therapy for a serious injury or illness, and who was a member of the Armed Forces (including the National Guard or Reserves) at any time during the five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy. For family members caring for veterans, Military Caregiver Leave may also be requested when the veteran suffered from a preexisting serious injury or illness that was aggravated by active duty service in the military.
 - "Qualifying Exigency Leave" may be requested by an employee to deal with an exigency or emergency situation arising out of the fact that a spouse, son, daughter, or parent is on active duty in a foreign country or has been notified of an impending call or order to active duty in the Armed Forces (including the National Guard or Reserves) in a foreign county.



Effect on Pay. Family and medical leave is unpaid, except to the extent that other paid leave is substituted for it. You may be eligible for certain benefits provided by the state, such as *State Disability Insurance* (SDI) or *Paid Family Leave* (PFL), as well as DCP's DTO benefit, according to the terms of each plan. (See *Benefits – Discretionary Time Off, State Disability Insurance, Paid Family Leave*, and *Workers' Compensation Insurance.*)

Substitution of Paid Leave. In general, when taking a family or medical leave, employees are required to substitute DCP-provided benefits, as listed above, for all unpaid family and medical leave. However, for employees on a pregnancy-related disability leave, the use of *Discretionary Time Off* (DTO) is optional. Please note the substitution of paid leave runs concurrently with any family or medical leave. (See *Benefits – Discretionary Time Off*.)

Any DCP-paid leave you take will be integrated with your other sources of wage replacement — California's *State Disability Insurance* (SDI) or *Paid Family Leave* (PFL) — which are both administered by California's Employment Development Department (EDD) — or *Workers' Compensation Insurance*, if applicable. (See *Benefits – State Disability Insurance*, *Paid Family Leave*, and *Workers' Compensation Insurance*.)

California SDI provides some wage replacement for your own period of disability. The California PFL program provides some wage replacement for up to six weeks during any twelve (12) month period to employees who lose wages, not for their own disability, but due to taking time off work to care for a seriously ill child, spouse, parent, domestic partner, parent-in-law, grandparent, grandchild, sibling or to bond with a new child. (See *Benefits – Paid Family Leave*.)

Duration of Leave. An eligible employee may take a maximum of twelve (12) weeks of family care and medical leave in a twelve (12) month period for:

- The birth or adoption of an employee's child;
- The placement of a foster child with the employee;
- The serious health condition of an employee's child, spouse, domestic partner, or parent;
- An employee's own serious health condition;
- Qualifying Exigency Leave because an employee's spouse, son, daughter, or parent is on active duty in a foreign country or has been notified of an impending call or order to active duty in a foreign country; or
- In the case of Military Caregiver Leave, an employee whose spouse, son, daughter, parent, or next of kin is in need of care may take a maximum of twenty six (26) weeks of family care and medical leave in a single twelve (12) month period.

Eligible employees are entitled to a maximum combined total of twenty six (26) weeks in a single twelve (12) month period. The twelve (12) month period commences on the first day on which the first family care or medical leave is taken. Parents who are both employed by DCP may take a maximum combined total of twelve (12) weeks of family care leave in a twelve (12) month period for the birth, adoption, or foster care of their child. Spouses or partners who are both employed by DCP may take a DCP may take a maximum combined total of twenty six (26) weeks of Military Caregiver Leave.

Substituting other paid leave does not extend the maximum duration of family and medical leave. For example, if you have ten (10) days of unused paid *Discretionary Time Off* (DTO) at the time you request family and medical leave, those ten (10) days will be considered as part of your family and medical leave. (See *Benefits – Discretionary Time Off*.)



Intermittent Leave or Reduced Schedule. You may be able to take leave intermittently or reduce your schedule for:

- The birth, adoption, or foster care placement of a child, in certain cases.
- Your own serious health condition or the serious health condition of your spouse, domestic partner, child, or parent, where medically necessary.
- Military Caregiver Leave, involving a qualifying service member's serious injury or illness, where medically necessary.
- Qualifying Exigency Leave in connection with an emergency military situation.

If you take leave intermittently or reduce your schedule, DCP may temporarily transfer you to an alternative position with equivalent pay and benefits that better accommodates your leave schedule.

Checking-in during Family or Medical Leave. It is your responsibility to arrange a call-in schedule with HR (e.g., daily, if the leave is less than ten (10) days, every three days if the leave is eleven to thirty (11-30) days, weekly if the leave is longer than thirty (30) days). Always talk with HR at least five days before you are scheduled to return to work.

Effect on Benefits. During your family and medical leave, DCP will continue to pay for your participation in our group health plans to the same extent and under the same terms and conditions that would apply had you not taken leave. During your leave, please note the following:

- If you normally contribute toward the cost of your health and life insurance benefits through
 payroll deduction, and if the deductions cease because your pay stops, then you must
 submit a check to HR monthly for your share of the insurance premiums to continue these
 benefits. Failure to make your premium payments may result in loss of insurance coverage
 for you and, if applicable, for your dependents, and possible refusal of the insurance carrier
 to reinstate your coverage.
- If you normally contribute to the 403(b) Retirement Savings Plan through payroll reduction, your contributions will stop when your pay ceases. Details are available from HR. (See *Benefits Retirement Plan.*)
- While you are on family and medical leave, you will not accrue DTO when your pay ceases. (See *Benefits Discretionary Time Off.*)
- If you fail to return from your leave for a reason other than the recurrence or continuation
 of the health condition that brought about the leave, or other circumstances beyond your
 control, DCP may recover any health premiums paid on your behalf during any unpaid
 periods of the leave.

Notice Requirements. You should notify HR of your request for family and medical leave (including the anticipated dates and duration of the leave) as soon as you are aware of the need for such leave:

• For foreseeable events, if possible, you must provide thirty (30) calendar days' advance written notice.



- For nonemergency events that are not foreseeable thirty (30) days in advance, you must notify HR in writing as soon as possible ordinarily no later than two to three working days after you learn of the need for the leave. If the leave is for a planned, nonemergency medical treatment, please discuss scheduling with your Administrative Team or Office Manager to minimize disruption to DCP's business.
- If you fail to provide thirty (30) days' advance notice for foreseeable events without any reasonable excuse for the delay, DCP may not allow you to take the leave until at least thirty (30) days after the date you provided notice.
- Any request for an extension of family and medical leave must be received by your HR at least five working days before the date on which you were originally scheduled to return to work, and should include the revised anticipated dates and duration of the leave.

Note: If you fail to return from family and medical leave on the date agreed and you have not provided an updated doctor's note extending your leave, we will assume you have resigned and will process your voluntary termination. (See *Separation – Voluntary Separation*.)

Medical or Other Certification. If you request medical leave for your own serious health condition or family leave to care for a child, spouse, domestic partner, or parent with a serious health condition, or for the serious injury or illness of a qualifying service member, your request must be supported by a completed <u>Certification of Physician or Practitioner</u> form. You must provide the required medical certification within **fifteen (15) calendar days** after DCP requests it, unless circumstances prevent it. If the leave is foreseeable, failure to provide the required medical certification may result in denying the leave until such certification is provided. If the leave is unforeseeable, failure to provide the required medical certification within fifteen (15) days of being requested to do so may result in a denial of your continued leave. Any request for an extension of the leave also must be supported by an updated medical certification.

DCP may also require you to obtain a second opinion from a doctor of our choosing, at our expense. If your health care provider and the doctor providing the second opinion do not agree, we may require a third opinion, also at our expense, by a doctor mutually agreeable to you and us who will make the final determination. Before permitting you to return to work, DCP may require you to submit a <u>Return to Work</u> form providing medical certification that you are able to return to work.

In the case of Qualifying Exigency Leave, appropriate certification of active duty status or call to active duty is required.

Effect on Reinstatement. DCP will notify you when family and medical leave begins. When you return from family and medical leave, you are entitled to reinstatement to the same or a comparable position, consistent with applicable law, provided that you return to work in a timely manner. You have no greater right to reinstatement than if you had been continuously employed rather than on leave. (For example, you will not be entitled to reinstatement if you would have been laid off or if your job would have been eliminated had you not been on leave.)

DCP may deny reinstatement to employees who are among the highest paid 10% of employees and whose reinstatement would cause substantial and grievous economic injury to our operations. If this is determined to be the case, we will notify the employee at the time such determination is made, and would provide a reasonable period of time for the employee to return to work after receiving such notice.



Pregnancy Disability Leave

This policy explains how DCP complies with the <u>California Pregnancy Disability Act</u>, which requires DCP to give each female employee an unpaid leave of absence of up to four (4) months (eighty eight (88) working days), as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Eligibility. To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability. This benefit is available to all female employees who are affected or disabled by pregnancy, regardless of length of service.

The four-month pregnancy disability leave allowance includes time off taken (with or without pay) for any of the following reasons:

- Inability to work at all or inability to perform one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of a medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- Needing to take time off for prenatal care.

Duration of Pregnancy Disability Leave. Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. "Four (4) months" means the number of days the employee would normally work within four (4) months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means eighty eight (88) working and/or paid eight (8) hour days of leave entitlement based on an average of twenty two (22) working days per month for four (4) months.

Pregnancy disability leave does not count against other leaves which may be available, such as *FMLA Leave*. (See *Benefits – Family and Medical Leave*.)

Pay During Pregnancy Disability Leave. An employee on pregnancy disability leave may use accrued DTO at the beginning of any otherwise unpaid leave period. The receipt of DTO or *State Disability Insurance* (SDI) benefits will not extend the length of pregnancy disability leave. (See *Benefits – Discretionary Time Off* and *State Disability Insurance*.)

DTO does not accrue for any month in which an employee is not paid by DCP.

Benefits during a Pregnancy Disability Leave. Employees on pregnancy disability leave continue to accrue DTO for up to two pay periods if paid leave is being substituted for unpaid leave and if they would otherwise be entitled to such accrual. An employee who has been absent for two or more pay periods will cease to accrue DTO even if they are using DTO. The provisions of DCP's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, DCP will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Break in Service. An employee on pregnancy disability leave remains an employee of DCP and the position guaranty portion of a pregnancy disability leave will not constitute a break in service. When an employee returns from pregnancy disability leave within the position guaranty period, she will return with the same service credits she had when the leave commenced.



Medical Certification. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by DCP. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certification is required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave. An employee should request pregnancy disability leave by completing a <u>Request for Leave</u> form and submitting it to HR. An employee asking for a <u>Request for Leave</u> form will be referred to DCP's current pregnancy disability leave policy.

An employee should provide not less than thirty (30) days or as short a notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt DCP's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that accommodates recurring periods of leave better than the employee's regular position.

In most cases, DCP will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, DCP will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Returning to Work. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine DCP's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

When a request for pregnancy disability leave is granted to an employee, DCP will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

Before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work. If the employee can return to work with limitations, DCP will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be separated from DCP.

Lactation. DCP will make lactation accommodations for nursing mothers upon request.



Medical Insurance for Your New Dependent. Please note that you are responsible for notifying HR of the birth or adoption of a child, and for promptly adding the child to your medical plan if you have dependent coverage.

Other Employment during Leave. An employee on pregnancy disability leave may not accept employment with another employer without DCP's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

ADA/Medical Disability Leave

Eligibility. In addition to the FMLA and the *Pregnancy Disability Leave* described previously, you may take a temporary unpaid ADA/medical disability leave or temporary transfer if all FMLA leave has been exhausted and your medical provider verifies that such additional leave is necessary to reasonably accommodate an ADA-qualified disability, when doing so would not create an undue hardship on DCP. Eligibility for this benefit requires a health care provider's written certification of disability.

The duration of a medical disability leave will be consistent with applicable law, but will not extend past the date on which you become capable of performing your essential job functions, with or without reasonable accommodation. For a full explanation of leave rights, please ask HR.

Pay during Medical Disability Leave. A medical disability leave is unpaid, but there are several possible sources of pay available during the time off: DTO, *State Disability Insurance* (SDI), and *Workers' Compensation Insurance*. If you take a medical disability leave, you must comply with the *Pregnancy Disability Leave* provisions regarding notice and medical certification. A medical disability leave requires that accrued DTO be used, and the substitution of paid leave for unpaid leave will not extend the total duration of a leave to which you are entitled. (See *Benefits – Discretionary Time Off, State Disability Insurance*, and *Workers' Compensation Insurance*.)

Benefits during a Medical Disability Leave. Employees on medical disability leave continue to accrue DTO for up to two pay periods if paid leave is being substituted for unpaid leave and if they would otherwise be entitled to such accrual. An employee who has been absent for two or more pay periods will cease to accrue DTO even if they are using DTO.

During a medical disability leave DCP will continue to pay for participation in group health plans for up to twelve (12) weeks to the same extent and under the same terms and conditions as would apply had an employee not taken a leave. This means that an employee who normally contributes towards the cost of insurance benefits needs to continue contributing during a medical disability leave. If an employee fails to return to work from a leave for a reason other than the recurrence or continuation of the health condition that brought about the leave, or other circumstances beyond an employee's control, DCP may recover any health premiums paid on the employee's behalf during any unpaid periods of the leave. (See *Benefits – Discretionary Time Off.*)

Requesting a Medical Disability Leave or Temporary Transfer. You should notify HR in writing of your request for a medical disability leave or temporary transfer as soon as the need is known. If the medical disability leave is due to a work-related injury or illness, all matters relating to leave rights (e.g., compensation, benefits, substituting paid leave, notice and certification requirements, and reinstatement) shall be governed by *Workers' Compensation Insurance* laws. For a full explanation of leave rights, please ask HR. (See *Benefits – Workers' Compensation Insurance* and *Appendix E – Safety Plan.*)



Break in Service. An employee on medical disability leave remains an employee of DCP and the position guaranty portion of a medical disability leave will not constitute a break in service. An employee who returns from medical disability leave within the position guaranty period will return with the same service credits as when the leave began.

Certification of Need for a Medical Disability Leave or Temporary Transfer. A nonpregnancy medical disability leave begins on the first day a health care provider certifies inability to work, and it ends when a health care provider certifies ability to return to work. Medical certification from a health care provider should include the following:

- Date of disability;
- Probable duration of disability; and
- A statement that, due to the disability, you are unable to work at all or to perform one or more of your essential job functions without undue risk to self or to others.

In the case of a medical disability transfer, the medical certification should include:

- Date on which the temporary transfer became medically advisable;
- Probable length of time needed; and
- An explanation that, due to the medial condition, a temporary transfer is advisable.

DCP will consider reasonable accommodations for your medical condition when HR receives medical certification from your health care provider. In addition to other forms of reasonable accommodation, DCP will consider a temporary transfer to a less strenuous or hazardous position or duties if the transfer is supported by proper medical certification and can be reasonably accommodated.

Reinstatement after a Medical Disability Leave. The maximum amount of time DCP will hold a position open is twelve (12) weeks for a non-pregnancy-related illness or injury, unless a longer leave is legally required. Before returning to work, DCP requires written medical certification of fitness for work.

Employees who fail to return from a medical disability leave on the date agreed, and do not provide additional medical certification, will be assumed to have resigned and DCP will process a *Voluntary Separation*. (See *Benefits – Failure to Return from a Leave of Absence* and *Separation – Voluntary Separation*.)

Paid Family Leave

Through the California Paid Family Leave (PFL) plan administered by the *State Disability Insurance* (SDI) program, employees may be partially reimbursed for pay lost when taking time off to care for a seriously-ill spouse or domestic partner, child, step-child, child for whom the employee has parenting responsibilities, parent or step-parent, parent-in-law, grandparent, sibling, grandchild or to bond with a new child. PFL does not create the right to a leave of absence but is part of the SDI program which simply provides wage replacement to eligible employees.

Under PFL, employees are eligible for up to six (6) weeks of benefits in a rolling twelve (12) month period after satisfying a seven (7) day waiting period. PFL runs concurrently with other benefits available under applicable laws. You may integrate accrued DTO with PFL to replace income while



you are off work. However, you will never be paid more than 100% of regular salary. (See *Benefits* – *Discretionary Time Off*.)

For additional information, please refer to the PFL brochure available from the Employment Development Department (EDD) and included in the back of this <u>Handbook</u>, or visit the website at www.paidfamilyleave.org. You are responsible for filing a PFL claim promptly with the EDD.

Bereavement/Funeral Leave

Regular full-time employees may take up to five (5) days of paid bereavement/funeral leave in an academic year in connection with the death of an immediate family member. We define "immediate family" as only these relationships: spouse or domestic partner, child, stepchild, or child for whom the employee has parenting responsibilities, parent or legal guardian, step-parent, parent-in-law, grandparent or grandparent-in-law, and sibling, step-sibling, or sibling-in-law.

Employees who need bereavement/funeral leave should notify HR, who must approve bereavement/funeral leave, and your supervisor, who must arrange work coverage. Abuse of this benefit may result in disciplinary action or termination of employment. Bereavement/funeral leave is in addition to other paid time off benefits.

Jury Duty and Witness Leave

DCP recognizes the importance of fulfilling civic responsibilities by serving on a jury or appearing as a witness. Regular full-time employees responding to a subpoena to serve as a juror or to appear as a witness in a matter not related to DCP will be granted up to three (3) days off with pay in a rolling twelve (12) month period. If you need extra paid time, you may use accrued DTO. If you are subpoenaed to serve as a witness on DCP's behalf, there are no time limits to service and your time off will be paid. (See *Benefits – Discretionary Time Off.*)

Please notify the Office Manager and provide a copy of your subpoena or jury summons in advance of taking jury duty and witness leave. If you serve as a juror or a witness, we expect you to report for work during any periods of recess or on a day when you are dismissed in time to return to work.

You will be required to show proof from the Court Clerk that you served on jury duty. DCP reserves the right to reduce your regular pay by the amount of compensation you receive from other sources. Employees in exempt positions should ask HR about applicable compensation rules concerning jury or witness service.

Bone Marrow/Organ Donor Leave

Bone Marrow Donation. Employees who have completed 90 days of employment at DCP and who need time off work to donate bone marrow to another person may receive up to five workdays off in a rolling 12-month period for bone marrow donation. DCP requires that you use up to five days of accrued but unused DTO, if you have it. If you do not have it, it will be paid time off.

Organ Donation. Employees who have completed 90 days of employment at DCP and who need time off work to donate an organ to another person may receive up to 30 workdays off in a rolling 12-month period for organ donation. DCP requires that you use up to 10 days of accrued DTO, if you have it. If you do not have it, it will be paid time off.



Medical Certification. Employees who need time off to donate bone marrow or an organ to another person must provide written verification of the need for the leave (for example, stating that the employee is a bone marrow donor or an organ donor) and the verification must state that there is a medical necessity for the donation.

Employees returning from donor leave will be reinstated to the position held before the leave began, or to a position with equivalent seniority status, benefits, pay and other terms and conditions of employment. DCP may refuse to reinstate an employee if the reason is unrelated to taking a donor leave.

Benefits during a Donor Leave. A donor leave of absence runs concurrently with *ADA/Medical Disability Leave*. An employee using bone marrow/organ donor leave may also qualify for DCP or *State Disability Insurance* (SDI) benefits. (See *Benefits – ADA/Medical Disability Leave* and *State Disability Insurance*.)

Time Off to Vote

DCP encourages you to exercise your right to vote in all elections. We hope you will request and use absentee ballots, and we will provide paid time off to vote in accordance with the law.

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. For more information, please refer to the workplace postings.

Military Leave

DCP makes every reasonable effort, as required by law, to cooperate with the U.S. military services and our employees in the event a conflict arises between our work schedules and temporary military duties.

Upon completion of military service, employees are entitled to reinstatement according to the terms of the <u>Uniformed Services Employment and Re-Employment Rights Act</u> (USERRA).

Military Activation. In the event your armed forces reserve or National Guard unit is activated to respond to an emergency, we will consider additional DTO on a case-by-case basis. During active duty we will voluntarily supplement your military pay up to a total of three (3) months in any twelve (12)-month period. You will be entitled to reinstatement upon completion of military service according to the terms of the USERRA and applicable state law.

California Spousal Military Leave. Employees regularly scheduled to work twenty (20) or more hours per week, and whose spouse is on active duty in the United States Armed forces, National Guard or Army Reserve and deployed during a period of military conflict, may take up to ten (10) days of unpaid leave in a rolling twelve (12) month period when the spouse is on leave from the deployment. Employees may use accrued DTO to be compensated during the time off. (See *Benefits – Discretionary Time Off.*)

We ask that an employee eligible for this benefit provide as much advance notice as possible of the need for time off. DCP will not allow retaliation against an employee who requests and uses this leave.



Time Off to Visit a School or Licensed Day Care

Under certain circumstances DCP provides parents or guardians of school children, from kindergarten through grade twelve (12), up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities at a child's school or licensed day care.

If you take time off under this guideline, you must give the Office Manager reasonable advance notice of your planned absence and you must use accrued DTO to be paid during the absence. If you do not have accrued DTO, you may take the time off without pay.

Parents or guardians of suspended pupils may take unpaid time off to appear at the pupil's school, pursuant to California Education Code Section 48900.1, provided they give the Office Manager as much notice as possible that they are requested to appear. (See *Cash Compensation – Time Keeping* and *Benefits –Discretionary Time Off.*)

Domestic Violence, Sexual Assault, and Stalking Victim Leave

DCP strictly prohibits discrimination or retaliation against any employee who is the victim of domestic violence, sexual assault, or stalking and who needs to take unpaid time off from work to help ensure personal health, safety or welfare, or the health, safety and welfare of a child. Time off work may be used to obtain a restraining order or other court assistance. Further, employees who are victims of domestic violence, sexual assault, and/or stalking will be granted unpaid time off work to:

- Seek medical treatment for injuries;
- Obtain services from a domestic violence shelter, program, or rape crisis shelter;
- Obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
- Participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking including temporary or permanent relocation.

A victim of domestic violence, sexual assault, or stalking must give the Office Manager reasonable advance notice of the intention to take time off, unless notice is not feasible. If an unscheduled absence occurs, an employee should provide one of the following documents to the Office Manager within a reasonable time after the absence:

- A police report indicating an employee was a victim of domestic violence, sexual assault, or stalking; or
- A court order protecting or separating an employee from the perpetrator of an act of domestic violence, sexual assault, or stalking, or other evidence from the court or prosecuting attorney that an employee appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health care
 provider, or counselor that an employee was undergoing treatment for physical or mental
 injuries or abuse resulting in victimization from an act of domestic violence, sexual assault,
 or stalking.



Regular employees who take time off under this guideline may use accrued DTO to be paid for the time off. DCP will maintain the confidentiality of employees who request time off as a result of domestic violence, sexual assault, or stalking to the extent required by law. (See *Benefits – Discretionary Time Off.*)

DCP also makes reasonable accommodations for victims of domestic violence, sexual assault, or stalking who request such accommodations. If you believe that you need a reasonable accommodation to perform the essential functions of your job, please immediately contact the Office Manager. In response to accommodations sought, DCP will engage in an interactive process with you to determine if a reasonable accommodation exists and can be provided without creating an undue hardship on DCP. All requests for reasonable accommodation must be accompanied by a certification for the need.

Volunteer Civil Service Leave

DCP provides unpaid time off for certain regular employees who are emergency rescue personnel required to perform emergency duty. "Emergency rescue personnel" includes any person who is "...an officer, employee or member of a fire department or fire protection or firefighting agency of the federal government, the State of California, a city, county, city and county, district, or other public or municipal corporation or political subdivision of California, or of a sheriff's department, police department, or a private fire department, or of a disaster medical response entity sponsored or requested by the State of California, whether that person is a volunteer or partly paid or fully paid, while he or she is engaged in providing emergency services."

Employees who are volunteer firefighters are eligible for unpaid leave of up to 14 days per calendar year for fire or law enforcement training.

Additionally, an employee who is a member of the Civil Air Patrol may take up to 10 days of unpaid leave each year to complete requirements. DTO may be used to pay for this time off. (See *Benefits* – *Discretionary Time Off.*)

If this guideline applies to you, please inform the Office Manager.

Leave for a Crime Victim

If you are the victim of a crime, or your immediate family member (i.e., spouse or domestic partner, child, step-child, child for whom you have parenting responsibilities, parent or step-parent) is the victim of a crime, or you are a domestic partner or child of a domestic partner who is a crime victim, you may request unpaid leave to attend judicial proceedings related to the violent or serious crime.

You must provide a copy of the notice of the judicial proceeding to the Office Manager as far in advance as possible or, if advance notice is not possible, as soon as possible after the proceeding. If you wish to be paid for the time off, you may use accrued DTO. DCP will treat your request for such leave with appropriate confidentiality and will not allow retaliation against you for using leave for crime victims. (See *Benefits – Discretionary Time Off.*)

Unpaid Personal Leave of Absence

Under special circumstances employees who have completed one (1) year of employment and who have exhausted accrued DTO may be granted an unpaid personal leave of absence. Unpaid personal leaves of absence are granted only for the most compelling reasons and are at DCP's complete discretion.

DTO does not accrue for any month during which an employee does not receive pay. An employee may need to elect *COBRA Benefits Continuation* coverage to keep health insurance benefits in effect if an unpaid leave is longer than a month in duration. A personal leave of absence does not carry a guarantee of continued employment with DCP. (See *Benefits – Discretionary Time Off, Insurance Benefits*, and *COBRA Benefits Continuation*.)

Insurance Premiums during Nonmedical Leaves of Absence

If your leave of absence is related to your or a family member's medical condition or injury, please refer to the disability leaves guidelines for information concerning DCP's continued contributions toward your group insurance. (See *Benefits – Family and Medical Leave*, *Pregnancy Disability Leave*, and *ADA/Medical Disability Leave*.)

If your unpaid leave of absence is not covered by our guidelines and is longer than one (1) month, you will need to elect *COBRA Benefits Continuation* to keep coverage in place for you and, if applicable, for your dependents. Failure to make your payments on time to DCP's Controller may result in your loss of insurance coverage, and the possible refusal of the insurance carrier to reinstate your coverage for you or your dependents. (See *Benefits –COBRA Benefits Continuation*.)

Other Business Activity during a Leave of Absence

If you accept other employment or start your own business while on a leave of absence from DCP, we will presume that you have voluntarily resigned your employment. (See *Separation – Voluntary Separation.*)

Failure to Return from a Leave of Absence

If you fail to return from a leave of absence on the date agreed and we have no medical information to justify your continued absence, we will assume that you have voluntarily resigned. (See *Separation – Voluntary Separation.*)

Retirement Plan

Depending on your position, you participate in either STRS (State Teachers' Retirement System) or PERS (Public Employees' Retirement System). If you participate in STRS, DCP currently contributes an amount equivalent to 8.25% of your salary.

STRS and PERS offer an option to participate in a 403(b) retirement plan. Employees who choose this option may elect to participate through DCP payroll deductions. For further information, please contact HR.

Continuing Education

DCP seeks to hire and retain talented, energetic, and committed employees. As we expand our impact by opening new schools, we will seek to develop and promote existing employees while hiring and developing new employees.



Development and Leadership. DCP is committed to developing employees and creating new and challenging opportunities for employees to grow in their skills and talents. Leadership at all levels of DCP is encouraged and valued.

It is the responsibility of each employee to engage the Administrative Team regarding growth and leadership interests. It is the Administrative Team's responsibility to encourage growth and development, identify new opportunities to learn, and set reasonable expectations for employees regarding leadership potential within the organization.

Development at DCP's Request. From time to time, DCP may ask that employees attend classes, training programs, seminars, conferences, lectures, meetings or other internal or external activities for DCP's benefit and to enhance skills and job knowledge. When this occurs, DCP will pay for the cost of the training, time (including overtime, if applicable) to attend the session and, if needed, will advance expense money or reimburse reasonable expenses when proper receipts are submitted. Customary and reasonable expenses may include registration fees, books, meals, transportation, parking and accommodations. We may ask employees to share what has been learned so that others may benefit.

Reimbursement policies regarding expenses should be discussed in advance with a member of the Administrative Team.

Development at Employees' Request. DCP also encourages employees to engage in continuing education of various kinds to sharpen knowledge and skills. Continuous learning is a key to every person's long-term economic security, much of which will necessarily happen outside of work on personal time. Employees who need time away from work to pursue development opportunities specific to personal goals may use accrued DTO or explore alternative work schedule possibilities with a member of the Administrative Team. (See *Benefits – Discretionary Time Off.*)

Documenting Development. If you receive a certificate or degree confirming continuing education, please ask HR to place a copy in your personnel file.



Separation

Voluntary Separation

DCP makes decisions to re-employ or release employees each year. In the spring DCP gives employees a <u>Notice of Intent to Re-employ</u> to signal our desire to continue employment, and to ask for a similar indication from employees as to intent to return to DCP.

We recognize that even the most dedicated employees may, for a host of personal and professional reasons, choose to leave DCP. Further, the DCP model is not for everyone. We hope that the <u>Notice of Intent to Re-employ</u>, given and returned in a timely manner, will allow sufficient time for everyone to make a smooth transition.

There will be times when an employee resigns during the year. In the event of an untimely resignation, DCP will prepare a final check that includes all wages and overtime due, plus payment for all accrued but unused *Discretionary Time Off*. DCP will also prepare a written <u>Change in Employment Relationship Notice</u>. An exiting employee will be expected to return all DCP property (e.g., keys, identification passes, laptop computers and other equipment, credit cards, remote access tools, manuals and handbooks, communications systems, etc.) prior to the last day of work. (See *Benefits –Discretionary Time Off*.)

If an employee fails to report for three (3) consecutive workdays without notice, we will assume the job has been abandoned and will process a voluntary separation.

Involuntary Separation

Should it ever be necessary to release an employee from their at-will employment with DCP, DCP shall attempt to have a check for all wages and accrued but unused DTO ready on the last day of employment. We will also prepare a written <u>Change in Employment Relationship Notice</u>. (See *Benefits –Discretionary Time Off.*)

All involuntary separations require the prior written approval of Executive Director, and DCP does not have a practice of giving severance pay.

Downsizing. Downsizing, should it ever be necessary, could be the result of a number of things:

• A downturn in funding;



- A need to change job requirements so substantially that an employee is no longer qualified and cannot become qualified in a reasonable time; and/or
- Other compelling business reasons.

In the event DCP faces the need to downsize, we reserve the right to implement a variety of strategies to reduce costs. Transition assistance, if offered, is strictly at DCP's discretion.

Exit Interviews

When an employee leaves, HR typically will go over final paperwork and an exit interview will be conducted. This is the time to finish returning DCP property and an opportunity for us to listen carefully to your reflections about working at DCP. We are open to all your comments; your feedback will help us grow and improve.

Employment References for Former Employees

HR routinely verifies former employees' dates of employment and job titles, and will verify the most recent rate of pay if asked.

Only the Principal or the Executive Director may authorize a comprehensive employment reference, and then only if DCP has received a signed <u>Reference Release</u> in advance. Former and current employees who wish to have a comprehensive reference should provide a signed <u>Reference Release</u> to HR who will then notify the Executive Director and/or Principal that the release is on file. The Executive Director or a Principal may delegate the responsibility to compose a reference, but in all cases the reference must be approved by a Principal or the Executive Director and HR before being sent.



Acknowledgment

I have received and read a copy of the Employee Handbook for Across the Bridge Foundation (DCP). I understand that the policies, rules and benefits described in it are subject to change at DCP's sole discretion at any time, and compliance with DCP's rules is a condition of my new or continued employment. I understand that the Handbook replaces (supersedes) all other previous Employee Handbooks, oral or written, for Across the Bridge Foundation (ABF) or Downtown College Prep (DCP). I understand that my signature and initials below indicate that I have received a copy of DCP's Employee Handbook and have read it, understand it, and agree to the guidelines, including the terms of my at-will employment. I also specifically verify that I have received and read the following:

Please Initial Beside Each		
	Employee Handbook (Revised February 1, 2015)	
	Appendix A – Acknowledgment	
	Appendix B – California Brochures	
	Appendix C – Internal Complaint and Dispute Resolution Procedure	
	Appendix D – Performance Evaluations	
	Appendix E – Safety Plan	
	Appendix F – Confidentiality Agreement	
	Appendix G – Staff/Student Interaction Policy	
	Appendix H – Harassment and Sexual Harassment	
	Appendix I – Whistleblower Policy	
	Appendix J – Uniform Complaint Policy and Procedures	

Print Employee Name

Employee's Signature

Date



REVISED FEBRUARY 1, 2015



California Brochures

The following brochures and booklet are included with this Handbook.

- 1. Sexual Harassment Hurts Everyone
- 2. Workers' Compensation Benefits and How to Obtain Them
- 3. Disability Insurance Provisions
- 4. Paid Family Leave Insurance Program
- 5. California's Programs for the Unemployed



REVISED FEBRUARY 1, 2015



Internal Complaint and Dispute Resolution Procedure

The Board of Directors of Across the Bridge Foundation, a California nonprofit public benefit corporation doing business as Downtown College Prep ("DCP" or "Charter School"), adopts this Internal Complaint Policy and Dispute Resolution Procedure to apply to all schools operated by Downtown College Prep, including Downtown College Prep and DCP Alum Rock, to address the following types of complaints:

- Internal complaints by Charter School staff, parents/guardians, students and volunteers to resolve disputes within the Charter School.
- Complaints against Charter School employees.
- Complaints and disputes involving Charter School campus and work rules, procedures, and customary ways of doing things.

Suggestions for improving the Charter School are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to DCP. These procedures, which we believe are important for both you and the Charter School, cannot guarantee that every problem will be resolved to your satisfaction. However, DCP values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

- A. Any complaint shall be put in writing using the "Complaint Form" and addressed to the Chief Operating Officer (COO) or designee. DCP employees may submit complaints to their manager, the Assistant Principal or Principal, other managers/Directors, the Executive Director, or the President of the Board.
- B. A written complaint shall include the following:
 - a. The full name of each person involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter



- C. The COO or designee shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the COO or designee, which shall occur no later than ten (10) school days following the receipt of the complaint.
- D. If no resolution can be agreed upon between the COO or designee and the Complainant, the COO or designee shall submit the complaint to the Board of Directors, which shall submit it to the Dispute Resolution Committee, a sub-set of the Board of less than a quorum (at least 3) of existing members appointed by the Board of Directors as needed.
- E. The Dispute Resolution Committee may seek additional investigation by the COO or designee as it deems necessary. This committee will be advisory only and will bring a recommendation to the full Board or Executive Committee for consideration.
- F. The Board shall address the recommendations of the Dispute Resolution Committee at the next Regular Board meeting following the availability of those recommendations from the Committee.
- G. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board's determination within ten (10) school days of the determination.

Nothing in this procedure shall require or allow the Board of Directors, nor any other employee of the Charter School to release confidential pupil or employee information to the Complainant or in any other unlawful manner unless required by law.



Complaint Form

Your Name:	Date:
Date of Alleged Incident(s):	
Name of Person(s) you have a complaint ag	gainst:
List any witnesses that were present:	
Where did the incident(s) occur?	
factual detail as possible (i.e. specific stater	are the basis of your complaint by providing as much nents; what, if any, physical contact was involved; any the situation, etc.) (Attach additional pages, if needed):
necessary in pursuing its investigation. I in this complaint is true and correct and	disclose the information I have provided as it finds I hereby certify that the information I have provided complete to the best of my knowledge and belief. I mation in this regard could result in disciplinary
Print Name	
Signature of Complainant	Date
To be completed by the Charter School:	
Received By	Date
	3 P a g e
© 2015 Three Sixty HR, Inc.	Appendix C – Internal Complaint Review



REVISED FEBRUARY 1, 2015



Performance Evaluations

Regularly reviewing performance allows DCP to build strong, high performance teams that consistently meet or exceed goals.

Features. DCP's evaluation process is tailored to various types of positions (i.e., teaching, administrative, management) and is fine-tuned annually. The process has six main components:

- Performance goals and growth plans;
- Observation, feedback, coaching, and mentoring;
- Performance Alerts to call attention to performance problems;
- Written mid-year Formative and year-end Summative Reviews;
- Notices of Intent to Re-employ; and
- Employment and re-employment offer letters.

Timing. Employees are reviewed at least annually, usually in May, although you may request performance feedback anytime throughout the year.

We review the <u>Summative Evaluation Timeline</u> annually, making changes as needed. Updated copies of the timeline are available at the beginning of the academic year and may be obtained from HR.

Performance Ratings. DCP uses a four-point rating system, but only the first three ratings are acceptable: Advanced, Proficient, Approaching Standard, and Needs Improvement.

Performance Problems. Although there could be times when employment is terminated without benefit of warning, DCP intends to alert employees to performance problems when appropriate and practical. We prefer to work with employees to correct performance issues.

Forms. Summative review forms are available on-line and from HR. Some performance criteria are common to all positions while other criteria are specific to the type of work being performed.



Questions. For more information about DCP's summative review process, please ask a member of the Administrative Team or HR.



Safety Plan

DCP encourages employees to communicate freely and often on safety and health matters. The purpose of this safety plan is to focus everyone on the goal of an injury- and illness-free workplace, to comply with federal, state, and local regulations, and to provide a foundation on which to continue developing safety procedures.

Effective Date. The safety plan originated on September 1, 2008. It is updated annually and distributed to staff by the start of the academic year.

Definitions.

First Aid Treatment – A one-time treatment and subsequent observation that does not ordinarily require medical care (e.g., minor scratches, cuts, burns, splinters, etc.).

Occupational Injury – An injury that results from a work accident, or from exposure involving a single incident in the work environment (e.g., cut, fracture, sprain, etc.).

Occupational Illness – An abnormal condition or disorder, other than one resulting from an occupational injury or caused by exposure to environmental factors associated with employment.

Recordable Injury or Illness – An occupational injury or illness resulting in loss of consciousness, restriction of work or motion, transfer to another job, or medical treatment other than first aid.

Responsibilities. HR is primarily responsible for maintaining the safety plan, reporting *Workers' Compensation Insurance* claims, providing or arranging for safety training, and complying with Cal-OSHA reporting requirements. (See *Benefits – Workers' Compensation Insurance.*)

All DCP employees share responsibility for:

- Paying attention to the safety and health implications of their work;
- Carrying out tasks safely;
- Ensuring that new employees receive appropriate safety orientations;
- Maintaining equipment in safe operating condition;
- Reporting unsafe or unhealthy conditions that cannot be corrected at once;





- Inspecting the workplace routinely, correcting unsafe conditions or bringing them to the attention of the Office Manager, HR, your Administrative Team, or management;
- Making changes in work practices to improve safety, or suggesting changes to the Office Manager, HR, your Administrative Team, or management;
- Reporting employees who do not follow safe work practices; and
- Reporting and cooperating in investigating accidents, incidents, or other pertinent events, and identifying the corrections necessary.

Safety Rules. Certain basic safety principles are so important that they rise to the status of rules. These safety rules go hand-in-hand with our <u>Employee Handbook</u> and will be clearly communicated during *New Hire Orientation*. Safety rules are integral to working at DCP and violating our safety rules is a basis for disciplinary action, up to and including termination of employment. (See *Employment – New Hire Orientation.*)

All employees are obliged to know and heed these common sense safety rules, and all managers are obliged to enforce them.

- Promptly report unsafe or unhealthy conditions in the workplace, including defective tools, equipment, appliances or wiring, to the Office Manager and a member of your Administrative Team.
- Report workplace injuries or illnesses to the Office Manager and a member of your Administrative Team as soon as possible.
- Ask how to operate equipment or perform an assigned task if you are uncertain.
- Use (and do not remove) equipment guards or grounding wires.
- Obtain approval from the Office Manager or a member of your Administrative Team before making changes in regular work or safety procedures.
- Report repetitive tasks that cause discomfort, or tasks that appear to be unsafe or unhealthy, to the Office Manager or to a member of your Administrative Team.
- Never come to work under the influence of alcohol, controlled substances or nonprescription drugs that affect your ability to work safely.
- Wear personal protective equipment and ensure adequate ventilation in any situation where it is required.
- Use the proper tool for the work. Do not use defective tools or equipment.
- Speak with the Office Manager and a member of your Administrative Team regarding the need for accommodations required by medication you are taking.

General Safety Training. HR or designee will provide a basic safety orientation to all current and new employees, and to all employees transferred or reassigned to new work or subject to new work procedures or equipment.

A basic safety orientation includes:

- Explaining the safety plan and reviewing safety information;
- Emphasizing the prompt reporting of any injury, illness or workplace hazard;

2 | Page



- Reviewing reporting procedures;
- Instructing employees to avoid tasks that appear unsafe;
- Instructing employees regarding evacuating, assembling and caring for students in an emergency; and
- Providing specific training to complete assigned tasks, as needed.

Once an initial safety orientation is completed, the Administrative Team assumes responsibility for ongoing safety instruction.

Communicating Safety Concerns. You are encouraged to speak to the Office Manager or a member of your Administrative Team regarding modifications that will improve job safety and performance.

Investigating an Illness or Injury. Once an illness or injury has been reported, HR will promptly investigate and prepare an incident report. All incident reports will be reviewed quarterly by the Administrative Team and the Executive Director.

Correcting Hazards. HR documents actions taken to correct hazards.

Disciplinary Action. Employees who do not comply with the safety plan will be subject to disciplinary action, up to and including termination of employment.

Workers' Compensation Insurance

DCP provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any work-related injury or illness that requires medical, surgical or hospital treatment. Subject to legal requirements, workers' compensation insurance provides benefits after a short waiting period.

The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits (tax-free) to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report work-related injury to the Office Manager;
- Seek medical treatment and follow-up care if required;
- Complete a written <u>Employee's Claim Form (DWC Form 1)</u> and return it to the Office Manager or HR; and
- Provide DCP with a certification from your health care provider regarding the need for workers' compensation disability leave as well as certification of your ability to return to work.



It is DCP's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. DCP, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the DCP operation.

- An employee who is injured on the job should go or be taken to an approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice made by EMS personnel for the most appropriate medical center or hospital will be recognized as an approved center.
- All accidents and injuries must be reported to the Office Manager and to the individual
 responsible for reporting to DCP's insurance carrier. Failure by an employee to promptly
 report a work-related injury could result in loss of insurance coverage for the employee.
 An employee may choose to be treated by his/her personal physician at his/her own
 expense, but he/she is still required to go to a DCP-approved medical center for evaluation.
 All job-related injuries must be reported to the appropriate State Workers' Compensation
 Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, an employee must have a medical release from a DCP-approved medical facility before returning to work.
- Any time there is a job-related injury DCP's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Workers' compensation coverage does not extend to injuries resulting from participation in nonwork recreational or social activities.



Confidentiality Agreement

Print Employee's Name

I am employed or desire to be employed by Across the Bridge Foundation ("Foundation") or one of its charter schools. I understand, however, that this Confidentiality Agreement ("Agreement") is neither a promise of nor a contract for employment. In this Agreement, "Foundation" refers to Across the Bridge Foundation and the charter schools it sponsors.

I agree to protect the Foundation's Confidential Information. "Confidential Information" refers to business and technical information, work products and know-how (e.g., development strategies) not generally known to the public which is acquired or produced by me in connection with my employment by the Foundation. Confidential Information may include, without limitation, information about staffing, finances, plans, information about students and their families, information about individuals' performance, medical conditions, compensation, Board discussions, information about other employees or consultants, as well as information received from others under an obligation of confidentiality. I agree to:

- a) Use such information only in the performance of my work duties;
- b) Hold such information in confidence and trust; and
- c) Use all reasonable precautions to assure that such information is not disclosed to unauthorized persons or used in an unauthorized manner, both during and after my employment with the Foundation.

I agree to protect the Foundation's Proprietary Information. "Proprietary Information" includes donor lists and databases, operations calendars, process maps, alumni lists and databases, the Student Handbook and the Employee Handbook. Such Proprietary Information is the sole property of the Foundation and may not be shared outside the Foundation without written permission from a Principal or the Executive Director. I agree to:

- a) Disclose Proprietary Information promptly to the Foundation;
- b) Assign Proprietary Information to the Foundation; and



c) Execute all documents and cooperate with the Foundation in all necessary activities to obtain copyrights or other protection for Proprietary Information at the Foundation's expense.

In compliance with the prevailing provisions of relevant state statutes,1 Proprietary Information does not include creative works or inventions for which no equipment, supplies, facility or Confidential Information of the Foundation was used and which was developed entirely on my own time, unless (a) the creative works or invention relates (i) to the business of the Foundation, or (ii) to the Foundation's actual or demonstrably anticipated research or development, or (b) the creative works or inventions result from work I perform for the Foundation.

I agree to honor prior Nondisclosure Agreements. I agree to honor any valid disclosure or use restrictions on Confidential Information known to me and received from any former employers or any other parties prior to my employment by the Foundation, and I agree not to bring onto the Foundation's premises such information in whatever physical form without the prior written consent of such former employers or other parties.

The product of all confidential work I perform within the scope of my Foundation employment belongs to the Foundation. Work performed by me during and within the scope of my Foundation employment includes, without limitation, reports, documents, drawings, computer programs, devices, and models. The Foundation shall maintain any and all legal rights it has with regard to such work products. I agree that I will not remove any Foundation property from the Foundation's premises without written permission from my Principal or the Executive Director. Upon termination of my employment I will return all Foundation property unless I obtain the Foundation's written permission to keep it.

I share rights to my curricula with the Foundation. I may keep copies of any curricula I develop and I have the Foundation's permission to use my own curricula in my future teaching. I will submit a complete copy of each semester's curriculum for each separate subject I teach to be included in the Foundation's curricula library for reference, now and in the future, by teachers and administrators.

The responsibility to maintain confidentiality about the Foundation's key resources extends beyond my employment. I agree not to disrupt, damage or interfere with the operation or business of the Foundation by soliciting or recruiting its employees or consultants for myself or others, both during my employment at the Foundation, and also for a period of one year following termination of my employment with the Foundation.

Each provision of this Agreement will be separately construed. If any provision is held to be unenforceable, the remaining provisions will not be affected.

Employee's Signature

Date

2 | Page

1 Including: California Labor Code, Section 2870



Staff/Student Interaction Policy

Across the Bridge Foundation ("ABF") and Downtown College Prep ("DCP") recognizes their responsibility to make and enforce all rules and regulations governing student and staff behavior to bring about the safest and most effective learning environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of ABF and DCP personnel:

Examples of PERMITTED actions (NOT corporal punishment)

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; and
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

• Hitting, shoving, pushing, or physically restraining a student as a means of control;



- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; and
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Staff/Student Interaction

Purpose. It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in current ABF and DCP ethics-related rules and regulations so that staff will better understand the prohibitions and behavior boundaries incumbent upon them.

The rules of conduct set forth in this policy are not intended to serve as an exhaustive list of requirements, limitations, or prohibitions on staff conduct and activities. Rather, they are intended to:

- Alert staff to some of the more sensitive and often problematic matters involved in staffstudent relationships;
- Specify boundaries related to potentially sexual situations and conduct that is contrary to accepted norms of behavior and in conflict with duties and responsibilities of staff; and
- Provide staff with clear guidance in conducting themselves in a manner that reflects high standards of professionalism.

It is important for ABF and DCP to maintain a school-wide culture in which students and staff understand their responsibility to report misconduct without fearing retaliation from students, staff, or administration. In order to prevent abuse and/or exploitation, students and staff must know that the administration will support them when they report possible misconduct.

Although this policy gives clear direction regarding appropriate conduct between staff and students, each staff member is obligated to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One helpful standard that can be quickly applied when assessing whether your conduct is appropriate is to ask yourself, "Would I be doing this if the student's family, or my colleagues or family, were standing next to me?"

Boundaries. For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a staff/student relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student's or parent's point of view. The objective of the following lists of acceptable and unacceptable behavior is not to restrain positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behavior to their daily activities. Although good-natured, heartfelt interaction with students certainly fosters learning,



student/staff interactions must always be guided by appropriate boundaries regarding activities, locations, and intentions.

Duty to Report. When any employee becomes aware of another staff member crossing the boundaries specified in this policy, he/she must speak directly to this staff member if the violation appears minor, and/or report the matter immediately to ABF or DCP administration. If the observed behavior appears significant, it is the duty of every staff member to immediately report the matter to ABF or DCP administration. It is the duty of ABF or DCP administration to thoroughly investigate and remediate the situation as necessary. Employees must also report to the administration any awareness or concern of student behavior that crosses appropriate boundaries, or where a student appears to be at risk for sexual abuse.

Unacceptable Behaviors. The following non-exhaustive list of behavior shall be considered in violation of this policy:

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in either a public or private situation.
- Making, or participating in sexually inappropriate comments.
- Sexual jokes, or jokes/comments with sexual innuendos.
- Seeking emotional involvement with a student for your benefit.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Behaviors without Parent and Supervisor Permission. The following behavior should only be exercised when a staff member has parent and supervisor permission:

- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at the school with the door closed.
- Allowing students in your home.
- Sending emails, text messages, or letters to students if the content is not about school activities.
- Intentionally being alone with a student on campus or away from the school.

Cautionary Behaviors. Staff members should only engage in the following behavior when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to, or immediately after, the occurrence.



- Being alone in a room with a student at school with the door closed.
- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Behaviors.

- Getting a parent's written consent for any after-school activity.
- Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (any communication should be limited to using school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Informing your supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or co-workers.
- Asking another staff member to be present if you will be alone with any type of special needs student.
- Asking another staff member to be present when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if your actions are worth your job and career.



Acknowledgement

I understand that my signature and initials below indicate that I have received a copy of ABF's and DCP's Staff/Student Interaction Policy. I have read it, understand it, and agree to abide by this Staff/Student Interaction Policy.

Employee's Signature

Date



REVISED FEBRUARY 1, 2015



Harassment and Sexual Harassment

The Board of Directors of Across the Bridge Foundation, a California nonprofit public benefit corporation doing business as Downtown College Prep ("DCP" or "Charter School"), adopts this Policy Against Harassment and Sexual Harassment to apply to all schools operated by Downtown College Prep, including Downtown College Prep and DCP Alum Rock, to address unlawful harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability.

DCP is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School's policy prohibits harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. DCP will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the Charter School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. DCP will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment.

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment. In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.



DCP is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults; and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually

2 | Page

demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an allinclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

Complaint Procedure. If you believe you have been or are being harassed, or if you become aware of possible unlawful sexual or other harassment by colleagues or others, you must promptly advise your Principal, the CFO, the Executive Director, or the President of the Board. If you are uncomfortable making your complaint to anyone within DCP, you may contact our Human Resources consultant: Maureen Clark, Three Sixty HR, Inc., 650-328-1165, maureen@threesixtyhr.com.

You may use DCP's Harassment Complaint Form at the end of this policy to report unlawful harassment or sexual harassment. If your complaint or report is verbal, DCP will assist you in completing a Harassment Complaint Form.

The Charter School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Council ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Protection Against Retaliation. DCP will not retaliate against an employee who makes a good faith report of perceived unlawful harassment or sexual harassment, or who participates in an investigation, and will not tolerate retaliation by any Charter School employee or Board member. Complainants and witnesses will be protected from further harassment and will not be retaliated against in any aspect of employment due to filing a complaint, reporting sexual harassment, or participating in an investigation.



HARASSMENT COMPLAINT FORM

It is the policy of Downtown College Prep ("DCP" or "Charter School") that its campus be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that the Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

Please review the Charter School's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.

If you are an employee of the Charter School, you may file this form with the Director or Board President.

DCP will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, DCP will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize DCP to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Charter School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by DCP both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:

Date:

Date of Alleged Incident(s):

Name of Person(s) you believe harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Print Name

Signature of Requestor

To be Completed by DCP

Received by:

Date:	

5 | Page

Date



REVISED FEBRUARY 1, 2015



Whistleblower Policy

The Board of Directors of Across the Bridge Foundation, a California nonprofit public benefit corporation doing business as Downtown College Prep ("DCP" or "Charter School"), adopts this Employee Whistleblower Policy to apply to all schools operated by Downtown College Prep, including Downtown College Prep and DCP Alum Rock.

DCP is committed to lawful and ethical behavior in all of its activities and requires Board members, officers and employees to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of the Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities.
- Encourage each Board member, officer and employee (or "Reporting Individual" or "Reporter") to report what he or she in good faith believes to be a material violation of law or policy or questionable accounting or auditing matter by the Charter School.
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy protect reporting individuals from retaliatory action.

Reporting Responsibility. Each Reporting Individual has an obligation to report what he or she believes is a material violation of law or policy or any questionable accounting or auditing matter by the Charter School, its Board members, officers and employees or other representatives. Reporters must also notify DCP if an action needs to be taken in order for the Charter School to be in compliance with law or policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on Charter School financial documents, grant reports, tax returns or other public documents;
- Providing false information to or withholding material information from Charter School auditors, accountants, lawyers, directors or other representatives responsible for ensuring compliance with fiscal and legal responsibilities;
- Embezzlement, private benefit, or misappropriation of funds;



- Material violation of Charter School policy, including among others, confidentiality, conflict of interest, whistleblower, ethics, and document retention;
- Discrimination based on race, gender, gender expression, gender identity, sexual orientation, ethnicity, and disability, or any other unlawful biases; or
- Facilitation or concealing any of the above or similar actions.

Reporting Concerns. Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her manager or to the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the Director of the Charter School. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact the President of the Board of Directors.

Handling of Reporting Violations. Except as otherwise required by law, or as otherwise required by court order, DCP will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Charter School Director to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. Charter School staff will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the President.

For matters reported directly to the President of the Board of Directors, the Board of Directors shall promptly acknowledge receipt of the complaint to the Complainant if the identity of the Complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties.

Authority of Investigative Parties. The Investigative Parties (President of Board of Directors, Charter School Director, or Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation. This Whistleblower Policy is intended to encourage and enable Board members, officers and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no Board member, officer or employee who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of an employee, suffer adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

Acting in Good Faith. Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy or a material accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality. Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, DCP cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to Charter School employees, may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

WHISTLEBLOWERS ARE PROTECTED

It is the public policy of the State of California to encourage employees to notify an appropriate government or law enforcement agency when they have reason to believe their employer is violating a state or federal statute, or violating or not complying with a state or federal rule or regulation.

Who is protected?

Pursuant to California Labor Code Section 1102.5, employees are the protected class of individuals. "Employee" means any person employed by an employer, private or public, including, but not limited to, individuals employed by the state or any subdivision thereof, any county, city, city and county, including any charter city or county, and any school district, community college district, municipal or public corporation, political subdivision, or the University of California. [California Labor Code Section 1106]

What is a whistleblower?

A "whistleblower" is an employee who discloses information to a government or law enforcement agency where the employee has reasonable cause to believe that the information discloses:

- 1. A violation of a state or federal statute,
- 2. A violation or noncompliance with a state or federal rule or regulation, or
- 3. With reference to employee safety or health, unsafe working conditions or work practices in the employee's employment or place of employment.

What protections are afforded to whistleblowers?

1. An employer may not make, adopt, or enforce any rule, regulation, or policy preventing an employee from being a whistleblower.

2. An employer may not retaliate against an employee who is a whistleblower.

3. An employer may not retaliate against an employee for refusing to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation.

4. An employer may not retaliate against an employee for having exercised his or her rights as a whistleblower in any former employment.

Under California Labor Code Section 98.6, if an employer retaliates against a whistleblower, the employer may be required to reinstate the employee's employment and work benefits, pay lost wages, and take other steps necessary to comply with the law.

How to report improper acts

If you have information regarding possible violations of state or federal statutes, rules, or regulations, or violations of fiduciary responsibility by a corporation or limited liability company to its shareholders, investors, or employees, call the California State Attorney General's Whistleblower Hotline at 1-800-952-5225. The Attorney General will refer your call to the appropriate government authority for review and possible investigation.



REVISED FEBRUARY 1, 2015



Uniform Complaint Policy and Procedures

The Board of Directors of Across the Bridge Foundation, a California nonprofit public benefit corporation doing business as Downtown College Prep ("DCP" or "Charter School"), adopts this Uniform Complaint Policy and Procedures to apply to all schools operated by Downtown College Prep, including Downtown College Prep and DCP Alum Rock.

This policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- Complaints of discrimination against any protected group, including actual or perceived discrimination, on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any DCP program or activity; and
- 2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.
- 3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California

1 | Page



Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
- iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- 4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

DCP acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, DCP will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

DCP prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Ruth Wamuyu Schriver, Chief Operating Officer

1400 Parkmoor Ave. Ste 206, San Jose CA 95126

(408) 271-8120 Ext: 102

rschriver@dcp.org

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible.

2 | Page



Designated employees may have access to legal counsel as determined by the Principal or designee.

Notifications

The COO or designee shall annually provide written notification of DCP's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The COO or designee shall make available copies of the uniform complaint procedures free of charge.

The notice shall:

- 1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
- 2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
- 3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
- 4. Include statements that:
 - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
 - b. The complaint review shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
 - c. An unlawful discrimination complaint must be filed not later than six (6) months from the date the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
 - d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within fifteen (15) days of receiving the Charter School's decision; and
 - e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that DCP has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.



First Step: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six (6) months from the date when the alleged discrimination occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

Second Step: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Third Step: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

DCP's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the

4 | Page

investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Fourth Step: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days DCP's receipt of the complaint.

OPTION 2:

Within thirty (30) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within sixty (60) days of DCP's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Fifth Step: Final Written Decision

DCP's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

- 1) The findings of fact based on evidence gathered.
- 2) The conclusion(s) of law.
- 3) Disposition of the complaint.
- 4) Rationale for such disposition.
- 5) Corrective actions, if any are warranted.
- 6) Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.



- 7) For discrimination complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- 8) For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with DCP's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving DCP's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the COO or designee shall forward the following documents to the CDE:

- 1. A copy of the original complaint.
- 2. A copy of the decision.
- 3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
- 4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
- 5. A report of any action taken to resolve the complaint.
- 6. A copy of the Charter School's complaint procedures.
- 7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by DCP when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which DCP has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of DCP's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant

6 | Page



REVISED FEBRUARY 1, 2015

must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.



Uniform Complaint Procedure Form

Last Name:		First Name/MI:		
Student Name (if applicable):	Grade:		_ Date of Birth:	
Street Address/Apt. #:				
City:		State:	Zip Co	ode:
Home Phone:	_ Cell Phone:		Work	Phone:
School/Office of Alleged Violatio	on:			
For allegation(s) of noncomplicomplaint, if applicable:			n or ac	_
Adult Education	Consolida Programs	ted Categorical		Nutrition Services
Career/Technical		and Indian Education	on	Special Education
Child Development Programs	Pupil Fees		011	Local Control Funding Formula
For allegation(s) of unlawful unlawful discrimination/haras				
🗌 Age	🗌 Gender / G	n / Gender Identity		Sex (Actual or Perceived)
Ancestry	•		у 🗌	Sexual Orientation
Color	National O	rigin		(Actual or Perceived)
Disability				Based on association with a person or group with one
(Mental or Physical)	Religion			or more of these actual or perceived characteristics
Ethnic Group Identification				perceived characteristics
1. Please give facts about involved, dates, whether withe investigator.				h as the names of those helpful to the complaint
				8 P a g e

Appendix J - Uniform Complaint Policy and Procedures



2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

Signature:	Date:	
-		

Mail complaint and any relevant documents to:

Ruth Wamuyu Schriver, Chief Operating Officer

1400 Parkmoor Ave. Ste 206, San Jose CA 95126

(408) 271-8120 Ext: 102



DCP Alum Rock

SITE EMERGENCY PLAN ACADEMIC YEAR 2015-2016

Downtown College Prep – Alum Rock Middle School Address: 2800 Ocala Avenue San Jose CA 95148 Main Phone: (408) 942-7000 Brandon Jones, Principal

TABLE OF CONTENTS

1. Important Phone Numbers

Emergency Staff

2. School Emergency Team:

Members Roles and Responsibilities

3. Site Emergency Plan Overview

Annual review Staff & Community awareness Evacuation Routes School Responsibility for Students

4. Emergency Plans and Procedures

Assaults & Fighting Blood Borne Pathogen Bomb Threat Campus Unrest **Chemical Spill** Code Red and Code Blue Drive by Shootings Earthquake Explosion/Threat of Explosion Extended Power Loss / Utilities Failure Fallen Aircraft Fire Hostage Situations Medical Incidents Severe Weather Swine Flu/Pandemic

5. Emergency Drills

Annual Drill Schedule Primary Assembly Location – Campus Map Fire Drill Procedure Earthquake Drill Procedure Code Red/Blue Drill Procedure Evacuation Procedures Emergency Drill Assessment form

6. Additional Documents

Adult Sign Out Sheet Student Release Request Emergency Status Report Incident Report Student Accident Report

7. Reports & Assessments

Filed Incident & Student Accident Reports Filed Drill Assessment Reports

8. Safety Process Map & Monthly Checklists

EMERGENCY NUMBERS

Santa Clara County Office of Education Alum Rock School District Facilities Executive Director Operations Administrator	408-453-6500 408-928-6870 408-674-6300 408-271-8120	
AMBULANCE (County Ambulance Dispatch Control)	911	
EMERGENCY SERVICES OFFICE (E.S.O.) City of San Jose (Business 277-4000, 24 hrs.) County of Santa Clara (business 299-3751)	408-277-5496 911	
FIRE DEPARTMENT - SAN JOSE Bomb Squad Hazardous Materials Unit	911 408-277-4122 408-277-4363	
HEALTH DEPARTMENT - SANTA CLARA COUNTY	408-299-5822	
HOSPITALS (All in San Jose) Alexian Brothers - 255 North Jackson Avenue Good Samaritan - 2425 Samaritan Drive O'Connor - 2105 Forest Avenue San Jose - 675 East Santa Clara Santa Clara Valley Medical Center - 751 South Bascom Kaiser Permanente Santa Teresa - 250 Hospital Parkway Santa Clara - 900 Kiely Blvd.	408-259-5000 408-559-2011 408-947-2500 408-998-3212 408-299-5100 408-972-3000 408-985-4000	
POLICE DEPARTMENT - SAN JOSE	408-277-3828 or 911	
RED CROSS SHERIFF'S OFFICE	408-236-6400 408-294-1334 or 911	
SUPERINTENDENT OF SCHOOLS - SANTA CLARA COUNTY	408-453-6500	
UTILITIES P.G. & E. (24 hr. number) San Jose Water Company (or after hours 279-7811) Sanitation Districts (Sewers) Santa Clara Valley Water District	408-280-1212 408-279-7900 408-299-2507 408-265-2600	

STAFF PHONE NUMBERS

For confidentiality purposes, staff phone numbers have been withheld

School Emergency Team Members

Central Office Responsible Official:			
Ruth Wamuyu Schriver	(408) 271-8120, ext. 102, cell 408 386-0420		
School Site Responsible Official:			
Brandon Jones, Principal	(970)-988-3025		
School Site Safety Coordinatory			
School Site Safety Coordinator:			
Michelle Koo, School Operations Manager	(650) 515-1321		
Emergency Response Teams:			
Site Communications Team	Leader: Brandon Jones		
Assembly Area Team	Leader: Phil Kang, Natalie Carpenter		
First Aid Team	Leader: Jose Zavala, Lewis Scott		
Food and Water Team	Leader: Kenda Pot, Sarah LeDuff		
Search and Assessment Team	Leader: as directed by Principal		
Student Release Team	Leader: Michelle Koo, Rachael Gustaveson		
Traffic and Security Team	Leader: Alejandro Herrera, Anthony Snow		
Utilities and Hazards Team	Leader: as directed by Principal		

School Emergency Team Roles and Responsibilities

Site Communications Team:

- The purpose of the Site Communications Team is to ensure clear and accurate communication between all site emergency teams, families, and external safety support services in order to ensure all students are accounted for.
- Team Member Responsibilities
 - Activate alarm
 - Notify staff and students
 - Call 911
 - Call Director of HR & Operations (Ruth Wamuyu Schriver 271-8120 or 408-386-0420)
 - Set up Command Post and communicate with all other teams

Assembly Area Team:

- The purpose of the Assembly Area Team is to ensure that all students assemble in the evacuation area, that missing students are communicated to the Communications Team, and that all students are supervised of teachers who report to other teams.
- Site Safety Coordinator Annual Responsibilities:
 - Maintain a current map of the assembly area showing classes where to congregate
- Team Member Responsibilities
 - All staff take roll of students
 - Staff hold up green (all present) or red (student missing)
 - \circ Team leader collects list of missing students and delivers list to Communications Team
 - Keep students on site and in class groups
 - Collaborate with Student Release Team

First Aid Team:

- The purpose of the First Aid Team is to provide emergency and long-term First Aid, to set up the
 First Aid Station near the Command Post (away from possible hazards) and to manage and utilize
 First Aid supplies.
- Site Safety Coordinator Annual Responsibilities:
 - Update First Aid Certification of team members.
 - Note on site map the location of all First Aid kits and supplies. Replenish and update as necessary.
 - Decide Primary and alternate location for the emergency First Aid center and the morgue.
- Team Member Responsibilities
 - Report to first aid station with emergency medical supplies, cell phone and/or two way radio
 - Set up first aid station
 - Supervise the use & distribution of first aid supplies
 - Administer first aid as necessary
 - Document treatment, time, and release of all injured on First Aid Log and Student Sign Out Sheet
 - Assess need for more extensive treatment & notify Site Communications Team

Food and Water Team:

- The purpose of the Food and Water Team is to ensure adequate and sanitary conditions and to maintain proper hygiene.
- Team Member Responsibilities
 - Monitor use of all water
 - Distribute food supplies, as available & needed
 - Setup hand washing station using prepackaged wipes
 - $\circ~$ Discuss with Principal & Student Release Team the approximate number of students needing long-term care, so that appropriate rationing of food and water can begin
 - Setup temporary toilets using garbage cans

Search and Assessment Team:

- The purpose of the Search and Assessment Team is to search all areas of the campus (buildings and grounds) in a predetermined pattern shortly after an emergency has occurred and when/if it is safe to do so. This team functions as a "buddy system".
- Site Safety Coordinator Annual Responsibilities:
 - Choose personnel pairs for team
 - Divide campus into predetermined sweep areas
 - Train sub-teams in their areas
 - Teams know location of first aid supplies and equipment and of water and emergency food supply.
- Team Member Responsibilities
 - Evacuate own room and transfer students to another teacher
 - Report to assigned area, link up with partner, and begin sweep of area
 - Give status report to Command Post
 - Secure unsafe buildings/ classrooms against entry
 - Remain in voice contact with partner at all times

Student Release Team:

- The purpose of the Student Release Team is to ensure any students that leave campus are accounted for, and are going with authorized individuals
- Site Safety Coordinator Annual Responsibilities:
 - Update emergency cards for all students
- Team Member Responsibilities
 - Gather emergency cards
 - Check that the person is on the list as an authorized person to pick up student(s)
 - Verify with personal identification
 - Send for student to come to Release Center
 - Assure that authorized person indicates destination, signs emergency card and leaves it with Release Team. No name = no student release

Traffic and Security Team:

- The purpose of the Traffic and Security Team is to provide a safe school environment for all vehicles
- Team Member Responsibilities
 - Maintain a clear entrance to the school for emergency vehicles
 - Direct other vehicles to available parking
 - Setup a reserved area surrounded by rope for the release of students (release area)
 - Direct authorized adults to students' release area
 - Maintain supervision of all students until authorized release

Utilities & Hazards Team:

- The purpose of the Team is to ensure utilities are safely shut off in case of emergency.
- Site Safety Coordinator Annual Responsibilities:
 - Ensure number of utility company is correct
- Team Member Responsibilities
 - Call the utility company
 - Control the main shut-off values & switches for gas, water, electricity & assure that no hazards result from broken down lines
 - Assist rescue operations, as required
 - Assist fire-fighting efforts until regular fire-fighting personnel take over Help distribute emergency supplies & equipment, as needed

SITE EMERGENCY PLAN OVERVIEW

This Site Emergency Plan has been designed to be a practical document for use during a Declared emergency of such magnitude, i.e., earthquake, that the school may be isolated from immediate outside assistance.

The Safety Coordinator, with assistance from the Principal and parent/teacher organizations, will see to it that the information required by the Plan is supplied and that this information is reviewed and updated annually.

The Site Manager (Principal) or designee has the ultimate responsibility for all local decisions in a disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams, the Site Manager will assess building damage, casualties and facility status, and report them to the Central Office.

Annual review

Site emergency plans shall be reviewed annually. Because of the need for clear understanding of policies and procedures to be followed during an emergency, each Site Manager shall designate the Safety Coordinator the responsibility of reviewing the Site Emergency Plan for the purpose of:

- 1. Updating staff assignments
- 2. Verifying status and location of supplies and equipment
- 3. Modifying site procedures
- 4. Planning for staff training activities
- 5. Reviewing emergency signals for evacuation, fire alarm, lockdown

This annual review will be completed by September 30 of each year and an updated Site Plan will be submitted to the Director of Human Resources & Operations at that time.

Staff Awareness

By October 30 each year each site shall devote one complete staff meeting to Emergency Preparedness planning including Team assignments, evacuation procedures and basic District policies during emergencies. The Site Plan or appropriate pages of Plan is to be given to each staff member by this date.

Community Awareness

Each Site Manager shall include in the first mailing home in the Fall a letter from the Site Manager on Emergency Preparedness policies with emphasis on the need for student emergency release information.

Evacuation Routes

As of the first day of school, evacuation route maps will be posted in each work area. The following information will be marked on evacuation maps:

- Emergency Exits
- Evacuation Routes
- Locations of Fire Extinguishers
- Fire Alarm Pull Station Locations
- Primary and Secondary Assembly Points

Primary On-Site Evacuation / Assembly Location

Dirt Parking Lot by softball fields 2800 Ocala Avenue San Jose, CA 95148

School Site Responsibility for Students

If the Superintendent or Executive Director declares a District emergency during the school day, DCP adheres to the following clear statement of policy governing its actions.

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT OR EXECUTIVE DIRECTOR DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

- 1. Until regular dismissal time and then released only if it is considered safe, OR
- 2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they will be brought to school if bussed, or they should proceed to school.
 - b) If students are on their way home from school they are to continue home.

EMERGENCY PROCEDURES – Assaults & Fighting

FIGHTS:

School staff should follow these guidelines when a fight occurs:

- 1. Send a reliable student to the office to summon assistance.
- 2. Speak loudly and let everyone know that the behavior should stop immediately.
- 3. Do not intervene or try to break up the fight.
- 4. Obtain help from other teachers if at all possible.
- 5. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
- 6. Call out the names of the involved students and let them know they have been identified.
- 7. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
- 8. Attempt to separate the involved students by speaking to them in an assertive tone of voice. If successful in separating the students, try to avoid using further confrontational behavior.
- 9. Remember that no one can "cool down" instantly; separate the students, give the students time to talk in a calm setting with an administrator, and fill out an Incident Report.

ASSAULTS:

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School Principal, or his/her designee. The School Principal (or designee) will determine if law enforcement officials should be notified. If a serious assault occurs:

- 1. Dial 911.
- 2. Seek first aid or medical attention, if indicated.
- 3. Have photographs taken of any injuries.
- 4. Write down a physical description of the assailant (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
- 5. Obtain names and telephone numbers of any witnesses.
- 6. Draft Incident Report and submit it to the School Principal, or his/her designee and the Central Office.
- 7. School Principal, or his/her designee will submit incident report to the local law enforcement if incident is serious.

EMERGENCY PROCEDURES – Blood Borne Pathogen

The blood borne pathogens safety procedure has been developed by to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens as outlined in the California Code of Regulations (CCR) Title 8, Section 5193.

The following are several principles that should be followed by employees when working with, or if exposed to, blood borne pathogens:

- Being prudent and wise in their work to minimize exposure to blood borne pathogens
- Never underestimate the risk of exposure to blood borne pathogens
- DCP shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to blood borne pathogens.

To ensure that this policy is kept current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees
- Whenever an employee is exposed to a blood borne pathogen

METHODS of COMPLIANCE

To effectively eliminate or minimize exposure to blood borne pathogens, DCP has implemented the following methods of compliance.

- <u>Universal Precautions</u>: DCP observes the practice of "Universal Precautions" to prevent contact with blood and other potentially infectious materials. As a result, DCP employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.
- Engineering Controls: When necessary, DCP shall use available engineering controls to eliminate or minimize employee exposure to blood borne pathogens including:
 - Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to all employees who have potential for exposure.
 - Containers for contaminated sharps have the following characteristics:
 - Puncture-resistant
 - Color coded or labeled with a biohazard warning label
 - Leak-proof on the sides and bottom
 - Specimen and Secondary Containers which are:
 - Red in color
 - Puncture-resistant, when necessary
 - Color coded or labeled with a biohazard warning label
 - Leak-proof on the sides and bottom
- <u>Workplace Controls</u>: Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment [PPE]), clean-up and housekeeping techniques

<u>Hand washing</u>: Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.

<u>Gloving (and other personal protective equipment [PPE])</u>: Gloves and other PPE should be worn at a minimum under the following conditions:

• At all times when contact is anticipated with blood or other bodily fluids.

- When the wearer has an open sore or cut and handling bodily fluids or blood.
- When rendering first-aid.
- When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva

<u>Clean-Up of Spills:</u> The following safe practices should be followed when cleaning up spills:

- Always wear gloves and other PPE as necessary to prevent exposure
- Use towels or other absorbents in conjunction with soap and water.
- Use approved disinfectants as necessary.
- Discard absorbents and other materials in appropriate plastic bag labeled for such items
- Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.

<u>Housekeeping</u>: The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.

- Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
- If equipment or PPE become contaminated, immediately remove and replace them.
- Inspect and decontaminate any bins, pails or other similar receptacles which may become contaminated
- Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
- Discard regulated waste in manner consistent with law.
- Discard sharps immediately in containers provided for such.
- Always close containers
- If a container is leaking place one container in a second container.
- Containers for regulated waste other than sharps are red in color and labeled biohazard.
- The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal offsite shall be kept by the school.

Post Exposure and Follow-Up

- If an employee is accidentally exposed to blood borne pathogens during the performance of their work, the following shall be immediately conducted:
- Employees shall receive medical consultation and if necessary, treatment
- An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
 - Date and time of exposure
 - Location of exposure
 - The type of potentially infectious materials (blood, urine, etc.)
 - Source of infectious materials
 - Circumstances of the exposure (type of work being conducted)
 - Cause of exposure if known (accident, equipment malfunction, etc.)
 - Was PPE being worn
 - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)
- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
- Follow-up shall provide exposed employee with the following confidential info:
- Documentation regarding the routes of exposures and circumstances

- Identification, if possible, of the source individual (unless infeasible or prohibited by law).
- If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information
 obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and
 regulations concerning disclosure of the identity and infectious status of a source individual conducted. In
 addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
- The process is to remain confidential.
- The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

<u>Written Opinion</u>: The healthcare professional shall provide DCP with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations is indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about any medical conditions resulting from the exposure incident which require further evaluation or treatment.
- A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the
 exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical
 status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other
 findings and diagnoses will remain confidential and will not be included in the written report.

All medical records concerning employees are kept confidential and will not disclose or report any information to anyone without the written consent of that employee (except as required by law).

EMERGENCY REPORTING PROCEDURES – Bomb Threat

Instructions:			
 Be Calm & Courteous 			
• Listen & do not interrupt the ca	ller		
Keep caller talking (pretend diff	iculty hearing)		
Your Name:	Time:	Date:	
-			
Caller's Identity:	Junanila Approximate Age		
Male Female Adult	JuvenileApproximate Age:		
Voice Characteristics:			
Loud High Pitch Soft De	ep Raspy Pleasant Intoxicated	Other:	
-			
Accent: English Spanish Oth	ner:		
Speech : Fast Stutter S	Slurred Slow Distorted Nasal	Other:	
<i>Language:</i> Excellent Fai	r Foul Poor Other:	-	
Prokawa Maisaa			
Background Noises:	Ausia Church Animala Mainan Dautu	A involution	
	Iusic Street Animals Voices Party	Airpianes	
Quiet			
Ask the following questions to	Bomb Threat Person (if possible):		
		-	
 What kind of bomb is it: 			
 What kind of package is it in: 			
What is your name & address:			

Call the Police / Notify your supervisor immediately

EMERGENCY PROCEDURES – Campus Unrest

- A. Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc. to the point where the Principal determines that the safety of students and staff is jeopardized.
- B. Responsibilities

Principal

- 1) Initiate Action **Code Blue**.
- 2) Notify the Central Office.
- 3) Inform students who refuse to report to class that they are subject to suspension, expulsion and possible arrest.
- 4) Utilize non-teaching staff, campus or district police officers, central office personnel, etc. to move students either into classrooms or off campus.
- 5) Instruct all staff members to take names of all students who fail to cooperate.
- 6) If time permits and staff members are available, parents of uncooperative students are to be called.
- 7) Under extreme circumstances, discuss with the Executive Director the closing of school. Schools may be closed only at the direction of the Executive Director or designee.

Staff

1) Teachers will maintain classes at the direction of the Principal.

EMERGENCY PROCEDURES – Chemical Spill

- A. Warning: By telephone, radio, messenger, or P.A. system.
- B. The following are the locations of the Spill Containment and Security Equipment Personal Protective Equipment

When a spill happens in on campus:

- 1. Immediately notify the Safety Coordinator
- 2. Contain the spill with available equipment
- 3. Secure the area and alert other site personnel
- 4. Do not attempt to clean up the spill unless trained to do so
- 5. Attend to the injured and call 911 if necessary

6. Call a spill cleanup company or the Fire Department to perform a large chemical spill cleanup

- 7. Principal determines need to evacuate the building
- C. Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases. Should such an accident endanger the students or staff, the following will be accomplished:
 - 1. Determine the need to evacuate building or shelter in place.
 - 2. Determine whether the students and staff should leave the school grounds.
 - 3. If appropriate, take action to evacuate buildings, and if necessary, the area.
 - 4. Move crosswind -- never up, or downwind -- to avoid fumes.
 - 5. With the school staff, maintain control of the students at a safe distance.
 - 6. Render First Aid as necessary.
 - 7. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
 - 8. Take roll.
 - 9. Notify the Central Office.
 - 10. The principal will direct other action as required.
 - 11. Students and staff should not return to the school until Principal declares the area safe.

EMERGENCY PROCEDURES – Code Red & Code Blue

If someone enters the school grounds or buildings with a deadly weapon:

- 1) Avoid confronting the student or gunman.
- 2) Notify the School Principal, or his/her designee, or school office immediately.
- 3) Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The School Principal, or his/her designee, should follow these guidelines:

1) Give the Lockdown Order (CODE RED) to all Teachers.

2) Notify law enforcement immediately.

3) Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

Classroom Teacher Should:

1) Lock the classroom door when the Lockdown Order (CODE RED) is given.

- 2) Barricade the door and any entrance to the classroom
- 3) Build a separate barricade for the students to hide behind
- 4) Quiet the students
- 5) Take roll

6) Pass a Red sign under the door if there is an issue, Pass the green sign under the door if all students

are inside and room is calm

7) Wait for the "All Clear" order

In case there is a HOSTAGE SITUATION at the school, staff should:

- 1) Stay Calm / Do NOT be a hero
- 2) Follow instructions of captor.
- 3) Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
- 4) Inform captors of medical or other needs.
- 5) Be prepared to wait; elapsed time is a good sign.
- 6) Don't try to escape; don't try to resolve situation by force.
- 7) Be observant and remember everything that is seen or heard.
- 8) If a rescue takes place, lie on the floor and await instructions from rescuers.
- 9) The School Principal, or his/her designee, should be responsible for the following:
- 10) Immediately notify law enforcement.
- 11) Move other students and teachers completely away from those who are in the hostage situation.
- 12) Keep everyone as calm as possible.
- 13) Be prepared to answer questions from media or family.

Reminders for Classroom Staff:

If you hear **Code Blue** at any time during the day, please lock the room that you are currently in. Follow the lock down instructions on the DCP School Site Safety Plan and on the Classroom Safety Clip Board. NO BARRICADE NEEDED

If you hear **Code Red** at any time during the day, please lock down the room that you are currently in and BARRICADE it as well. Follow the lock down instructions in the DCP School Site Safety Plan and on the Classroom Safety Clip Board.

Turn on your cell phone:

Take Role & Assess Medical Situation:

When you are locked down, please take roll and assess the medical situation in your classroom.

•Green Card: If you are not missing any students and there is no immediate medical need, please place the Green Card under the door.

•**Red Card:** If you are missing a student or there is a medical issue needing attention, please place the Red Card under the door.

Front Office Communication:

While in lock down, a member of the Incident Command Team will ask each classroom/teacher to respond when asked for status.

• If you do NOT have an issue in your classroom (students are accounted for, no medical emergency, no intruder) respond with the following phrase: **WE ARE IN NEED**

• If you DO have an issue in your classroom (students are missing, there is a medical emergency or the intruder is in your classroom) respond with the following phrase: <u>ALL CLEAR</u> After you respond with the "ALL CLEAR," Please answer with the following information to indicate whether the issue is:

"ONE" Missing Student(s)

"TWO" Medical Emergency or Intruder in the room

(i.e.—All Clear One—if you have a missing student—All Clear Two—if you have an intruder or medical emergency)

EMERGENCY PROCEDURES – Drive By Shooting

In the event that a drive-by shooting occurs on or adjacent to a school, these procedures should be followed:

Responsibilities

Principal

- 1) Initiate Action **Code Blue** or Action **DUCK, COVER AND HOLD**.
- 2) Immediately call 911 and the Central Office
- 3) Work in coordination with and at the direction of law enforcement officials.

Staff

- 1) In classrooms, maintain Action **Code Blue** or **Action DUCK, COVER AND HOLD** until the all clear signal sounds.
- In open areas, move students to safer areas (e.g. classrooms as quickly as possible. Initiate Action DROP only if it is not possible to safely reach enclosed area.

Note: Drive-by shootings usually happen very quickly. Unlike hostage situations the perpetrators of drive-by shootings usually leave the scene instantly. Staff members who witness such incident should attempt, without putting themselves in danger, to get the license number and as precise a description of the vehicle as possible.

EMERGENCY PROCEDURES – Earthquake

- A. Warning: Little or none Earthquakes usually strike without warning. The following actions, as time permits, shall be accomplished:
- B. Inside School Building:
 - 1. The teacher, or other person in authority, implements Action DROP. Face away from windows.
 - 2. Try to avoid glass and falling objects. Move away from under heavy suspended light fixtures.
 - 3. After earthquake stops wait for announcement to leave building.
 - (a) Do not return to buildings for any reason until they have been declared safe by school authorities.
 - 4. All site personnel should assemble in preplanned assembly area.
 - 5. Teachers take roll and make list of missing students.
 - 6. Do not light any fires after the earthquake. Turn off main gas valve.
 - 7. Keep safe distance from electrical wires, which may have fallen. Turn off main electrical switch.
 - 8. Render first aid if necessary.
 - 9. Call 911 for fire or medical help.
 - 10. Notify the Central Office.
 - 11. Use Emergency Communications equipment to contact Emergency Services Center.
 - 12. Request assistance as needed, through channels, from the ALUM ROCK SCHOOL DISTRICT SUPERINTENDENT'S OFFICE.
 - 13. The Principal will try to procure the advice of school authorities about the safety of the building, and whether students and staff may return.
- C. On School Grounds:
 - 1. The teacher, or other person in authority, implements Action **DROP**.
 - 2. The safest place is in the open. Stay there until the earthquake is over.
 - 3.. Move away from buildings, trees, and exposed wires.
 - 4. DO NOT RUN!
 - 5. Follow procedures 4 through 13 under "Inside School Building".
- D. On School Bus/Transportation: (Regular routes, field trips, etc.)
 - 1. Students shall follow the directions of the bus driver and monitor.
 - 2. The bus driver is legally responsible for the welfare of student riders.
- E. Walking to and from School:
 - 1. The safest place is in the open. Stay there.
 - 2. Move away from buildings, trees and exposed wires.
 - 3. DO NOT RUN!
 - 4. After the earthquake, if on way to school, continue to school.
 - 5. After the earthquake, if on way from school, continue home.

EMERGENCY REPORTING PROCEDURES – Explosion / Threat of Explosion

- A. Warning: When the condition is detected or the explosion occurs.
- B.In the event of an explosion at the school, or the threat of an explosion -- such as those caused by leaking gas or a faulty boiler within a school building, the following will be accomplished:
 - 1. Explosion:
 - a. Command "DROP" is given.
 - b. If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action **LEAVE BUILDING**.
 - c. Sound the fire alarm.
 - d. Move to an area of safety, and maintain control of students.
 - e. Render First Aid as necessary.
 - f. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
 - g. Fight incipient fires without endangering life.
 - h. Take roll.
 - i. Notify the office of the District Superintendent.
 - j. Notify utility companies of a break or suspected break.
 - k. The School Principal will direct further Action as required.
 - 2. Threat of Explosion:
 - a. Sound the school fire alarm. This will automatically implement Action **LEAVE BUILDING.**
 - b. Follow procedures d, f, i, j, and k under "Explosion" above.

EMERGENCY REPORTING PROCEDURES – Extended Power Loss / Utilities Failure

Utilities Failure

Failure of one or more of the utilities (electricity, gas, water) constitutes an emergency that must be dealt with on a situational basis. The basic District policy governing actions that should be taken is that school should remain in operation to the extent possible and students should be cared for until regular dismissal time.

- A. Warning: Occurrence of outage.
- B. In response to the failure of any utility the following actions shall be taken:
 - 1. Call Maintenance immediately Do not call the utility. Maintenance will do that.
 - 2. Call the Director of Maintenance to request portable lights and/or space heaters if necessary.
 - 3. Advise the faculty and staff of the problem and what actions are being considered.
 - 4. Establish prudent procedures to keep students warm and dry in classrooms or large group areas.
 - 5. Notify Food Services if outage will affect lunches.
 - 6. In the event of an outage early in the school day that has the possibility of lasting several hours, request permission from the Assistant Superintendent, School Services, to bus students to other District sites able to provide accommodations for them.
 - 7. Notify the Superintendent's office of all actions taken so that office will be able to respond to calls from parents or the media.

C. <u>Water Service Failure</u>:

- 1. Sanitation becomes a problem after approximately 2 hours of interrupted water service. If you anticipate shut down of water for that long, request delivery of portable sanitary facilities to your school.
- 2. Notify Food Services if lack of water will affect lunches.

D. <u>Electrical Service Failure:</u>

- 1. Actions to be planned and/or taken during electrical service failure will depend on the time of the year, the amount of natural light available in classrooms, the outside temperature, and the length of time electricity if expected to be off.
- 2. The principal shall contact Maintenance to determine when service will or is expected to be restored.
- 3. The Director of Maintenance will keep in touch with his electrical crew by radio and in turn advise the school frequently on the current status for restoration of service.

- 4. Some classes will necessarily have to be altering classroom work schedules due to the lack of electrical current when classes are to continue.
- 5. Several flashlights should be available to handle situations where emergency lighting has failed or is inadequate.
- 6. Ensure that all personnel are kept clear of down or dangling electrical wires, even though you may think they are "dead".
- 7. Evacuation routes must be planned to avoid fallen electrical wiring.

E. Gas Service Failure:

- 1. Gas service is a primary source of heat; therefore in most instances, the outside temperature will dictate whether or not supplementary heaters are needed. Students may need to put on additional clothes to keep warm.
- 2. If a gas leak creates a danger of explosion, the actions described under "threat of Explosion" should immediately be implemented.
- F. If outages appear to be for an extended period of time:
- 1. Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment
- 2. Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:
 - Fire sprinkler system
 - o Standpipes
 - Potable water lines
 - Toilets
- 3. Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids or provided with auxiliary heat sources

Upon Restoration of Heat & Power:

- 1. Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry
- 2. Fire & potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on

EMERGENCY REPORTING PROCEDURES – Fallen Aircraft

Fallen Aircraft

- A. Warning: When the accident occurs, messenger or telephone.
- B. If an aircraft falls on or near school grounds, the following shall be accomplished:
 - 1. The principal shall determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the Principal.
 - 2. All students and staff shall be kept at a safe distance (300 feet), allowing for possible explosion of fuel tanks or ordnance.
 - 3. If possible, the Principal shall determine whether the aircraft is military, commercial or a private plane.
 - 4. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
 - 5. Notify the SAN JOSE POLICE DEPARTMENT AT 911.
 - 6. Notify the office of the District Superintendent.
 - 7. The Principal shall direct further action as required.

EMERGENCY REPORTING PROCEDURES – Fire

When the fire is discovered:

- Activate the nearest fire alarm (if installed)
- Notify the local Fire Department by calling: 911 or 1.408.277.4444
- If the fire alarm is not available, notify the site personnel about the fire emergency:
 - Call front office
 - Call Teachers' cell phones
- Notify Central Office: (Ruth Schriver, Chief Business Officer 408.386-0420)
- School site responsibilities:
 - 1. Notify Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:
 - i. School name and phone number: DCP Alum Rock Middle School 408.942.7000
 - ii. Building address, including nearest cross street(s): 2800 Ocala Avenue. San Jose 95148 cross streets Capitol and White
 - iii. Exact location of the fire within the building
 - 2. Have students and staff evacuate the building in accordance with established procedures.

Fight the fire ONLY if:

- The fire department has been notified; The fire extinguisher is in working condition
- The fire is small and is not spreading to other areas
- Escaping the area is possible by backing up to the nearest exit

Upon being notified about the fire:

- Leave the building using the designated escape routes
- Assemble in the designated area (see evacuation map)
- Remain outside until the competent authority announces that it is safe to reenter

Designated Official, Emergency Coordinator or Supervisors must:

- Disconnect utilities & equipment unless doing so jeopardizes his/her safety
- Coordinate an orderly evacuation of personnel
- Perform an accurate head count of personnel reported to the designated area
- Determine a rescue method to locate missing personnel
- Provide the Fire Department personnel with the necessary info about the facility
- Perform assessment & coordinate weather forecast office emergency closing procedures

Assistants to the Physically Challenged should: Assist all physically challenged employees in emergency evacuation

Site Manager or Safety Coordinator is the ONLY PERSON authorized to sign out a child in the event of ANY emergency

EMERGENCY EVACUATION PROCEDURES – Fire

- A. Warning:
 - 1. Fire within the school Fire Alarm
 - 2. Fire near the school Visual sighting, messenger, telephone.

B.Fire Within School Building:

In the event a fire is detected within a school building, the following will be accomplished:

1. Sound the school fire alarm. This will automatically implement Action **LEAVE**

BUILDING. Follow posted evacuation protocol. Become familiar with "Pull Box" locations

- 2. Students remain under direct control of teachers until released.
- 3. Render first aid as necessary.
- 4. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
- 5. Fight incipient fires without endangering life.
- 6. Keep access roads open for emergency vehicles.
- 7. Take roll.
- 8. Notify the Central Office.
- 9. The Principal will determine what emergency action should be implemented.
- 10. Students and staff should not return to the buildings until Fire Department officials declare the area safe.

C. Fire Near School:

- The Principal shall:
 - 1. Determine the need to execute Action **LEAVE BUILDING** if nearby fire poses an immediate threat to the students of the building.
 - 2. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
 - Determine whether the students and staff should leave the school grounds and, if the situation warrants, leave the area.

EMERGENCY REPORTING PROCEDURES – Hostage Situation

If an intruder(s) enters a classroom or an enclosed area with a weapon and threatens to shoot or injure a person, these guidelines should be followed:

Responsibilities

Principal

- 1) Immediately notify San Jose Police and other appropriate law enforcement agencies.
- 2) Initiate Action Code Red
- 3) Notify the Student Central Office
- 4) Monitor the hostage situation as best as possible without doing anything to exacerbate it.
- 5) Follow instructions of law enforcement officials who will take over when they arrive on campus.

Staff

- 1) Remain calm. Talk with the individual(s) in a low-key, non-threatening manner. Do not argue with or antagonize the individual(s) in any way.
- 2) Keep your distance. Give the intruder(s) ample personal space.
- 3) Do not attempt to deceive or threaten the intruder(s).
- 4) Suggest marching the students quietly out the back door. Back off if this approach angers the intruder(s).
- 5) Be constantly alert and prepared for violence. Initiate Action **DUCK AND COVER** if the intruder(s) open fire.

Tips for Handling Hostage Takers:

Note: If any site becomes involved in a hostage situation the primary concern must be the safety of students and staff. Individuals who take hostage are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remember that it may take very little to cause such persons to become violent.

If an individual(s) begins firing a weapon(s) on campus, the following actions will be taken:

Principal

- 1) Inform staff supervising students in classrooms to initiate Action **DUCK, COVER AND HOLD.**
- 2) Immediately notify San Jose Unified School District Police, 6080 and appropriate law enforcement agencies. Call 911.

- 3) Notify the Student Services Department, 6066 that will notify others.
- 4) Work in coordination with supervisors of law enforcement agencies until the situation is resolved.
- 5) Initiate pupil release procedures and/or evacuation procedures if it becomes necessary.

Staff

- 1) In classrooms, maintain Action **DUCK, COVER AND HOLD** until the situation is resolved.
- In open areas, move students to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate Action **DROP**; this should be done only when there is no chance for students to reach safer areas

EMERGENCY REPORTING PROCEDURES – Medical

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

- 1. Medical emergencies involving any student or employee must be reported to the School Principal, or his/her designee.
- 2. Dial 911 or direct someone to do so, provide the following information
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency
 - f. Do not hang up until advised to do so by dispatcher
- 3. Notify the school office that an individual has been injured and an ambulance has been called.
- 4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
- 5. Stay calm. Keep victim warm with a coat or blanket.
- 6. Do not move the victim unless there is danger of further injury.
- 7. Do not give the victim anything to eat or drink.
- 8. Draft written incident report and submit it to School Principal, or his/her designee, before the end of the next workday.

Notable Points:

- Do NOT move the victim unless absolutely necessary
- Call the following personnel trained in CPR & First Aid to provide the required assistance prior to the arrival of the professional medical help:

Name:	Phone:	
Name:	Phone:	-

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop the bleeding with firm pressure on the wounds (avoid contact with blood or other bodily fluids)
- Clear the air passages using the Heimlich Maneuver in case of choking

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. <u>Attempt First Aid ONLY if trained & qualified</u>.

EMERGENCY REPORTING PROCEDURES – Severe Weather

Flood

A. Warning:

- 1. Method: by telephone, radio, or messenger.
- B. The EXTENT of the flood will dictate the course of action to be taken. The principal may initiate the following Emergency Actions:
 - 1. The execute Action Evacuate Building.
 - 2. Provide care for students at school.
 - 3. At Executive Director's direction, execute evacuation of school facility.

Smog Episodes

- A. <u>Warning</u>: Notification by email to each site.
- B. The Bay Area Air Quality Management District uses a "Pollution Standards Index" to measure the healthfulness of the air in Santa Clara Valley. The index is divided into 5 air quality levels:
 - 1. 0 50 Good
 - 2. 51 100 Moderate
 - 3. 101-200 Unhealthful
 - 4. 201-300 Very Unhealthful
 - 5. 301-500 Hazardous
- C. To receive Air Quality Information, you may dial (800) 334-6367 at any time for the recorded message.
- D. Upon receipt of a Smog Alert, the Site Manager shall:
 - 1. Notify all personnel of the Warning and the Index level.
 - 2. At an **expected** Smog Index level of 101-200 (Unhealthful), the Site Manager shall:
 - a. If received the <u>day before</u>, students and staff shall be encouraged to reduce vehicular use the following day.
 - Encourage the staff to modify activities and work programs to reduce prolonged or strenuous physical activities that would increase respiration rate.
 - 3. At a **declared** Smog Index level of 201-300 (Very Unhealthful), the Site Manager shall:
 - a. Notify all students and staff of the Index reading.
 - b. Notify P.E. teachers to excuse from P.E. students who have respiratory problems, students with notes from parents, and students complaining about the effects of smog. All P.E. activities are to be modified to be less strenuous.
 - c. Reschedule athletic contests.
 - d. Cancel sport and activity practices and intramural recreational activities scheduled before 6:00pm.
 - 4. At a **declared** Smog Index level of 301-400 (Hazardous), the Site Manager shall:
 - a. Have all strenuous physical activities stopped.
 - b. Limit the use of District vehicles to emergency use only.
 - c. Contact the Superintendent's office to determine if the school should be closed.
 - 5. At a **declared** Smog Index of 401-500 (Hazardous), the school shall be closed and students shall remain at school until it is safe to send them home.

Swine Flu / Pandemic Procedure

Children and staff have been instructed to stay at home if exhibiting flu-like symptoms. If a child (or staff) member comes to school with flu-like symptoms, then:

- Isolate child until parent can pick up. Give them instructions to go home and stay home until further notice. Family should seek medical care if necessary.
- Obtain the following information to provide to Santa Clara County Public Health Department, Disease Control & Prevention (408) 690-3887, Fax (408) 885-4249:
 - Name and DOB
 - School and classroom
 - Parents' names
 - Contact information
 - Symptoms
 - History of travel
 - Others in household who have been ill
- Contact the Santa Clara County Public Health Department with any questions.

Continuing Operations in Case of School Pandemic

- DCP Central Office has a swine flu procedural binder which contains detailed information on continued operations. It contains general information on the virus, resources, school emergency checklist, and notification protocol. This binder will constantly be maintained and updated as new information is provided.
- Flexible policy regarding absenteeism in case of pandemic
- Teachers on reserve may be contacted to act as substitutes
- The Principal is the designated spokesperson to communicate with any media
- Front office is fully stocked with extra medical supplies and sanitizers. Custodial closet is fully equipped with hygiene supplies in case of a shortage.

EMERGENCY DRILLS

It is the policy of DCP that all schools conduct emergency drills as required by state law for the grades attending the school.

Drills are scheduled annually by the Safety Coordinator, and copies of the drill schedule as well as drill reports are filed on campus and at the Central Office with the Director of Human Resources and Operations.

The following drills are conducted at all sites:

- Fire
- Earthquake
- Code Red

PRIMARY ASSEMBLY LOCATION

(see attached map)

Fire Drill Procedure

Principals shall hold fire drills at least once a month in all middle schools and once a semester in all high schools. The Campus Supervisor shall keep a copy of each drill conducted on the Emergency Drill Assessment form.

1) Evacuation:

- When fire alarm sounds leave all belongings in the classroom and calmly exit your building.
- Teachers should count students before leaving the room.
- Bring emergency backpack with you.
- Teachers and staff should be the last to leave the building following the students.
- Close but do not lock classroom doors.
- Proceed to Assembly Area.
- Zero noise is to be adhered to as the class walks to and waits at the Assembly Area.
- When class has reached designated area take roll on the paper roster located in the Evacuation Packet. Hold up your GREEN (all present) or RED (student missing) card.
- A runner will be sent to each teacher to pick up rosters.
- Please keep your class together, and in line.
- All staff should supervise students in line.
- Wait for directions from an administrator.

2) Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.
- Principal completes Emergency Drill Assessment and returns it to the Office Manager. Office Manager files the Assessment form, along with teacher rosters, into the Safety Drills binder.

Earthquake Drill Procedure

Drop procedure – each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

1. Give DROP AND COVER command.

- Take cover under a sturdy desk or table, in a doorway, or against an inside wall.
- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the

windows. Protect head and neck with arms.

- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute.
- 2. EVACUATION

• An Evacuation should NEVER be automatic. Evacuations shall occur when directed over the walkie-talkies by the Principal/designee.

• If you are instructed to evacuate, leave all belongings in the classroom and calmly exit your building.

- Teachers should count students before leaving the room.
- Bring emergency backpack with you.
- Teachers and staff should be the last to leave the building following the students.
- Close but do not lock classroom doors.
- Proceed to Assembly Area.
- Zero noise is to be adhered as the class walks to and waits at the Assembly Area.

• When class has reached designated area take roll on the paper roster located in the Evacuation Packet. Hold up your GREEN (all present) or RED (student missing) card.

• A runner will be sent to each teacher to pick up rosters.

• Please keep your class together, and in line. Keep clear of parking lot to allow emergency vehicle access.

• All staff should supervise students in line.

• Wait for directions from an administrator.

3. Standards for a Successful Earthquake Drill:

• The Call to Evacuate can be heard by all staff.

• Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.

• Teachers and students are staged in an orderly fashion.

• Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

• Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

• Principal completes Emergency Drill Assessment and returns it to the Office Manager. Office Manager files the Assessment form, along with teacher rosters, into the Safety binder.

Code Red Drill Procedure

Principal gives the Lockdown Order (CODE RED) to all Teachers.

Classroom Teacher Should:

1) Lock the classroom door when the Lockdown Order (CODE RED) is given.

- 2) Barricade the door and any entrance to the classroom
- 4) Quiet the students
- 5) Take roll

6) Pass a Red sign under the door if there is an issue, Pass the green sign under the door if all students

are inside and room is calm

7) Wait for the "All Clear" order

Standard for a Successful Code Red Drill:

- 1) The Code Red Alert can be heard by all staff and students
- 2) Students are quiet and orderly in room
- 3) All teachers have taken roll and have passed the appropriate color paper under the door within 5 minutes
- 4) Principal completes Emergency Drill Assessment and returns it to the Office Manager. Office Manager files Assessment form, along with teacher rosters, into the Safety Drills binder.

Emergency Drill Assessment

School Site:			
Drill Type (Cire	cle One):		
Fire	Earthquake	Lockd	own Other
Strengths:			Areas for Improvement
Date Drill Com	pleted:		A copy of this form was submitted

to Central Office on:

ADULT ROSTER CHECK OUT SHEET

NAME	TIME LEFT	TIME RETURNED

Student Release Request

Student Name		Grade
Adult requesting student release		
Relationship to student	(please print)	
Destination		
On Emergency Card:	Yes	No
Released by		_Title
(please print)		
Date	Time_	
Comments		
 Student Rel	lease Request	
Student Name		Grade
Adult requesting student release	(please print)	
	(please print)	
Relationship to student		
Destination		
On Emergency Card:	Yes	_ No
Released by		_Title
(please print) Date	Time	
Comments		

EMERGENCY STATUS REPORT (To be completed by Site Manager/Designee)

Time Report filed:	
Date:	

Immediate Assistance Required: ONone OMedical OFire OSearch and	Rescue OSupport Personnel
Condition of Students: OAll accounted for ONo injuries O	No immediate help required
O Missing (number):	
• Trapped in building (number):	
□Injured (number) □Number requiring immediate medical atte	ntion.
Type of Injury	Name
Condition of School Buildings and Grounds windows, broken water pipes, exposed wiring, et	(e.g., walls cracked, fallen light fixtures, shattered c.)

DOWNTOWN COLLEGE PREP INCIDENT REPORT – NONMEDICAL

Date of Incident:	
Time of Incident:	
Location of	
Incident:	
Event of	e.g. School Dance, Volleyball Game, etc.
Incident:	
Staff / Students	Please name every person in the incident and label
/ Stakeholders	them as D (staff), S (student), F (family member) or
involved in	O (other) . Include first and last name and grade
Incident:	level, is applicable.
	Please also indicate how contact was made with
	families using the following codes: PM (phone
	message), P (phone, spoke to adult, indicate who), E
	(email), N (no contact made), O (other)
	Example:
	Susana Rodriguez (S) 10 th grade: Contact P – father,
	Jorge
Report Prepared	
by:	
Report Prepared	
on:	

Summary of Incident: Use the Who, What, When, Where, Why Approach. Be detailed, factual, and avoid making any judgments.

Received & filed by Operations	
Next steps (if any):	

DOWNTOWN COLLEGE PREP INCIDENT REPORT – NONMEDICAL

Date of Incident:	
Time of Incident:	
Location of	
Incident:	
Event of	
Incident:	
Staff / Students	
/ Stakeholders	
involved in	
Incident:	
Report Prepared	
by:	
Report Prepared	
on:	

Summary of Incident: Use the Who, What, When, Where, Why Approach. Be detailed, factual, and avoid making any judgments.

Received & filed by Operations	
Next steps (if any):	

STUDENT ACCIDENT REPORT

Name:	School:	
Date of Incident:	Time:	
Describe the incident in detail;	circumstances, who was involv	ved, where did it occur?
What action was taken	? (First Aid, reporting, etc.)	
Recommendations for a	avoiding repetition:	
Were parents notified?	() Yes () No By: () Writi	ng () Phone () Other
By whom:	Date:	Time:
er Comments:		

Name of Administrator completing report

Safety Drills

The following drill schedule is to be used to plan safety drills for each site. It should be completed annually before the first day of classes. For middle schools, fire drills should be completed monthly, earthquake drills quarterly, and lockdown drills twice a year.

FIRE I	DRILLS
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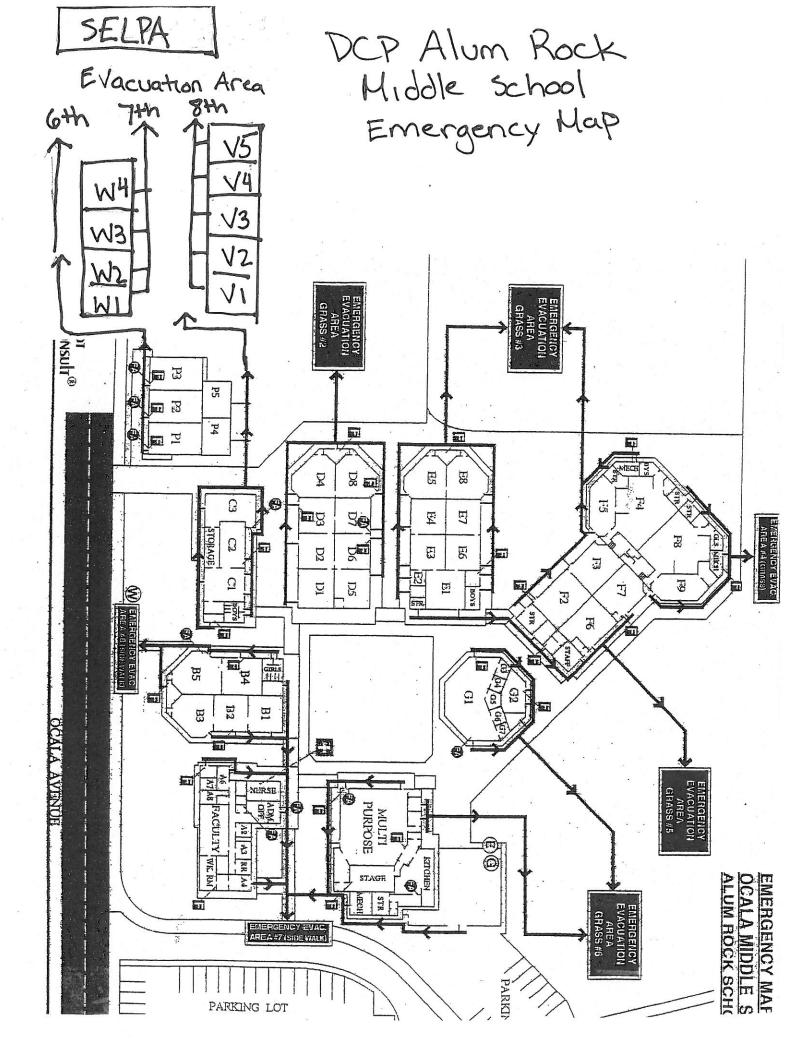
Date	Time	Completed (YES NO)
	11:10am	
	1:30pm	
	10:00am	
	2:00pm	
	2:55pm	
	9:15am	
	2:30pm	
	8:40am	
	12:30pm	

Earthquake Drills:

Date	Time	Completed (YES NO)
	8:45am	
	10:20am	
	12:30pm	
	10:00am	

Code Red/ Lockdown Drills

Date	Time	Completed (YES NO)
11/15/11	9:30am	
3/7/11	9:15am	



ALUM ROCK UNION SCHOOL DISTRICT

Downtown College Prep - Alum Rock High School

SITE EMERGENCY PLAN

Date: Academic Year 2015-2016

Site Name: Downtown College Prep - Alum Rock High School District: East Side Union High School District Address: 1776 Educational Park Drive San Jose CA 95030 Main Phone: (408) 384-4554 Alternate Phone: Site Manager: Terri Furton, Principal Assistant Site Manager: Lulu Carrillo Operations Manager

Command Post Location: Directly in front of K5 Building First Aid Station Location: Athletic Field, center left of field or portable 18 Student Release Area Location: Between the main office and parking lot Assembly Area Location: Athletic Field, far end near fence

<u>Command Post Personnel</u> Site Manager: Assistant Site Manager: Site Secretary/Bilingual Clerk:

Site Emergency Preparedness Committee Site Manager: Assistant Site Manager: Teacher Representatives: Staff Representatives: <u>Names</u> Terri Furton, Principal Lulu Carrillo, Operations Manager Aknadezka Castillo

<u>Names</u> Terri Furton, Principal Lulu Carrillo, Operations Manager John Miluso Moises Buhain

EMERGENCY NUMBERS

EAST SIDE UNION HIGH SCHOOL DISTRICT	408-347-5000
ESUHSD Superintendent	408-347-5010
Assistant Superintendent - Administrative Services	408-347-5051
Transportation (Bus)	408-347-5511
Central Station (Alarm, Security)	408-278-6923
Alarm Company (1-800-458-4519) / Dispatch	408-277-8950
AMBULANCE (County Ambulance Dispatch Control)	911
ANIMAL CONTROL SERVICES	408-794-7297
EMERGENCY SERVICES (OFFICE OF)	
City of San Jose	408-274-7055
County of Santa Clara (299-2501 - 24 hr.)	408-808-7800
FIRE DEPARTMENT - SAN JOSE	911
Hazardous Materials Program (Bureau of Fire Prevention)	408-535-7750
HEALTH DEPARTMENT - SANTA CLARA COUNTY	408-792-5040
HOSPITALS (All in San Jose)	
Good Samaritan - 2425 Samaritan Drive	408-559-2011
O'Connor - 2105 Forest Avenue	408-947-2500
Santa Clara Valley Medical Center - 750 South Bascom Kaiser Permanente	408-885-5000
Santa Teresa - 250 Hospital Parkway	408-972-3000
Santa Clara – 700 Lawrence Expressway	408-851-1000
Regional Medical Center of San Jose – 225 N. Jackson Avenue	408-259-5000
Valley Health Center – 2400 Moorpark Avenue	888-334-1000
POLICE DEPARTMENT - SAN JOSE	277-8900 or 911
Bomb Squad	408-277-8900
POISON CONTROL SERVICES	800-876-4766
RED CROSS - American Red Cross, Silicon Valley Chapter – 2731 N. 1 st Street	877-727-6771
SHERIFF'S OFFICE	808-4400 or 911
SUPERINTENDENT OF SCHOOLS - SANTA CLARA COUNTY	408-453-6868
UTILITIES	
P.G. & E. (24 hr. emergency number)	1-800-743-5000
San Jose Water Company	408-279-7900
Telephone Line and Equipment Repair City of San Jose Municipal Water	611 408-299-2507
Water Emergency (after hours 363-4742)	408-299-2507
Sanitation, Sewage, Flooding (after hours 277-8956)	408-794-1900
Santa Clara Valley Water District	408-265-2600
	.00 200 2000

SITE EMERGENCY PLAN

TABLE OF CONTENTS

Site Information Location - Phones Emergency Area Locations	1 1 1
Command Post Personnel Emergency Preparedness Committee	1 1
	I
Emergency Phone Numbers	2
Table of Contents	3-5
Site Emergency Plan Overview Annual review Staff Awareness Community Awareness Emergency Recall Plan	6 6 6 7
Emergency Response Plans	8
Plot Plan Overview	9
Plot Plan #1: Assembly Area Assignment Map	10
District Responsibility for Students	11
Site Organization During a Declared Emergency	12
Command Post Duties and Personnel	13
Site Manager / Assistant Site Manager School Secretary Bilingual Clerk Athletic Director Emergency First Aid Teachers / RSP Assistant Principal College Guidance Counselor / Registrar	13 14 14 15 15 15
Organization of Instructional Staff During a Declared Emergency	16
Teachers and Teacher Aides	16-17
Responses to Specific Emergencies	19
Earthquake Fire Explosion or Threat of Explosion Chemical Accident	19-20 21 21-22 22-23

Flood	23
Fallen Aircraft	23
Smog Episode	24
Bomb Threat	24-25
Utilities Failure	26-27
Civil Defense	27
Campus Unrest	28
Drive-By and Active Shooters	28-29
Hostage Situations	29-30
Emergency Teams Rosters	31
Duties of Emergency First Aid Team	32
Duties of Search/Assessment Team	33
Duties of Assembly Area Team	34
Duties of Site Security Team	34
Duties of Student Release Team	35
Messengers	35
Locations of Emergency Supplies and Equipment	36
Adult Roster & Adult Roster Check Out Form	37-38
Student Release Request Form	39
Emergency Status Report Form	40
Emergency Radio Transmission Instructions	41
Inventory Forms	42
Child Abuse Reporting Procedures	43
Annual Safety Goals	47

Appendix A	
Plot Plan #2: Utility Shut Off Locations and Procedures	47 - 48
Detailed map of utility shut off	49
Appendix B	
Plot Plan #3: Evacuation Map	50

SITE EMERGENCY PLAN OVERVIEW

This Site Emergency Plan has been designed to be a practical document for use during a Declared emergency of such magnitude, i.e., earthquake, that the school would be isolated from immediate outside assistance.

The Site Manager, with assistance from the parent/teacher organization, will see to it that the information required by the Plan is supplied and that this information is reviewed and updated annually.

The Site Manager or designee has the ultimate responsibility for all local decisions in a disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams the Site Manager will assess building damage, casualties and facility status, and report same to the District Emergency Service Center.

Annual review

Site emergency plans shall be reviewed annually. Because of the need for clear understanding of policies and procedures to be followed during an emergency, each Site Manager shall appoint an Emergency Preparedness Committee to review the Site Emergency Plan for the purpose of:

- 1. Updating staff assignments
- 2. Verifying status and location of supplies and equipment
- 3. Modifying site procedures
- 4. Planning for staff training activities
- 5. Reviewing emergency signals for evacuation, fire alarm, chemical alarm

This annual review will be completed by September 30 of each year and an updated Site Plan will be submitted to the District Safety Coordinator at that time. The Committee shall be composed of the Site Manager, one teacher representative, one staff representative, and one parent representative.

Staff Awareness

By October 30 each year each site shall devote one complete staff meeting to Emergency Preparedness planning including Team assignments, evacuation procedures and basic District policies during emergencies. The Site Plan or appropriate pages of Plan is to be given to each staff member by this date.

Community Awareness

Each Site Manager shall include in the first mailing home in the Fall a letter from the Site Manager on Emergency Preparedness policies with emphasis on the need for student emergency release information.

School Emergency Recall Plan

This Site Emergency Preparedness Plan deals primarily with emergency situations that occur during the school day. The possibility remains, however, that a severe earthquake could occur at night or on a weekend or holiday. If an earthquake were strong enough to cause structural damage to private homes the Red Cross would use public school buildings for mass care centers. The high schools and middle schools have the highest priority for such use, with elementary schools much lower.

All public employees, however, could be impressed into service by City or County offices of emergency services. In that case, the Executive Director would be directed to secure charter school employees to open and work at the designated mass care centers.

It shall be standing ABF policy that all Site Administrators report in person to their work sites in the event of a Declared Emergency or a major earthquake.

Additionally, each Site Manager shall prepare and keep current a telephone list of home emergency numbers for all site personnel.

The Executive Director, or designee, would utilize these lists to recall site personnel as needed.

EMERGENCY RESPONSE PLANS

FIRE RESPONSE PLANS

- 1. Entire class exits with teacher through classroom doors.
- 2. Class exits through door to location posted in room on fire sign & map.
- 3. Teachers need to grab class lists and close door upon exiting.
- 4. The fire alarm will announce a fire or a fire drill. If the alarm does not work, we will use the P. A.

EARTHQUAKE OR BOMB THREAT

- 1. At the first indication of an earthquake, all persons should "Duck and Cover" at the "Drop" command of the adult in charge. An evacuation is not automatic. The decision to evacuate will be made by the Site Manager, and indicating over the P.A. or via another system (i.e., manually knocking on classroom doors if power is out).
- 2. If this same type of evacuation is needed because of a Bomb Threat, the announcement will be made over the P. A. instructing an earthquake evacuation to the Assembly Area.

LOCKDOWN

1. In the event of a lockdown due to a drive by or active shooter, or other situation requiring lockdown security, an announcement will be made over the P.A. indicating a lockdown drill.

CHEMICAL SPILL

- 1. An announcement will be made to evacuate the building and gather in the Assembly Area.
- 2. The announcement will be made by the P. A. system, or if this fails to operate, messenger will alert classes.

PLOT PLANS

Site Managers should assess their sites to determine where the emergency areas listed below might best be housed. Actual situations may require these areas to be changed but preplanning should prove valuable.

PLOT PLAN #1 – Assembly Area Assignments – (Map on Page 10)

1. One plan showing areas designated and person(s) assigned for:

Command Post – Principal, Operations Manager	(In Front of building K5 or Main Office)
Triage –Teacher Representatives	(In Front of building K5 or Room K2)
First Aid – Teacher Representatives	(In Front of building K5 or Room K2)
Morgue - Teacher Representatives	(Room B309)
Sanitation - Teacher Representative	(Room K5)
Evacuation Assembly – Principal, Teachers	(In Front of building K5)
Student Release Area – Secretary	(Drop Off Area in front of building K5)

PLOT PLAN #2 – Utility Shut Off Locations and Procedures - Appendix A (Page 47)

1. One plan showing:

Utility Shut Off Locations and Procedures - Appendix A (Page 47 - 48)

Water Gas Electric

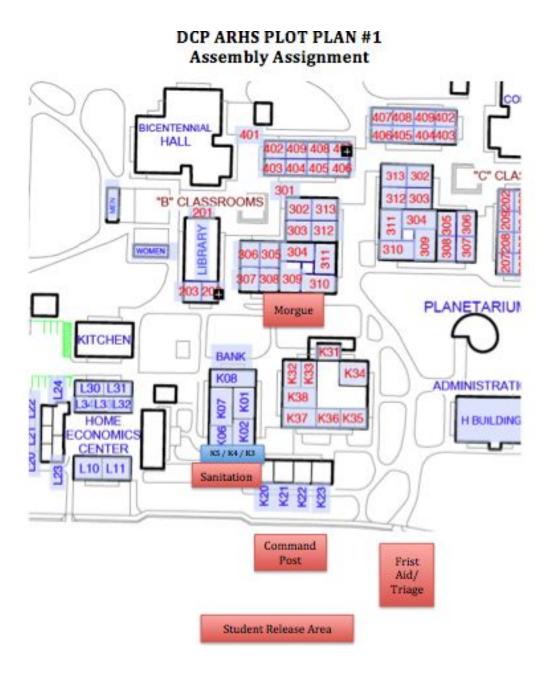
Utility Shut Off Locations Map (Page 49)

Location of tools to shut utilities off: Office

Fire Extinguishers: Every classrooms, Office

PLOT PLAN #3 – Evacuation Map - Appendix B (Page 50)

1. Evacuation Map: Map delineating the evacuation routes for each classroom and administrative area; location of class field line-up locations; location of the electrical, water and gas mains.



Plot Plan #1 Assembly Area Assignments Map

SCHOOL SITE RESPONSIBILITY FOR STUDENTS

If the Superintendent or Executive Director declares a District emergency during the school day, DCP adheres to the district's clear statement of policy governing its actions.

1. SAN JOSE UNIFIED SCHOOL DISTRICT'S POLICY IS AS FOLLOWS:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT OR EXECUTIVE DIRECTOR DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

- 1. Until regular dismissal time and then released only if it is considered safe, OR
- 2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.
 - a) If students are on their way to school they will be brought to school if bussed, or they should proceed to school.
 - b) If students are on their way home from school they are to continue home.
- 2. To provide this supervision and care, ABF personnel will be utilized under Title I, Division 4, Chapter 8 Government Code and other legal statutes included in the District Emergency Service Guide. <u>The statutes state that all public employees are designated disaster service workers when an emergency is declared</u>. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to the City of San Jose and to Santa Clara County to declare an emergency and impress public employees into service as disaster service workers.
- 3. ABF encourages the utilization of a "buddy" system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with the approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

SITE ORGANIZATION DURING A DECLARED EMERGENCY

Command Post

The Site Manager or designee is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision-making will take place. The Site Manager or designee will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults.

Emergency Release Information Forms are needed at the Release area to document the release of all students.

While the Command Post is functioning, the First Aid and Search/Assessment Teams will carry out the functions and provide information to the Site Manager about the:

- 1. Condition of students
- 2. Condition of staff
- 3. Condition of facilities

This information is to be placed on the Emergency Status Report and Update Forms and transmitted to the District E.S.C.

COMMAND POST DUTIES AND PERSONNEL

If notified of a Declared Emergency from the Superintendent's Office, OR if the site suffers a severe disaster, the Site Manager, in coordination with the Assistant Site Manager, shall immediately implement the plans and procedures in the Site Emergency Plan.

The Site Manager / Assistant Site Manager shall:

- A. Activate alarm notify staff
- B. Activate Command Post and 2-way radio
- C. Activate Emergency Teams
- D. Assess total school situation
- E. Make initial site assessment report to District E.S.C.
- F. Check to see that Site Emergency Teams are operating
- G. Assign messengers to needed areas
- H. Request help from 911 or E.S.C. as required
- I. Open gates for emergency personnel
- J. Secure information from Emergency Teams Update Site Status Reports Report to E.S.C.
- K. Interface with Emergency Personnel
- L. Reassign team members to other duties as required when they finish initial assignment duties.
- M. Personally check these items:
 - 1. Is campus secure?
 - 2. Are utilities off or secure?
 - 3. Are signs directing adults to release area up?
 - 4. Are traffic controllers needed?
 - 5. Is First Aid Center functioning?
 - 6. Have buildings been searched for victims?
 - 7. Is student release program set up and operating?
- N. Shut off alarm when emergency situation has ended.
- O. Give all clear to re-enter the building.

The Secretary shall:

- A. Assist with evacuation of front desk & staff lounge
- B. Report immediately to the Command Center with Emergency Cart including:
 - 1. Master keys
 - 2. Current roster of students and staff
 - 3. Emergency forms and documents, emergency roster, attendance roster (copy)
 - 4. Office supplies to assist Site Manager
 - 5. First Aid Kit to assist First Aid / Triage
- C. Serve as Student Release Team when needed

The Secretary shall:

- A. Report to the Site Command Post and assume responsibilities as directed by the Site Manager
- B. Serve as Student Release Team, if and when appropriate
- C. Bring Emergency Cart if Secretary is not present

The Student Success Counselor shall:

- B. Check the condition of the utilities and connecting pipes and lines and if necessary, turns them off.
- C. Check the site completely for:
 - 1. Fire hazards
 - 2. Chemical hazards (Chlorine storage)
 - 3. Electrical hazards
 - 4. Other hazards
- D. Open gates for emergency personnel
- E. Notify Site Manager of hazards and services needed
- E. Barricade hazardous areas using whatever materials handy
- F. When site is secure, report to the Command Post for direction
- G. Provide emergency sanitation areas if toilets are unavailable

The Emergency First Aid Teachers shall:

- A. Assist in sweep of exterior bathrooms
- B. Report immediately to the identified site First Aid station with:
 - 1. Health/Emergency Information cards for all students (located in Emergency Cart)
 - 2. Emergency First Aid supplies and equipment
- B. Assist the injured

The **Operations Manager** shall:

- A. Assist in initial building sweep
- B. Oversee the attendance and final count of all students & staff
- C. Check for any teachers with red cards (missing students) and collect their names
- D. Collect list of missing student & staff names
- E. Utilize available adult volunteers
- F. Sweep the interior bathrooms
- G. Do an initial building sweep
- H. Sweep the exterior bathrooms

ORGANIZATION OF INSTRUCTIONAL STAFF DURING A DECLARED EMERGENCY

Teachers shall:

- A. Respond immediately to emergency signals requiring specific actions
- B. If signal is a Fire Alarm, immediately evacuate the building. If the emergency is an earthquake, chemical spill or other disaster, do not assume evacuation, but wait to be instructed before evacuating.
- C. When leaving building:
 - 1. Take roll book or current roster
 - 2. Require students to be silent in order to hear instructions. Instruct students to silence their cell phones and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
 - 3. Close doors to classroom
 - 4. Go directly to pre-assigned location
- D. If an evacuation takes place during a classroom change, students should report directly to the field and line up by the classroom they were last in. If an evacuation takes place during lunch, students should report directly to the field and line up by their Advisory classroom.
- E. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students.
- F. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aid. Students with minor injuries are to be cared for after evacuation.
- G. Upon reaching evacuation destination, teachers shall:
 - 1. Take roll on the paper roster located in the orange emergency folder. Hold up your GREEN (all present) or RED (student missing) card.
 - 2. Make list of missing and absent students
 - 3. Give list to Assembly Area Team members
 - 4. Calm students. Remind them of District policies about remaining at school
 - 5. Monitor warmth and protection of students. Move if necessary.
- H. If assigned to a Site Emergency Team, transfer your students to paired teacher to supervise, report immediately to the Command post for supplies and begin implementation of Team responsibilities.

- I. Teachers supervising students shall keep track of all students under their care. Note on the roster any students who move to another part of campus for any reason, giving reasons, time, and destination.
- J. Remain with students until given an authorization to release a student to messenger from the Release Area. No student is to be released without this form.
- K. If student is released to anyone but a parent or authorized adult, such as the First Aid center, write student's name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.
- K. Enlist the help of any adult who volunteers, but make them aware of your responsibility and the limits of theirs.
- L. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Talking it out is absolutely essential in psychological adjustment to disaster. Teachers may want to use the spiral notebooks located in their backpack for recording any student concerns.
- M. As the time period extends reassure students that they are in perhaps the safest place possible under disaster conditions. Fill in the time with games, songs, stories, exercise and rest periods.
- N. Report to the Command Post when all students have been released.
- O. Report to Site Manager for permission to be released.

RESPONSES TO SPECIFIC EMERGENCIES

These emergencies cover a wide range of possible situations that may occur. The pages that follow are immediate response plans with action options listed for the Site Manager. Each Site Manager should be knowledgeable about what plans should be used to mitigate the emergencies listed and should ensure that all personnel under his/her jurisdiction are aware of the plans and capable of performing their responsibilities to implement them.

DISASTER EMERGENCIES

- I. Earthquake
- II. Fire
- III. Explosion or Threat of Explosion
- IV. Chemical Accident
- V. Flood
- VI. Fallen Aircraft
- VII. Smog Episodes
- VIII. Bomb Threat
- IX. Utilities Failure
- X. Civil Defense
- XI. Campus Unrest
- XII. Drive-By or Active Shooters
- XIII. Hostage Situations

I. Earthquake

A. Warning: Little or none

Earthquakes usually strike without warning. The following actions, as time permits, shall be accomplished:

- B. Inside School Building:
 - 1. The teacher, or other person in authority, implements Action DROP, COVER, and HOLD ON. Face away from windows.
 - 2. Try to avoid glass and falling objects. Move away from under heavy suspended light fixtures.
 - 3. After earthquake stops wait for announcement to leave building.
 - (a) Do not return to buildings for any reason until they have been declared safe by school authorities.
 - (b) Adult guards should be posted at a safe distance from all building entrances to see that no one reenters the buildings.
 - 4. All site personnel should assemble in preplanned assembly area.

- 5. Teachers take roll and make list of missing students.
- 6. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
- 7. Do not light any fires after the earthquake. Turn off main gas valve.
- 8. Keep safe distance from electrical wires, which may have fallen. Turn off main electrical switch.
- 9. Render first aid if necessary. CALL 911 for fire or medical help.
- 10. Notify the Office of the District Superintendent 535-6090.
- 11. Use Emergency Communications equipment to contact Emergency Services Center.
- 12. Request assistance as needed, through channels, from the SAN JOSE UNIFIED SCHOOL DISTRICT SUPERINTENDENT'S OFFICE.
- 13. The Principal will try to procure the advice of school authorities about the safety of the building, and whether students and staff may return.
- C. On School Grounds:
 - 1. The teacher, or other person in authority, implements Action **DROP, COVER, AND HOLD ON**.
 - 2. The safest place is in the open. Stay there until the earthquake is over.
 - 3.. Move away from buildings, trees, and exposed wires.
 - 4. DO NOT RUN!
 - 5. Follow procedures 4 through 13 under "Inside School Building".
- D. On School Bus: (Regular routes, field trips, etc.)
 - 1. Students shall follow the directions of the bus driver and monitor.
 - 2. The bus driver is legally responsible for the welfare of student riders.
- E. Walking to and from School:
 - 1. The safest place is in the open. Stay there.
 - 2. Move away from buildings, trees and exposed wires.
 - 3. DO NOT RUN!
 - 4. After the earthquake, if on way to school, continue to school.
 - 5. After the earthquake, if on way from school, continue home.

II. Fire

- A. Warning:
 - 1. Fire within the school Fire Alarm
 - 2. Fire near the school Visual sighting, messenger, telephone.
- B. Fire Within School Building:

In the event a fire is detected within a school building, the following will be accomplished:

- 1. Sound the school fire alarm. This will automatically implement Action **LEAVE BUILDING.** Become familiar with "Pull Box" locations.
- 2. Students remain under direct control of teachers until released.
- 3. Render first aid as necessary.
- 4. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
- 5. Fight incipient fires without endangering life.
- 6. Keep access roads open for emergency vehicles.
- 7. Teachers take roll and make list of missing students.
- 8. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
- 9. Notify the Superintendent of Schools.
- 10. The Principal will determine what emergency action should be implemented.
- 11. Students and staff should not return to the buildings until Fire Department officials declare the area safe.
- C. Fire Near School:

The Principal shall:

- 1. Determine the need to execute Action **LEAVE BUILDING** if nearby fire poses an immediate threat to the students of the building.
- 2. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
- 3. Determine whether the students and staff should leave the school grounds and, if the situation warrants, leave the area.

III. Explosion or threat of Explosion

- A. Warning: When the condition is detected or the explosion occurs.
- B. In the event of an explosion at the school, or the threat of an explosion -- such as those caused by leaking gas or a faulty boiler within a school building, the following will be accomplished:
 - 1. Explosion:
 - a. Command "DROP" is given.
 - b. If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action **LEAVE BUILDING**.
 - c. Sound the fire alarm.
 - d. Move to an area of safety, and maintain control of students.
 - e. Render First Aid as necessary.
 - f. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
 - g. Fight incipient fires without endangering life.
 - h. Teachers take roll and make list of missing students.
 - i. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
 - j. Notify the office of the District Superintendent 535-6090.
 - k. Notify utility companies of a break or suspected break.
 - I. The School Principal will direct further Action as required.
 - 2. Threat of Explosion:
 - a. Sound the school fire alarm. This will automatically implement Action **LEAVE BUILDING.**
 - b. Move to an area of safety, and maintain control of students.
 - c. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
 - d. Notify the office of the District Superintendent 535-6090.
 - e. Notify utility companies of a break or suspected break.

IV. Chemical Accident

- A. Warning: By telephone, radio, messenger, or P.A. system.
- B. Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gases. Should such an accident endanger the students or staff, the following will be accomplished:
 - 1. Determine the need to implement Action **LEAVE BUILDING.**
 - 2. Determine whether the students and staff should leave the school grounds.
 - 3. If appropriate, take action to evacuate buildings, and if necessary, the area.
 - 4. Move crosswind -- never up, or downwind -- to avoid fumes.
 - 5. With the school staff, maintain control of the students at a safe distance.
 - 6. Render First Aid as necessary.
 - 7. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
 - 8. Teachers take roll and make list of missing students.
 - 9. Instruct students to be silent in order to hear instructions, and to silence their cell phones and refrain from texting. Texting may incite panic and create excessive airwave traffic that can limit or slow communication by emergency crews.
 - 10. Notify the Office of the District Superintendent 535-6090.
 - 11. The principal will direct other action as required.
 - 12. Students and staff should not return to the school until Principal declares the area safe.

V. Flood

- A. Warning:
 - 1. Method: by telephone, radio, or messenger.
- B. The EXTENT of the flood will dictate the course of action to be taken. The principal may initiate the following Emergency Actions:
 - 1. The execute Action Evacuate Building.
 - 2. Provide care for students at school.
 - 3. At Superintendent's direction, execute Action DIRECTED TRANSPORTATION.

VI. Fallen Aircraft

- A. Warning: When the accident occurs, messenger or telephone.
- B. If an aircraft falls on or near school grounds, the following shall be accomplished:

- 1. The principal shall determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the Principal.
- 2. All students and staff shall be kept at a safe distance (300 feet), allowing for possible explosion of fuel tanks or ordnance.
- 3. If possible, the Principal shall determine whether the aircraft is military, commercial or a private plane.
- 4. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
- 5. Notify the SAN JOSE POLICE DEPARTMENT AT 911.
- 6. Notify the office of the District Superintendent 535-6090.
- 7. The Principal shall direct further action as required.

VII Smog Episodes

- A. <u>Warning</u>: Notification by email to each site.
- B. The Bay Area Air Quality Management District uses a "Pollution Standards Index" to measure the healthfulness of the air in Santa Clara Valley. The index is divided into 5 air quality levels:

1.	0 – 50	Good
2.	51 – 100	Moderate
3.	101-200	Unhealthful
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- 4. 201-300 Very Unhealthful
- 5. 301-500 Hazardous
- C. To receive Air Quality Information, you may dial (800) 334-6367 at any time for the recorded message.
- D. Upon receipt of a Smog Alert, the Site Manager shall:
 - 1. Notify all personnel of the Warning and the Index level.
 - 2. At an **expected** Smog Index level of 101-200 (Unhealthful), the Site Manager shall:
 - a. If received the <u>day before</u>, students and staff shall be encouraged to reduce vehicular use the following day.
 - b. Encourage the staff to modify activities and work programs to reduce prolonged or strenuous physical activities that would increase respiration rate.
 - 3. At a **declared** Smog Index level of 201-300 (Very Unhealthful), the Site Manager shall:
 - a. Notify all students and staff of the Index reading.
 - b. Notify P.E. teachers to excuse from P.E. students who have respiratory problems, students with notes from parents, and students complaining about the effects of smog. All P.E. activities are to be modified to be less strenuous.
 - c. Reschedule athletic contests.

- d. Cancel sport and activity practices and intramural recreational activities scheduled before 6:00pm.
- 4. At a **declared** Smog Index level of 301-400 (Hazardous), the Site Manager shall:
 - a. Have all strenuous physical activities stopped.
 - b. Limit the use of District vehicles to emergency use only.
 - c. Contact the Superintendent's office to determine if the school should be closed.
- 5. At a **declared** Smog Index of 401-500 (Hazardous), the school shall be closed and students shall remain at school until it is safe to send them home. In the event of a Hazardous condition.

VIII. Bomb Threat

- A. Planning for bomb threat incidents cannot be overemphasized even though experience shows that over 95% of all bomb threats are hoaxes. However, the chance remains that the threat may be authentic and appropriate action should be taken in each case to provide for the safety of personnel and property, and to locate the device so it can be neutralized.
- B. If an anonymous telephone call or written threat is received by school personnel regarding placement of bombs or explosives in a building or on the campus, certain procedures shall be followed immediately:
 - 1. If the message is a telephone call, use the District-provided Bomb Threat Checklist to collect as much specific information as possible about the device and the person calling. Upon hanging up, notify the Site Manager immediately.
 - 2. If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted; care should be taken in handling the message by immediately placing it in a cellophane envelope so possible fingerprints may be detected.
- C. The Site Manager shall take appropriate action, which SHALL include:
 - 1. Determination whether or not to evacuate the site (a minimum of 300 feet from the building is considered safe).
 - 2. Notify the District Police Department -.
 - 3. Notify the Superintendent's office.
 - 4. Notify the San Jose police Department -- 911.
 - 5. Assist Police units with site search as necessary.
 - 6. Submit written report to Superintendent after incident is over on Report of Bomb Threat form.
- D. Appropriate action MAY include:
 - 1. Preliminary visual search by volunteer staff persons in their own work areas to detect anything unusual.

- 2. Search of outside areas of buildings, grounds, boiler rooms, rest rooms, closets by custodial personnel.
- 3. Evacuation of site.
- E. If a suspected explosive device is found:
 - 1. DO NOT TOUCH IT!
 - 2. Report it to the police.
 - 3. Evacuate all personnel to a safe distance.
 - 4. Open windows and doors to reduce potential damage if device should explode.

IX. Utilities Failure

Failure of one or more of the utilities (electricity, gas, water) constitutes an emergency that must be dealt with on a situational basis. The basic District policy governing actions that should be taken is that school should remain in operation to the extent possible and students should be cared for until regular dismissal time.

- A. Warning: Occurrence of outage.
- B. In response to the failure of any utility the following actions shall be taken:
 - 1. Call Maintenance immediately Do not call the utility. Maintenance will do that.
 - 2. Call the Director of Maintenance to request portable lights and/or space heaters if necessary.
 - 3. Advise the faculty and staff of the problem and what actions are being considered.
 - 4. Establish prudent procedures to keep students warm and dry in classrooms or large group areas.
 - 5. Notify Food Services if outage will affect lunches.
 - 6. In the event of an outage early in the school day that has the possibility of lasting several hours, request permission from the Assistant Superintendent, School Services, to bus students to other District sites able to provide accommodations for them.
 - 7. Notify the Superintendent's office of all actions taken so that office will be able to respond to calls from parents or the media.
- C. <u>Water Service Failure</u>:
 - 1. Sanitation becomes a problem after approximately 2 hours of interrupted water service. If you anticipate shut down of water for that long, request maintenance to deliver portable sanitary facilities to your school.

2. Notify Food Services if lack of water will affect lunches.

D. <u>Electrical Service Failure:</u>

- 1. Actions to be planned and/or taken during electrical service failure will depend on the time of the year, the amount of natural light available in classrooms, the outside temperature, and the length of time electricity if expected to be off. In general, if the power outage is expected to last more than 60 minutes, students will be released.
- 2. The Site Manager / Assistant Site Manager shall contact Maintenance to determine when service will or is expected to be restored.
- 3. The Director of Maintenance will keep in touch with his electrical crew by radio and in turn advise the school frequently on the current status for restoration of service.
- 4. Some classes will necessarily have to be altering classroom work schedules due to the lack of electrical current when classes are to continue.
- 5. Several flashlights should be available to handle situations where emergency lighting has failed or is inadequate.
- 6. Ensure that all personnel are kept clear of down or dangling electrical wires, even though you may think they are "dead".
- 7. Evacuation routes must be planned to avoid fallen electrical wiring.

E. Gas Service Failure:

- Gas service is a primary source of heat; therefore in most instances, the outside temperature will dictate whether or not supplementary heaters are needed. Students may need to put on additional clothes to keep warm.
- 2. If a gas leak creates a danger of explosion, the actions described under "threat of Explosion" should immediately be implemented.

X. Civil Defense

Pending Updated Information

XI. Campus Unrest

- A. Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc. to the point where the Principal determines that the safety of students and staff is jeopardized.
- B. Responsibilities

Principal

- 1) Initiate Action SECURE BUILDING.
- 2) Notify the San Jose Police.
- 3) Inform students who refuse to report to class that they are subject to suspension, expulsion and possible arrest.
- 4) Utilize non-teaching staff, campus or district police officers, central office personnel, etc. to move students either into classrooms or off campus.
- 5) Instruct all staff members to take names of all students who fail to cooperate.
- 6) If time permits and staff members are available, parents of uncooperative students are to be called.
- 7) Under extreme circumstances, discuss with the Cluster Director the closing of school. Schools may be closed only at the direction of the Executive Director or designee.

Staff

- 1) Teachers will maintain classes at the direction of the Principal
- 2) Teachers will instruct students to silence their cell phones and refrain from texting.

XII. Drive-By or Active Shooter (Lockdown)

In the event that a drive-by shooting occurs on or adjacent to a school, these procedures should be followed:

Responsibilities

Principal

- 1) Initiate Action **SECURE BUILDING** or Action **RUN, HIDE AND DEFEND**.
- 2) Immediately call 911.
- 3) Work in coordination with and at the direction of law enforcement officials.

Staff

- 1) In classrooms, maintain Action **SECURE BUILDING** or **Action RUN, HIDE AND DEFEND** until the all clear signal sounds.
- In open areas, move students to safer areas (e.g. classrooms as quickly as possible. Initiate Action DROP only if it is not possible to safely reach enclosed area.
- 3) Teachers instruct students to silence their cell phones and refrain from texting.
- Note: Drive-by shootings usually happen very quickly. Unlike hostage situations the perpetrators of drive-by shootings usually leave the scene instantly. Staff members who witness such incident should attempt, without putting themselves in danger, to get the license number and as precise a description of the vehicle as possible.

XIII. Hostage Situations

If an intruder(s) enters a classroom or an enclosed area with a weapon and threatens to shoot or injure a person, these guidelines should be followed:

Responsibilities

Principal

- 1) Immediately notify San Jose Police and other appropriate law enforcement agencies.
- 2) Initiate Action SECURE BUILDING (bells only).
- 3) Monitor the hostage situation as best as possible without doing anything to exacerbate it.
- 4) Follow instructions of law enforcement officials who will take over when they arrive on campus.

Staff

- 1) Remain calm. Talk with the individual(s) in a low-key, non-threatening manner. Do not argue with or antagonize the individual(s) in any way.
- 2) Keep your distance. Give the intruder(s) ample personal space.
- 3) Do not attempt to deceive or threaten the intruder(s).
- 4) Suggest marching the students quietly out the back door. Back off if this approach angers the intruder(s).'
- 5) Teachers instruct students to silence their cell phones and refrain from texting.
- 5) Be constantly alert and prepared for violence. Initiate Action **RUN, HIDE AND DEFEND** if the intruder(s) open fire.

Tips for Handling Hostage Takers:

Note: If any site becomes involved in a hostage situation the primary concern must be the safety of students and staff. Individuals who take hostage are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remember that it may take very little to cause such persons to become violent.

If an individual(s) begins firing a weapon(s) on campus, the following actions will be taken:

Site Manager / Assistant Site Manager

- 1) Inform staff supervising students in classrooms to initiate Action **RUN, HIDE AND DEFEND.**
- 2) Immediately notify San Jose Police and appropriate law enforcement agencies. Call 911.
- 3) Work in coordination with supervisors of law enforcement agencies until the situation is resolved.
- 4) Initiate pupil release procedures and/or evacuation procedures if it becomes necessary.

Staff

- 1) In classrooms, maintain Action **RUN, HIDE AND DEFEND** until the situation is resolved.
- In open areas, move students to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate Action DUCK, COVER AND HOLD; this should be done only when there is no chance for students to reach safer areas.

SITE EMERGENCY TEAM ROSTER

See staff assignments on pages 14-17

ALL UNASSIGNED PERSONNEL REPORT TO THE COMMAND POST

EMERGENCY FIRST AID TEAM

The purpose of the First Aid Team is to provide emergency and long-term First Aid, to set up the First Aid Station near the Command Post (away from possible hazards) and to manage and utilize First Aid supplies.

The First Aid Team leader who can act as a triage person is: Castillia Cava

First Aid Team members are: Verenice Bravo

Preparation

- 1. Annually:
 - a. Update First Aid Certification of team members.
 - b. Note on site map the location of all First Aid kits and supplies. Replenish and update as necessary.
 - c. Develop triage procedures with First Aid team members.
 - d. Decide Primary and alternate location for the emergency First Aid center and the morgue.
- 2. In an Emergency, teachers on the First Aid Team shall:
 - a. Evacuate their own class to the assigned evacuation area.
 - b. Transfer their students and the enrollment/emergency data to another teacher.
 - c. Report to and activate the predetermined emergency First Aid Center.
 - d. Implement triage and administer First Aid as necessary.
 - e. Supervise the use and distribution of First Aid supplies.
 - f. Notify the Command Post of staff and student injuries.

SEARCH - ASSESSMENT TEAM

Search/Assessment Team members must search all areas of the campus (buildings and grounds) in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so. The Search/Assessment Team is one team of two each (buddy system for safety) who search for the injured or trapped.

Preparation: Team consists of Student Success, Registrar and Operations Manager

- 1. Annually:
 - a. Choose personnel pairs for sub-teams based on school size.
 - b. Divide campus into predetermined sweep areas.
 - c. Sub-teams become familiar with their areas.
 - d. Know locations of:
 - 1) First Aid supplies and equipment.
 - 2) Water supplies and emergency food supply.
- 2. In an Emergency, teachers on the Search/Assessment Team shall:
 - a. Evacuate their room to evacuation area and transfer their students and enrollment/emergency data to another teacher.
 - b. Report to assigned area, link up with partner and begin sweep of area.
 - c. Give status report to Command Post.
 - d. Continue to monitor as needed during emergency.
- 3. Cautions:
 - a. Proceed carefully, buildings will be unstable.
 - b. Proceed quietly so calls for help can be heard.
 - c. Call out when entering your area, then wait for an answer.
 - d. Remain in voice contact with your partner at all times.
 - e. Secure unsafe buildings/classrooms against reentry. Post adults at the entry if necessary.
 - f. Notify command post of unsafe buildings/classrooms.

ASSEMBLY AREA TEAM

When the site is evacuated to their assigned spots in the general assembly area the Assembly Area Team shall assume control. The individual teachers and/or aides will continue to be responsible for their individual class or classes.

Assembly Area Team members are: Principal and Teaching Staff

Preparation:

- 1. Maintain a current map of the assembly area showing where classes are to congregate.
- 2. Take appropriate action to reduce fear and anxiety among students. Take control!

Emergency Action:

- 1. Have teachers take roll of students.
- 2. Create list of missing students.
- 3. Begin process of locating children or identifying them as absent.
- 4. Prepare summary of missing, injured, or dead students and deliver to Command Post. Work from facts, not rumors.
- 5. Work with Security Team to keep students on site.

SITE SECURITY TEAM

ABF's policy in a Declared Emergency is to provide supervision and care for students until it is safe to release them or until picked up by an authorized adult. To accomplish this, site personnel must take steps to patrol the site perimeter to keep students from leaving. If parents have followed the school's directions, students will have been told about this policy and should follow instructions of school personnel.

The Site Security Team will require all students to remain on site until released.

Parents or other adults coming on campus should be directed to the Student Release Area to have their student released to them. Site Security Team members are:

Due to the small staff size, all staff are responsible for contributing to the security team

STUDENT RELEASE TEAM

In order to expedite the release of students to their parents, a Student Release Area should be established and procedures developed to provide for an orderly release process. The Student Release Area should be away from the evacuation assembly area and parents should be required to follow release procedures.

The most important task is to guarantee that documentation is kept about to whom each student is released. Student Release Team members are: **Operations Manager and Student Success Counselor**

Preparation:

- 1. Maintain a current roster of all students.
- 2. Maintain a copy of the Health and Emergency Card for each student, which lists persons authorized to pick up student.
- 3. Maintain a supply of the Student Release forms for adults to fill out to release their student.

In an Emergency:

- 1. Have parents/adults complete release form.
- 2. Check form against authorized list.
- 3. If O.K., send messenger for student.
- 4. Teachers or other adults supervising students shall take authorization slip and release student to parent and note in register. Authorization slips shall then be delivered to the Command Post where they will be posted to a Master roster.

Messengers

If adult personnel cannot accommodate communications on site, upper-grade students may be utilized to assist.

Preparation:

- 1. Identify students who could be used for internal, onsite message delivery.
- 2. Instruct them of their responsibilities, of where they are to report, and most importantly, of safety practices to follow.

In an Emergency:

1. Messengers are released from teacher responsibility and will report to the Command Post.

LOCATION OF EMERGENCY SUPPLIES AND EQUIPMENT

- 1. First Aid Supplies: Emergency Cart, Front Desk cabinets, each classroom
- 2. First Aid Equipment: Emergency Cart
- 3. Emergency Water Supply: One Gallon in each classroom, extra bottles in staff supply closet
- 4. Emergency Food Supply: Granola bars and candy in classroom backpacks, extra bars in staff supply closet
- 5. Two-Way Radio Transmitter: Front desk with Secretary, Bilingual Clerk Athletic Director, Assistant Principal
- 6. Emergency Radio: Emergency Cart
- 7. Utility turnoff Tools: Janitor's Closet

SITE STAFF ROSTER

This document is kept with the Operations Manager and HR Manager, and on Google Docs

ADULT ROSTER CHECK OUT SHEET

NAME

TIME LEFT

TIME RETURNED

Student Release Request

Student Name	Grade			
Adult requesting stu	udent release	(please print)		
Relationship to stud	lent			
Destination				
On Emergency Card:		Yes		No
Released by	(please print)		Title	
Date		Time		
Comments				
	Student Release	e Request		
Student Name	Student Release	e Request	Grade	
Student Name Adult requesting stu		e Request (please print)	Grade	
	udent release		Grade	
Adult requesting stu	udent release		Grade	
Adult requesting stu Relationship to stud	udent release dent		Grade	Νο
Adult requesting stu Relationship to stud Destination	udent release dent	(please print)	Grade	Νο
Adult requesting stu Relationship to stud Destination On Emergency Card	udent release dent	(please print)		Νο

EMERGENCY STATUS REPORT

(To be completed by Site Manager/Designee)

	Tim	Time Report filed:	
		Date:	
nmediate Assistance Requir None ○ Medical ○ Fire	red: ○ Search and Rescue ○ Supp	ort Personnel	
Condition of Students: • All accounted for • N	lo injuries o No immediate help	required	
Missing (number):			
Trapped in building (numb	er):		
Injured (number)			
	immediate medical atta	ntion	
•Number requiring	immediate medical atte Name	ntion.	
•Number requiring		ntion.	
		ntion.	
•Number requiring		ntion.	
Number requiring Type of Injury Condition of School Building	Name		
Number requiring Type of Injury Condition of School Building	Name		
Number requiring	Name		

San Jose Unified School District Emergency Operating Center - Currently not applicable to Alum Rock High School

Radio Transmission Instructions

~ The only thing tougher than planning for a Disaster is explaining why you didn't~

This is the radio protocol to be used when reporting to the District Office Emergency Operations Center (EOC) during a major emergency. **During the drills, listen for transmissions prior to talking, please do not talk while another person is transmitting unless it's an emergency.**

SAMPLE RADIO TRANSMISSION

(District)	This is San Jose Base - Prepare to Transmit Status Report
(District)	San Jose Base to Allen come in -
(Site)	This is Michelle Markham at Allen - do you copy?
(District)	San Jose Base, I copy - please transmit your report -
(Site)	Line 1 seven / three Line 2 no SAMPLE Line 3 no - etc.
Line 1 Line 2 Line 3 Line 4 Line 5 Line 6 Line 7 Line 8 Line 9 Line 10 Line 11	Injuries: (number) students, (number) staff Need Ambulance or paramedics: (yes or no) Do you have a Fire: (yes or no) Need Fire Department? (yes or no) Need Maintenance: (yes or no) Describe what's needed Do you have lights: (yes or no) Do you have telephones: (yes or no) Are there any Fatalities: (number) students, (number) staff Damage to the buildings? (yes or no) State location: Flooding: (yes or no) State location: Do you need Police or Sheriff: (yes or no)

(District) Base to Allen, good copy, base out

The entire transmission should be no longer than one minute.

SUPPLIES AND EQUIPMENT INVENTORY FORM

Emergency Equipment

First Aid Items: First Aid Kit has been distributed to each teacher, a kit is kept at the front desk, and one is also kept with the Emergency Cart.

MANDATORY REPORTING

New staff teachers receive notification of the policy during on-boarding and sign mandatory reporting form which is placed in their employee file. This training supplements what they have learned in school. Principals are urged to review this policy with staff on an annual basis. Staff are encouraged to come speak to an administrator if they have any questions or concerns about reporting. The form staff signs is below:

Receipt and Acknowledgment of Child Abuse Reporting Requirements

Section 11166 of the Penal Code requires any child care custodian, medical practitioner, non medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment who he or she knows or reasonable suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child care custodian" includes teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school, administrators of a public or private day camp, licensed day care workers, administrators or community care facilities licensed to care for children, licensed day care workers, administrators of community care facilities licensed to care for children, Head Start teachers, licensing workers or licensing evaluators, public assistance workers, employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities and social workers or probation officers.

"Medical practitioner" includes physician and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.

"Non medical practitioner" includes state or county public health employees who treat minors for venereal disease of any other condition, coroners, paramedics, marriage family or child counselors, and religious practitioners who diagnose, examine, or treat children. (Penal Code Section 11166.5).

Attached hereto is a copy of Penal Code Section 11166, which explains the procedure for reporting child abuse.

I have read the attached Penal Code Section 11166 and I agree to comply therewith.

Employee Name – Please Print

Employee Signature

Date

Penal Code Section 11166.

(a) Except as provided in subdivision (c), a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make a report to the agency immediately or as soon as is practicably possible by telephone, and the mandated reporter shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

(1) For the purposes of this article, "reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect. For the purpose of this article, the pregnancy of a minor does not, in and of itself, constitute a basis for a reasonable suspicion of sexual abuse.

(2) The agency shall be notified and a report shall be prepared and sent even if the child has expired, regardless of whether or not the possible abuse was a factor contributing to the death, and even if suspected child abuse was discovered during an autopsy.

(3) A report made by a mandated reporter pursuant to this section shall be known as a mandated report.

(b) Any mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both that fine and punishment.

(c) (1) A clergy member who acquires knowledge or a reasonable suspicion of child abuse or neglect during a penitential communication is not subject to subdivision (a). For the purposes of this subdivision, "penitential communication" means a communication, intended to be in confidence, including, but not limited to, a sacramental confession, made to a clergy member who, in the course of the discipline or practice of his or her church, denomination, or organization, is authorized or accustomed to hear those communications, and under the discipline, tenets, customs, or practices of his or her church, denomination, or organization, has a duty to keep those communications secret.

(2) Nothing in this subdivision shall be construed to modify or limit a clergy member's duty to report known or suspected child abuse or neglect when the clergy member is acting in some other capacity that would otherwise make the clergy member a mandated reporter.

(d) Any commercial film and photographic print processor who has knowledge of or observes, within the scope of his or her professional capacity or employment, any film, photograph, videotape, negative, or slide depicting a child under the age of 16 years engaged in an act of sexual conduct, shall report the instance of suspected child abuse to the law enforcement agency having jurisdiction over the case immediately, or as soon as practically possible, by telephone, and shall prepare and send a written report of it with a copy of the film, photograph, videotape, negative, or slide attached within 36 hours of receiving the information concerning the incident. As used in this subdivision, "sexual conduct" means any of the following:

(1) Sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex or between humans and animals.

(2) Penetration of the vagina or rectum by any object.

(3) Masturbation for the purpose of sexual stimulation of the viewer.

(4) Sadomasochistic abuse for the purpose of sexual stimulation of the viewer.

(5) Exhibition of the genitals, pubic, or rectal areas of any person for the purpose of sexual stimulation of the viewer.

(e) Any other person who has knowledge of or observes a child whom he or she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to an agency specified in Section 11165.9.

(f) When two or more persons, who are required to report, jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the telephone

report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

(g) (1) The reporting duties under this section are individual, and no supervisor or administrator may impede or inhibit the reporting duties, and no person making a report shall be subject to any sanction for making the report. However, internal procedures to facilitate reporting and apprise supervisors and administrators of reports may be established provided that they are not inconsistent with this article.

(2) The internal procedures shall not require any employee required to make reports pursuant to this article to disclose his or her identity to the employer.

(3) Reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to an agency specified in Section 11165.9.

(h) A county probation or welfare department shall immediately, or as soon as practically possible, report by telephone, fax, or electronic transmission to the law enforcement agency having jurisdiction over the case, to the agency given the responsibility for investigation of cases under Section 300 of the Welfare and Institutions Code, and to the district attorney's office every known or suspected instance of child abuse or neglect, as defined in Section 11165.6, except acts or omissions coming within subdivision (b) of Section 11165.2, or reports made pursuant to Section 11165.13 based on risk to a child which relates solely to the inability of the parent to provide the child with regular care due to the parent's substance abuse, which shall be reported only to the county welfare or probation department. A county probation or welfare department also shall send, fax, or electronically transmit a written report thereof within 36 hours of receiving the information concerning the incident to any agency to which it makes a telephone report under this subdivision.

(i) A law enforcement agency shall immediately, or as soon as practically possible, report by telephone to the agency given responsibility for investigation of cases under Section 300 of the Welfare and Institutions Code and to the district attorney's office every known or

suspected instance of child abuse or neglect reported to it, except acts or omissions coming within subdivision (b) of Section 11165.2, which shall be reported only to the county welfare or probation department. A law enforcement agency shall report to the county welfare or probation department every known or suspected instance of child abuse or neglect reported to it which is alleged to have occurred as a result of the action of a person responsible for the child's welfare, or as the result of the failure of a person responsible for the child's welfare to adequately protect the minor from abuse when the person responsible for the child's welfare knew or reasonably should have known that the minor was in danger of abuse. A law enforcement agency also shall send, fax, or electronically transmit a written report thereof within 36 hours of receiving the information concerning the incident to any agency to which it makes a telephone report under this subdivision.

11166.05. Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child or that his or her emotional well-being is endangered in any other way may report the known or suspected instance of child abuse or neglect to an agency specified in Section 11165.9

SAFE INGRESS & EGRESS, DISCIPLINE, DRESS CODE

It is the responsibility of each school site to address ingress & egress, discipline, and dress code in the student handbook. The handbook should be distributed to all students at the start of the academic year. The school should collect acknowledgement from the student and their family that the handbook has been read and understood as the operating principles.

SAFETY PLAN GOALS 2014 - 2015

GOAL 1: Accurately track and report referral, suspension, and expulsion data

Strategy 1.1: Identify how to run reports from Powerschool

Strategy 1.2: Create indicators (red, yellow, green) for data

Assessment 1.1: DCP Dashboard – reported every six weeks

Comments:

This year the goal is to develop a system to track and report data on a regular basis. Following this year, we will develop goals surrounding the reduction of certain types of discipline issues.

GOAL 2: Execute safety drills

Strategy 2.1: Create a yearly plan for safety drills

Assessment 2.1: Earthquake drill and debrief

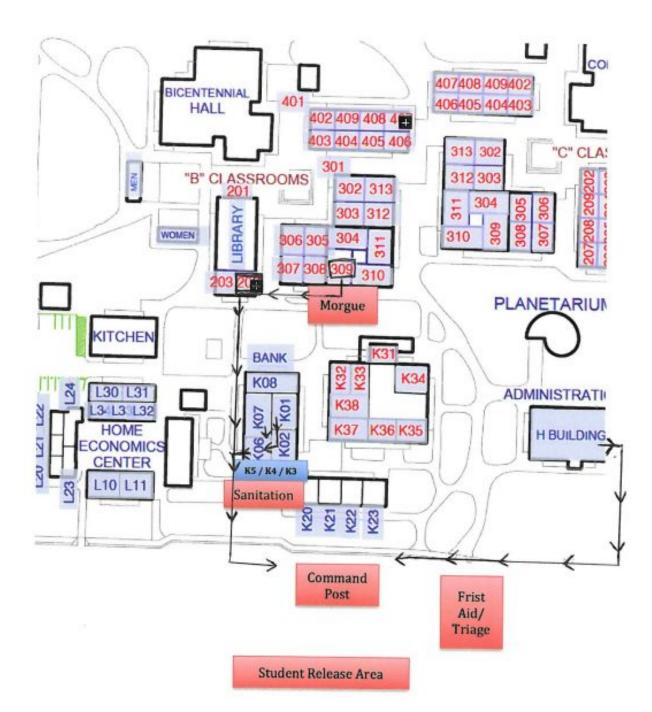
Assessment 2.2 Fire drill and debrief

Assessment 2.3 Lockdown drill and debrief

Comments:

This year the goal is to execute the drills, and to align those drills with staff meeting trainings and assembly presentation to students. Following this, we will develop more concrete goals to modify and improve our drills.

Plot Plan #2 APPENDIX A: Utility Shut Off Locations and Procedures



Plot Plan #3: Evacuation Map



Exposure Control Plan (ECP)

Downtown College Prep (DCP) is committed to providing a safe and healthy work environment for our entire staff. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to blood borne pathogens in accordance with California Code of Regulations, Title 8, Section 5193; Blood borne Pathogens." The ECP is a key document to assist our organization in implementing and ensuring compliance with the standard, thereby protecting our employees.

Purpose: This procedure establishes minimum procedures to be followed to prevent exposure to Blood borne Pathogens during potential exposure incidents. The most likely exposure incidents at DCP are: when responding to illness and injury or while performing sanitation or cleaning duties following a spill of blood or other potentially infected fluid. Additionally, an employee could experience unintended exposure from contact with blood or Other Potentially Infectious Materials (OPIM).

This procedure applies to all School employees, all contractors and vendors performing work on school property, and all other individuals who are visiting or have business with the School.

Program Administration

The Chief Operating Officer or designee is responsible for review and enforcement of this program and is also responsible for appropriate employee training. School Operations Managers or their designees are responsible for providing and maintaining all the necessary person protective equipment, engineering controls (such as sharps containers), labels and red bags as required by the standard.

Employees shall comply with all procedures outlined in this policy.

Blood-borne Pathogens Safety Procedures

The blood borne pathogens safety procedure has been developed by DCP to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens as outlined in the California Code of Regulations (CCR) Title 8, Section 5193.

The following are several principles that should be followed by DCP employees when working with, or if exposed to, blood borne pathogens:

- Being prudent and wise in their work to minimize exposure to blood borne pathogens
- Never underestimate the risk of exposure to blood borne pathogens



DOWNTOWN COLLEGE PREP

 DCP shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to blood borne pathogens.

To ensure that this policy is kept current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees
- Whenever an employee is exposed to a blood borne pathogen

The plan is available for review by all DCP employees at any time.

Exposure Control

To effectively eliminate or minimize exposure to blood borne pathogens, DCP has implemented the following methods of compliance.

- <u>Universal Precautions</u>: DCP observes the practice of "Universal Precautions" to prevent contact with blood and other potentially infectious materials. As a result, DCP employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.
- <u>Engineering Controls</u>: When necessary, DCP shall use available engineering controls to eliminate or minimize employee exposure to blood borne pathogens including:
 - Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to all employees who have potential for exposure.
 - Containers for contaminated sharps have the following characteristics:
 - Puncture-resistant
 - Color coded or labeled with a biohazard warning label
 - Leak-proof on the sides and bottom
 - Specimen and Secondary Containers which are:
 - Red in color
 - Puncture-resistant, when necessary
 - Color coded or labeled with a biohazard warning label
 - Leak-proof on the sides and bottom
- <u>Workplace Controls</u>: Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment [PPE]), clean-up and housekeeping techniques



DOWNTOWN COLLEGE PREP

Hand washing: Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.

<u>Gloving (and other personal protective equipment [PPE])</u>: Gloves and other PPE should be worn at a minimum under the following conditions:

- At all times when contact is anticipated with blood or other bodily fluids.
- When the wearer has an open sore or cut and handling bodily fluids or blood.
- When rendering first aid.
- When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva

Clean Up of Spills: The following safe practices should be followed when cleaning up spills:

- Always wear gloves and other PPE as necessary to prevent exposure
- Use towels or other absorbents in conjunction with soap and water.
- Use approved disinfectants as necessary.
- Discard absorbents and other materials in appropriate plastic bag labeled for such items
- Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.

Housekeeping: The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.

- Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
- If equipment or PPE become contaminated, immediately remove and replace them.
- Inspect and decontaminate any bins, pails or other similar receptacles which may become contaminated
- Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dustpan, tong, etc. Do not pick up broken glassware directly with your hands.
- Discard regulated waste in manner consistent with law.
- Discard sharps immediately in containers provided for such.
- Always close containers
- If a container is leaking place one container in a second container.
- Containers for regulated waste other than sharps are red in color and labeled biohazard.
- The COO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. The school shall keep written records of regulated waste disposal offsite.



Information & Training

Employees shall be retrained annually to ensure that their knowledge is current. New employees or those who may be assigned a new task will receive this training as necessary. The COO or his/her designee is responsible for ensuring that all employees who have a potential for exposure to blood borne pathogens receive this training. Records of the training shall be maintained by the COO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

Blood borne Pathogen

- The location of this policy and that it is available for review at any time
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels & Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, sharps disposal containers, other containers used to store contaminated material.

Post Exposure and Follow-Up

Any employee (including both personnel trained and authorized to respond to incidents and those that are not) should immediately do the following if an exposure is suspected:

- 1. Wash exposed skin surfaces with large amounts of soap and warm water. Exposed mucus membranes should be rinsed with large quantities of warm water
- 2. Report any actual or suspected exposure incident to their supervisor or the plan administrator. The employee will immediately be referred to a physician or other licensed health care provider for confidential follow-up care to be provided at no cost to the employee.
- 3. An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
 - 3.1. Date and time of exposure
 - 3.2. Location of exposure
 - 3.3. The type of potentially infectious materials (blood, urine, etc.)



DOWNTOWN COLLEGE PREP

- 3.4. Source of infectious materials
- 3.5. Circumstances of the exposure (type of work being conducted)
- 3.6. Cause of exposure if known (accident, equipment malfunction, etc.)
- 3.7. Was PPE worn
- 3.8. Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)
- 4. After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
- 5. Follow-up shall provide exposed employee with the following confidential info:
 - 5.1. Documentation regarding the routes of exposures and circumstances\
 - 5.2. Identification, if possible, of the source individual (unless infeasible or prohibited by law).
 - 5.3. If possible, source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
 - 5.4. The process is to remain confidential.
 - 5.5. The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

<u>Written Opinion</u>: The healthcare professional shall provide DCP with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations is indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination
- Confirmation that the employee has been informed of the result of the evaluation
- Confirmation that the employee has been told about any medical conditions resulting from the exposure incident which require further evaluation or treatment.
- A copy of this opinion shall be forwarded to the employee. After completion of these
 procedures, the exposed employee shall meet with the qualified healthcare professional to
 discuss the employee's medical status. This includes the evaluation of any reported illnesses,
 as well as recommended treatment. Other findings and diagnoses will remain confidential
 and will not be included in the written report.

All medical records concerning employees are kept confidential and will not be disclosed or reported to anyone without the written consent of that employee (except as required by law).



Across the Bridge Foundation DBA Downtown College Preparatory Charter School

POLICY AGAINST HARASSMENT AND SEXUAL HARASSMENT

Across the Bridge Foundation DBA Downtown College Preparatory Charter School ("DCP" or the "Charter School") has adopted this policy to address unlawful sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the Charter School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Adopted/Ratified: [11/16/12]



Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults; and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

Adopted/Ratified: [11/16/12]



- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

Complaint Procedure

Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Director. See Attachment for the "Harassment Complaint Form."

The Charter School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

HARASSMENT COMPLAINT FORM

Adopted/Ratified: [11/16/12]



It is the policy of the Charter School (the "Charter School") that all of its employees be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that the Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the Charter School, you may file this form with the Director or Board President.

Please review the Charter School's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.

The Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Charter School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the Charter School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Charter School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the Charter School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date:

Date of Alleged Incident(s):

Name of Person(s) you believe harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

Adopted/Ratified: [11/16/12]



	-
	rstand the above statements. I hereby authorize have provided as it finds necessary in pursuing its
I hereby certify that the information I have pro- complete to the best of my knowledge and belief.	ovided in this complaint is true and correct and
	Date:
Signature of Complainant	
Print Name	
To be completed by Downtown College Prep:	
Received by:	Date:

Adopted/Ratified: [11/16/12]



Across the Bridge Foundation DBA Downtown College Preparatory Charter School

POLICY AND PROCEDURE REGARDING UNLAWFUL DISCRIMINATION AND VIOLATIONS OF STATE OR FEDERAL LAW (UNIFORM COMPLAINT PROCEDURES)

Across the Bridge Foundation DBA Downtown College Preparatory Charter School ("DCP" or the "Charter School") has adopted this policy to address complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. In addition, the Charter School has adopted this procedure to address complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

Scope

The Charter School's policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.
- (3) The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of

Adopted/Ratified: [11/16/12]



the parties and the integrity of the process. This includes keeping the identity of the Complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any Complainant in the complaint process, including but not limited to a Complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the Complainant.

Compliance Officers

The Charter School Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the Charter School's compliance with law:

Chief Business Officer Downtown College Prep 1400 Parkmoor Ave, STE 206 San Jose, CA 95126

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director or designee.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's Uniform Complaint Procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The Executive Director or designee shall make available copies of the Charter School's Uniform Complaint Procedures free of charge.

The notice shall:

- 1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
- 2. Advise the Complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.

Adopted/Ratified: [11/16/12]

- 3. Advise the Complainant of the appeal process pursuant to Education Code Section 262.3, including the Complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
- 4. Include statements that:
 - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the Complainant agrees in writing to an extension of the timeline;
 - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the Complainant first obtains knowledge of the facts of the alleged discrimination;
 - d. The Complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and
 - e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Uniform Complaint Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance Officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

• Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the Complainant first

Adopted/Ratified: [11/16/12]



obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

• Step 2: Mediation

Within three days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

• Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the

Adopted/Ratified: [11/16/12]



investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

• Step 4: Response

OPTION 1:

Unless extended by written agreement with the Complainant, the Compliance Officer shall prepare and send to the Complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the Compliance Officer shall prepare and send to the Complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the Complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the Complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the Complainant.

• Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the Complainant. The Charter School's decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The decision shall include:

- 1. The findings of fact based on evidence gathered.
- 2. The conclusion(s) of law.
- 3. Disposition of the complaint.

Adopted/Ratified: [11/16/12]



- 4. Rationale for such disposition.
- 5. Corrective actions, if any are warranted.
- 6. Notice of the Complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
- 7. For discrimination complaints arising under state law, notice that the Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
- 8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the Complainant has appealed the Charter School's decision, the Director or designee shall forward the following documents to the CDE:

- 1. A copy of the original complaint.
- 2. A copy of the decision.
- 3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
- 4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
- 5. A report of any action taken to resolve the complaint.

Adopted/Ratified: [11/16/12]



- 6. A copy of the Charter School's complaint procedures.
- 7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Adopted/Ratified: [11/16/12]



UNIFORM COMPLAINT PROCEDURE FORM

Last Name:	First Name/MI:				
Student Name (if applicable):		Grade:	Date of Birth:		
Street Address/Apt. #:					
City:					
Home Phone:	Cell Phone:	Wor	k Phone:		
School/Office of Alleged Violation:					
For allegation(s) of noncompliance,	, please check the program or activ	ity referred	t to in your complaint, if applicab		
Adult Education	Consolidated Categorical Pro	ograms	Nutrition Services		
Career/Technical Education	Migrant and Indian Education	on 🗌	Special Education		
Child Development Programs					
For allegation(s) of unlawful discrimination/harassment describe	/ I		k the basis of the unlaw		
Age	Ethnic Group Identification		Religion		
Ancestry	Gender		Sex (Actual or Perceived)		
Color	National Origin		Sexual Orientation (Actual or Perceiv		
Disability (Mental or Physical)	Race				
Based on association with a perso	on or group with one or more of these	e actual or pe	erceived characteristics		
Please give facts about the complain present, etc., that may be helpful to th		s of those in	wolved, dates, whether witnesses w		
Adopted/Ratified: [11	/16/12]				
Revision Date:					



Have you discussed your complaint or brought your the complaint, and what was the result?	complaint to	any School p	ersonnel? I	f you have, t	to whom did yo
				1 • .	
Please provide copies of any written documents that	may be relev		-	•	
Please provide copies of any written documents that I have attached supporting documents.	may be relev	ant or support	ive of your	•	
I have attached supporting documents.		Yes	□ No	-	
		Yes	□ No	-	
I have attached supporting documents.		Yes	□ No	-	
I have attached supporting documents. Signature:		Yes	□ No	-	
I have attached supporting documents. Signature: Mail complaint and any relevant documents to:		Yes	□ No	-	
I have attached supporting documents. Signature: Mail complaint and any relevant documents to: CHIEF BUSINESS OFFICER		Yes	□ No	-	

Adopted/Ratified: [11/16/12]



Across the Bridge Foundation DBA Downtown College Preparatory Charter School

INTERNAL COMPLAINT POLICY AND DISPUTE RESOLUTION PROCEDURE

Across the Bridge Foundation DBA Downtown College Preparatory Charter School ("DCP" or the "Charter School") has adopted this policy to address internal complaints by Charter School staff, parents/guardians, students and volunteers, in order to resolve disputes within the Charter School.

Suggestions for improving the Charter School are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to the Charter School. These procedures, which we believe are important for both you and the Charter School, cannot guarantee that every problem will be resolved to your satisfaction. However, the Charter School values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

- A. Any complaint shall be put in writing using the "Complaint Form" and addressed to the Charter School Executive Director, Chief Business Officer or other designee. A written complaint shall include:
 - 1. The full name of each person involved
 - 2. A brief but specific summary of the complaint and the facts surrounding it
 - 3. A specific description of any prior attempt to discuss the complaint with the person and the failure to resolve the matter
- B. The Director or designee shall investigate the complaint as necessary and shall promptly mail a written notice to the Complainant of the date, time, and place of a meeting between the Complainant and the Director or designee, which shall occur no later than ten (10) school days following the receipt of complaint.
- C. If no resolution can be agreed upon between the Director or designee and the Complainant, the Director or designee shall submit the complaint to the Board of Directors, which shall submit it to the Dispute Resolution Committee, a sub-set of the Board of less than a quorum (at least 3) of existing members appointed by the Board of Directors as needed.
- D. The Dispute Resolution Committee may seek additional investigation by the Director or designee as it deems necessary. This committee will be advisory only and will bring a recommendation to the full Board or Executive Committee for consideration.
- E. The Board shall address the recommendations of the Dispute Resolution Committee at the next Regular Board meeting following the availability of those recommendations from the Committee.
- F. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board's determination within ten school days of the determination.

Nothing in this procedure shall require or allow the Board of Directors, nor any other employee of the Charter School to release confidential pupil or employee information to the Complainant or in any other unlawful manner unless required by law.

Adopted/Ratified: [11/16/12]



COMPLAINT FORM

Your Name:	Date:	
Date of Alleged Incident(s):		
Name of Person(s) you have a complaint against:		
List any witnesses that were present:		
Where did the incident(s) occur?		
Please describe the events or conduct that are the possible (i.e. specific statements; what, if any, p you do to avoid the situation, etc.) (Attach additio	hysical contact was involved; any verbal st	tatements; what did
I hereby authorize the Charter School to discl pursuing its investigation. I hereby certify the and correct and complete to the best of my k information in this regard could result in disci	ose the information I have provided as it at the information I have provided in this nowledge and belief. I further understa	s complaint is true nd providing false
Signature of Complainant	Date:	
Print Name		
To be completed by the Charter School:		
Received by:	Date:	

Adopted/Ratified: [11/16/12]



Across the Bridge Foundation DBA Downtown College Preparatory Charter School

POLICY FOR COMPLAINTS AGAINST EMPLOYEES

Across the Bridge Foundation DBA Downtown College Preparatory Charter School ("DCP" or the "Charter School") has adopted this policy to address complaints against Charter School employees.

The Charter School requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the Charter School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

It is the responsibility of all employees to comply with school policies noted in the Charter School Employment Guidelines/Handbook and to report violations or suspected violations in accordance with the Employee Whistleblower Policy.

Depending on the nature of the complaint, the Complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, the Executive Director (or designee) shall encourage the parties involved to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, the Director (or designee) shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the complaint will be obtained from the Complainant.

If the Complainant files a written complaint and no other school policy or procedure is applicable, the Director (or designee) shall abide by the following process:

- A. Within ten (10) working days of the receipt of the complaint, the Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- B. In the event that the Director (or designee) finds that a complaint against an employee is valid, the Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- C. The Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

Adopted/Ratified: [11/16/12]



Confidentiality

Complainants will be notified that information obtained from the Complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Adopted/Ratified: [11/16/12]

ACROSS THE BRIDGE FOUNDATION dba Downtown College Preparatory

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED JUNE 30, 2015

ACROSS THE BRIDGE FOUNDATION dba Downtown College Preparatory

TABLE OF CONTENTSJUNE 30, 2015

FINANCIAL SECTION	
Independent Auditor's Report	2
Management's Discussion and Analysis	4
Statement of Financial Position	10
Statement of Activities	11
Statement of Cash Flows	12
Notes to Financial Statements	13
SUPPLEMENTARY INFORMATION	
Local Education Agency Organization Structure	22
Schedule of Apportionment Days of Attendance	23
Schedule of Instructional Time	24
Combining Statement of Financial Position	25
Combining Statement of Activities	27
Combining Statement of Cash Flows	29
Note to Supplementary Information	31
INDEPENDENT AUDITOR'S REPORTS	
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters	
Based on an Audit of Financial Statements Performed in Accordance With Government	
Auditing Standards	33
Report on State Compliance	35
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	
Summary of Auditor's Results	38
Financial Statement Findings	39
State Awards Findings and Questioned Costs	40
Summary Schedule of Prior Audit Findings	41

FINANCIAL SECTION

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Vavrinek, Trine, Day & Co., LLP Certified Public Accountants

VALUE THE DIFFERENCE

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of Across The Bridge Foundation (DCP) San Jose, California

Report on the Financial Statements

We have audited the accompanying financial statements of the Across The Bridge Foundation (DCP) (a nonprofit organization) which comprise the statement of financial position as of and for the year ended June 30, 2015, the related statement of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America: the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the 2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

2

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Across The Bridge Foundation (DCP), as of June 30, 2015, and the respective changes in its net assets and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the DCP's basic financial statements. The supplementary information listed in the table of contents is presented for purposes of additional analysis and are not a required part of the financial statements.

The supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

The management's discussion and analysis, is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 16, 2015, on our consideration of the DCP's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering DCP's internal control over financial reporting and compliance.

Varinek, Trine, Day & Co. LLP

Palo Alto, California November 16, 2015

ACROSS THE BRIDGE FOUNDATION dba Downtown College Preparatory

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015



Management's Discussion and Analysis

Since Across the Bridge Foundation (ABF), doing business as Downtown College Preparatory (DCP) or "the School") is a nonprofit organization, the Management's Discussion and Analysis is not a required document for the Annual Financial Report. This section is included to provide additional insight to the organization: its mission, impact, and financial outlook.

Organization Profile

DCP is a nonprofit, public benefit corporation incorporated under the laws of the State of California and recorded by the Secretary of State on September 16, 1999.

Mission and Vision

DCP prepares first-generation students for college success.

DCP prepares first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion. DCP's "*To and Through*" college completion model ensures graduates and their families are supported in their pursuit of a college degree. With a focus on students who are historically underserved by traditional public schools, DCP families are largely low-income, Latino, 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 starting in middle school; 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 DCP's model is getting students "through" college, which involves a family-level commitment and financial plan; an accessible support system of advisors, peers, and alumni; and the personal qualities of confidence, grit, tenacity, and perseverance to see their college dreams through to fruition. Today, over 95% of DCP graduates enroll in college after high school, and 84% of these students persist in college after two years. DCP's track record of college enrollment, matriculation, persistence, and completion currently positions DCP graduates to be many times more likely to complete college than their underserved peers nationwide.

Today, DCP graduates serve as leaders in the community. Currently, DCP graduates make up 10% of DCP staff, serving as teachers, community organizers, and operations staff. Other DCP grads have pursued graduate studies where they are currently earning advanced degrees at institutions including Santa Clara University, Stanford, University of San Francisco and other UC and CSU's. These students have proven there are no limitations to their potential and contributions to our community.

ACROSS THE BRIDGE FOUNDATION dba Downtown College Preparatory

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

Current Schools Overview

Downtown College Preparatory High School

Downtown College Preparatory High School (DCP) is the flagship campus within the DCP network. It was founded in 2000 and has graduated 12 classes of students. Over 95% of DCP graduates enroll in college and the majority enroll in four-year universities. DCP graduates are many times more likely to complete college than their peers nationwide. DCP serves approximately 400 students in grades 9-12 who come from a diverse array of middle schools across San Jose. Most DCP students overcome significant academic obstacles in order to prepare for the rigor of DCP's college-prep program. Approximately 15-20% of students take a 5th year to ensure they are academically prepared for college. Thanks to the school's small, close-knit, college-bound culture and supportive environment, students begin to explore their college-going identity. DCP has expanded its Advanced Placement (AP) course offerings in Calculus and U.S. History as well as new electives in Creative Writing and Criminal Justice. Enrichment opportunities available to students also continue to expand with programs such as Mock Trial and DCP's Urban Farm garden that now sells fresh produce to the local community. DCP also ensures that every family has a college and financial aid plan and the know-how to navigate the college application and admissions process. Graduates of DCP High School now teach here, further nurturing DCP's mission with leadership. In 2015 DCP was ranked #45 out of 2000 high schools in California by U.S. News and World Report.

Downtown College Prep Alum Rock - Middle School

California's highest-scoring new charter middle school in its very first year, DCP Alum Rock is located in East San Jose, where many DCP students live. Launched in Fall 2011, DCP Alum Rock Middle School is at the core of DCP's middle school model. This close-knit community of students, staff, and families has worked together to create a learning environment that helps students and their families chart a course to college beginning in 6th grade. The DCP community was especially resilient this year as they mourned the loss of a beloved student and teacher. DCP has been a model for how teachers and administrators work together to help students build empathy and compassion through community service opportunities and facilitating difficult conversations on topics such as bullying and loss. Through DCP's signature literacy model, blended learning strategies, and college readiness courses, students develop a passion for learning and a college-going mindset, which serves as the foundation of their path to college. DCP Alum Rock Middle School currently serves over 350 students in grades 6-8. It is a feeder school to DCP Alum Rock High School.

Downtown College Prep Alum Rock - High School

Students at DCP Alum Rock High School possess a college-going mindset and are equipped to tackle a rigorous college prep curriculum. Launched in Fall 2013 with its first class of 9th graders, DCP Alum Rock High School will grow to serve 400+ students in grades 9 through 12 in Fall 2016. They currently serve 9th-11th grade. DCP Alum Rock students are pioneers in the founding of this new school. Having experienced middle school at DCP, the high school students possess a very strong commitment to learning and academic growth. They are actively involved in the leadership of their community serving as peer mediators and tutors. While 1 in 4 incoming freshmen are newcomers to the DCP family—they are warmly welcomed and quickly embraced by this bright, ambitious, and cohesive student body. This past spring, DCP Alum Rock High School's Engineering Team was named a national winner in Samsung's Solve for Tomorrow STEM Competition. Students, together with their Engineering teacher, Luis Ruelas, developed an affordable grey-water system to address California's drought. An affordable solution at approximately \$60, it would provide a means for low-income families to also participate in water saving measures. This national victory has become a point of city pride. The Engineering Team known as the "Samsung 9" has received extensive visibility from local media and elected officials. In addition, Mr. Ruelas

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

was recognized by Santa Clara County as one of the top STEM teachers in the region. This academic year DCP Alum Rock High School has expanded its Engineering program and is one of the most popular courses among students.

DCP Middle School

DCP Middle School opened its doors in Fall 2014 with a founding class of 120 6th graders. Building on the success of DCP Alum Rock Middle School, this new campus will grow to serve approximately 420 students in grades 6-8 and feed into Downtown College Prep High School. This campus is home to our first Innovation and Design Lab, which is led by one of our graduates, Carolina Rodriguez '09 Smith College '13. She majored in Art with a minor in Engineering. The combination of her history with our school as well as her academic background makes her an ideal facilitator for this course. Her aim has been to integrate science, creativity and problem-solving in a way that is accessible even to the most self-proclaimed science averse students. In addition, DCP Middle School offers a theatre-based service-learning program that engages students in understanding and telling their personal and family stories. This past year they hosted several performances. The school also built a partnership with a local charter elementary school where DCP 6th graders served as reading mentors to their 4th and 5th graders. Our teachers have championed the coupling of academic values with community engagement.

Program

DCP believes that a college degree is a critical asset that can propel low-income students out of the cycle of poverty, creating a broader horizon of career options, and improving the outlook for themselves and their families.

At the core of DCP's model is the fundamental belief that the opportunity to attend a high-quality, mission-driven, college-prep school is the most important factor in a student's eventual college success. At DCP, the school culture and academic program are aligned around a single goal: college completion. Excellence in teaching ensures that poverty, lack of English fluency, and low levels of parent education are not determining factors in a student's college success.

The key elements that make DCP schools especially effective in serving our target student are:

- 1. Curriculum is designed to be responsive and flexible to individual student needs and is focused wholly on college readiness.
- 2. School culture is focused on optimism and effort to inspire students to become ambitious, confident college-prep learners.
- 3. Flexibility of the charter status is used to fundamentally rethink and redesign professional development to support the schools' college-prep mission.
- 4. Close working relationships are developed with the families and communities served by the school.

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

As the first charter high school in Santa Clara County, DCP's educational model has led the way in San Jose and throughout California. Today, dozens of charter schools exist in Santa Clara County with a similar mission to promote the college success of underserved communities.

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

Fiscal Year 2014-2015 Highlights

Achievement Highlights

- 95% of the Class of 2015, one of the largest in DCP history, matriculated to college, the majority of them to four-year colleges including top ranked universities like UC Berkeley, Santa Clara University, and UC Santa Barbara. All graduates attending two-year community colleges were also placed in support programs aimed at facilitating their transition to college and get them on the transfer path to four-year institutions.
- For a third consecutive year, DCP is ranked by US News & World Report at #45 out of 2000 schools in California.
- DCP schools outperformed the district and county in English Language Arts and math for low-income Latino students under the new CAASPP state-wide assessment.
- 11th grade low-income, Latino students who represent the majority of students at DCP High School scored met/exceeded standard in ELA and math at a significantly higher rate than their peers in the state and district. The data confirms that more DCP students in this demographic 58% in ELA and 28% in math will be ready or conditionally ready to place into college level coursework by the start of their senior year in Fall 2015.

Growth Highlights

• In July, DCP applied for the very competitive U.S. Department of Education Charter School Replication Grant to expand and replicate its schools based on the strategic plan. DCP is one of 12 schools nationwide to be selected for the grant. DCP was the only charter school in California awarded the grant. The grant is for \$2.4 Million over a 5-year period. The grant explicitly supports DCP's cluster model where 2 middle schools feed one high school. As part of the grant, DCP will open 2 new middle schools to support its existing downtown and east San Jose clusters. Additionally, funds are allocated to expand enrollment at each of the DCP high schools once the middle school pipelines are in place.

Operations Highlights

- Facilities: As DCP continues to implement its strategic plan one of the challenges it faces are long-term facilities for its schools.
 - In May 2014, DCP signed a 30-year land lease agreement (plus 3 five-year options to renew) with the Alum Rock Union Elementary School District that enabled DCP to start the construction of a long-term facility for its Alum Rock Middle School. Since opening in 2011, the school had moved twice and been on split facilities for 2 of those years. This greatly impacted the operation of the school and hampered student recruitment. Phase 1 of the construction consisted of nine additional classrooms, an outdoor amphitheater, a covered lunch shelter and additional restrooms as well as improvements to the parking lot to meet State of California Division of State Architect (DSA) requirements. Phase I was substantially completed on August 10, 2015 and all the students at the school are finally on one campus. This will give the school the stability needed to grow to full enrollment (420 students to 470 students) and to provide quality college-prep level classes. Phase II of the project will consist of a custom built administrative and laboratory building containing approximately 7,500 square feet.

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

Financial Summary

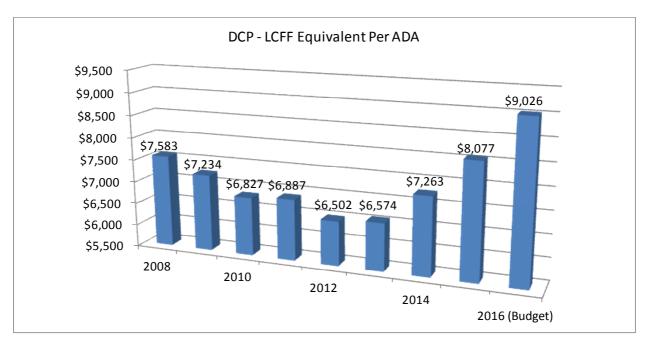
As the Schedule of Financial Trends and Analysis on the next page indicates, Total Revenues increased 24% in FY 2014-15. Government Revenues increased 32% while Other Revenues decreased 9%. The overall growth is due largely to organizational expansion (adding approximately 200 new student seats) and increased government funding.

Government Revenues: Government revenues increased 32% over the prior year. FY 2014-15 was year two of the new CA state Local Control Funding Formula (LCFF). The new formula yielded an increase of 11% per ADA funding level. This, along with DCP Alum Rock's expansion to grade 10, and the opening of DCP Middle School, resulted in the majority of increased government revenues.

Other Revenues: Other revenues decreased by 9% year over year. This is primarily due to decreased donations for the college scholarship program.

Expenses increased 25% due to the addition of a grade level at DCP Alum Rock High School (staffing and a larger facility), start-up costs for the new middle school (staffing, recruiting and new facility), expanded intervention strategies (counseling programs), and continued investment in technology for blended learning.

While the economic outlook has changed for the better, FY 2015 funding rates are still a reflection of several years of state budget cuts. As the chart below depicts, eight years after the state budget crisis began; FY 2015 state ADA revenues have finally surpassed FY 2008 levels.



Looking ahead: DCP continues to be cautiously optimistic as the economic state of the State improves. While Proposition 30 aims to increase K-12 funding using the LCFF model, there are still unknown variables since the State intends to implement the funding model over a total of 8 years, with 6 years remaining. As complications for charter schools continue to mount, acquiring affordable facilities continues to be a challenge. Going forward, DCP anticipates having to spend a greater percentage of its resources on rent and leasehold improvements.

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS FOR THE YEAR ENDED JUNE 30, 2015

	(Budget) 2016^1			2015		2014		2013
Revenues		2010	2015			2011		2013
Government revenues	\$	11,824,181	\$	8,460,692	\$	6,422,109	\$	5,079,313
Other revenues	Ŧ	1,072,291	т	1,434,218	Ŧ	1,569,093	т	910,568
Total Revenues		12,896,472		9,894,910	·	7,991,202		5,989,881
Expenses								
Operating expenditures		12,309,146		10,001,180		8,008,266		5,886,723
Depreciation		212,681	59,516			17,997		12,884
Total Expenses		12,521,827	10,060,696		8,026,263			5,899,607
Change in Net Assets	\$	374,645	\$	(165,786)	\$	(35,061)	\$	90,274
Ending Net Assets	\$	2,542,554	\$	2,167,909	\$	2,333,695	\$	2,368,756
Long-Term Obligations ²	\$	3,920,371	\$	2,260,235	\$	400,000	\$	600,000
Average LCFF/RL per ADA	\$	9,026	\$	8,077	\$	7,264	\$	5,836
LCFF Equivalent per ADA	\$	9,026	\$	8,077	\$	7,264	\$	6,574

The School's net assets have decreased by \$200,847 over the past two years. Total net assets at the year end of 2014-2015 consists of \$837,934 restricted for various programs and \$1,329,975 unrestricted. The fiscal year 2015-2016 budget projects an increase in net assets of \$374,645.

The School has incurred operating losses in two of the past three years, but anticipates incurring an operating surplus during the 2015-2016 fiscal year. Total long-term obligations have increased by \$1,660,235 over the past two years.

Average principal apportionment per ADA increased \$813 from prior year's \$7,264 per ADA to \$8,077 per ADA. An increase of \$949 is anticipated during fiscal year 2015-2016.

LCFF equivalent per ADA represents pre LCFF years calculated by combining categorical and revenue limit to provide a historical comparison.

¹ Budget 2016 is included for analytical purposes only and has not been subjected to audit.

² Long-term obligations include both current and long-term portion.

STATEMENT OF FINANCIAL POSITION JUNE 30, 2015

ASSETS

ASSETS		
Current Assets		
Cash	\$ 1,477,648	
Accounts receivable	817,643	
Current portion of pledge receivable	90,000	
Prepaid expenses and other current assets	30,823	
Total Current Assets		\$ 2,416,114
Non-Current Assets		
Capital assets	3,595,257	
Less: accumulated depreciation	 (291,803)	
Total Non-Current Assets		3,303,454
Total Assets		\$ 5,719,568
LIABILITIES		
Current Liabilities		
Accounts payable	1,053,757	
Deferred revenue	98,000	
Due to other agencys	108,167	
Current portion of long-term obligations	218,062	
Total Current Liabilities		\$ 1,477,986
Long-Term Debt		
Deferred rent	31,500	
Noncurrent portion of long-term obligations	2,042,173	
Total Non-Current Liabilities		2,073,673
Total Liabilities		 3,551,659
NET ASSETS		
Restricted for:		
Scholarships	323,609	
Federal and state programs	108,297	
Associated student body	6,214	
Private funding and other	209,174	
Debt covenants	190,640	
Total Restricted Net Assets		837,934
Unrestricted		1,329,975
Total Net Assets		2,167,909
Total Liabilities and Net Assets		\$ 5,719,568

The accompanying notes are an integral part of these financial statements.

STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2015

			Te	emporarily	
	U	Inrestricted	R	Restricted	Total
REVENUES					
Local control funding formula sources					
State apportionment	\$	3,519,300	\$	-	\$3,519,300
In-lieu property taxes		4,197,528		-	4,197,528
Federal revenue		-		484,947	484,947
State revenue		218,417		40,500	258,917
Local revenues					
Scholarships		-		25,241	25,241
Associated student body		-		2,747	2,747
Private funding		1,230,275		92,494	1,322,769
Other revenues		83,461		-	83,461
Satisfaction of program restrictions		704,495		(704,495)	
Total Revenue		9,953,476		(58,566)	9,894,910
EXPENSES					
Program services					
Teacher salaries and benefits		3,600,420		-	3,600,420
Academic and student support salaries and benefits		2,062,223		-	2,062,223
Student transportation		131,246		-	131,246
Instructional and student services		684,617		-	684,617
Student scholarships		201,386		-	201,386
Occupancy		682,415		-	682,415
Instructional and student supplies		606,131		-	606,131
Student nutrition		134,861		-	134,861
Equipment leases		58,395		-	58,395
Special education fee		251,053		-	251,053
Depreciation		54,986		-	54,986
Subtotal		8,467,733			8,467,733
Management and general		.,			.,,
Administrative salaries and benefits		1,097,388		-	1,097,388
District supervisory fee		76,743		-	76,743
Insurance		53,324		-	53,324
Operating expenses		360,978		-	360,978
Depreciation		4,530		-	4,530
Subtotal		1,592,963		-	1,592,963
Total Expenses		10,060,696		-	10,060,696
NET CHANGE IN NET ASSET		(107,220)		(58,566)	(165,786)
NET ASSETS, BEGINNING		1,437,195		896,500	2,333,695
NET ASSETS, ENDING	\$	1,329,975	\$	837,934	\$ 2,167,909

The accompanying notes are an integral part of these financial statements.

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2015

CASH FLOWS FROM OPERATING ACTIVITIES		
Decrease in net assets	\$	(165,786)
Adjustments to reconcile decrease in net assets		
to net cash provided by operating activities		
Depreciation expense		59,516
Changes in operating assets and liabilities		
Decrease in accounts receivable		430,235
Increase in deferred revenue		107,001
Increase in prepaid expenses		7,473
Increase in accounts payable		291,344
Net Cash Provided by Operating Activities	_	729,783
CASH FLOWS FROM INVESTING ACTIVITIES		
Cash payment on acquisition of capital assets		(2,938,523)
Net Cash Used for Investing Activities	_	(2,938,523)
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds from LIIF Loan		2,060,235
Net Cash Provided by Financing Activities		2,060,235
NET DECREASE IN CASH AND CASH EQUIVALENTS		(148,505)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR		1,626,153
CASH AND CASH EQUIVALENTS, END OF YEAR	\$	1,477,648
	Ψ	1,17,010

The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

NOTE 1 - ORGANIZATION AND MISSION

Across the Bridge Foundation (dba Downtown College Preparatory), hearafter known as the "School", is a nonprofit, public benefit corporation incorporated under the law of the State of California and recorded by the Secretary of State on September 16, 1999. Downtown College Preparatory operates small academic charter schools with a clear goal of preparing each of its students to thrive at a four-year university. High standards, personalized attention and an explicit focus on college success drive the academic programs at Downtown College Preparatory. The efforts of everyone at the School, students, staff and community, are aligned to achieve this singular vision.

Downtown College Preparatory opened the first charter high school in Santa Clara County. It was chartered by the San Jose Unified School District on December 2, 1999. The School opened in September 2000 with its first class of one hundred 9th grade students, added a grade each year, and graduated its first class of students in 2004. In August of 2008, the School opened a new campus, DCP Alviso which suspended operations in 2011-2012. In August, 2011, the School opened a new grade 6-12 charter, DCP Alum Rock. In August of 2014, the School opened DCP Middle School. Today Across the Bridge Foundation serves approximately 1,000 students.

For Presentation purposes the School has elected to reflect separately the financial statements for the middle and high school grades of the 6-12 grade DCP Alum Rock charter. Also new to the financial statement presentation is the addition of DCP Foundation (DCPF). DCPF is a non-profit benefit corporation formed in FY 14/15 under Section 509(a)(3) of the Internal Revenue Code as a supporting organization for Across the Bridge Foundation.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by the School are described below to enhance the financial statements.

Financial Statement Presentation

The School adopted Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements for Not-for-Profit Organizations*. Under the provisions of this statement, the School is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. As of June 30, 2015, the School had \$837,934 in temporarily restricted net assets. In addition, the School is required to present a statement of cash flows.

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The School uses the accrual basis of accounting recognized in the accounting when they are earned and expenses are recognized in the accounting period in which the liability is incurred.

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Satisfaction of program restrictions."

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the reporting date and revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes

The School is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. It is also exempt from state franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2009 and forward may be audited by regulatory agencies, however, the School is not aware of any such actions at this time.

The School has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the statement of cash flows, the School considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents. At June 30, 2015, there were no investments deemed to be cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2015, management had determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Capital Assets

It is the School's policy to capitalize individual property and equipment purchases over \$1,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Furniture and equipment are depreciated using the straight-line method, over 3 to 7 years. As of June 30, 2015, depreciation expense was \$59,516.

Deferred Revenue

Deferred revenue arises when potential revenue did not meet the eligibility requirement. In subsequent periods, when the eligibility requirement is met, or when the School has a legal claim to the resources, the liability for deferred revenue is removed from the balance sheet and revenue is recognized.

Certain grants received before the eligibility requirements are met are recorded as deferred revenue.

Restricted/Unrestricted

Net assets represents the difference between assets and liabilities. Net assets are reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The School first applies restricted recourse when an expense is incurred for the purposes for which both restricted and unrestricted net assets are available.

NOTE 3 - CASH

Cash at June 30, 2015, consists of the following:

	Reported Amount	Bank Balance
Deposits Cash on hand and in banks	\$ 1,477,648	\$ 1,734,591

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The School maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The School has not experienced any losses in such accounts. At June 30, 2015, the School had \$1,484,591 in excess of FDIC insured limits. Management believes the School is not exposed to any significant risk related to cash.

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2015, consist of the following:

Local control funding formula	
State aid	\$ 84,366
In-lieu property taxes	 430,686
Total Local Control Funding Formula	515,052
Federal receivable	32,397
State receivable	16,967
Lottery receivable	66,151
Local receivable	 187,076
Sub Total	302,591
Total Accounts Receivable	\$ 817,643

NOTE 5 - PLEDGE RECEIVABLE

Various development campaigns are organized by the School throughout the course of any given year. Amounts pledged, but not received by year-end were \$90,000.

Estimated future collections are as follows:

Fiscal Year 2016

\$ 90,000

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

NOTE 6 - CAPITAL ASSETS

Capital assets at June 30, 2015, consist of the following:

	Balance							Balance
	Ju	ly 1, 2014		Additions		Deductions	Ju	ne 30, 2015
Capital Assets:								
Work in progress	\$	349,850	\$	2,780,462	\$	-	\$	3,130,312
Vehicles		61,712		-		-		61,712
Furniture and equipment		250,630		188,223		35,620		403,233
Total Capital Assets		662,192		2,968,685		35,620		3,595,257
Less Accumulated Depreciation:								
Vehicles		61,712		-		-		61,712
Furniture and equipment		176,032		59,516		5,457		230,091
Total Accumulated Depreciation		237,745		59,516		5,457		291,803
Capital Assets, Net	\$	424,447	\$	2,909,169	\$	30,163	\$	3,303,454

NOTE 7 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2015, consist of the following:

Salaries and benefits	\$ 152,220
State apportionment payable	2,605
Vendor payables	709,698
Accrued discretionary time-off	 189,234
Total Accounts Payable	\$ 1,053,757

NOTE 8 - LONG TERM LIABILITIES

Line of Credit Agreement with the City of San Jose

The School has a Line of Credit Agreement with the City of San Jose that is non-interest bearing. The City of San Jose has agreed to forgive the revolving loan in 2015-2016 after the school meets the performance requirements of successful expansions to 11^{th} grade.

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Loan Agreement with Low Income Investment Fund

On February 18, 2015, the School entered into a loan agreement with Low Income Investment Fund for the purpose of constructing a new modular school facility consisting of the Phase I Project and the Phase 2 Project. Phase 1 Project will include installation of additional modular classrooms, an outdoor amphitheater, and a covered lunch shelter. Phase 2 Project consists of a detached multipurpose building. The school facilities, once constructed, will provide capacity to enroll up to 470 students at the school in grades 6-8.

The balance on the loan as of June 30, 2015 was \$2,060,235. The loan has no scheduled payments until construction Phase 1 is complete and after which, the loan will be paid over a seven year period with interest rates of 6%.

NOTE 9 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the Public Employees' Retirement System (CalPERS).

CalSTRS

Plan Description

The School contributes to the CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to beneficiaries. As a result of the Public Employee Pension Reform Act of 2013 (PEPRA), changes have been made to the defined benefit pension plan effective January 1, 2013. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, CA 95605.

Funding Policy

Due to the implementation of the Public Employee Pension Reform Act of 2013 (PEPRA), new members must pay at least 50 percent of the normal costs of the plan, which can fluctuate from year to year. For 2014-15, the required contribution rate for new members is 8.15 percent. "Classic" plan members are also required to contribute 8.15 percent of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2014-2015 was 8.8 percent of annual payroll. The contribution requirements of the plan members are established by State statute. The School's contributions to CalSTRS for the fiscal years ending June 30, 2015, 2014, and 2013, were \$322,005, \$246,139, and \$177,126 respectively, and equal 100 percent of the required contributions for each year.

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

CalPERS

Plan Description

The School contributes to the School Employer Pool under the CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and survivor benefits to plan members and beneficiaries. As a result of the Public Employee Pension Reform Act of 2013 (PEPRA), changes have been made to the defined benefit pension plan effective January 1, 2013. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95811.

Funding Policy

As a result of the implementation of the Public Employee Pension Reform Act of 2013 (PEPRA), new members must pay at least 50 percent of the normal costs of the plan, which can fluctuate from year to year. For 2014-2015, the normal cost is 11.77 percent, which rounds to a 6.0 percent contribution rate. "Classic" plan members continue to contribute 7.0 percent. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2014-2015 was 11.77 percent of covered payroll. The contribution requirements of the plan members are established by State statute. The School's contributions to CalPERS for the fiscal years ending June 30, 2015, 2014, and 2013, were \$183,773, \$112,395, and \$84,474, respectively, and equal 100 percent of the required contributions for each year.

Social Security

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (STRS or PERS) must be covered by Social Security or an alternative plan. The School has elected to use Social Security. Contributions made by the School and an employee vest immediately. The School contributes 6.2 percent of an employee's gross earnings. An employee is required to contribute 6.2 percent of his or her gross earnings to the pension plan.

NOTE 10 - COMMITMENTS AND CONTINGENCIES

Grants

The School received financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the School. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School at June 30, 2015.

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Litigation

The School is not currently a party to any legal proceedings.

Operating Leases

Pursuant to Proposition 39 and its implementing regulation, the San Jose Unified School District Board of Trustees has made an offer to provide the School with facilities for its in-district students, for which the School will pay the District three percent of its "charter revenue" (defined as the sum of the School's General Purpose State Aid and Categorical Block Grant). The Charter Facilities Agreement by and between San Jose Unified School District and Downtown College Preparatory Charter School was entered into on March 10, 2005 and shall end on June 30, 2015. In accordance with the terms of the agreement all city and/or county or agency assessments, fees, or taxes, are the responsibility of the District. The School is responsible for the cost of utilities used or consumed and ongoing operations and maintenance of the facilities and equipment.

In August 2011, the School entered into a lease agreement with The Sobrato Foundation (the Lessor) to secure a portion of premises commonly known as 1400 Parkmoor Avenue Suite 206, San Jose, California. The base rent for the period beginning August 15, 2011 and ending August 14, 2018 shall be \$6,083 monthly.

On May 7, 2014, the School entered into a thirty years and five months lease agreement with Alum Rock Union Elementary School District (the Lessor) to secure a portion of premises commonly known as 2800 Ocala Avenue, San Jose, California. The lease term expires on July 31, 2045. The base rent for the first ten years shall be \$11,299 per month. Upon completion of certain improvements of the said property, rent shall increase to \$14,299. The monthly rent after the initial ten years, shall increase in amount equal to the consumer price index (CPI) multiplied by the base year every five years.

On July 1, 2014, the School entered into a lease agreement with the East Side Union High School District (the Lessor) to occupy eight classrooms and three office spaces total at Independence High School Campus, located at 1776 Educational Park Drive, San Jose, CA 95133. The base rent for the period beginning July 1, 2014 and terminating on June 30, 2015, shall be \$1,668 monthly.

On July 18, 2014, the School entered into a lease agreement with the Boys & Girls Clubs of Silicon Valley for use of the Smythe Clubhouse, located at 2195 Cunningham Avenue, San Jose, CA 95122. The base rent for the period beginning August 1, 2014 and expiring on June 30, 2015, shall be \$5,400 per month. Agreement may be renewed each year for two consecutive years upon review and mutual agreement of both parties.

NOTE 11 - SUBSEQUENT EVENT

San Jose Unified School District (SJUSD) acquired a 3.3 acre property at 1402 Monterey Highway for use by DCP for charter schools. SJUSD and DCP Facilities 2, LLC have executed a 50 year lease for the property. DCP Facilities 2, LLC will pay for the facility improvements and will lease the property to the School. The long-term campus will house 1,000 students.

SUPPLEMENTARY INFORMATION

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE JUNE 30, 2015

ORGANIZATION

Across The Bridge Foundation (ABF) operates one high school, one grade 6-12 school and one middle school. The high school's charter was granted on December 2, 1999 by the San Jose Unified School District. The 6-12 school's charter was granted on November 18, 2009 by the Santa Clara County Office of Education. The middle school's charter was granted on September 19, 2013 by the San Jose Unified School District.

DCP Foundation (DCPF) is a non-profit benefit corporation formed in FY 14/15 under Section 509(a)(3) of the Internal Revenue Code as a supporting organization for Across the Bridge Foundation.

GOVERNING BOARD ABF

MEMBER	<u>OFFICE</u>	TERM EXPIRES
Mr. James Gibbons-Shapiro	President	2017
Ms. Julianne M. Biagini	Treasurer	2017
Ms. Michele Bolton	Acting Secretary	2018
Ms. Maria Arellano	Director	2018
Ms. Mary Curtis	Director	2016
Ms. Megan Thiele	Director	2016
Ms. Lisa Voss	Director	2018
GOVERNING BOARD DCPF		
Mr. Rodney Jenny	President	2018
Ms. Sandra Moll	Secretary/Treasurer	2018
Mr. Terry Deveau	Director	2018
Mr. Sean Meeks	Director	2018
ADMINISTRATION		
Ms. Jennifer Andaluz	Executive Director/Co-founder	
Ms. Ruth Wamuyu Schriver	Chief Business Officer	
Mr. David Herrera	Chief Achievement Officer	
Ms. Paula Gallant	Controller	

SCHEDULE OF APPORTIONMENT DAYS OF ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2015

	P2	Annual
Grade Level	Report	Report
Alum Rock Campus		
Middle/High School		
Sixth classroom based	98.36	98.54
Seventh through eighth classroom based	205.74	206.23
Ninth through twelfth classroom based	145.68	142.90
Subtotal	449.78	447.67
DCP High Campus		
High School		
Ninth through twelfth classroom based	390.64	384.77
Subtotal	390.64	384.77
DCP Middle Campus		
Middle School		
Fourth through Sixth classroom based	115.00	114.37
Subtotal	115.00	114.37
Total	955.42	946.81

The School does not have non-classroom based ADA.

SCHEDULE OF INSTRUCTIONAL TIME FOR THE YEAR ENDED JUNE 30, 2015

	1986-87 Minutes	Reduced 1986-87 Minutes	2014-15 Actual	Number of Days Traditional	
Grade Level ¹	Requirement	Requirement	Minutes	Calendar	Status
Alum Rock and DCP Middle Ca	mpus				
Grade 6	54,000	52,457	56,257	180	Complied
Grade 7	54,000	52,457	63,431	180	Complied
Grade 8	54,000	52,457	63,989	180	Complied
Grade 9	64,800	62,949	64,410	180	Complied
DCP High Campus					
Grade 9	64,800	62,949	77,633	180	Complied
Grade 10	64,800	62,949	77,633	180	Complied
Grade 11	64,800	62,949	77,633	180	Complied
Grade 12	64,800	62,949	77,633	180	Complied
Alum Rock High Campus					
Grade 9	64,800	62,949	64,410	180	Complied
Grade 10	64,800	62,949	64,410	180	Complied
Grade 11	64,800	62,949	64,410	180	Complied
Grade 12	64,800	62,949	64,410	180	Complied

¹ The Alum Rock campus operates grades 6 to 12. The DCP High campus operates grades 9 to 12. The DCP Middle campus operates only grade 6.

COMBINING STATEMENT OF FINANCIAL POSITION JUNE 30, 2015

	Central Office	I	DCP High		Alviso	Alun	n Rock Middle	Alun	ı Rock High
ASSETS									
Current Assets									
Cash and investments	\$ 362,354	\$	399,862	\$	11,505	\$	311,201	\$	13,065
Accounts receivable	36,865		289,126				436,341		
Current portion of pledge receivable	90,000		-		-		-		-
Due from other funds	691,293		1,127,706		-		1,082,030		829,961
Prepaid expenses and other current assets	 7,664		9,733				4,436		4,771
Total Current Assets	 1,188,176		1,826,427		11,505		1,834,008	-	847,797
Noncurrent Assets									
Capital assets	25,461		270,842		-		65,328		62,842
Less: accumulated depreciation	 (17,446)		(230,666)		-		(22,226)		(11,669)
Total Non-Current Assets	 8,015		40,176		-		43,102		51,173
Total Assets	\$ 1,196,191	\$	1,866,603	\$	11,505	\$	1,877,110	\$	898,970
LIABILITIES									
Current Liabilities									
Accounts payable	\$ 104,742	\$	209,767	\$	-	\$	130,819	\$	77,587
Deferred revenue	-		45,037		-		5,384		2,579
Due to other agencys	-		38,824		-		61,483		-
Due to other funds	1,227,895		167,469		-		685,183		691,417
Current portion of long-term obligations	 -		200,000		-		-		-
Total Current Liabilities	1,332,637		661,097		-		882,869		771,583
Long-term Debt									
Deferred Rent	-		-		-		31,500		-
Noncurrent portion of long-term obligations	 -		-	-	-		-		-
Total Liabilities	 1,332,637		661,097		-		914,369		771,583
NET ASSET									
Restricted for:									
Scholarships	323,609		-		-		-		-
Federal and state programs	-		54,881		-		53,416		-
Associated student body	-		3,480		-		2,734		-
Private funding and other	-		8,002		-		201,172		-
Debt covenants	-		-		-		-		-
Unrestricted	 (460,055)		1,139,143		11,505		705,419		127,387
Total Net Asset	(136,446)		1,205,506		11,505		962,741		127,387
Total Liabilities and Net Asset	\$ 1,196,191	\$	1,866,603	\$	11,505	\$	1,877,110	\$	898,970

DCP Middle		Eliminations		Eliminations ABF Consolidated		DC	DCP Foundation		Eliminations		Total Consolidated	
\$	169,025	\$	-	\$	1,267,012	\$	210,636	\$	-	\$	1,477,648	
	55,311		-		817,643				-		817,643	
	-		-		90,000		-		-		90,000	
	75,795 4,219		(2,980,082)		826,703 30,823		-		(826,703)		30,823	
	304,350		(2,980,082)		3,032,181		210,636		(826,703)		2,416,114	
	304,330		(2,980,082)		5,052,101		210,030		(820,703)		2,410,114	
	40,473		-		464,946		3,130,311		-		3,595,257	
	(9,796)		-		(291,803)		-		-		(291,803)	
	30,677		-		173,143		3,130,311		-		3,303,454	
\$	335,027	\$	(2,980,082)	\$	3,205,324	\$	3,340,947	\$	(826,703)	\$	5,719,568	
\$	73,215	\$		\$	596,130	\$	457,627	\$		\$	1,053,757	
φ	45,000	φ	-	φ	98,000	φ	437,027	φ	-	φ	98,000	
	7,260		-		107,567		600		_		108,167	
	208,118		(2,980,082)				826,703		(826,703)			
			-		200,000		18,062		-		218,062	
	333,593		(2,980,082)		1,001,697		1,302,992		(826,703)		1,477,986	
	-		-		31,500		-		-		31,500	
	-		-		-		2,042,173		-		2,042,173	
	333,593		(2,980,082)		1,033,197		3,345,165		(826,703)		3,551,659	
	-		-		323,609		-		-		323,609	
	-		-		108,297		-		-		108,297	
	-		-		6,214		-		-		6,214	
	-		-		209,174		-		-		209,174	
	- 1,434		-		1,524,833		190,640 (194,858)		-		190,640 1,329,975	
	1,434		-		2,172,127		(4,218)				2,167,909	
\$	335,027	\$	(2,980,082)	\$	3,205,324	\$	3,340,947	\$	(826,703)	\$	5,719,568	
Ψ	555,021	Ψ	(2,700,002)	Ψ	3,203,324	Ψ	5,5-10,7+7	Ψ	(020,703)	Ψ	5,717,500	

COMBINING STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2015

	Central Office	DCP High	Alviso	Alum Rock Middle	Alum Rock High	
REVENUES	Office	DCP High	Alviso	Alum Rock Middle	Alum Kock High	
Local control funding formula sources						
State apportionment		\$ 1,286,561	\$ -	\$ 1,275,044	\$ 657,794	
In-lieu property taxes	- -	2.055.723		1.013.654	522,969	
Federal revenue	191,969	97.075		88.318	42.297	
State revenue		115.025	()	111.553	32,802	
Local revenues	1.436.766	75.710	()	183,490	349.029	
Total Revenue	1,628,735	3,630,094		2,672,059	1,604,891	
EXPENSES						
Program services						
Teacher salaries and benefits	-	1,562,734	-	930,100	657,379	
Academic and student support salaries and benefits	528,935	632,756		355,255	295,638	
Student transportation	-	42.916		44,398	22,749	
Instructional and student services	337	247,972	-	249,385	108,749	
Student scholarships	201,386	, í		-	-	
Occupancy	-	255,468	-	293,750	61,579	
Instructional and student supplies	2,660	171,370		214,759	136,570	
Student nutrition	211	41,013	-	65,644	6,048	
Equipment leases	-	26,675	-	16,654	9,483	
Special education fee	-	191,462	-	2,182	1,045	
Depreciation	-	19,169	-	14,352	11,669	
Subtotal	733,529	3,191,535	-	2,186,479	1,310,909	
Management and general						
Administrative salaries and benfits	1,097,388			-	-	
District supervisory fee	-	33,089	-	22,716	11,978	
Insurance	4,276	21,594	-	11,254	9,529	
Operating expenses	196,905	425,116	i -	291,875	145,088	
Depreciation	4,530			-		
Subtotal	1,303,099	479,799	-	325,845	166,595	
Total Expenses	2,036,628	3,671,334	-	2,512,324	1,477,504	
INCREASE (DECREASE) IN NET ASSETS	(407,893)	(41,240)) (991)	159,735	127,387	
NET ASSETS, BEGINNING, AS RESTATED	271,447	1,246,746	5 12,496	803,006		
NET ASSETS, ENDING	6 (136,446)	\$ 1,205,506	5 \$ 11,505	\$ 962,741	\$ 127,387	

DCP Middle		Eliminations		Eliminations ABF Consolidated		DCP Foundation		Elimir	nations	Total Consolidated	
¢	200.001	¢		¢	2 510 200	¢		¢		¢	2 510 200
\$	299,901	\$	-	\$	3,519,300	\$	-	\$	-	\$	3,519,300
	605,182		-		4,197,528		-		-		4,197,528
	65,839		-		484,947		-		-		484,947
	-		-		258,917		-		-		258,917
	137,154		(747,974)		1,434,198		20		-		1,434,218
	1,108,076		(747,974)		9,894,890		20		-		9,894,910
	450,207		-		3,600,420		-		-		3,600,420
	249,639		-		2,062,223		-		-		2,062,223
	21,183		-		131,246		-		-		131,246
	78,174		-		684,617		-		-		684,617
	-		-		201,386		-		-		201,386
	71,618		-		682,415		-		-		682,415
	80,772		-		606,131		-		-		606,131
	21,945		-		134,861		-		-		134,861
	5,583		-		58,395		-		-		58,395
	56,364		-		251,053		-		-		251,053
	9,796		-		54,986		-		-		54,986
	1,045,281		-		8,467,733		-		-		8,467,733
	-		-		1,097,388		-		-		1,097,388
	8,960		-		76,743		-		-		76,743
	6,671		-		53,324		-		-		53,324
	45,730		(747,974)		356,740		4,238		-		360,978
	-		-		4,530		-		-		4,530
	61,361		(747,974)		1,588,725		4,238		-		1,592,963
	1,106,642		(747,974)		10,056,458		4,238		-		10,060,696
	1,434		-		(161,568)		(4,218)		-		(165,786)
	-		-		2,333,695		-		-		2,333,695
\$	1,434	\$	-	\$	2,172,127	\$	(4,218)	\$	-	\$	2,167,909

COMBINING STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2015

	Central Office		DCP High	Alviso	Alum Rock Middle	Alum Rock High
CASH FLOWS FROM OPERATING ACTIVITIES						
Increase (Decrease) in net assets	\$ (40)7,893)	\$ (41,240)	\$ (991)	\$ 159,735	\$ 127,387
Adjustments to reconcile increase (decrease) in net assets						
to net cash provided by operating activities						
Depreciation expense		4,530	19,169	-	14,352	11,669
Changes in operating assets and liabilities						
Decrease (Increase) in accounts receivable	47	78,148	22,439	38,285	(53,326)	-
Decrease (Increase) in due from other fund	(60)8,411)	(467,281)	-	(1,082,030)	(829,961)
Increase in deferred revenue		-	22,538	-	36,884	2,579
Decrease in prepaid expenses		927	2,973	-	12,563	(4,771)
Increase (Decrease) in accounts payable	(12	28,841)	(180,582)	-	(15,522)	77,587
Increase (Decrease) in due to other fund	56	58,081	167,469	(60,118)	661,808	691,417
Net Cash Provided by (Used for)						
Operating Activities	(93,459)	(454,515)	(22,824)	(265,536)	75,907
CASH FLOWS FROM INVESTING ACTIVITIES						
Cash payment on acquisition of capital assets	1	13,414	(34,855)	-	316,544	(62,842)
Net Cash Provided by (Used for) Investing						
Activities		13,414	(34,855)	 -	316,544	(62,842)
CASH FLOWS FROM FINANCING ACTIVITIES						
Proceeds from LIIF Loan		-	-	 -	-	-
Net Cash Provided by Financing Activities			-	 -	-	-
NET CHANGE IN CASH AND CASH EQUIVALENTS CASH AND CASH EQUIVALENTS,	(80,045)	(489,370)	(22,824)	51,008	13,065
BEGINNING OF YEAR	4	42,399	889,232	34,329	260,193	-
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 3	62,354	\$ 399,862	\$ 11,505	\$ 311,201	\$ 13,065

DCP Middle		ABF Consolidated	DCP Foundation	Elimination	Total Consolidated	
\$	1,434	\$ (161,568)	\$ (4,218)	\$ -	\$ (165,786)	
	9,796	59,516	-	-	59,516	
	(55,311)	430,235	-	-	430,235	
	(75,795)	(3,063,478)	-	3,063,478	-	
	45,000	107,001	-	-	107,001	
	(4,219)	7,473	-	-	7,473	
	80,475	(166,883)	458,227	-	291,344	
	208,118	2,236,775	826,703	(3,063,478)	-	
	209,498	(550,929)	1,280,712		729,783	
	(40,473)	191,788	(3,130,311)		(2,938,523)	
	(40,473)	191,788	(3,130,311)		(2,938,523)	
	-		2,060,235		2,060,235	
_	-	-	2,060,235	-	2,060,235	
	169,025	(359,141)	210,636	-	(148,505)	
	-	1,626,153	-	-	1,626,153	
\$	169,025	\$ 1,267,012	\$ 210,636	\$ -	\$ 1,477,648	

NOTE TO SUPPLEMENTARY INFORMATION JUNE 30, 2015

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school's members of the governing board, and members of the administration.

Schedule of Apportionment Days of Attendance

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with provisions of *Education Code* Sections 46200 and 46206. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made through the Santa Clara County Office of Education to Across the Bridge Foundation.

Schedule of Instructional Time

The School has received funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of *Education Code* Sections 46200 through 46206.

The School must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 46201.

Combining Statement of Financial Position, Statement of Activities and Statement of Cash Flows

The combining statements are included to provide information regarding the individual campuses that have been included in the School's basic financial statements.

INDEPENDENT AUDITOR'S REPORTS

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Vavrinek, Trine, Day & Co., LLP Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors of Across The Bridge Foundation (DCP) San Jose, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements which comprise the statement of financial position, statement of activities and cash flows of Across The Bridge Foundation (DCP) as of and for the year ended June 30, 2015, and the related notes to the financial statements, and have issued our report thereon dated November 16, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered DCP's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of DCP's internal control. Accordingly, we do not express an opinion on the effectiveness of DCP's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

33

Compliance and Other Matters

As part of obtaining reasonable assurance about whether DCP's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Varinet, Trine, Day & Co. LLP

Palo Alto, California November 16, 2015



Vavrinek, Trine, Day & Co., LLP Certified Public Accountants

VALUE THE DIFFERENCE

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

To the Board of Directors of Across The Bridge Foundation San Jose, California

Report on State Compliance

We have audited Across The Bridge Foundation (DCP)'s compliance with the types of compliance requirements as identified in the 2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting 2014-2015 that could have a direct and material effect on each of the Across The Bridge Foundation (DCP)'s State government programs as noted below for the year ended June 30, 2015.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its State's programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the DCP's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the 2014-2015 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting 2014-2015. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about DCP's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of DCP's compliance with those requirements.

Unmodified Opinion on Each of the Programs

In our opinion, DCP complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2015.

In connection with the audit referred to above, we selected and tested transactions and records to determine DCP's compliance with the State laws and regulations applicable to the following items:

	Procedures in Audit Guide	Procedures Performed
Attendance Accounting:		
Attendance Reporting	6	No, see below
Teacher Certification and Misassignments	3	No, see below
Kindergarten Continuance	3	No, see below
Independent Study	23	No, see below
Continuation Education	10	No, see below
Instructional Time:		
School Districts	6	No, see below
County Offices of Education	3	No, see below
Instructional Materials:		
General Requirements	8	No, see below
Ratios of Administrative Employees to Teachers	1	No, see below
Classroom Teacher Salaries	1	No, see below
Early Retirement Incentive	4	No, see below
Gann Limit Calculation	1	No, see below
School Accountability Report Card	3	No, see below
Juvenile Court Schools	8	No, see below
Local Control Funding Formula Certification	1	Yes
California Clean Energy Jobs Act	3	No, see below
After School Education and Safety Program:		
General Requirements	4	No, see below
After School	5	No, see below
Before School	6	No, see below
Education Protection Account Funds	1	Yes
Common Core Implementation Funds	3	Yes
Unduplicated Local Control Funding Formula Pupil Counts	3	Yes
Charter Schools:		
Contemporaneous Records of Attendance	8	Yes
Mode of Instruction	1	Yes
Non Classroom-Based Instruction/Independent Study	15	No, see below
Determination of Funding for Non Classroom-Based Instruction	3	No, see below
Annual Instruction Minutes Classroom-Based	4	Yes
Charter School Facility Grant Program	1	Yes

We did not perform testing for California clean energy jobs act because the School has not spent those funds as of June, 30, 2015. The School did not receive fund for Attendance programs, Instructional Time, Instructional Materials, Juvenile Court Schools, After School program, Charter School's Non Classroom Instruction, or Early Retirement Incentive Program; therefore, we did not perform procedures related to them. In addition, the school is not subject to the requirement for the Gann Limit Calculation, School Accountability Report Card, Ratios of Administrative Employees to Teachers or Classroom Teacher Salaries.

Varinek, Trine, Day & Co. LLP

Palo Alto, California November 16, 2015 Schedule of Findings and Questioned Costs

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2015

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weaknesses identified?	No
Significant deficiencies identified?	None reported
Noncompliance material to financial statements noted?	No
STATE AWARDS	
Type of auditor's report issued on compliance for programs:	Unmodified

38

FINANCIAL STATEMENT FINDINGS FOR THE YEAR ENDED JUNE 30, 2015

None reported.

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2015

None reported.

ACROSS THE BRIDGE FOUNDATION dba Downtown College Preparatory

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2015

There were no audit findings reported in the prior year's schedule of financial statement findings.

CHARTER SCHOOL BUDGET PERIOD COVER: 7.1.16 to 6.30.19

 Charter School Name:
 Downtown College Prep Alum Rock

 CDS#:
 43 10439 0123257

 Charter Approving Entity:
 Santa Clara County Office of Education

pproving Entity:	Santa Clara County Office of Education
County:	Santa Clara
Charter #:	1268

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438. 9400-9499, and 9660-0669)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

	Object Code		2016-17		2017-18		2018-19
1. LCFF Sources Education Protection Account - State Aid	8012	\$	1,064,819	\$	1,316,843	<u>ہ</u>	1,486,128
Charter Schools Gen. Purpose Entitlement - State Aid	8012	\$	2,931,530	⇒ \$	3,625,372	\$ \$	4,091,427
Transfers from Sponsoring LEAs to Charter Schools	0015	Ψ	2,551,550	Ψ	5,025,572	Ψ	4,001,427
In Lieu of Property Taxes	8096	\$	2,904,616	\$	3,592,088	\$	4,053,865
Total, Revenue Limit Sources		\$	6,900,965		8,534,303	\$	9,631,420
,					, ,		, ,
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind/PCSGP	8290	\$	219,562	\$	285,243	\$	335,161
Total, Federal Revenues		\$	219,562	\$	285,243	\$	335,161
3. Other State Revenues							
Charter Schools Categorical Block Grant	8480	\$	-	\$	-	\$	-
Lottery All Other State Revenues	8560 8590		130,369 295,992		<u>153,184</u> 312,640		<u>168,279</u> 323,225
	8590	t.	,	¢	/	¢	
Total, Other State Revenues		\$	426,361	\$	465,824	\$	491,504
4. Other Local Revenues							
All Other Local Revenues	8600-8799		268,670		243,062		208,908
Total, Local Revenues		\$	268,670	\$	243,062	\$	208,908
			· ·				, i
				÷	0 520 422		10 666 002
5. TOTAL REVENUES		\$	7,815,558	\$	9,528,433	\$	10,666,993
3. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	\$	2,056,230	\$	2,477,258	\$	2,775,662
Certificated Supervisors' and Administrators' Salaries	1300		491,717		548,921		565,388
Other Certificated Salaries	1900		275,944		283,944		292,584
Total, Certificated Salaries		\$	2,823,891	\$	3,310,123	\$	3,633,634
2. Non-certificated Salaries	2100	_	06 775	+	00 272		02.056
Instructional Aides' Salaries Non-certificated Support Salaries	2100 2200	\$	<u>86,775</u> 194,313	\$	89,373 200,142	\$	92,056 236,461
Non-certificated Support Salaries Non-certificated Supervisors' and Administrators' Salaries	2300		194,313		153,840		158,455
Clerical and Office Salaries	2400		175,435		214,463		220,898
Other Non-certificated Salaries	2900		1, 5, 155		211/105		220,050
Total, Non-certificated Salaries		\$	605,883	\$	657,818	\$	707,870
, ,			,		,		,
3. Employee Benefits							
STRS	3101-3102	\$	348,257	\$	357,379	\$	411,333
PERS	3201-3202		73,743	ļ	76,063		88,208
OASDI/Medicare/Alternative	3301-3302		109,999		127,253		139,254
Health and Welfare Benefits	3401-3402		281,410		339,293		371,694
Unemployment Insurance	3501-3502		44,472		51,448		56,300
Workers' Compensation Insurance	3601-3602		63,436		74,807		81,903
Other Employee Benefits Total, Employee Benefits	3901-3902	¢	110,921	¢	124,697 1,150,940	4	135,744
iotai, Linpioyee Denents		\$	1,032,238	\$	1,130,940	\$	1,284,436
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	\$	30,587	\$	27,568	\$	28,392
Material and Supplies	4300		252,128		296,235		325,525
Non-capitalized Equipment	4400		214,230		253,058		287,343
Food	4700		42,237		50,565		55,802

CHARTER SCHOOL BUDGET PERIOD COVER: 7.1.16 to 6.30.19

 Charter School Name:
 Downtown College Prep Alum Rock

 CDS#:
 43 10439 0123257

 Charter Approving Entity:
 Santa Clara County Office of Education

 County:
 Santa Clara

 Charter #:
 1268

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438. 9400-9499, and 9660-0669)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

			2016-17		2017-18		2018-19
	Object Code						
Total, Books and Supplies		\$	539,182	\$	627,426	\$	697,062
		<u> </u>	0007102	Ŧ	0277120	Ŧ	007,002
5. Services and Other Operating Expenditures							
Travel and Conference	5200	\$	36,856	\$	44,183	\$	48,270
Dues and Memberships	5300		9,020		10,671		11,783
Insurance	5400		54,485		64,463		71,183
Operations and Housekeeping Services Rentals, Leases, Repairs, and Noncap. Improvements	5500 5600		79,688 1,044,467		83,526 1,549,501		86,000 1,720,916
Professional/Consulting Services and Operating Expenditures	5800		1,429,574		1,702,177		1,884,030
Communications	5900		14,098		15,142		15,914
Total, Services and Other Operating Expenditures		\$	2,668,188	\$	3,469,663	\$	3,838,096
6. Capital Outlay Depreciation Expense (for accrual basis only)	6900	\$	34,044	\$	29,494	\$	30,411
Total, Capital Outlay	0900	⊅ \$	34,044	э \$	29,494	₽ \$	30,411
		P	54,044	P	29,494	φ	50,411
7. Other Outgo							
Debt Services:							
Interest	7438	\$	-	\$	-	\$	-
Principal (for modified accrual basis only)	7439		-		-		-
Total, Other Outgo		\$	-	\$	-	\$	-
8. TOTAL EXPENDITURES		\$	7,703,426	\$	9,245,464	\$	10,191,510
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		L _	112,132	_	202.000	÷	475 400
BEFORE OTHER FINANCING SOURCES AND USES (AS-B8)		\$	112,132	\$	282,968	\$	475,483
D. OTHER FINANCING SOURCES/USES							
1. Other Sources	8930-8979			\$	-	\$	-
2. Less: Other Uses	7630-7699						
4. TOTAL OTHER FINANCING SOURCES/USES		\$	-	\$	-	\$	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		\$	112,132	\$	282,968	\$	475,483
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	\$	1,243,378	\$	1,355,510	\$	1,638,478
b. Adjustments/Restatements to Beginning Balance	9793, 9795						
c. Adjusted Beginning Balance			1,243,378		1,355,510		1,638,478
2. Ending Fund Balance, June 30 (E + F1c)		\$	1,355,510	\$	1,638,478	\$	2,113,962
Components of Ending Fund Balance:							
Designated for Economic Uncertainties 10%	9770	\$	770,343	\$	924,546	\$	1,019,151
Unappropriated Amount	9790		585,167	+	713,932		1,094,811
TOTAL COMPONENTS FOR ENDING FUND BALANCE		\$	1,355,510	\$	1,638,478	\$	2,113,962
G. ASSETS							
1. Cash							
In Banks	9120	\$	1,031,186	\$	1,382,447	\$	1,903,050
3. Accounts Receivable	9200		391,632		391,632		391,632
4. Due from Grantor government	9290		268,508		328,038		367,910
5. Stores	9320		0.207		0.207		0.207
 6. Prepaid Expenditures (Expenses) 7. Other Current Assets 	9330 9340		9,207		9,207		9,207
	0-01	L		I			

CHARTER SCHOOL BUDGET PERIOD COVER: 7.1.16 to 6.30.19

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X Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438. 9400-9499, and 9660-0669)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		2016-17		2017-18	2018-19
	Object Code				
8. Capital Assets (for accrual basis only) 9. TOTAL ASSETS	9400-9499	\$ 60,231 1,760,764	¢	30,737 2,142,061	\$ 325 2,672,125
H. LIABILITIES 1. Accounts Payable 2. Due to Grantor Government	9500 9590	\$ 405,253	\$	503,583	\$ 558,163
 Current Loans Deferred Revenue Long-Term Liabilities (for accrual basis only) 	9640 9650 9660-9669	 -		-	-
6. TOTAL LIABILITIES		\$ 405,253	\$	503,583	\$ 558,163
I. FUND BALANCE Ending Fund Balance, June 30 (G9 - H6)		\$ 1,355,510	\$	1,638,478	\$ 2,113,962

Downtown College Prep Alum Rock Cash Flow Worksheet

Beginning Cash Balance		Prior Yr Pymt Jul-16 \$ 743,096	Current Yr Pymt Jul-16 \$ 748,264	Aug-16 \$ 600,553	Sep-16	Oct-16 \$ 561,590	Nov-16 \$ 483,392	Dec-16 \$ 395,787	Jan-17 \$ 647,704	Feb-17 \$ 611,119	Mar-17 \$ 541,942	Apr-17	May-17 \$ 884,077	Jun-17 \$ 790,394	Total Cash FY 16-17 \$ 743,096
REVENUES: Education Protection Account - State Aid Charter Schools Gen. Purpose Entitlement - State Aid In Lieu of Property Taxes No Child Left Behind - Federal, Title Funding Lottery - State	Object Code 8012 8015 8096 8290 8560	+ 743,090 - - 147,187	- 146,577 -	- 146,577 174,277	266,205 263,838 348,554 54,891	- 263,838 232,369	+63,392 - 263,838 232,369	266,205 263,838 232,369 54,891	- 263,838 232,369 32,592	- 263,838 232,369	266,205 263,838 406,646 54,891	- 263,838 203,323 32,592	- 263,838 203,323	266,205 263,838 203,323 54,891	1,064,819 2,931,530 2,848,480 219,562 65,185
	8590 8590 8600-8799	-	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	23,516 1,150 22,389	282,188 13,804 268,670
TOTAL REVENUES RECEIVED EXPENSES: Certificated Salaries Teachers' Salaries Certificated Supervisors' and Administrators' Salaries	1100 1300	\$ 147,187 126,458	\$ 193,632	\$ 367,909 171,353 40,976	\$ 980,542 171,353 40,976	\$ 543,262 171,353 40,976	\$ 543,262 171,353 40,976	\$ 864,357 171,353 40,976	\$ 575,854 171,353 40,976	\$ 543,262 171,353 40,976	\$ 1,038,634 171,353 40,976	\$ 546,808 171,353 40,976	\$ 514,216 171,353 40,976	\$ 835,311 171,353 40,976	\$ 7,694,238 2,011,336 491,717
Other Certificated Salaries Total, Certificated Salaries	1900	15,561 \$ 142,019		22,995 \$ 235,324	22,995	22,995 \$ 235,324	22,995 \$ 235,324	22,995	40,976 22,995 \$ 235,324	22,995	22,995	22,995	22,995	22,995	268,510 \$ 2,771,562
Non-certificated Salaries Instructional Aides' Salaries Non-certificated Support Salaries Non-certificated Supervisors' and Administrators' Sal Clerical and Office Salaries Total, Non-certificated Salaries	2100 2200 2300 2400	\$ -	12,447 14,620 \$ 27,066	7,889 17,665 12,447 14,620 \$ 52,620	86,775 194,313 149,360 175,435 \$ 605,883										
PERS OASDI/Medicare/Alternative Health and Welfare Benefits Unemployment Insurance Workers' Compensation Insurance	3101-3102 3201-3202 3301-3302 3401-3402 3501-3502 3601-3602 3901-3902	\$ -	5,155 6,145 9,167 23,451 3,706 5,286 9,243 \$ 62,153	31,191 6,145 9,167 23,451 3,706 5,286 9,243 \$ 88,190	348,257 73,743 109,999 281,410 44,472 63,436 110,921 \$ 1,032,238										
Books and Supplies Approved Textbooks and Core Curricula Materials Material and Supplies Non-capitalized Equipment Food Total, Books and Supplies	4100 4300 4400 4700	\$ -	\$ -	15,294 22,921 107,115 3,840 \$ 149,169	1,529 22,921 53,558 3,840 \$ 81,847	1,529 22,921 5,951 3,840 \$ 34,241	1,529 11,460 5,951 1,920 \$ 20,860	30,587 240,668 214,230 40,317 \$ 525,802							
Services and Other Operating Expenditures Travel and Conference Dues and Memberships Insurance Operations and Housekeeping Services Rentals, Leases, Repairs, and Noncap. Improvements Professional/Consulting Services and Operating Expe Communications Total, Services and Other Operating Expend	5200 5300 5500 5500 5600 5800 5900 itures	\$ -	13,621 6,130 80,344 109,967 1,084 \$ 211,146	4,540 6,130 80,344 109,967 1,084 \$ 202,066	4,540 6,130 80,344 109,967 1,084 \$ 202,066	9,020 4,540 6,130 80,344 109,967 1,084 \$ 211,086	18,428 4,540 6,130 80,344 109,967 1,084 \$ 220,494	4,540 6,130 80,344 109,967 1,084 \$ 202,066	4,540 6,130 80,344 109,967 1,084 \$ 202,066	4,540 6,130 80,344 109,967 1,084 \$ 202,066	18,428 4,540 6,130 80,344 109,967 1,084 \$ 220,494	4,540 6,130 80,344 109,967 1,084 \$ 202,066	6,130 80,344 109,967 1,084 \$ 197,525	6,130 80,344 109,967 1,084 \$ 197,525	36,856 9,020 54,485 73,558 964,123 1,319,607 13,014 \$ 2,470,663
Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual b Buildings and Improvements of Buildings Depreciation Expense (for accrual basis only)	<i>basis only)</i> 6200 6900	<i>.</i>	\$ -	\$ -	\$ -	*	\$ -	4	\$ -	¢ -	\$ -	\$ -	\$ -	4	-
Total, Capital Outlay Other Outgo Debt Services: Interest Principal (for modified accrual basis only) Total, Other Outgo	7438 7439			\$ - - - \$ -	\$ - - \$ -	\$ - - - \$ -	-	\$ - - \$ -	\$ - \$ -	\$ - - \$ -	\$ - - \$ -	- -	\$ - \$ -	-	φ - - - \$ -
TOTAL EXPENDITURES PAID		\$ 142,019	\$ 341,342	\$ 727,368	\$ 660,046	\$ 621,460	\$ 630,868	\$ 612,440	\$ 612,440	\$ 612,440	\$ 630,868	\$ 612,440	\$ 607,899	\$ 594,519	\$ 7,406,148
BEFORE OTHER FINANCING SOURCES AND USES (A Other Sources: DCP Ctrl Offc Advance Charter School Revolving Loan Fund	45-B8) 8930-8979	\$ 748,264	\$ (147,711)	\$ (359,459)	\$ 320,496	\$ (78,198)	\$ (87,606)	\$ 251,918	\$ (36,585)	\$ (69,178)	\$ 407,767	\$ (65,631)	\$ (93,683)	\$ 240,792	\$ 288,090 - -
Less: Other Uses Contributions Between Unrestricted and Restricted Acco (must net to zero)	7630-7699 8980-8999			-	<i>*</i>	*	*		<u> </u>	*	*		*		-
TOTAL OTHER FINANCING SOURCES/USES Net Cash Position Cummulative Cash Position		\$ 748,264	\$ (147,711)	\$ (359,459)	\$ - \$ 320,496 \$ 561,590	\$ (78,198)	\$ (87,606)	\$ 251,918	+ (20/200/	\$ (69,178)	\$ 407,767	\$ (65,631)	+ (10/000)	\$ - \$ 240,792 \$1,031,186	

		Prior Yr Pymt Jul-17	Current Yr Pymt Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Total Cash FY 17-18
Beginning Cash Balance REVENUES: Education Protection Account - State Aid Charter Schools Gen. Purpose Entitlement - State Aid In Lieu of Property Taxes No Child Left Behind - Federal, Title Funding Lottery - State All Other State Burgnurg	Object Code 8012 8015 8096 8290 8560	\$1,031,186 - 203,323 32,592	\$ 861,848 - 181,269 -	\$ 673,025 - 181,269 215,525	\$ 249,722 329,211 326,283 431,051 71,311	\$ 663,151 	\$ 610,532 - 326,283 287,367	\$ 513,899 329,211 326,283 287,367 71,311	\$ 839,880 - 326,283 287,367 38,296	\$ 803,635 - 326,283 287,367	\$ 729,094 329,211 326,283 502,892 71,311	\$ 1,248,508 - 326,283 251,446 38,296	\$ 1,176,342 - 326,283 251,446	\$ 1,071,252 329,211 326,283 251,446 71,311	\$ 1,031,186 1,316,843 3,625,372 3,543,965 285,243 141,777
All Other State Revenues SB740 - Reimbursement Application filed in May Other State Revenue (MBG, CC, Etc) All Other Local Revenues - (Donations, lunch, studer	8590 8590 8600-8799	-	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	24,404 1,650 20,255	292,845 19,795 243,062
TOTAL REVENUES RECEIVED EXPENSES: Certificated Salaries Teachers' Salaries Certificated Supervisors' and Administrators' Salaries Other Certificated Salaries Total, Certificated Salaries	1100 1300 1900	\$ 235,915 171,353 22,995 \$ 194,348	\$ 227,577 45,743 \$ 45,743	\$ 443,102 206,438 45,743 23,662 \$ 275,844	\$ 1,204,164 206,438 45,743 23,662 \$ 275,844	\$ 692,551 206,438 45,743 23,662 \$ 275,844	\$ 659,959 206,438 45,743 23,662 \$ 275,844	\$ 1,060,481 206,438 45,743 23,662 \$ 275,844	\$ 698,255 206,438 45,743 23,662 \$ 275,844	\$ 659,959 206,438 45,743 23,662 \$ 275,844	\$ 1,276,006 206,438 45,743 23,662 \$ 275,844	\$ 662,334 206,438 45,743 23,662 \$ 275,844	\$ 624,038 206,438 45,743 23,662 \$ 275,844	206,438 45,743 23,662	2,442,172 548,921 283,277
Non-certificated Salaries Instructional Aides' Salaries Non-certificated Support Salaries Non-certificated Supervisors' and Administrators' Sal Clerical and Office Salaries Total, Non-certificated Salaries	2100 2200 2300 2400	\$ -	12,820 17,872 \$ 30,692	8,125 18,195 12,820 17,872 \$ 57,011	8,125 18,195 12,820 17,872 \$ 57,011	89,373 200,142 153,840 214,463 \$ 657,818									
Employee Benefits STRS PERS OASDI/Medicare/Alternative Health and Welfare Benefits Unemployment Insurance Workers' Compensation Insurance Other Employee Benefits	3101-3102 3201-3202 3401-3402 3501-3502 3601-3602 3901-3902	\$ -	6,339 10,604 28,274 4,287 6,234 10,391 \$ 66 130	32,489 6,339 10,604 28,274 4,287 6,234 10,391 \$ 98,619	4,287 6,234 10,391	357,379 76,063 127,253 339,293 51,448 74,807 124,697 \$ 1,150,940									
Total, Employee Benefits Books and Supplies Approved Textbooks and Core Curricula Materials Material and Supplies Non-capitalized Equipment Food Total, Books and Supplies	4100 4300 4400 4700	\$ 11,460 1,920 \$ 13,380	÷ 00/100	\$ 98,019 13,784 26,930 126,529 4,597 \$ 171,840	\$ 98,019 1,378 26,930 63,265 4,597 \$ 96,170	1,378 26,930 7,029 4,597	1,378 26,930 7,029 4,597	1,378 26,930 7,029 4,597	1,378 26,930 7,029 4,597	\$ 98,019 1,378 26,930 7,029 4,597 \$ 39,935	1,378 26,930 7,029 4,597	\$ 96,019 1,378 26,930 7,029 4,597 \$ 39,935	1,378 26,930 7,029 4,597	1,378 13,465 7,029 2,298	27,568 294,230 253,058 50,186
Services and Other Operating Expenditures Travel and Conference Dues and Memberships Insurance Operations and Housekeeping Services Rentals, Leases, Repairs, and Noncap. Improvement Professional/Consulting Services and Operating Expe Communications Total, Services and Other Operating Exper	5800 5900	(0) 6,130 80,344 109,967 1,084 \$ 197,525	16,116 6,425 119,192 130,937 1,165 \$ 273,835	5,372 6,425 119,192 130,937 1,165 \$ 263,091	5,372 6,425 119,192 130,937 1,165 \$ 263,091	10,671 5,372 6,425 119,192 130,937 1,165 \$ 273,762	22,092 5,372 6,425 119,192 130,937 1,165 \$ 285,182	5,372 6,425 119,192 130,937 1,165 \$ 263,091	5,372 6,425 119,192 130,937 1,165 \$ 263,091	5,372 6,425 119,192 130,937 1,165 \$ 263,091	22,092 5,372 6,425 119,192 130,937 1,165 \$ 285,182	5,372 6,425 119,192 130,937 1,165 \$ 263,091	6,425 119,192 130,937 1,165 \$ 257,719	6,425 119,192 130,937 1,165 \$ 257,719	44,183 10,671 64,463 83,231 1,510,652 1,681,208 15,062 \$ 3,409,469
Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrua Buildings and Improvements of Buildings Depreciation Expense (for accrual basis only) Total, Capital Outlay	<i>l basis only)</i> 6200 6900	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Other Outgo Debt Services: Interest Principal (for modified accrual basis only) Total, Other Outgo	7438 7439	\$ -	- - \$-	- - \$-	- - \$ -	- - \$ -	- - \$ -								
TOTAL EXPENDITURES PAID		\$ 405,253	\$ 416,400	\$ 866,405	\$ 790,735	\$ 745,171	\$ 756,592	\$ 734,500	\$ 734,500	\$ 734,500	\$ 756,592	\$ 734,500	\$ 729,128	\$ 713,365	\$ 9,117,641
BEFORE OTHER FINANCING SOURCES AND USES (Other Sources: DCP Ctrl Offc Advance Charter School Revolving Loan Fund Less: Other Uses Contributions Between Unrestricted and Restricted Acco (must net to zero)	8930-8979 7630-7699	\$ (169,338)	\$ (188,823)	\$ (423,303)	\$ 413,429	\$ (52,620) -	\$ (96,632) -	<u>\$ 325,981</u> -	\$ (36,245 <u>)</u> -	\$ (74,541)	\$ 519,414 -	\$ (72,166)	\$ (105,090)	\$ 311,195	\$ 351,261 - - - - -
TOTAL OTHER FINANCING SOURCES/USES Net Cash Position Cummulative Cash Position		\$ (169,338)		\$ - \$ (423,303) \$ 249,722		\$ (52,620)		\$ - \$ 325,981 \$ 839,880	+ (00)=:0)	÷ (::/;;:=/		7 (:=/===)	\$ - \$ (105,090) \$ 1,071,252	\$ - \$ 311,195 \$ 1,382,447	

Downtown College Prep Alum Rock

Cash Flov	v Worksheet
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			or Yr Pymt Jul-18	Current Yr Pymt Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Total Cash FY 18-19
Beginning Cash Balance		\$ 1	1,382,447	\$ 1,168,607	\$ 963,097	\$ 497,202	\$ 978,132	\$ 931,951	\$ 835,122	\$ 1,217,751	\$ 1,187,127	\$ 1,114,433	\$ 1,716,159	\$ 1,644,996	\$ 1,537,696	\$ 1,382,447
REVENUES: Education Protection Account - State Aid Charter Schools Gen. Purpose Entitlement - State Aid In Lieu of Property Taxes No Child Left Behind - Federal, Title Funding	Object Code 8012 8015 8096 8290		- - 251,446	- 204,571 -	- 204,571 243,232	371,532 368,228 486,464 83,790	- 368,228 324,309	- 368,228 324,309	371,532 368,228 324,309 83,790	- 368,228 324,309	- 368,228 324,309	371,532 368,228 567,541 83,790	- 368,228 283,771	- 368,228 283,771	371,532 368,228 283,771 83,790	1,486,128 4,091,427 4,021,541 335,161
Lottery - State All Other State Revenues SB740 - Reimbursement Application filed in May	8560		38,296	24,878	24,878	24,878	38,296 24,878	24,878	24,878	42,070 24,878	24,878	24,878	42,070 24,878	24,878	24,878	160,732 298,530
Other State Revenue (MBG, CC, Etc) All Other Local Revenues - (Donations, lunch, studen	8590 8600-8799		-	2,058 17,409	2,058 17,409	2,058 17,409	2,058 17,409	2,058 17,409	2,058 17,409	2,058 17,409	2,058 17,409	2,058 17,409	2,058 17,409	2,058 17,409	2,058 17,409	24,695 208,908
TOTAL REVENUES RECEIVED		\$	289,742	\$ 248,916	\$ 492,148	\$ 1,354,359	\$ 775,178	\$ 736,882	\$ 1,192,204	\$ 778,952	\$ 736,882	\$ 1,435,436	\$ 738,413	\$ 696,343	\$ 1,151,666	\$10,627,121
EXPENSES: Certificated Salaries Teachers' Salaries Certificated Supervisors' and Administrators' Salaries Other Certificated Salaries Total, Certificated Salaries	1100 1300 1900	\$	206,438 23,662 230,100	47,116	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	231,305 47,116 24,382 \$ 302,803	2,750,795 565,388 291,864 \$ 3,608,047
Non-certificated Salaries Instructional Aides' Salaries Non-certificated Support Salaries	2100 2200				8,369 21,496	8,369 21,496	8,369 21,496	8,369 21,496	8,369 21,496	8,369 21,496	8,369 21,496	8,369 21,496	8,369 21,496	8,369 21,496	8,369 21,496	92,056 236,461
Non-certificated Supervisors' and Administrators' Sal Clerical and Office Salaries	2300 2400			13,205 18,408	13,205 18,408	13,205 18,408	13,205 18,408	13,205 18,408	13,205 18,408	13,205 18,408	13,205 18,408	13,205 18,408	13,205 18,408	13,205 18,408	13,205 18,408	158,455 220,898
Total, Non-certificated Salaries		\$	-	\$ 31,613	\$ 61,478	\$ 61,478	\$ 61,478	\$ 61,478	\$ 61,478	\$ 61,478	\$ 61,478	\$ 61,478	\$ 61,478	\$ 61,478	\$ 61,478	\$ 707,870
Employee Benefits STRS PERS OASDI/Medicare/Alternative Health and Welfare Benefits Unemployment Insurance	3101-3102 3201-3202 3301-3302 3401-3402 3501-3502			7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	37,394 7,351 11,605 30,975 4,692	411,333 88,208 139,254 371,694 56,300
Workers' Compensation Insurance	3601-3602			6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	6,825	81,903
Other Employee Benefits	3901-3902			11,312	11,312	11,312	11,312	11,312	11,312	11,312	11,312	11,312	11,312	11,312	11,312	135,744
Total, Employee Benefits		\$	-	\$ 72,759	\$ 110,152	\$ 110,152	\$ 110,152	\$ 110,152	\$ 110,152	\$ 110,152	\$ 110,152	\$ 110,152	\$ 110,152	\$ 110,152	\$ 110,152	\$ 1,284,436
Books and Supplies Approved Textbooks and Core Curricula Materials Material and Supplies Non-capitalized Equipment Food Total, Books and Supplies	4100 4300 4400 4700	\$	13,465 0 2,298 15,764	\$ -	14,196 29,593 143,672 5,073 \$ 192,534	1,420 29,593 71,836 5,073 \$ 107,921	1,420 29,593 7,982 5,073 \$ 44,067	1,420 14,797 7,982 2,536 \$ 26,734	28,392 324,194 287,343 55,564 \$ 695,493							
										1 / 1		1 1 1 1 1	1 1 1 2 2			
Services and Other Operating Expenditures Travel and Conference	5200		_					24,135				24,135				48,270
Dues and Memberships	5300		-				11,783									11,783
Insurance Operations and Housekeeping Services	5400 5500		(0) 6,425	17,796 6,615	5,932 6,615	5,932 6,615	5,932 6,615	5,932 6,615	5,932 6,615	5,932 6,615	5,932 6,615	5,932 6,615	5,932 6,615	6,615	6,615	71,183 85,810
Rentals, Leases, Repairs, and Noncap. Improvements	5600		119,192	132,378	132,378	132,378	132,378	132,378	132,378	132,378	132,378	132,378	132,378	132,378	132,378	1,707,730
Professional/Consulting Services and Operating Expe Communications	5800 5900		130,937 1,165	144,925 1,224	144,925 1,224	144,925 1,224	144,925 1,224	144,925 1,224	144,925 1,224	144,925 1,224	144,925 1,224	144,925 1,224	144,925 1,224	144,925 1,224	144,925 1,224	1,870,041 15,855
Total, Services and Other Operating Expen		\$	257,719		\$ 291,075											\$ 3,810,672
Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual Buildings and Improvements of Buildings																-
Depreciation Expense (for accrual basis only)	6900					*					+					
Total, Capital Outlay		\$	-	ş -	\$-	ş -	\$-	\$ -	\$ -	\$ -	ş -	ş -	\$ -	ş -	ş -	ş -
Other Outgo Debt Services: Interest Principal (for modified accrual basis only)	7438 7439			-	- -	-	-	-	-	-	-	-	-	-	-	-
Total, Other Outgo		\$	-	\$ -	\$-	\$-	\$ -	\$ -	\$ -	\$-	\$-	\$-	\$-	\$ -	\$-	\$ -
TOTAL EXPENDITURES PAID		\$	503,583	\$ 454,426	\$ 958,042	\$ 873,430	\$ 821,359	\$ 833,711	\$ 809,576	\$ 809,576	\$ 809,576	\$ 833,711	\$ 809,576	\$ 803,644	\$ 786,311	\$10,106,518
BEFORE OTHER FINANCING SOURCES AND USES (Other Sources: DCP Ctrl Offc Advance	A5-B8) 8930-8979	\$	(213,841)	\$ (205,510)	\$ (465,894)	\$ 480,929	\$ (46,181)	\$ (96,829)	\$ 382,629	\$ (30,624)	\$ (72,694)	\$ 601,725	\$ (71,163)	\$ (107,300)	\$ 365,355	\$ 520,603
Charter School Revolving Loan Fund Less: Other Uses Contributions Between Unrestricted and Restricted Accc (must net to zero)	7630-7699 8980-8999					-	-	-	-	-	-	-				
TOTAL OTHER FINANCING SOURCES/USES		\$						\$-	\$-							\$-
Net Cash Position Cummulative Cash Position			(213,841) 1,168,607	\$ (205,510) \$ 963,097	\$ (465,894) \$ 497,202		+ (:0/=0=/	+ (**/***/	7 000/000		÷ (:=/** :/	\$ 601,725 \$ 1,716,159	7 (!=/=00/	\$ (107,300) \$ 1,537,696		

APPENDIX 32 | Annotated Budget and Assumptions

The Downtown College Prep – Alum Rock (DCP) financial statements include a 3-year pro-forma annual budget and three-year monthly cash flow statement. For accounting purposes, the status of charter schools in California has not yet been authoritatively decided. Charter schools may ultimately be considered either public schools or non-profit organizations. The California Department of Education's most recent advisories allow charter schools to follow accounting standards from either the Governmental Accounting Standards Board (GASB) or the Financial Accounting Standards Board (FASB) if the school or its parent agency is a non-profit. DCP currently utilizes FASB standards but reserves the right to re-evaluate or change to GASB upon clarification or change in law in order to conform to legal standards.

REVENUES

Sources for charter school revenue include state and federal public revenues.

 Table 1 below summarizes DCP's projected state and federal public revenues.

Table 1 DCP Projected Public Revenues

Projected Public Revenue Source	<u>Year 1:</u> 2016-17	<u>Year 2:</u> 2017-18	<u>Year 3:</u> 2018-19
LCFF Entitlement	\$6,900,965	\$8,534,303	9,631,420
Lottery	130,369	153,184	168,279
SB 740 Facility Grant Program	282,188	292,845	298,530
Mandate Block Grant	13,804	19,795	24,695
Federal Revenue	219,562	285,243	335,161
Total Public Revenue	\$7,546,888	\$9,285,370	\$10,458,085

LOCAL CONTROL FUNDING FORMULA (LCFF)

The new Local Control Funding Formula (LCFF), established under the 2013–14 Budget Act, is the largest change to California's school finance model in almost 40 years. The LCFF replaces the previous K–12 funding system. For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

The 2013–14 Budget Act projects the time frame for full implementation of the LCFF to be eight years, beginning in 2013-14. Until the LCFF is fully funded, local educational agencies (LEAs), including charter schools, will receive an LCFF Transition Entitlement. The Transition Entitlement is based on an LEA's 2012-13 funding level (the floor), adjusted for changes in student population, and the amount of funding the LEA would receive under the LCFF model at full implementation (the target). Until full implementation, LEAs will receive roughly the same amount of funding they received in 2012–13 plus an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels.

The LCFF includes the following components for school districts and charter schools:

- Provides a per average daily attendance (ADA) base grant for each LEA. The actual base grants vary based on grade span.
- Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
- Provides a supplemental grant equal to 20 percent of the adjusted base grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth (FY), or any combination of these factors (unduplicated count).
- Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment. For charter schools, the concentration funding eligibility is based on the lower unduplicated percent of either the charter school or the district in which the school resides.

LCFF assumptions used in the budget are based on the SCCOE estimates provided for FY 15-16 First Interim reporting and were included in the FCMAT Calculator as of 10/30/15. These estimates are reflected in **Table 2** below.

LCFF Assumptions	<u>Year 1:</u> 2016-17	<u>Year 2:</u> 2017-18	<u>Year 3:</u> 2018-19
Annual COLA	1.6%	2.48%	2.87%
LCFF GAP Closed %	35.55%	35.11%	21.00%
Per ADA Funding Levels:			
Base Grant, Grades 4-6	\$7,304	\$7,485	\$7,700
Base Grant, Grades 7-8	\$7,521	\$7,708	\$7,929
Base Grant, Grades 9-12	\$8,715	\$8,931	\$9,187
Grade Span Adj., Grades 9-12	\$227	\$232	\$239
Supplemental Grant, Grades 4-6	\$1,461	\$1,497	\$1,540
Supplemental Grant, Grades 7-8	\$1,504	\$1,542	\$1,586
Supplemental Grant, Grades 9-12	\$1,788	\$1,833	\$1,885
Concentration Grant, Grades 4-6	\$3,652	\$3,743	\$3 <i>,</i> 850
Concentration Grant, Grades 7-8	\$3,761	\$3,854	\$3,965
Concentration Grant, Grades 9-12	\$4,471	\$4,582	\$4,713

Table 2 LCFF Assumptions and Calculations

STUDENT ENROLLMENT AND DEMOGRAPHICS

The number of students enrolled and their demographics drive the amount of revenue DCP can expect to obtain. **Table 3** and **Table 4** show DCP's projected enrollment and pertinent LCFF demographics.

Projected Total Enrollment By Grade Level Group	<u>Year 1:</u> 2016-17	<u>Year 2:</u> 2017-18	<u>Year 3:</u> 2018-19
Grades 4-6	140	140	140
Grades 7-8	257	272	280
Grades 9-12	363	481	561
Total Projected Enrollment	760	893	981

Table 3 DCP's Projected Enrollment by Grade Band

Table 4 DCP's Projected Enrollment for Unduplicated Pupils

Projected Demographics	<u>Year 1:</u> 2016-17	<u>Year 2:</u> 2017-18	<u>Year 3:</u> 2018-19
Unduplicated EL/FRPM/FY	627.68	734.76	809.03
DCP's Unduplicated % (3 Yr. Rolling Average)	82.28%	82.47%	82.44%
District's Unduplicated % (Est'd)	88.89%	88.89%	88.89%

AVERAGE DAILY ATTENDANCE

Average Daily Attendance (ADA) is the aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during that period. DCP has a three year historic attendance rate of 94.77%. ADA is used to calculate most revenue sources. **Table 5** identifies the projected ADA by year.

Table 5 DCP Projected ADA by Grade Band

Projected ADA By Grade Level Group	<u>Year 1:</u> 2016-17	<u>Year 2:</u> 2017-18	<u>Year 3:</u> 2018-19
Grades 4-6	132.68	132.68	132.68
Grades 7-8	243.57	257.78	265.36
Grades 9-12	344.02	455.86	531.67
Total Projected ADA	720.27	846.32	929.71

LOTTERY

Figures calculated for lottery revenue are based on per student projections, provided in the SCCOE First Interim Guidance for FY 15-16, of approximately \$181 per year. Funding is based on ADA and is not subject to COLA.

SB 740 CHARTER SCHOOL FACILITY GRANT PROGRAM

The Charter School Facility Grant Program provides annual assistance with facilities rent and lease expenditures to charter schools that meet eligibility criteria. Successful applicants must meet a variety of requirements, including having at least 55% of their students enrolled at the charter school eligible for Free or Reduced-Price Meals (FRPM) or being located in an elementary school attendance area where at least 55% of students enrolled are eligible FRPM. Charter schools are awarded \$750 per unit of classroom-based Average Daily Attendance (ADA), up to 75% of their annual facilities rent and lease costs for the school.

DCP is currently located on two separate campuses; one houses the middle school grades 6-8 while the other houses the high school grades 9-12. The middle school campus qualifies for SB740 funds and receives funding at the rate of \$750 per ADA.

FEDERAL REVENUES

Title I - III funds are based upon various formulas. For simplicity, and because DCP has several years history receiving these funds, we have calculated an average amount received for all three Title programs based on the number of students qualifying for free or reduced price meals (FRPM).

Based on historical rates, DCP anticipates revenue per qualifying student to be \$426.5. Current year funds are based on prior year FRPM students. **Table 6** shows DCP's Projected Title I-III Revenue.

Projected Title I-III Revenue Totals	<u>Year 1:</u> 2016-17	<u>Year 2:</u> 2017-18	<u>Year 3:</u> 2018-19
Total Enrollment (prior year)	585	760	893
Eligible for FRPM (88%, prior year)	514.8	668.8	785.8
Revenue Per Eligible Student	\$426.5	\$426.5	\$426.5
Total Title I Revenue	\$219,562	\$285,243	\$335,161

Table 6 DCP's Projected Title I-III Revenue

OTHER LOCAL REVENUES

Other local revenues are minor and consist of revenues collected for student meals, student activities and interest earned on bank accounts.

EXPENSES

DCP's spending priorities align with the school's Local Control Accountability Plan, mission, educational program, management structure, professional development needs and growth plan. The complete LCAP, and associated expenses, can be found in **Appendix 33.** A summary of expenditures is included in Table 7.

Projected Expenditures	<u>Year 1: 2016-17</u>	<u>Year 2: 2017-18</u>	<u>Year 3: 2018-19</u>
1000 - Certificated Salaries	\$2,823,891	\$3,310,123	\$3,633,634
2000 - Classified Salaries	\$605,883	\$657,818	\$707,870
3000 - Employee Benefits	\$1,032,238	\$1,150,940	\$1,284,436
4000 - Books and Supplies	\$539,182	\$627,426	\$697,062
5000 - Services and Operational Expenses	\$2,668,188	\$3,469,663	\$3,838,096
6000 - Capital Outlay	\$34,044	\$29,494	\$30,411
7000 – Other Expenses	\$0	\$0	\$0
Total Expenditures	\$7,703,426	\$9,245,464	\$10,191,510

SALARIES AND EMPLOYEE BENEFITS

In order to attract and retain high-quality well-trained teachers, DCP must have a salary schedule that is competitive relative to local districts. To achieve this, DCP projects to allot approximately 60% of its budget to compensation. Compensation includes the cost of salaries for all school site staff, including those who work full time, part time, and as substitute employees. Compensation also incorporates all staff benefits including Social Security, STRS, PERS, health benefits, and workers compensation.

CERTIFICATED EMPLOYEES

Downtown College Prep staffing assumptions are based upon current staffing levels. **Table 8** provides the projected number of positions of certificated employees.

Table 8 DCP Projected Certificated Staff

Projected Certificated Staffing Positions	<u>Year 1: 2016-17</u>	<u>Year 2: 2017-18</u>	<u>Year 3: 2018-19</u>
Teachers (Core)	28	33	36
Teachers (SPED)	4	4	4
Principal	2	2	2
Assistant Principal	2	2	2

Teacher and Administrative Salaries

DCP projects an average teacher salary of \$67,266 beginning year one. Salaries of administrative positions are based on those currently in place, with an annual salary band for the Principal and Assistant Principal ranging from \$75,000 to \$123,000. All salaries assume a 3% annual increase.

Substitute Teacher Costs

Included in the budget are projections for each full-time teacher to take 7 DTO (discretionary time off) days based on DCP's current substitute compensation rate of \$248 per day.

CLASSIFIED EMPLOYEES

The positions of School Operations Manager, College Counselor, Non-credentialed Teacher, Office Manager, Bilingual Clerk, Registrar, Athletics Director, and Lunch Servers are school site classified employees at DCP. All other staff services are contracted through DCP's Central Office. **Table 9** provides the projected number of positions of classified employees.

Projected Classified Staffing Positions	<u>Year 1: 2016-17</u>	<u>Year 2: 2017-18</u>	<u>Year 3: 2018-19</u>
Operations Manager	2	2	2
College Counselor	2	2	2.5
Non-credentialed Teacher	1.6	1.6	1.6
Office Manager	2	2	2
Bilingual Clerk	2	2	2
Registrar	.5	1	1
Athletics Director	.4	.4	.4
Lunch Staff	1.75	1.75	1.75

Table 9 DCP Projected Classified Staff

DCP has developed a compensation program that utilizes performance salary bands to ensure their ability to attract and retaining high quality classified employees.

EMPLOYEE BENEFITS

Most benefits are statutory and therefore based on cost factors determined by either state or federal mandate. Statutory benefits are calculated by applying these cost factors to employee salary rates. Some benefits differ by type of employee: certificated versus classified. DCP employees participate in the State Teachers' Retirement System (STRS), the Public Employees Retirement System (PERS), Social Security, Medicare, Unemployment, and Workers' Compensation. In addition, health benefits are available which include medical and dental coverage. Health benefits are projected at an average rate of 8.92% of total salaries in year one with a 7% increase in each of the following years, STRS rates are projected at 12.58% of certificated salaries with a 14.7% increase in year two and a 13% increase in year three, and PERS rates are projected at 13.05% of non-certificated salaries in year one with 27% and 9.6% increases in each of the following two years respectively. **Table 10** provides the projected cost of employee benefits.

Projected Employee Benefits	<u>Year 1: 2016-17</u>	<u>Year 2: 2017-18</u>	<u>Year 3: 2018-19</u>
Health Benefits	\$281,410	\$339,293	\$371,694
STRS	\$348,257	\$357,379	\$411,333
PERS	\$73,743	\$76,063	\$88,208
Medicare and Social Security	\$109,999	\$127,253	\$139,254
Unemployment Insurance	\$44,472	\$51,448	\$56,300
Workers Compensation	\$63,436	\$74,807	\$81,903
Professional Development & DTO	\$110,921	\$124,697	\$135,744
Total Employee Benefits	\$1,032,238	\$1,150,940	\$1,284,436

Table 10 DCP's Projected Cost of Employee Benefits

Books and Supplies

Cost projections for books and supplies are based on current textbook and instructional supply expenditures determined by examining the historical purchasing patterns of DCP. **Table 11** provides a summary of costs for books and supplies.

- DCP projects textbooks to be updated and replaced every five years with classroom library books being replenished each year.
- Materials and Other Supplies expenses are generated in part by a projected per student cost of \$165 for all academic departments. Additional expenses include instructional materials associated with summer programs, parent education, advisories, materials for student government and assemblies, and common instructional supplies not specific to any department such as copier paper.
- Non-Capitalized Equipment includes certain costs associated with the school site that are below the limit for capitalization. Examples include Chromebooks for student use, classroom projectors, document cameras, speakers, etc.
- Student food net costs are projected at the rate of \$51 per student based on the current amount paid for this service at DCP. Food service programs are government subsidized.

Table 11 DCP's Projected Cost of Books and Supplies

Books and Supplies Expense Projections	<u>Year 1: 2016-17</u>	<u>Year 2: 2017-18</u>	<u>Year 3: 2018-19</u>
Books	\$30,587	\$27,568	\$28,392
Materials and Supplies	\$252,128	\$296,235	\$325,525
Non Capitalized Equipment	\$214,230	\$253,058	\$287,343
Food	\$42,237	\$50,565	\$55,802
Total	\$539,182	\$627,426	\$697,062

Services and Operational Expenses

Services and operational expenses consist primarily of costs related to the following major categories:

- Travel and Conference College trips for juniors and seniors.
- **Dues and Memberships** Fees for annual accreditation association (WASC), charter school associations (CCSA, CSDC), and athletic leagues and tournaments.
- Insurance Liability, umbrella and business owners insurance
- **Operations and Housekeeping Services** Utility costs include gas, electricity, waste, and water. DCP pays these costs directly to outside vendors for the middle school campus, however they are included in the Districts rental fee at the high school campus.
- **Rentals, Leases, Repairs** Includes facility rent at both campuses; lease and maintenance agreements for copiers and postage meters; rental for graduation and athletic venues; building and grounds maintenance; miscellaneous office and classroom equipment repairs.
- **Professional/Consulting Services** The main costs in this category include Central Office fees and special education encroachment. Central Office fees include costs for all back office services such as academic and professional development support for teachers, operations, human resources, accounting, student and teacher recruiting, fund development, information technology, government/education compliance services, and college counseling. Other costs in this category include service fees for audit, legal, payroll, information technology, and custodial; software license and support; District oversight fees; fieldtrip and activity fees including student transportation; consulting fees for athletic coaches and socio-emotional counseling services; and other miscellaneous costs such as student testing and assessment fees.
- **Communications** Telephone and internet connection fees; postage and delivery fees.

 Table 12 summarizes DCP's budgeted services and operational expenses.

Projected Services and Operating Expenses	<u>Year 1: 2016-17</u>	<u>Year 2: 2017-18</u>	<u>Year 3: 2018-19</u>
Travel and Conference	\$36,856	\$44,183	\$48,270
Dues and Memberships	\$9,020	\$10,671	\$11,783
Insurance	\$54,485	\$64,463	\$71,183
Operations and Housekeeping	\$79,688	\$83,526	\$86,000
Rentals, Leases, Repairs	\$1,044,467	\$1,549,501	\$1,720,916
Professional/Consulting Services	\$1,429,574	\$1,702,177	\$1,884,030
Communications	\$14,098	\$15,142	\$15,914
Total Services and Operating Expenses	\$2,668,188	\$3,469,663	\$3,838,096

Table 13 provides further details related to Rentals, Leases, and Repairs:

Facility Rent increases in outgoing years due to expanded enrollment and completion of certain construction projects for each school location. DCP operates 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, 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.

Rentals, Leases, and Repairs Expenses	<u>Year 1: 2016-17</u>	<u>Year 2: 2017-18</u>	<u>Year 3: 2018-19</u>
Facility Rent – Two Locations	\$946,801	\$1,441,495	\$1,606,372
Repairs & Maintenance - Buildings	\$40,712	\$46,888	\$50,765
Repairs & Maintenance - Equipment	\$3,044	\$3,541	\$3,844
Repairs & Maintenance - Grounds	\$20,826	\$24,348	\$26,559
Equipment Rental	\$33,084	\$33,229	\$33,376
Total Rentals, Leases, and Repairs Expenses	\$1,044,467	\$1,549,501	\$1,720,916

Table 13 DCP's Projected Cost of Rentals, Leases, and Repair
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Table 14 summarizes DCP's Professional & Consulting expenses:

Professional and consulting expenses include services to support the school and provide for legally mandated services. The Across the Bridge Foundation provides back office services for the school through its Central Office. These services include but are not limited to academic and professional development support for teachers, operations, human resources, accounting, student and teacher recruiting, fund development, information technology, government/education compliance services, and college counseling.

Professional & Consulting Services	<u>Year 1:</u> 2016-17	<u>Year 2:</u> 2017-18	<u>Year 3:</u> 2018-19
Service Fees (Audit, Legal, Payroll, IT, Custodial, etc)	\$169,444	\$187,559	\$199,433
Central Office Fees	\$754 <i>,</i> 688	\$928,537	\$1,045,808
Special Education	\$160,916	\$193,465	\$213,923
District Oversight Fees	\$69,009	\$85,343	\$96,314
Educational Contractors	\$62,950	\$63,080	\$63,209
Student Activities & Transportation	\$75 <i>,</i> 966	\$94,702	\$107,370
Software License & Support	\$38,965	\$44,712	\$48,238
Other Miscellaneous	\$97 <i>,</i> 636	\$104,779	\$109,735
Total Professional & Consulting Expenses	\$1,429,574	\$1,702,177	\$1,884,030

Table 14 DCP's Projected Cost of Professiona	I and Consulting Services
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Capital Outlay

Depreciation for capitalized items such as tech equipment, telephone system, and food service equipment.

RESERVE POLICY

DCP intends to maintain a reserve balance of 10%.

Local Control and Accountability Plan

Santa Clara County Office of Education Downtown College Prep - Alum Rock



July 1, 2015 - June 30, 2018

06/25/2015 (revised 06/26/2015)

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: <u>Downtown College Prep - Alum Rock</u> Contact (Name, Title, Email, Phone Number): <u>David Herrera</u> LCAP Year: <u>2015</u> <u>Chief Achievement Officer</u> <u>dherrera@dcp.org</u> (408) 271-8120 113

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies? (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Parent Engagement began in September of 2013. All parents were provided with a calendar of informal meetings with the principal. The purpose of these meetings was to create a forum for parents to provide feedback to the school as to what programs and supports they felt were successful, and for parents to provide suggestions and input as to priorities going forward.	 Priorities I dentified by Students: (in order) 1) Ensure that students have access to a variety of classes. 2) Improve student readiness for college and career. 3) Programs to increase student achievement on state tests.Parents and students identified two priorities in common that they believed should be focus areas for DCP
These informal meetings were held on: 9/6/13; 9/27/13; 10/18/13; 11/8/13; 11/29/13; 12/20/13; 1/17/14; 2/7/14; 2/28/14; 3/14/14; 4/4/14; 5/2/14; 6/6/14 In addition, the Parent-Teacher-Organization (PTO) held meetings in the late afternoon/evenings to provide parents with a similar opportunity to provide input, but in the context of a forum that was facilitated by other parents: 9/27/13; 10/15/13; 2/13/14; 5/16/14	 Priorities identified by Parents: (in order) 1) Programs to increase student achievement on state tests.* 2) Ensure that all classes are challenging and use the appropriate curriculum. 3) Improve student readiness for college and career.* 4) Ensure that students have access to a variety of classes. * (Note: Only 0.4% difference separated priority 3 & 4 on parent surveys.)
At both types of meetings, parents identified the following issues of importance:Campus safety and school climate.	* Also identified by students as a top priority. Conclusions:
 Need for academic intervention and summer programming. Teacher quality, and need to recruit experienced, capable teachers. Need for higher quality facilities. Many parents expressed a desire to have our own facility and not share a campus with another school. In addition, all parents were provided with surveys (in English and Spanish) that they could choose to take on paper or online. The surveys focused specifically on LCAP priorities and allowed for parents to provide narrative feedback as to current school 	Parent and student survey data generally indicate positive perceptions of current DCP performance in all of the identified priority areas. For example, only 7% of students surveyed disagreed with the statement, "DCP students are prepared for college and career," and only 10% disagreed with the statement, "I have access to all the courses I need to be on track for success in college." Instead of identifying areas of concern, the priority areas reinforce the mission of DCP. All of the areas suggest a continued emphasis on college and career success. In order to be well-prepared for college, students must have access

performance	in	the	priority	areas.
periormanee		the	priority	urcus.

Participating parents represented all students, including numerically significant subgroups.

Student Engagement

All students were provided with online surveys. The surveys focused specifically on LCAP priorities and allowed for students to provide narrative feedback as to current school performance in the priority areas.

Staff Engagement

DCP staff meet on a weekly basis to engage in professional development and work towards site-based and organizational goals. These meetings include informal opportunities for staff to help set priorities, give suggestions, raise concerns, etc. During these meetings, staff have identified the following areas of needed focus: • Transition to Common Core, ensuring adequate professional development for staff, revised assessments, curricula, etc. • Facilities: Staff expressed numerous challenges in sharing a facility with another school, and the condition of the facilities (especially HVAC systems and classroom size) • School Climate and Culture • College Success programming (advisory, college readiness, etc) In addition, staff were provided with an anonymous employee survey to solicit further feedback in all areas of the school programming. The survey results were consistent with the priority areas that had already been identified in earlier meetings with staff. Annual Update: Annual Update:

to the necessary course work and have demonstrated academic competencies on standardized tests.

Thus, the LCAP actions will reflect the priorities that are shared by parents, students, and also embedded within the mission of DCP.

Parent Engagement

Parent engagement during the 14-15 school year has been frequent and ongoing. Parent meetings for all parents were held on the following dates: 8/28/14, 9/12/14, 10/17/14, 10/31/14, 11/21/14, 12/19/14, 1/30/15, 2/27/15, 3/27/15, 5/1/15, 5/29/15.

In addition, parent leadership meetings were held on: 9/2/14, 10/16/15, 11/17/15, 1/12/15, 2/23/15, 3/16/15, 4/20/15, and 5/4/15.

Parents this year have been primarily focused on efforts to ensure the completion of the construction of the new classrooms, and to support the school while it has a split campus. Parent have consistently expressed the importance of a safe school climate and programs that prepare their students for college.

Parents have been provided with regular updates as to the DCP budget, priorities, programs, and results, which informed their feedback to the LCAP.

Participating parents represented all students, including numerically significant subgroups.

Student Engagement

This year, DCP utilized the surveys developed by YouthTruth to collect data around student perceptions around a variety of topics related to the LCAP. All students were provided the opportunity to take the survey, and 94% of students completed the survey.

Staff Engagement

In general, staff, student, and parent feedback continue to have a high degree of alignment with the overall mission of DCP. As such, the broad goals of creating safe, successful, college-going culture are supported by all stakeholders. All areas are seeing an increase in funding in 15-16 as compared to 14-15 based on the significant increases in LCFF funding. Parents and students stressed the critical importance of school safety and engagement, so the goals that are seeing the largest relative increases in funding are goals 3 and 4, particularly, athletics, extracurricular activities, and parent engagement. Funding for academic interventions is also seeing a substantial increase based on student, parent, and staff feedback. Staff continued to meet weekly to engage in professional development, work on site-based and organizational goals. Staff focus this year has been on school climate and culture, as well as development of common core aligned assessments and instructional practices.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to

identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 1 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 1 2) How do these actions/services link to identified goals and expected measurable outcomes?
- 1 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	mater	ents will have access to state-adopted standards aligned curriculum, erials, and technology, and will be enrolled in courses taught by appropriately entialed teachers. COE Only: 9_ 10_ Local: <u>Strategic Plan Goals: 1, 4, 5</u>				
Identified Need: The transition to the Common Core state standards and Next Generation Science Standards will require shifts in curricular materials and technology.						quire shifts in
Goal Applie	al Applies to: All Applicable Pupil Subgroups: All					
			LCAP Yea	ar 1: 2015-16		
Expected Annual Measurable Outcomes:1) 100% of teachers have appropriate credentials2) School provides standards-aligned materials and technology for all courses.3) Teachers participate in professional development with a focus on math						
Actions/Services		Scope of Service	Pupils to be servidentified scope		Budgeted Expenditures	
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.		Charter-Wide	<u>X</u> AII OR: _Low Income pupilsEngli _Foster Youth _Redesignated fluent Englis _Other Subgroups:	sh proficient	\$55,000, Books and Supplies (4000-4999), LCFF base funding	
Purchase computer and technology equipment to ensure a 21st century classroom.		Charter-Wide	<u>X</u> AII OR: _Low Income pupilsEngli _Foster Youth _Redesignated fluent Englis _Other Subgroups:	sh proficient	\$60,000, Books and Supplies (4000-4999), LCFF base funding \$40,000, Capital Assets (9400-9489). LCFF base funding	
Provide elect	tive cou	irse offerings in order to	Charter-Wide	<u>X</u> AII		\$55,000,

ensure access to a variety of courses.		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	- Certificated Salaries (1000-1999), LCFF base funding \$50,000, Service and Other Operating Expenditures, LCFF base funding
Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$16,000, - Employee Benefits, (3000-3999), LCFF base funding
Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.	Targeted	AII OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$9,000, Books and - Supplies (4000-4999), LCFF Supplemental and Concentration Funding
Provide student materials for low-income families to support access to the educational program and content.	School-Wide	AII OR: <u>X</u> Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$9,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding
Expected Annual 1) 100% of teachers ha		Year 2: 2016-17 edentials	•

Measurable Outcomes: 2) School provides standards-aligned materials and technology for all courses.

3) Teachers participate in professional development with a focus on science

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$65,000, Books and Supplies (4000-4999), LCFF base funding
Purchase computer and technology equipment to ensure a 21st century classroom.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$60,000, Books and Supplies (4000-4999), LCFF base funding \$40,000, Capital Assets (9400-9489). LCFF base funding
Provide elective course offerings in order to ensure access to a variety of courses.	Charter-Wide	X_AII OR: Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$110,000, Certificated Salaries (1000-1999), LCFF base funding \$50,000, Service and Other Operating Expenditures, LCFF base funding
Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional	Charter-Wide	<u>X</u> AII OR:	\$24,000, Employee Benefits (3000-3999),

authorizations to ensure that s qualified.	staff are fully		Low Income pupils _English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	LCFF base funding
Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.		Targeted	AII OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$11,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding
Provide student materials for low-income families to support access to the educational program and content.		School-Wide	AII OR: <u>X</u> Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$11,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding
		LCAP Yea	ar 3: 2017-18	
Measurable 2) Sch	nool provides star	0	entials ials and technology for all courses. opment with a focus on college advising.	
Actions/Services Scope of Service		Pupils to be served within identified scope of service	Budgeted Expenditures	
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.		Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$75,000, Books and Supplies (4000-4999), LCFF base funding

Purchase computer and technology equipment to ensure a 21st century classroom.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$60,000, Books and Supplies (4000-4999), LCFF base funding \$40,000, Capital Assets (9400-9489). LCFF base funding
Provide elective course offerings in order to ensure access to a variety of courses.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$115,000, Certificated Salaries (1000-1999), LCFF base funding \$55,000, Service and Other Operating Expenditures, LCFF base funding
Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$32,000, Employee Benefits, (3000-3999), LCFF base funding
Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.	Targeted	AII OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$11,000, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding
Provide student materials for low-income	School-Wide	AII	\$13,000, Books

families to support access to the educational program and content.	OR: <u>X</u> Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	and Supplies (4000-4999), LCFF Supplemental and Concentration Funding
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GOAL: Stude	nts will be on track to being	g academically prepa	red for college success.	Related State and/o 12_3_4 <u>X</u> 5 COE Only:910_ Local: <u>Strategic Pla</u>	67 <u>_X_</u> _8 <u>_X</u>
College going rates for first generation college students lag significantly behind their peers. DCP exists specifically to support students who historically have had the least access to college, and to help them achieve at high levels. DCP is singularly committed to college success. 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. All of DCPs academic programming is focused on ensuring that students are on a trajectory towards college success.					
	Overwhelmingly, students and families express that their greatest priority is for DCP students to be prepared for college success. They expect DCP to design academic programs to ensure that students exit DCP ready to succeed in a rigorous, four-year university setting.				
Goal Applies to	Goal Applies to: Schools: All Applicable Pupil Subgroups: All				
		LCAP Yea	ar 1: 2015-16		
Expected Annual Measurable Outcomes:	 2) Improve student pro 3) Submit A-G course a 4) Plan to offer at least 5) Improve AMAO I 6) Improve AMAO II 7) CAHSEE initial pass in 	ficiency. (Measures approval for 2016-20 one AP course in 20 rate will be 67% or h will have an average	016-2017	nt achievement	
Actio	ns/Services	Scope of Service	Pupils to be ser identified scope		Budgeted Expenditures
Implement a resear program to prepare	ch-based advisory students to successfully	Charter-Wide	<u>X</u> AII		\$19,000, Services and Other

enter and complete college.		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	Operating Expenditures (5000-5999), LCFF base funding \$4,500, Books and Supplies (4000-4999), LCFF base funding
Provide access for students to 1 or more AP classes by senior year.	Charter-Wide	XAII OR: Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$5,000, Certificated Salaries (1000-1999), LCFF base funding
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.	Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	 \$40,319, Certificated Salaries (1000-1999), LCFF base funding \$58,905, Classified Salaries (2000-2999), LCFF base funding
Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)	Charter-Wide	XAII OR: Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$4,500, Services and Other Operating Expenditures (5000-5999), LCFF base funding
Provide training and professional development for teachers to support academic programs.	Charter-Wide	<u>X</u> AII	\$24,000, Employee Benefits

Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals. Charter-Wide XAII \$4,000, Books an Supplies (4000-4999), LOFF base funding \$14,000, Service and Other Operating \$14,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding States funding State			OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient	(3000-3999), LCFF base funding
programming that incorporates research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.and Other Operating Expenditures (5000-5999), LCFF Supplementa and Concentration FundingDevelop and implement educational excursion program that support academic programs and provides students with enriched experiences 	Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.	Charter-Wide	OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient	(4000-4999), LCFF base funding \$14,000, Services and Other Operating Expenditures
program that support academic programs and provides students with enriched experiences that support language development.	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.	Charter-Wide	OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient	Operating Expenditures (5000-5999), LCFF Supplementa and Concentration
Funding	Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.	School-Wide	OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient	Operating Expenditures

Expected Annual Measurable Outcomes:	 Teacher will participate in professional development to support student achievement Improve student proficiency. (Measures added after 2015-2016) Establish baseline for a-g course completion Student enrollment in AP courses Improve AMAO I Improve AMAO II Improve CAHSEE pass rate Students in grade 8 will have an average GPA of 2.85 or above. Set baseline for rising senior GPA. Improve API Establish a baseline graduation rate 				
Action	ns/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Implement a researd program to prepare enter and complete	students to successfully	Charter-Wide	<u>X</u> AII OR: _Low Income pupilsEnglish Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$19,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding \$4,500, Books and Supplies (4000-4999), LCFF base funding	
Provide access for s classes by senior ye	tudents to 1 or more AP ear.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$10,000, Certificated Salaries (1000-1999), LCFF base funding	
	c interventions during and order to support students	Charter-Wide	<u>X</u> AII	\$41,529, Certificated	

that enter below grade level and/or are making insufficient progress in the regular program.		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	Salaries (1000-1999), LCFF base funding \$60,672, Classified Salaries (2000-2999), LCFF base funding
Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$7,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
Provide training and professional development for teachers to support academic programs.	Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$28,000, Employee Benefits (3000-3999), LCFF base funding
Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$4,000, Books and Supplies (4000-4999), LCFF base funding \$16,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
Design and implement College Success programming that incorporates	Charter-Wide	AII	\$36,960, Services and Other

research-based strategies to support the success of low-income, English Language Learners, foster youth, and reclassified students.			OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups:	Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding
Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.		School-Wide	_AII OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient _Other Subgroups:	\$9,000, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding
LCAP Year 3: 2017-18				
 1) Teacher will participate in professional development to support student achievement 2) Improve student proficiency. (Measures added after 2015-2016) 3) Establish baseline for a-g course completion 4) Student enrollment in AP courses 5) Improve AMAO I 6) Improve AMAO II 6) Improve CAHSEE pass rate 8) Students in grade 8 will have an average GPA of 2.85 or above. Improve rising senior GPA or reach average o 3.0. 9) Improve API 10) Improve graduation rate or reach 80% 			r reach average of	
Action	ns/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement a research-based advisory program to prepare students to successfully		Charter-Wide	<u>X</u> AII	\$19,000, Services and Other

enter and complete college.		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	Operating Expenditures (5000-5999), LCFF base funding \$4,500, Books and Supplies (4000-4999), LCFF base funding
Provide access for students to 1 or more AP classes by senior year.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$10,000, Certificated Salaries (1000-1999), LCFF base funding
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.	Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	 \$42,775, Certificated Salaries (1000-1999), LCFF base funding \$62,492, Classified Salaries (2000-2999), LCFF base funding
Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)	Charter-Wide	<u>X</u> AII OR: Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$8,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
Provide training and professional development for teachers to support academic programs.	Charter-Wide	<u>X</u> AII	\$32,000, Employee Benefits

		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	(3000-3999), LCFF base funding
Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$4,000, Books and Supplies (4000-4999), LCFF base funding \$18,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
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.	Charter-Wide	AII OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups:	\$38,808, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding
Develop and implement educational excursion program that support academic programs and provides students with enriched experiences that support language development.	School-Wide	AII OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups:	\$11,000, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding

GOAL:	School	ool environment will be safe and welcoming for all students. 1 X 2 3 4 5 6X 7 8 COE Only: 9 10 Local: <u>Strategic Plan Domain 3</u>				6 <u>X</u> 78
Identified Need: Identified Need: DCP is committed to nurturing the culture and tradition necessary to build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community. Since the founding of the original DCP in 2000, the values of ganas (desire), comunidad (community), and orgullo (pride) have guided the work of staff and students. It is our traditions that have kept us true to our values. We know that in order for powerful learning outcomes to occur, they must be in the context of a safe, supportive culture. Parent and Student LCAP surveys reinforced the importance of school climate as a critical priority. While parents and students generally expressed satisfaction with the school culture, they also identified a positive climate as critical to the school's success.						
Goal Applies	s to:	Schools: All Applicable Pupil Subgroups: All				
			LCAP Yea	ar 1: 2015-16		
Expected An Measurab Outcomes	Surable 3) Establish baseline for percent of parents rating satisfied or highly satisfied with the school climate				mate	
	Actior	ns/Services	Scope of Service	Pupils to be serv identified scope		Budgeted Expenditures
	5	d good condition of the going maintenance and	Charter-Wide	<u>X</u> AII OR: _Low Income pupilsEnglis _Foster Youth _Redesignated fluent English _Other Subgroups:	h proficient	\$50,000, Services and Other Operating Expenditures (5000-5999), Other funding sources

Implement PBIS/RtI	Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$42,660, Certificated Salaries (1000-1999), Other funding sources
Utilize support staff to ensure a safe and welcoming environment for students and parents.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$160,000, Classified Salaries (2000-2999), LCFF base funding
Provide professional development to teachers in classroom management.	Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$8,000, Certificated Salaries (1000-1999), Other Funding Sources
Provide socio-emotional counseling services to students and families on a referral basis.	Targeted	<u>X</u> AII OR: Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$40,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
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	Targeted	AII OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth	\$16,500, Classified Salaries (2000-2999), LCFF Supplemental and Concentration

proficient.			X Redesignated fluent English proficientOther Subgroups:	Funding	
	LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:1) Reduce percentage of students who are suspended 5% over previous year or maintain at 6% or lower2) Maintain percentage of students who are expelled at <2%				mate	
Actions/Services Scope of Service				Budgeted Expenditures	
Ensure the safety and good condition of the facilities through ongoing maintenance and repair.		Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$55,000, Services and Other Operating Expenditures (5000-5999), Other funding sources	
Implement PBIS/RtI		Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$43,939, Certificated Salaries (1000-1999), Other funding sources	
Utilize support staff to ensure a safe and welcoming environment for students and parents.		Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$170,000, Classified Salaries (2000-2999), LCFF base funding	

Provide professional development to teachers in classroom management.		Charter-Wide	X AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$8,000, Certificated Salaries (1000-1999), LCFF base funding
	onal counseling services llies on a referral basis.	Targeted	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$40,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding
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.		Targeted	AII OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups:	\$16,995, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
Expected Annual 1) Reduce percentage of students who are suspended 5% over previous year or maintain at 6% of 2) Maintain percentage of students who are expelled at <2%		mate		
Action	ns/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure the safety and good condition of the facilities through ongoing maintenance and		Charter-Wide	<u>X</u> AII	\$60,000, Services and Other

repair.		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	Operating Expenditures (5000-5999), LCFF base funding
Implement PBIS/RtI	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$45,258, Certificated Salaries (1000-1999), LCFF base funding
Utilize support staff to ensure a safe and welcoming environment for students and parents.	Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$200,000, Classified Salaries (2000-2999), LCFF base funding
Provide professional development to teachers in classroom management.	Charter-Wide	<u>X</u> AII OR: Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$8,000, Certificated Salaries (1000-1999), LCFF base funding
Provide socio-emotional counseling services to students and families on a referral basis.	Targeted	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	 \$40,000, Services and Other Operating Expenditures (5000-5999), LCFF base funding

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.		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth	\$17,505, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
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GOAL:	ts and students will be eng	aged in a culture of c	ollege success.	Related State and/or 12_3X_45X COE Only: 910_ Local: <u>Strategic Plan</u>	<u> </u>
Identified Need: Parents/Guardians are the first and most important teachers of our students. We firmly believe that we can only accomplish our mission of college success by working closely with students and their families. In our work with parents and families, we hope to do the following: • Work together with parents to create an excellent learning environment • Collaborate with parents to develop school policies • Provide parents with workshops on preparing their children for college • Empowering parents to be advocates for their children on the path to college • Empowering parents to be advocates for their children on the path to college Students are the focus of all DCP programs. Our primary goal is to prepare students to succeed in college. This requires a high level of engagement from them in learning about themselves as learners, in charting their own educational pathway, and in supporting one another on the journey to college success. In LCAP surveys and meetings, parents and students consistently identified programs to improve student readiness for college and career as a top priority. The programming that supports a college going culture is essential to achieve that goal.					
Goal Applies to:	Schools: All Applicable Pupil Subgroup	os: All			
		LCAP Yea	ar 1: 2015-16		
Expected Annual Measurable Outcomes:	e 3) Maintain middle school dropout rate < 1%				
Actio	Actions/Services		Pupils to be ser identified scope		Budgeted Expenditures
	Success Programming to ing environment and	Charter-Wide	<u>X</u> AII		a. \$13,000, Certificated

culture		OR: _Low Income pupilsEnglish Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	Salaries (1000-1999), LCFF base funding b. \$4,200, Classified Salaries (2000-2999), LCFF base funding c. \$8,500, Books and Supplies (4000-4999), LCFF base funding d. \$42,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.	Charter-Wide	X All OR: _Low Income pupilsEnglish Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	 a. \$39,900, Certificated Salaries (1000-1999), LCFF base funding b. \$37,080, Classified Salaries (2000-2999), LCFF base funding c. \$13,600, Service and Other Operating
Utilize technology to facilitate home-school communication and student/parent	Charter-Wide	<u>X</u> AII	Expenditures (5000-5999), LCFF base funding \$12,000, Service and Other

engagement.		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	Operating Expenditures (5000-5999), LCFF base funding	
Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.	Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$22,000, Service and Other Operating Expenditures (5000-5999), Other funding sources	
Provide staff training on how to meet the needs of foster youth and AB540 students.	Targeted	AII OR: Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth Redesignated fluent English proficient Other Subgroups:	\$2,000, Classified - Salaries (2000-2999), LCFF Supplemental and Concentration Funding	
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.	School-Wide	AII OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$15,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding	
Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.	Targeted	AII OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding	

LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:	 Maintain an attendance rate of 95% or better Reduce percentage of students classified as truant Maintain middle school dropout rate < 1% Establish baseline high school dropout rate Improve % of parents reporting being meaningfully involved with the school 				
Actic	ons/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
	Success Programming to bing environment and	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	a. \$13,000, Certificated Salaries (1000-1999), LCFF base funding b. \$169,200, Classified Salaries (2000-2999), LCFF base funding c. \$8,500, Books and Supplies (4000-4999), LCFF base funding d. \$43,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding	
Provide athletics an activities to maximi students to be mean school community.		Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth	a. \$40,900, Certificated Salaries (1000-1999), LCFF base funding	

		Redesignated fluent English proficient _Other Subgroups:	 b. \$38,192, Classified Salaries (2000-2999), LCFF base funding c. \$15,600, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Utilize technology to facilitate home-school	Charter-Wide	<u>X</u> AII	\$13,000, Service and Other
communication and student/parent engagement.		OR: Low Income pupilsEnglish Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	Operating Expenditures (5000-5999), LCFF base funding
Provide family education and outreach	Charter-Wide	<u>X</u> AII	\$23,000, Service and Other
programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	Operating Expenditures (5000-5999), Other funding sources
Provide staff training on how to meet the	Targeted	AII	\$2,000, Classified
needs of foster youth and AB540 students.		OR: _Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth _Redesignated fluent English proficient _Other Subgroups:	Salaries (2000-2999), LCFF Supplemental and Concentration Funding
Provide translation services and staff support to ensure that Spanish speaking parents (and	School-Wide	AII	\$15,000, Classified Salaries

any other parents with linguistically significant subgroups) can be meaningfully engaged with the school.			OR: _Low Income pupils <u>X</u> English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	(2000-2999), LCFF Supplemental and Concentration Funding
Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.		Targeted	AII OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
		LCAP Yea	ar 3: 2017-18	
Expected Annual Measurable Outcomes:	 Reduce percentage of Maintain middle school Improve high school 	ntain an attendance rate of 95% or better duce percentage of students classified as truant ntain middle school dropout rate < 1% prove high school dropout rate or maintain at 7% or lower prove % of parents reporting being meaningfully involved with the school or reach 80% positive ratings		
Action	ns/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement College Success Programming to support a college going environment and culture		Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	a. \$13,000, Certificated Salaries (1000-1999), LCFF base funding b. \$229,150, Classified Salaries (2000-2999), LCFF base funding c. \$8,500, Books and Supplies

			(4000-4999), LCFF base funding d. \$45,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.	Charter-Wide	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	a. \$41,900, Certificated Salaries (1000-1999), LCFF base funding b. \$39,338, Classified Salaries (2000-2999), LCFF base funding c. \$15,600, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Utilize technology to facilitate home-school communication and student/parent engagement.	Charter-Wide	X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$16,000, Service and Other Operating Expenditures (5000-5999), LCFF base funding
Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.	Charter-Wide	X All OR: _Low Income pupils _English Learners	\$25,000, Service and Other Operating Expenditures

		_Foster Youth _Redesignated fluent English proficient _Other Subgroups:	(5000-5999), LCFF base funding
Provide staff training on how to meet the needs of foster youth and AB540 students.	Targeted	AII OR: Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth Redesignated fluent English proficient Other Subgroups:	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
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.	School-Wide	_AII OR: _Low Income pupils <u>X</u> English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	\$15,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.	Targeted	AII OR: Low Income pupils <u>X</u> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL fron prior year LCAP:	Students will have access to state-adopted standards aligned curriculum, materials, and technology, and will be enrolled in courses taught by appropriately credentialed teachers. Related State and/or Local Priorities: 1 X 2 X 3 4 5 6 7 X 8 COE Only: 9 10 Local: <u>Strategic Plan Goals: 1, 4, 5</u>				
Goal Applies to: Applicable Pupil Subgroups: All					
Expected Annual Measurabl Outcomes	e with a focus on literacy	gned materials and	Actual Annual Measurable Outcomes:	 1. 100% of teachers had appropriat subject area. 2. All students were provided with s materials and technology. 3. English teachers participated in li Aug. 6-8, 2014. In addition, follow- provided throughout the year. Teach literacy assessments on 11/5, 11/1 and 4/29. 	tandards-aligned iteracy training -up coaching was hers were trained in
		LCAP Yea	r: 2014-15		
	Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
instructiona Generation in Science; in Social St	ommon Core aligned textbooks and al materials in English and Math; Next science standards aligned materials materials aligned with Common Core sudies and Science to support those content areas.	\$69,875; Funding Source: Yr 1: Other Yr: 2: LCFF Yr. 3: LCFF.	classroom lib titles were pu content area	m libraries were purchase and all raries were refreshed. Thousands of urchase in all. Each academic purchased materials, with English ending the most.	Due to savings in other areas of Goal 1, LCFF funds were used for this action. \$44,014, Books and Supplies (4000-4999), LCFF Base

		Funding
Charter-Wide	Scope of Service:	Charter-Wide
	<u>X</u> AII	
louth	OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	Youth
\$57,231; Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF.	Chromebooks, classroom equipment, and computers for teacher use were purchased. Specialized computers also purchased for engineering program. School achieved 1:1 devices at the high school grades. All English and math classrooms have chromebook carts at the middle grades.	\$83,996, Books and Supplies (4000-4999), Other funding sources \$85,922, Capital Assets (9400-9489), Other funding sources
Charter-Wide	Scope of Service:	Charter-Wide
(outh	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	Youth
\$154,390; Funding Source: LCFF.	Elective course offerings include Health and Wellness, Physical Education, Art, Intro to Engineering, and Computer Coding.	\$52,413, Certificated Salaries (1000-1999), LCFF base
	(outh \$57,231; Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF. Charter-Wide (outh \$154,390; Funding Source:	X_AII OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups: \$57,231; Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF. School achieved 1:1 devices at the high school grades. All English and math classrooms have chromebook carts at the middle grades. Charter-Wide Scope of Service: X_AII OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:

			Classified Salaries (2000-2999), LCFF base funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> AII OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	Youth	X AII OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	Youth
Support teacher credentialing through new teacher support programs, costs for supplementary and/or additional authorizations to ensure that staff are fully qualified.	\$3,993; Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3: LCFF.	DCP contracted with the the Silicon Valley New Teacher Project to support new teacher induction.	\$6,808, Employee Benefits (3000-3999), LCFF base funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X_AII OR: Low Income pupilsEnglish LearnersFoster Redesignated fluent English proficient Other Subgroups:	Youth	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	Youth
Provide supplementary instructional materials and textbooks to second language learners to enhance access to the core curriculum and/or to support English language acquisition.	\$14,973; Funding Source: LCFF.	Supplementary materials were purchased in English Language Arts to support the learning of English Learners.	\$8481, Books and Supplies (4000-4999), LCFF Supplemental and Concentration Funding

Scope of Service:	Targeted	Scope of Service:	Targeted	
AII		AII		
OR: _Low Income pupils <u>X</u> English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		OR: _Low Income pupils <u>X</u> English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		
Provide student materials for low-income families to support access to the educational program and content. \$14,973; Funding Source: LCFF.		School planners were purchased for each student.\$9432, BooksSupplemental materials were purchased inand SuppliesEnglish, math, and science classrooms.(4000-4999),LCFFSupplemental arConcentrationConcentrationFundingSupplemental ar		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
AII		_A11		
OR: <u>X</u> Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		OR: <u>X</u> Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		
		ent feedback, the amount of funds for technology wate a substantially based of the second substantially based of the second substantial substantis substantial substantial substantial substantial substantial sub		

Original GOAL from prior year LCAP:	Students will be on track to being academically prepared for college success. Related State and/or Local Priorities: 1234X_56_7X_8X COE Only: 910_ Local: <u>Strategic Plan Domains 1 and 3</u>				
	(JOAL ADDUES TO:	Schools: All Applicable Pupil Sub	groups: All		
Expected Annual Measurable Outcomes:	 Teacher will participate in prodevelopment to support stude Establish baseline for student on CAASPP Submit for initial A-G course 2015-2016 retroactive to 24 Determine AP course offering year Improve AMAO I Improve AMAO II Establish baseline for initial Students in grade 8 will have 2.75 or above Establish baseline using new NA: School will only have gra 2014-2015 	ent achievement t performance approval for 013-2014 gs for 2015-2016 CAHSEE pass rate an average GPA of API metrics	Outcomes:	development. assessments Framework for advise student 2. Results for 3. All courses 2015. Initial a some courses 4. AP courses Language and 5. AMAO I res AMAO I for 13 6. AMAO I for 13 6. AMAO II for 13 7. CAHSEE pa math 8. Students in 9. The API is o	offered in 15-1 will be AP Spanish AP US History sults for 14-15 not yet available; 3-14 was 48.1% sults for 14-15 not yet available; 13-14 was 47.4% ss rate was 70% in English and 68% in grade 8 had an average GPA of 2.89 currently suspended in California. tion rate, as school only went up to grade
		LCAP Year	: 2014-15		

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement a research-based advisory program to prepare students to successfully enter and complete college.	\$17,249; Funding Source: LCFF.	All students has a teacher advisor. Teachers were supported by college lab staff and Director of College Success. Teachers received several sessions of professional development to improve practice as advisors.	\$4,500, Books and Supplies (4000-4999), LCFF base funding \$18,226, Services and Other Operating Expenses (5000-5999), LCFF base funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X_AII OR: Low Income pupilsEnglish LearnersFoster Redesignated fluent English proficient Other Subgroups:	Youth	<u>X</u> AII OR: _Low Income pupils _English Learners _Foster ` _Redesignated fluent English proficient _Other Subgroups:	Youth
Provide access for students to 1 or more AP classes by senior year.		Plan for AP course implementation was developed in 14-15. AP target classes for initial implementation are AP Spanish Language and AP US History. Courses will be offered in 15-16, which is the first year that the school will have juniors.	N/A
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> AII		<u>X</u> AII	

			_	
OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		
Ensure that students in grade 9 and above are enrolled in courses that will satisfy A-G course requirements upon graduation.		All students were placed into A-G courses. Courses were submitted for initial A-G approval in May 2015, after the school successfully completed a WASC review for new schools that are expanding grade levels.	NA	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth		<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth		
Redesignated fluent English proficient Other Subgroups:		Redesignated fluent English proficient Other Subgroups:		
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.	\$53,238; Funding Source: LCFF.	Students were offered structured intervention both in-class, during advisory, and after school. Teachers were supported by the assistant principal, principal, and counselor of student success to identify students and design interventions.	\$39,145, Certificated Salaries (1000-1999), LCFF base funding \$27,938, Classified Salaries (2000-2999), LCFF base funding	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
<u>X</u> AII		<u>X</u> AII	-	

Low Income pupilsEnglish LearnersFoster Youth Redesignated fluent English proficient		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:	
Utilize student data systems to support college success programming. (e.g. Naviance, Beyond12)	\$7,000; Funding Source: LCFF.	This action was erroneously funded for 14-15. It was not needed this year due to the school not having juniors or seniors. Naviance will be purchased in 15-16 and Beyond12 in 16-17.	N/A
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> AII		<u>X</u> AII	
OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	Youth	OR: _Low Income pupils _English Learners _Foster ` _Redesignated fluent English proficient _Other Subgroups:	Youth
Provide training and professional development for teachers to support academic programs.	\$36,934; Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF.		<pre>\$630, Services and Other Operating Expenditures (5000-5999), LCFF base funding \$19,455, Employee Benefits (3000-3999), LCF base funding</pre>
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> AII		<u>X</u> AII	

Low Income pupilsEnglish LearnersFoster Youth Redesignated fluent English proficient		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		
Utilize assessments systems (OARS & NWEA) to provide data as to the progress of all students towards content mastery and academic goals.	\$21,295; Funding Source: LCFF.	ce: OARS, NWEA, and Powerschool were all used to house academic data and monitor student progress towards academic goals. In addition, the school launched the use of Schoolzilla to improve data analytics and real time monitoring of students progress. \$6,6 and Oper Expe (500 Othe sour		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
<u>X</u> AII OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		<u>X</u> All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		
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.	\$32,000; Funding Source: LCFF.	e: College Success Framework was launched in \$32,000 e: 14-15. Framework is grounded in research Services regarding the success of low-income, English Other O Learners, foster youth, and reclassified students. Director of College Success led the redesign and Iaunch of the framework. Other fu		
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
A11		_AII	,	

OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups:		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient _Other Subgroups:		
Develop and implement educational excur program that support academic programs provides students with enriched experience support language development.	and	\$8,000; Funding Source: LCFF.	Each class went on an excursion to support their learning and language development.	\$5,826, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding
Scope of Service:		Charter-Wide	Scope of Service:	Charter-Wide
AII		_	AII	
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>Other Subgroups:</u>		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient _Other Subgroups:		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	reported		lemic interventions both saw significant funding inc grams and opportunities to improve grades are aspe ant more of.	

Original GOAL from prior year LCAP:				Related State and/o 1 <u>X</u> 2_3_4_5 COE Only:9_10_ Local: <u>Strategic Pla</u>	6 <u>X</u> 78 -
		Schools: All Applicable Pupil Sub	groups: All	· · · · · · · · · · · · · · · · · · ·	
Expected Annual Measurable Outcomes:	 Reduce percentage of students suspended by 10% as compar school year Maintain percentage of student at <2% Establish baseline for response climate survey Facilities will receive a rating of 	ed to 2013-2014 s who are expelled es to school	Actual Annual Measurable Outcomes:	 Suspension rate declined 50.1% 2013-2014. Overall suspension r certified). Percentage of students who wer 0.22% Students had an average compo 3.17 out of 5 (High School) and 3. School) on the School Culture mea YouthTruth survey Facility received an overall ratin 	ate at 7.78% (not e expelled was osite score of 57 out of 5 (Middle sure on the
		LCAP Yea	r: 2014-15		
	Planned Actions/Services	Budgeted Expenditures		Actual Actions/Services	Estimated Actual Annual Expenditures
	afety and good condition of the ugh ongoing maintenance and	\$26,619; Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF.	repair. Air co school classre to the age of classrooms n	grounds were maintained in good nditioning systems in the middle ooms needed substantial work due the systems. High school grade eeded minor improvements to -branded environment.	\$46,151, Services and Other Operating Expenditures (5000-5999), Other funding sources
	Scope of Service:	Charter-Wide		Scope of Service:	Charter-Wide

<u>X</u> AII		<u>X</u> AII		
OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		
Implement PBIS/RtI	\$26,619; Funding Source: Yr 1: Other Yr 2: Other Yr 3: LCFF.	New middle school assistant principal was hired. Administrators implemented additional supports for teachers to cultivate a more positive learning environment.	\$30,073, Certificated Salaries (1000-1999), Other funding sources	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
<u>X</u> AII		<u>X</u> AII		
OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		
Utilize support staff to ensure a safe and welcoming environment for students and parents.	\$130,000; Funding Source: Yr 1: Other Yr 2: LCFF Yr 3: LCFF.	Several new support staff were hired i 2014-2015. Training for staff has been developed at the central office level to foster improved customer service for staff, students, and parents.	\$157,148, Classified Salaries (2000-2999), Other funding sources	
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide	
<u>X</u> AII		<u>X</u> AII		
OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:		

Provide professional development to teachers in classroom management.	\$12,311; Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF.	Instructional coaching and support was provided by Director of Literacy	\$7,560, Services and Other Operating Expenditures (5000-5999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
X_AII OR: Low Income pupilsEnglish LearnersFoster Redesignated fluent English proficient Other Subgroups:	Youth	X All OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	Youth
Provide socio-emotional counseling services to students and families on a referral basis.	\$36,000; Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF.	Yr 2: students individually and in groups. She also Oth	
Scope of Service:	Targeted	Scope of Service:	Targeted
<u>X</u> AII		<u>X</u> AII	
OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	Youth	OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	Youth
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	\$14,640; Funding Source: LCFF.	Guidance counselor maintained high degree of contact with families of all subgroups. Salaries (2000-2999)	

learner, or redesignated fluent English proficient.			LCFF Supplemental and Concentration Funding \$8000, Services and Other Operating Expenditures (5000-5999), LCFF Supplemental and Concentration Funding					
Scope of Service:	Targeted	Scope of Service:	Targeted					
AII OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Fost <u>X</u> Redesignated fluent English proficient Other Subgroups:	er Youth	AII OR: X_Low Income pupils _X_English Learners _X_Foster Youth X_Redesignated fluent English proficient Other Subgroups:						
	nilies. For this reaso	ety and climate of the school are of particular impor on, the first two actions regarding facilities and PBI						

Original GOAL from prior year LCAP:	AL from Parents and students will be engaged in a culture of college success. ior year										
	Goal Applies to:	Schools: All Applicable Pupil Su	ıbgroups: All								
Expected Annual Measurable Outcomes:	 Maintain an attendance rate of Reduce percentage of studen truant Maintain middle school dropout NA: School will only go to grate Establish a baseline for parent meaningfully involved with the 	ts classified as ut rate < 1% ide 10 t reporting of being	Actual Annual Measurable Outcomes:	 Attendance rate was 95.24% (uncertified). Truancy rate was 26.12% Dropout rate was 0.43% 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. 							
		LCAP Ye	ar: 2014-15								
	Planned Actions/Services	Actual Actions/Services									
		Budgeted Expenditures			Estimated Actual Annual Expenditures						
	college Success Programming to lege going environment and culture	\$68,700; Funding Source: LCFF.	programming.	articipated in college success This includes trips to colleges, vities, college advising, guest	 a. \$12,000, Certificated Salaries (1000-1999), LCFF base funding b. \$4,200, Classified Salaries (2000-2999), LCFF base funding c. \$8,178, Books and Supplies (4000-4999), LCFF base funding 						

			d. \$39,521, Service and Other Operating Expenditures (5000-5999), LCFF base funding					
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide					
<u>X</u> AII	appe of Service: Charter-Wide Scope of Service: Charter-Wide appe of Service: Charter-Wide Scope of Service: Charter-Wide							
OR: _Low Income pupils _English Learners _Foste _Redesignated fluent English proficient _Other Subgroups:	r Youth	_Low Income pupils _English Learners _Foste _Redesignated fluent English proficient	er Youth					
Provide athletics and extra-curricular activities to maximize opportunities for students to be meaningfully engaged in the school community.	Funding Source: Yr 1: other Yr. 2: LCFF Yr. 3:	programming and extracurricular activities. Students were able to advocate for the creation	a. \$33,200, Certificated Salaries (1000-1999), Other funding sources b. \$36,000, Classified Salaries (2000-2999), Other funding sources c. \$12,269, Service and Other Operating Expenditures (5000-5999), Other funding sources					
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide					
<u>X</u> AII		<u>X</u> AII						
OR: _Low Income pupils _English Learners _Foste _Redesignated fluent English proficient _Other Subgroups:	r Youth	OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:						

Utilize technology to facilitate home-school communication and student/parent engagement.	\$15,148; Funding Source: LCFF.	Helpcounter, SchoolReach, and Powerschool were all utilized to facilitate home-school communication and student/parent engagement.	\$10,402, Services and Other Operating Expenditures (5000-5999),LCFF base funding
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> AII		<u>X</u> AII	
OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	- r Youth	OR: _Low Income pupils _English Learners _Foste _Redesignated fluent English proficient _Other Subgroups:	er Youth
Provide family education and outreach programming so that parents/guardians have opportunities to be meaningfully engaged in the school activities and mission.	\$9,700; Funding Source: Yr 1: other Yr 2: other Yr 3: LCFF.	Numerous parent meetings, workshops, and trainings were held to provide parents with opportunities to both learn from and shape DCP programs.	\$21,818, Services and Other Operating Expenditures (5000-5999), Other funding sources
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<u>X</u> AII OR: _Low Income pupils _English Learners _Foster _Redesignated fluent English proficient _Other Subgroups:	- Youth	<u>X</u> AII OR: _Low Income pupilsEnglish LearnersFoste Redesignated fluent English proficient Other Subgroups:	 er Youth
Provide staff training on how to meet the needs of foster youth and AB540 students.	\$2,000; Funding Source: LCFF.	Staff received training from the Guidance Counselor and Registrar in meeting the needs of foster youth and AB540 students.	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding
Scope of Service:	Targeted	Scope of Service:	Charter-Wide

AII		AII									
OR: _Low Income pupils <u>X</u> English Learners <u>X</u> Fost _Redesignated fluent English proficient _Other Subgroups:	er Youth	OR: _Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth _Redesignated fluent English proficient _Other Subgroups:									
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.	\$15,000; Funding Source: LCFF.	Translation support was available at all parent meetings, all materials sent home were translated, and all teachers/parents had access to translation services to facilitate school-home communication as needed.\$15,000, Clas Salaries (2000-2999), Supplemental a Concentration									
Scope of Service:	Charter-Wide	Scope of Service: Charter-Wide									
AII OR: Low Income pupils <u>X</u> English LearnersFoste Redesignated fluent English proficient Other Subgroups:	- er Youth	AII OR: Low Income pupils <u>X</u> English LearnersFoster Youth Redesignated fluent English proficient Other Subgroups:									
Provide workshops to ensure that AB540 students and families are aware of their rights and of available resources to support a college-going path.	\$2,000; Funding Source: LCFF.	The following services were provided: Community Forum about AB60/DACA Location: DCP EI Primero; Date: December 18th, 2015 Immigration Resource Fair DACA/CA DREAM ACT/ Location: Rocketship Fuerza; Date: February 21, 2015 Forums on DACA and DAPA: Tuesday, May 19 at 6:30pmn (at DCP EI Primero); DREAM Application Workshops at El Primero for Seniors: Saturday, Feb. 7, Tuesday, Feb 10, Thurs., Feb. 26	\$2,000, Classified Salaries (2000-2999), LCFF Supplemental and Concentration Funding								

Scope of Service:	Targeted	Scope of Service:	Targeted
AII		AII	
OR: _Low Income pupils <u>X</u> English Learners _Redesignated fluent English proficient _Other Subgroups:	_Foster Youth	OR: _Low Income pupils <u>X</u> English Learners _Fos _Redesignated fluent English proficient _Other Subgroups:	ter Youth
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	central to the mission of	ming saw a significant increase in funding. This in DCP, and there is a high degree of alignment betwe portance of the programming to support students of the programming to s	veen parents, students,

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$916,415
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Downtown College Prep Alum Rock (DCPAR) is located in the Alum Rock Union Elementary School District, which has an enrollment of unduplicated pupils above 55%. DCPAR is expected to have approximately an 83% unduplicated pupil population. Therefore, DCPAR receives both supplemental and concentration funding. DCPAR's total supplemental and concentration grant funding in the 2015-2016 school year is estimated to be \$916.415, which represents 66% of the total LCFF entitlement.

All DCP programs are specifically designed to target students who will be the first in their families to go to college. Our unduplicated count of 83% reflects the reality that the typical profile of the first generation student in San Jose is low-income, Latino, with Spanish as a primary language. As such, our use of LCFF funds for schoolwide programs are intended specifically to meet the needs of unduplicated pupils.

The LCFF Funding for unduplicated pupils is generally targeted in the following areas:

College Success Programming: Students are provided with comprehensive College Success Programming that is designed to foster academic rigor, engage students in self-discovery, and build their college knowledge. The College Success programming places a particular emphasis in supporting the college pathway low-income and English Language Learner students. The College Success programming is embedded within classroom practices, school culture practices, and extra-curricular activities. In addition, there is an explicit advisory time and college lab resources that provide specific support for students that are qualified as low-income and/or English Language Learners.

College Prep Course of Study: One of the most significant barriers to college access and completion for first generation students is the lack of academic preparation. Providing students with a variety of classes beginning in middle school that will prepare them to successfully

complete the A-G sequence in high school is essential. Providing students in high school with a variety of classes that will not only make them college eligible, but competitive applicants is also essential to the DCP mission. The college prep course of study that DCP provides also embeds pedagogy designed to support the success of students that are qualified as low-income and English learners. Reader's/Writer's Workshop strategies, GLAD strategies, SDAIE strategies, and UbD principles are used to design DCP curriculum.

Meaningful Engagement: Students that qualify as low-income, English Learner, and/or Foster Youth face multiple barriers to college success that their peers do not face. If not actively addressed, these barriers will lead to higher dropout rates and lower overall achievement. By proactively creating multiple ways for students to meaningfully engage, whether through athletics or extracurricular activities, we increase the likelihood that students will gain the non-cognitive skills necessary for long-term success. In addition, meaningful engagement includes the families. Low-income, non-English speaking families also face barriers to engaging with the school. For this reason, we have directed LCFF funds to support the technology and infrastructure to build a robust, ongoing partnership with all families, especially those that face the greatest barriers.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

21	1.30 %	%	%															
		-	-															

The estimated Supplemental and Concentration Grant Funding for the 2015-2016 year for DCP Alum Rock is \$916,415. The current year Minimum Proportionality Percentage is 21.30%.

The majority of the additional funding is provided for increased levels of College Success Programming and academic programs as compared to the 2014-2015 school year. These programs, consistent with the DCP mission and philosophy as well as the stated priorities of parents and students, are specifically designed to support the success of low-income, English Learner, first generation college students. Because the unduplicated pupil population comprises approximately 83% of our total enrollment, the majority of the increased services are implemented schoolwide.

In addition, there are some targeted services such as supplementary materials, targeted family outreach, and specific staff professional development that are designed to meet the specific needs of unduplicated pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.