

Downtown College Preparatory High School

Charter Petition

October 7, 2004

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Introduction

When the California State Legislature decided to give teachers and communities the opportunity to create charter schools, it was very clear about its reasons for doing so. According to Education Code 47601, charter schools exist in order to accomplish a variety of initiatives, including encouraging “different and innovative teaching methods,” creating “new professional opportunities for teachers,” providing “expanded choices,” and several other goals. But the primary objectives of the charter school law was to “improve pupil learning,” and more specifically, to “increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.”

Downtown College Preparatory Charter High School (DCP) fulfills both the spirit and the letter of the charter law by focusing all of its energy on one clear and measurable goal: preparing underachieving students who will be the first in their family to go to college to thrive at four-year universities. Every element of the school’s program is designed to support these students and their families in their efforts to break the cycle of failure and achieve academic success in high school, college, and beyond.

DCP’s target student—low-achieving and with no family history of college success—has been a primary concern for San Jose Unified School District (SJUSD). SJUSD’s emphasis on college preparation for all is aimed directly at students on the academic margins, and the SJUSD Board’s willingness in 1999 to unanimously approve DCP’s charter petition and create the first charter high school in the Silicon Valley is indicative of the District’s commitment to these students.

On June 19th, 2004, with then-Superintendent Linda Murray up on the dais with the graduates, DCP delivered on its promise to help low-achieving students to be the first in their family to get to college: 54 students graduated that day, and all 54 were accepted to and enrolled at a four-year college. As Dr. Murray said in her address to the graduates and their families, “You’ve set a standard for those who follow you.” DCP, in partnership with San Jose Unified, will continue to meet that standard for years to come, and create the kind of community-wide change that only a college education can provide.

Founding Group

Co-Founders

Jennifer Andaluz is a co-founder and *Principal* of DCP. A graduate of UC Santa Cruz, Ms. Andaluz has worked in education since 1993. She began her career as a history teacher at Gunderson High School, and worked closely with administrators and teachers alike in school-wide initiatives designed to improve the academic performance of underachieving students. Her work in comprehensive schools culminated in a Leadership Grant from the Bay Area School Reform Collaborative, which was used to attack grade and attendance disparities for students of color.

Greg Lippman is a co-founder of DCP. Mr. Lippman has worked as a teacher and school reform leader at Gunderson High School in San Jose and Eastside Preparatory in East Palo Alto. While at Gunderson, Mr. Lippman was a professional development coordinator and Magnet Resource Teacher in addition to teaching English. At Eastside, Mr. Lippman was one of the founding cadre of teachers and was involved with curriculum development and teacher mentorship. He earned a B.A. in English Literature from Princeton University in 1991 and a Masters in the Arts of Teaching from Stanford University in 1992.

Brief History

Convinced that the flexibility and accountability of a small, community-based charter school would ensure the academic success for their target student, Andaluz and Lippman conducted a pilot program in the summer of 1999 to assess the impact of the small, college-prep model on downtown San Jose youth. The DCP Summer Bridge program was extremely successful. The prep school atmosphere of high expectations, a strict code of conduct and personalized attention did not dissuade students and families; on the contrary, students and families made an extremely strong commitment to the program, eventually resulting in a community campaign to make DCP the first charter school in Silicon Valley.

After the DCP charter petition was granted by the SJUSD Board in December 1999, Andaluz and Lippman began to develop the school's infrastructure. DCP incorporated as a 501(c)(3) non-profit organization, and named a Board of Directors responsible for ensuring the school's continuing viability as it remains accountable to its vision and success benchmarks.

San Jose Mayor Ron Gonzales joined the DCP Board of Directors in January 2000, fostering a collaboration between the City of San Jose and DCP. DCP also created strong community partnerships with San Jose State University, Tech Museum of Innovation, Santa Clara University, Catholic Charities, Sacred Heart Church, and Sacred Heart Community Service to ensure that DCP students and families had access to a rich array of services and enrichment opportunities. Several local companies, including Adobe, Hewlett-Packard, and Intel, also stepped forward to provide equipment, know-how, and monetary support. As DCP began to work on site- and governance-related issues leading up to the opening of the school, several other key individuals joined the DCP Board of Directors, including SJUSD Trustee Jorge Gonzales, Deputy District Attorney James Gibbons-Shapiro, and then-Executive Director of MACLA, Maribel Alvarez.

In designing the academic program, Andaluz and Lippman relied on their own experience both as classroom teachers and school reform coordinators in assembling the staff. Working closely with teachers, Lippman and Andaluz relied on best practices learned during their years in the district, as well as on collaborations with the San Jose State Education Department and several people in the curriculum department in the SJUSD district office.

Another founding staff member who had a profound impact on the academic program was Jill Case, a SB65 Outreach Consultant from Hoover Middle School who had worked for 4 years with DCP's target student. Case came to the school as the Dean of Students, and her work centered around remediation and counseling for students and families as they made the transition to DCP. In addition, Case was DCP's primary recruiter, organizing outreach and information sessions for families of failing middle school students. Case was largely responsible for working with staff, teachers and families to ensure that the school not only enrolled students who met the school's mission but was providing an academic program uniquely tailored to their needs.

As a startup school, DCP also had to find partners to provide co-curricular activities for its students. Community organizations such as the Tech Museum, MACLA, Washington United Youth Center, and the Red Ladder drama troupe provided arts, science, and sports opportunities for the school.

Educational Philosophy and Program

Mission

DCP has a single, unambiguous mission: to prepare underachieving students who will be the first in their family to go to college to thrive at four-year universities. The college success of low achievers who are the first generation in their family to attend college is the most important barometer of the school’s success.

DCP Target Students

DCP serves up to 400 students in a direct instruction, 9th-12th grade high school. DCP’s educational program is based on the instructional needs of the DCP target student. Students who meet this target student profile are:

- Underachieving in core academic subjects and whose performance does not match potential
- From the first generation in the family to graduate from college

For the purposes of DCP’s recruitment, “underachieving” is defined as a student who has under a 2.0 GPA in core academic subjects, or are recommended/referred by an employee of San Jose Unified School District as someone not meeting their potential as indicated by poor or inconsistent performance in the classroom.

Transferability

DCP students take 6 classes each semester (with the exception of 12th grade students who can take between 4-6 classes). Each semester course is worth 5 credits. Students will be placed in classes by the administration in order to best complete their graduation requirements.

Teachers will evaluate the student’s ability to meet the standards of the course using a variety of assessments.¹ Students will be graded on the scale listed below. Since the goal of DCP is that all graduates will thrive in a 4-year university, DCP doesn’t assign the grade “D”, as it is not recognized by universities as meeting a college requirement.

A	=	93%-100%	C+	=	77%-79.9%
A-	=	90%-92.9%	C	=	73%-76.9%
B+	=	87%-89.9%	C-	=	70%-72.9%
B	=	83%-86.9%	F	=	below 70%
B-	=	80%-82.9%			

All students receiving a grade of C- or above will receive 5 credits for the class.

DCP collaborates with each of the school districts in which students may be re-enrolling to agree upon the transfer credit back to the district. DCP is WASC-accredited and all of DCP’s college prep classes are a-g approved by the University of California.

¹ Please see “Methods of Assessment” in the Measurable Student Outcomes section for further details on the school’s assessment program.

Planning for graduation begins in the 9th grade and includes the staff, the parent or guardian and the student. All students work with their advisor to monitor their progress in meeting DCP's graduation requirements. The advisor reviews the student's progress at each grading period. Additionally, the staff gives presentations to the students at weekly grade-level assemblies.

DCP holds several parent meetings by grade level where they review the graduation requirements and where individual students stand vis-à-vis expected progress at this grade level. At these meetings the staff also addresses how DCP's graduation plan differs from traditional comprehensive high schools. The Dean of Students reviews each student's progress at each grading period and the administration meets with families and students who are at risk of not being on-track for graduation. Families also receive information with their student's progress reports at each grading period.

Educational Philosophy

DCP exists in order to provide its students with the opportunity to become an “educated person in the 21st century”—someone with a college degree who is able to function effectively in their chosen profession, who moves comfortably in all levels of society, and who can use their education as a lever to effect social change and progress in their community. An educated person must come out of their college experience as a self-reliant learner who is able to collect information independently, think systematically about that information and express that thinking precisely and fluently in order to participate effectively in debates and decision-making.

How Learning Best Occurs

DCP operates from a clear set of core principles to ensure that the school's target students are able to achieve in high school, thrive at the college of their choice, and move successfully into the professional world.

Culture of Achievement

DCP creates a culture of achievement through high expectations and personalized attention in an extended school day. All students achieve a common set of rigorous academic standards and meet a strict code of conduct in an atmosphere of support and unanxious yet unbending expectation. DCP's culture is built upon its core values: Ganas (Desire), Orgullo (Pride), and Comunidad (Community). These values inform all student growth and development, both academic and personal.

College Readiness

All work at the school is designed to help students prepare for the rigors and challenges of four-year colleges and university. Students take a four-year strand of College Readiness classes, and college preparation is woven into every class in every subject. Students are exhaustively prepared for the particular academic challenges they will face in college: extensive independent reading, large-scale research papers, lecture-format classes, high-stakes tests.

In addition, the culture of the school is built around the notion of college success for all. The vast majority of activities at the school, including weekly assemblies, monthly parent meetings and college field trips are focused on helping students and families acclimate to the idea that they too can experience college success. The College Lab has a staff of three, including a College Outreach Coordinator, who works with students from pre-9th grade Summerbridge on into college, and a

College Counselor who works extremely closely with 11th and 12th graders to make sure that students find the right college, and that the college application process goes smoothly.

Parents participate in a four-year strand of college readiness activities. Parents are coached in all aspects of the college process, from understanding how to support their students' high school academic work to helping their children weather the difficulties of being the first in the family to attend college. Parents take part in presentations, monthly informational sessions, one-on-one meetings with administrators, as well as trips to the colleges themselves.

Focus on Core Skills: Literacy, Numeracy, Critical Thinking

The skills gaps of the school's target student necessitate a whole-school response. All courses in all subject areas provide students with ample opportunity to improve their reading, computing, and analytical skills. Across the curriculum teachers use the same methods to teach skills such as reading comprehension, analytical writing, number sense, and the use of charts, graphs and tables, all key elements of academic success in college. Students who are far below grade level take intensive Support classes concurrently with college prep courses. In addition to the work in their classes, students spend 30 minutes a day reading books of their own choice or working on Math concepts that have proven most difficult for them.

Personal Attention for Each Student

Students learn best when they are well-known and feel both pushed and supported by their teachers and their school. DCP provides this for students with precise, personalized instruction. Lower-level classes, especially the Support classes, have a student-teacher of 20-1 or less. All students attend a daily Tutorial, where they have a Teacher-Advisor who is intimately acquainted with their academic and personal profile, and works both as a coach and advocate to help students stay on track. During Tutorial, struggling students also receive individual tutoring from local college students and community members.

For 11th and 12th graders, the College Outreach Coordinator and College Counselor, along with other College Office staff, provide personal counseling and assistance in every facet of the college application process and beyond. Families take part in group and individual seminars which focus not only on logistics and finances but on the emotional and psychological costs and difficulties of college for both parents and students alike. The College Outreach Coordinator continues to work closely with students even into their college years.

Unity of purpose afforded by small size, shared vision

The shared vision of DCP is a vision to which all stakeholders are truly committed because it reflects their own personal vision. Stakeholders participate in all levels of operation at DCP to ensure the integrity of the vision. Unlike at comprehensive schools, DCP focuses all its energies and attention on a single goal. The depth of commitment on the part of families, students, staff, and community to that goal have been the engine of all of the school's success, and the guarantor that it will continue to strive to meet its mission.

Instructional Design

Academic Program: College-prep for low-achievers

The DCP academic program is designed to create a clear path to college success for a student who lacks core academic skills, key character traits necessary for success, and any college-educated role model within the family.

The following overview is designed as a current snapshot of the DCP academic model. This model is constantly being analyzed and revised based on student achievement data. DCP's success is built upon curriculum and instruction minutely tailored to student needs, and so as DCP gains a more precise understanding of those needs, the academic program will evolve to match that new understanding.

In addition, as of the writing of this charter, DCP has only one class of graduates in college. As the number of alumni in college grows, the school's ability to gauge its graduates college readiness will grow as well. This information has and will have a profound effect on program and curriculum development moving forward.

DCP's course offerings are designed to make sure all graduates meet the UC/CSU a-g requirements. (Each letter in a-g represents a subject area requirement: a is Social Science, b is English, etc.) All curriculum is designed to help students meet state content and performance standards in the core curriculum as a way of preparing them for college. Underlying all of the work toward the state standards is a schoolwide emphasis on College Preparation, Literacy and Numeracy, to ensure that students have the necessary core skills and habits of work to ensure success in college.

At DCP, all student energies are focused on meeting the UC/CSU mandate and simultaneously ensuring that all students are prepared for the various academic, social and emotional challenges of being the first in the family to go to college. In order to accomplish this, DCP students are required to take wide array of supplemental classes designed exclusively for their particular needs and skills gaps, including a significant number of Support classes in English and Math, as well as a College Readiness class which provides critical study and personal skills. DCP also invests a significant portion of its academic week into co-curricular activities such as Tutorial, a weekly Assembly, and daily Sustained Silent Reading, which provide additional skills building.

Mandatory Courses

DCP students have very little choice in the classes they take². Using a series of in-house diagnostics, the school places all students in classes necessary to ensure that students can meet the UC/CSU a-g requirements upon graduation.

DCP students attempt 220-240 credits during their four years at the school. They take 6 classes in the 9th, 10th and 11th grade, and can take 4-6 classes in the 12th grade. For the vast majority of DCP students, their four-year course plan is the following:

² In the 11th and 12th Grade, students have some Honors and Advanced course options, and some options in Spanish (where students are placed by ability level) and Visual and Performing Arts (where students can choose between Photography, Studio Art and Dance).

DCP Mandatory Courses

9 th Grade	10 th Grade	11 th Grade	12 th Grade
60 credits	60 credits	60 credits	40-60 credits
English Math College Readiness Numeracy (Support) Verbal Reasoning (Support) Intro to Art (1 semester)/ PE (1 semester)	English Social Studies Math Science Spanish Visual/Performing Arts	English Social Studies Math Science Spanish Visual/Performing Arts	English Math 2-4 Electives (<i>choice of Social Science, Science, Spanish, V/P Arts</i>)

Graduation Requirements

In order to graduate, students must pass all classes which make up the UC/CSU a-g requirements. There are several key differences between the graduation requirements for SJUSD students at comprehensive high schools and for DCP students. At the comprehensive SJUSD high schools, the minimum requirements include 1.5 additional years of Social Science, 2 years of Physical Education, an additional year each of Science and Visual/Performing Arts, as well as several years of Elective classes.

Comparison of DCP/ SJUSD minimum graduation requirements

	UC/CSU Entrance Requirements (150 credits)	DCP (150 credits)	SJUSD (240 credits)
a. Social Science	2 years 1 yr. World History, 1 yr. US History	2 years 1 yr. World History, 1 yr. US History	3.5 years
b. English	4 years	4 years	4 years
c. Mathematics	3 years Algebra I, Geometry, Algebra II	3 years Algebra I, Geometry, Algebra II	3 years
d. Laboratory Science	2 years	2 years Biology, Chemistry	3 years
e. Language Other than English	2 years	2 years	2 years
f. Visual/Performing Arts	1 year	1 year	2 years
g. Electives	1 year	1 year	4.5 years
Physical Education ³	--	--	2 years

³ Physical Education is not required by the UC/CSU system.

There are a few students who have a slightly different course load: a small number of students do not need Support courses in the 9th grade, and take an extra year of Science and/or Spanish. In addition, students who have finished Algebra II by the end of 11th grade may opt to take another elective rather than a 4th year of Math.

Promotion and retention based on UC/CSU requirements

Along with passing all UC/CSU required courses, DCP students must maintain a Grade Point Average sufficient for admission to a four-year school. The grade scale goes conventionally from A to C-, with all scores below 70% receiving an F. In addition, 10th, 11th and 12th grade students must maintain a minimum of a 2.0 GPA in UC/CSU mandatory courses. 11th and 12th graders must also pass all a-g required courses regardless of GPA. Students who fail to meet these benchmarks are placed on Academic Probation and may need to spend an extra year (or in rare cases two extra years) at DCP in order to graduate.

The 5th Year Option

A small yet significant percentage of DCP students are not able to complete the a-g requirements in four years. Due to skills gaps, insufficient work ethic, or other personal and academic obstacles, these students need an extra year to meet DCP's graduation requirements. This "5th Year Option" is an important part of the school's program, in which students are not promoted to the subsequent grade unless they are on track to meet a-g requirements in a timely fashion.

This extra year is not a punishment: on the contrary, it is an opportunity for the school's target student to build up missing skills and habits. In addition, the notion that students go to college only when they are truly ready is at the heart of DCP's mission; as a result, a higher priority is placed on academic and personal readiness for college than upon finishing high school in the customary four years.

Course Offerings

9th and 10th Grade: Intensive Remediation and Acceleration

Because the average DCP 9th grader comes in several grades behind in reading and Math, intensive remediation is necessary to ensure that all students have the opportunity to meet this standard. While there is no tracking in core courses (for example, all 9th graders are placed in English I and Algebra I), 9th graders at or below the 7th grade level are placed in highly focused Support classes in literacy and numeracy (Verbal Reasoning, ESL, Numeracy), which they take concurrently with regular college prep classes. 10th graders who have passed English I but are still in need of skills development take an additional English class—Latino Literature—along with their regular 10th grade English II class. Students who must repeat Algebra in the 10th grade get additional Math skills building in the Earth Science class, which is geared toward numeracy development through the science content.

Since the vast majority of entering DCP students have not yet mastered middle school standards, the curriculum in the 9th and 10th grades prepares students to meet an amalgam of high school and middle school standards which are carefully scaffolded to ensure that by the time students reach the 11th grade, they have caught up and are ready to meet 11th grade standards without significant remediation.

9th Grade

In the 9th grade, all students are placed in English I, Algebra I, and a class unique to DCP called College Readiness, which is a course that focuses on all aspects of college preparation, from study skills and organization to reflecting on college and career plans and dreams.

All students are given a series of diagnostics in the summer before 9th grade, and based on those tests are placed into Support Classes as necessary. Students who are not in need of remediation take Spanish I, II, or II Accelerated, depending on their skill level when they enter high school. Latino Literature and Earth Science are also offered to 9th graders as enrichment classes and opportunities to improve language and reasoning skills.

Required Classes	Support Classes	Other College-Prep Courses
English I	Verbal Reasoning (Literacy)	Spanish
Algebra I	Numeracy	Earth Science
College Readiness	English as a Second Language	Latino Literature
Intro to Studio Art (1 sem.)		
PE (1 sem.)		

10th Grade

All 10th graders take part in an interdisciplinary program called the Humanities Core, which combines English and History. Students receive intensive preparation in writing and analytical skills, and there is an increasing focus on content and students' ability to retain information and use it effectively in persuasive argument. In addition, all 10th graders take a Fine Arts course of their choosing.

Math divides the 10th grade into two large groups of students: those who pass Algebra in the 9th grade and those who do not. Students who pass Algebra go on to Geometry and Biology (which according to UC guidelines may only be taken once the student has passed Algebra) and continue with Spanish. Students who must repeat Algebra take an Earth Science course which places heavy emphasis on numeracy and math skills development along with the Science content.

For 10th graders, Latino Literature is a class for students who have passed English I but either through their own choice or due to teacher recommendation are given an opportunity to further sharpen their reading and writing skills.

<i>Students who pass Algebra in 9th Grade</i>		
Required Classes	Support Classes	Other College-Prep Courses
English II/ World History (Humanities Core)	Latino Literature	Spanish
Geometry		
Biology		
Visual and Performing Arts		

<i>Students who must repeat Algebra</i>		
Required Classes	Support Classes	Other College-Prep Courses
English II/ World History (Humanities Core)	Earth Science	Spanish
Algebra	Latino Literature	
Visual and Performing Arts		

11th and 12th Grade: Rigorous College-Prep Curriculum

By the time DCP students reach the 11th grade, they are prepared to achieve rigorous college-prep standards. With a solid skills foundation and strongly developed study and work habits, DCP 11th and 12th graders take part in a demanding curriculum which includes ample opportunity to practice necessary college skills, including independent research and analysis, large-scale tests and papers which require a high level of content acquisition, and higher-order problem solving, especially in Math and Science classes.

11th Grade

For the first time during their career at DCP, 11th Graders can choose to challenge themselves with Honors and Advanced classes. Students can take either English III or English III Honors, US History or AP US History, and if they take part in an intensive summer program, they can qualify for Pre-Calculus, with a chance at taking AP Calculus in the 12th grade. In addition, a large number of 11th graders take a third year of Spanish, many of them taking AP Spanish.

Required Classes	Honors/Advanced Classes	Other College-Prep Courses
English III/US History (American Experience Core)	AP US History English III Honors	Spanish
Algebra II (or Geometry)	Pre-Calculus	Visual and Performing Arts
Chemistry (or Biology)	AP Spanish (Language or Literature)	
	Advanced Photography or Studio Art	

12th Grade

During the 12th grade students complete the UC a-g requirements. Additional classes are offered for those students who are applying to more competitive colleges which demand that students challenge themselves. All students must pass Algebra II and English IV, but many 12th graders opt to take AP English, Pre-Calculus or Calculus. A significant fraction of the class also take other AP or advanced classes, including AP US History, AP Spanish, Advanced Photography and Studio Art, or Physics.

Students who continue to have difficulties with writing large-scale analytical papers take part in the Writing for College course, the result of a collaboration between DCP and Santa Clara University. This semester-long course is taught by a SCU English professor, and it is designed specifically for the writing needs of second-language students.

Required Classes	Honors/Advanced Classes	Other College-Prep Courses
English IV	AP English	Physics (UC Online)
Algebra II	Pre-Calculus or AP Calculus	Writing for College (Support)
Government or Latin American Studies	AP US History	Spanish
Chemistry (if not passed in 11 th grade)	AP Spanish (Language or Literature)	Visual and Performing Arts
	Advanced Photography or Advanced Studio Art	

Other Features of Academic Program

Foreign Language

DCP recognizes competence and fluency in Spanish as one of the most vital skills students of California schools can possess. DCP focuses solely on Spanish language instruction because of its prominence in the Santa Clara County and the state.

Tutorial

All students are required to take part in daily Tutorial. During Tutorial DCP staff and tutors from the community join to provide individualized support for students. The Tutorial period, and the extended (9:00-5:00) school day it requires, underscores DCP’s commitment to homework and the development of a student work ethic outside the classroom.

Electives: Focus on Art

DCP’s elective program is centered around the Arts. Students have the opportunity to participate in a wide variety of Arts electives, including Photography (with a fully operational black-and-white darkroom), Studio Art, and Dance. There are also co-curricular opportunities in Multimedia and Choir. DCP is strongly committed to the arts as both enrichment and an important lever for academic and personal growth.

SummerBridge

All incoming DCP 9th graders take an intensive skills-building program the summer before their 9th grade year. This program is designed to acclimate students to the school’s culture of achievement as well as

provide some intensive academic work to prepare them for the standards and expectations of college-prep high school work.

Athletics

Sports are an integral part of DCP. DCP's sports program is intended to give students an opportunity to learn values and behaviors that will promote success in the classroom as well. DCP offers a wide range of interscholastic sports for boys and girls, including Soccer, Basketball, Baseball, Softball, Ultimate Frisbee and Volleyball.

English Language Learners

DCP shall comply with all applicable federal laws in regard to services for the education of English Language Learners (ELL) students. DCP will work with the schools the students are transferring from to see if the student is identified as and ELL student. If DCP is unable to collect this information from the transferring school, a home language survey will be administered upon initial enrollment into the school. All students who indicate that their home language is other than English will be CELDT tested within 30 days of their initial enrollment to determine if they are ELL.

All ELL students will be tested annually between July 1 and October 31 until redesignated fluent English proficient. The CELDT shall be used to fulfill the requirement under the No Child Left Behind Act for annual English proficiency testing. All ELL students will take the California High School Exit Exam with legally appropriate accommodations along with other eligible students.

Program for ELL Students

All students at DCP are placed in college prep classes regardless of ELL status. As over 30% of DCP's students are designated ELL all teachers employ strategies designated to help ELL students in their classes. Students entering in the 9th grade testing at the Beginning Intermediate level or below on the CELDT test take an additional ESL class to assist them with their English language development.

The goal for English learners receiving special education services is to make substantial progress toward achievement of their in their individualized education program's academic goals.

Monitoring and Evaluating the Core Program

The quality of our school's English learner program and student achievement shall be regularly monitored and assessed by review and analyzing data with the purpose of identifying area for improvement.

ELL Intervention

When English learners are not making adequate progress towards mastery of ELL standards the teacher makes modifications to the course instruction to meet the students' learning needs. The student is also provided with extended learning opportunities and interventions such as tutoring and supplemental instruction.

ELL students participate in an 9th grade ESL class while concurrently enrolled in core academic subject areas. DCP's ESL instruction focuses on the integration of core academic subject course content, thereby extending students' learning, as well as building in students the resilience and courage to tackle difficult academic challenges in English in high school and beyond.

The ESL teacher works closely with teachers in the core subject areas to ensure that there is smooth integration between the classes, and to help identify areas of concern to be addressed in the ESL class. ELL students also benefit from intensive one-on-one and small group tutoring during the daily Tutorial period.

Special Education

Section 504 of the Rehabilitation Act

DCP 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 Act (“IDEA”).

DCP shall be solely responsible for its compliance with Section 504 and the ADA. All DCP facilities shall be accessible for all students with disabilities in accordance with the ADA.

Further, DCP will adopt a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. DCP 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 such as learning, is eligible for accommodation by the School.

A 504 team will be assembled by the site administrator and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student’s existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who 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 will consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to be 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 noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment 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 are needed to ensure that the student receives the 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 DCP’s and SJUSD’s professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and 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, continued eligibility or readiness to discontinue the 504 Plan.

Individuals with Disabilities in Education Act (“IDEA”)

DCP functions as a public school of SJUSD for the purpose of providing special education and related services under the IDEA pursuant to Education Code Section 47651(b). We will negotiate with the District an encroachment to pay for special education services for our students.

A special education agreement will be developed between SJUSD and DCP 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 DCP. This agreement will include:

- SJUSD will retain the special education funds for students at DCP
- SJUSD will provide services to students at DCP
- DCP shares in the overall District encroachment for special education

Teaching and Learning

All work at DCP is based on one shared, inviolate principle: every single DCP student is headed for a four-year college or university. It takes a particular kind of teacher to succeed in this environment, one who understands the critical role of the school’s rigorous, standards-based curriculum and the schoolwide culture of achievement. All teacher work springs from the following principles:

The Bottom Line: Student Success in College and Beyond

DCP has a singular goal: college success for underachieving students. All teacher work is responsive to the question: Is what I am doing helping students achieve that goal? This question guides all work, inside and outside of the classroom, not only with students but with their families and communities.

Reflection

Teacher learning is driven by the ability to reflect on current practices and investigate results. Are teaching practices employed because of tradition (e.g., “this is how everyone does it”) or because data-driven inquiry has led us to conclude that DCP students are really benefiting from these practices?

Knowledge-Sharing

Knowledge exchange and idea generation is the fuel that powers DCP. As a result of reflection on teaching practices and identifying areas needing change, teachers leverage the valuable and diverse experiences of their colleagues. DCP teachers are expected to actively contribute knowledge to the teacher network.

Feedback

Student progress is measured by internal and external assessments, helping staff chart school performance and guide decisions. School leaders work directly with teachers to assist in their professional development, providing detailed evaluations and critique.

Please see EXHIBIT A for the DCP Teacher Evaluation rubric.

Standards-Based Curriculum

All curricula are developed to ensure that DCP students can meet California state standards as a way to prepare for the challenges of four-year colleges and universities. Each course is based on a Standards Map, which codifies both the grade level standards to be met as well as any previous grade level standard which has not yet been mastered by the DCP target student. In addition, there are particular content or performance standards critical to college success but not necessarily an explicit part of the state standards. DCP teachers and administrators collaborate to identify these standards and weave them into the curriculum of all subject areas.⁴

All curricula and assessments are derived from these standards maps. Final exams and other major year-end assessments are based on the standards that have been mastered in that particular year. Unit plans in individual classes are tied to the standards through the use of a template which explicitly defines which standards are being mastered and how the learning opportunities have been structured and scaffolded to promote student achievement of those standards.

Please see EXHIBIT B for the DCP Standards Map template, and EXHIBIT C for sample curriculum and assessment.

Instructional Resources

In terms of resources for teaching and learning and student support, DCP has made its largest investment in human resources, maintaining a staff which allows for a 20-1 student-teacher ratio in key classes and a 11-1 staff-student ratio for the school as a whole. The size and scope of the staff allows DCP to follow through on its promise of personalized individual attention and instruction for each student, and to develop and maintain close relationships with families.

⁴ For example, 11th Grade California State US History standards begin in the 20th century. Since DCP students have not yet mastered much of the content from pre-20th century US History, this content is included in the DCP Standards Map for 11th Grade US History. In addition, certain study skills deemed critical for college success but not necessarily included in the California state standards such as taking notes during a lecture or from a textbook or handling high-stakes objective tests are also part of the standards maps in all classes.

However, DCP does also ensure that all other necessary resources are available to students, including access to technology, textbooks and research materials, as well as discipline-specific classroom tools in such areas as Science and Art. Teachers also have access to presentation technology which allows them to expand their classroom repertoire beyond lecture and handout. DCP also has partnerships with local organizations and companies (e.g. Adobe, HP, Intel) to make sure that the school and students have access to necessary tools, such as the school's mobile laptop lab, data projectors, graphing calculators, etc.

All acquisition of instructional technology is driven by teacher and schoolwide assessment of student mastery of state and school standards. Departments work internally and collaboratively with other departments to ensure that all students have the necessary tools to meet course and schoolwide outcomes.

Measurable Student Outcomes and Other Uses of Data

Graduation Outcomes

In order to graduate, all DCP students must achieve the following student performance outcomes:

- complete UC/CSU a-g subject requirements necessary for admission
- achieve a minimum 2.0 GPA for UC/CSU a-g courses
- achieve a score on the ACT (or SAT) necessary for college admission
- be admitted to a four-year college

DCP's single focus on four-year college is drawn in sharp relief by these outcomes. In order to receive a DCP diploma, students must pass all classes required by the UC/CSU a-g requirements and earn a GPA, which combined with their ACT or SAT score, is sufficient for admission. In addition, DCP students must be accepted to a four-year college in order to graduate, which necessitates their full participation in the college application process.⁵

No Child Left Behind

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

Academic Performance Index

Since DCP's curriculum is based on the state standards, all course work is designed to improve student performance on the STAR tests. This focus on standards is reflected in DCP's STAR scores: for two years running, the school has significantly exceeded its API Growth target. In order to continue this trend, several significant steps have been taken to ensure that the school continues to perform well on the STAR test:

- *On-going Standards Map Revision*
As DCP learns more each year about how its students perform on the STAR tests, teachers revise and refine the expected outcomes for each class, and work to create smooth transitions from one grade level to the next. In addition, as the state further clarifies which standards are given more weight on the STAR test, course standards are modified accordingly to ensure that the state's emphasis is echoed in DCP coursework.
- *Literacy and Numeracy Coordinator*
For the DCP target student, much of the difficulty of the STAR test lies in the lack of core skills. Much of the STAR test involves a deep understanding of the mechanics of English, the structure of various texts, as well as a variety of problem-solving skills, from basic arithmetic computation to the ability to read complex charts and graphs.

To support teacher development in these areas, DCP has two Resource teachers, a Literacy Coordinator and a Numeracy Coordinator. These coordinators design and implement Staff

⁵ During the college application process, DCP ensures that financial obstacles do not prevent a student from applying to and matriculating at a four-year college or university. Also, students and families who believe that there are sufficient extenuating circumstances to merit a student being allowed to graduate despite not meeting all of the graduation requirements have recourse to an appeals committee. Please see EXHIBIT for an overview of the appeals process.

Development activities, generate and review curriculum, mandate certain types of assessments, and collect and publish data regarding student progress in these areas.

- *Development of Objective Assessments in all Subject Areas*
Upon analysis of the school's first several years of achievement data, it became clear that the assessment mode of the STAR tests was a major obstacle for the DCP target student. In response, teachers in every subject area have revised all assessments to mimic the format of the STAR tests. Assessments include elements typical to the STAR test, including multiple choice questions, fill-in-the-blank, multiple types of text, charts/graphs/tables, etc.
- *Schoolwide rewards system*
In order to provide students with concrete incentives for high performance on the STAR test, the staff has implemented a series of rewards, ranging from schoolwide privileges such as free dress to individual cash awards. Teachers also provide incentives within their particular subject area. These rewards (and the school's progress as a whole) is an important element of the weekly assembly and communication with parents.

Methods of Assessment

DCP's academic program is directed by a standards-based accountability system which promotes, assesses and modifies teaching and learning and policies and procedures in order that all students achieve the highest academic standards. At the core of DCP's assessment system is the belief that appropriate assessments with clear purposes are powerful levers to enhance student learning. Disaggregated assessment data is available to DCP stakeholders to reflect on school and classroom practice in order to better respond to student needs.

DCP's assessment system involves all stakeholders: students, parents, staff and community members. All stakeholders are aware of the outcomes and are responsible for ensuring that the school is serving all students equitably. Assessment data is used to provide relevant, valid, timely and useful information about performance levels of individual students and the school.

Standardized Tests

Standardized tests assess a broad range of content and performance standards. In accordance with state law, all standardized tests are administered, including the STAR, CAHSEE, and the CELDT. Data from these tests is used to direct on-going curriculum and assessment development. Other standardized tests which are important to the academic program are the ACT test (preferred over the SAT because of higher performance by DCP students, and the SJUSD Performance-Based Assessment in Writing. The rubric designed for the district PBA also serves as DCP's schoolwide writing rubric.

Mastery Assessments: Final Exams, Papers, Projects

Since DCP is a standards-based school, significant weight is given to large-scale mastery assessments. DCP has regular mid-term and final exams, and for final exams in particular, students must achieve a minimum score to pass the course.⁶ Mastery assessments are not limited to

⁶ In order to pass any course, students must not only have a cumulative grade above 70%, but they must achieve a certain score on the final exam as well. 9th graders must score at least a 50% on the final exam/project, for 10th graders the minimum is 55%, and for 11th and 12th graders the minimum is 60%. This policy ensures that in order to pass a course DCP students must be able to display cumulative mastery of content and skills.

traditional pen-and-paper real time tests; other high-stakes assessments include papers, labs, and multi-step projects.

In-house Diagnostics

DCP uses the computer-based diagnostic tests STAR Math and SRI reading to identify students in need of remediation as well as to chart individual and schoolwide progress toward grade level. All DCP students take these tests at regular intervals through the school year.

Classroom-level Assessment

Classroom-level assessments evaluate students' performance on specific content and performance standards within core academic subjects and whole-school academic outcomes. The various types of assessments are used for different purposes: essay, oral presentation, performance, portfolio, exhibition and selected-response, including multiple-choice, matching, fill-in-the-blank.

Exhibition Assessment

Throughout the year students compile and present evidence of their achievement in the form of an exhibition consisting of essays, oral presentations, artwork, models, debates, videos, and/or dramatic presentation. Assessment of these exhibitions is based on clearly defined mastery standards in each class. Exhibitions are assessed by teachers, students and students' families in an open-house format. Community members are encouraged to participate in exhibition assessments.

Use and Reporting of Data

Data Collection and Analysis

Student achievement data is collected on an on-going basis at DCP. The process of data recording, analysis, and reporting is overseen by the Dean of Students in collaboration with a special Data sub-committee of the DCP Board of Directors. The Dean and Data Committee work with administrators and teachers to review new data, assess trends and set short- and long-term goals. On-going curriculum and assessment development is shaped by student performance data. The Dean of Students also works with teachers to ensure that internal DCP assessments—especially semester letter grades—are in line with student performance on external measures such as STAR and CAHSEE.

DCP also works with the SJUSD staff to ensure that teachers receive usefully disaggregated data about student performance on STAR and CAHSEE. All major curricular initiatives are guided by a fine-grained understanding of students' performance on the California Standards Tests.

Communication with families

DCP families receive regular updates about their students' performance. Just as in SJUSD high schools, DCP sends home progress reports every 6 weeks with comments about student behavior.⁷ In addition, students and families are kept aware of student progress on the DCP in-house Reading and Math diagnostics, which are keyed to grade level so that parents and students can easily understand and follow student progress.

⁷ Families also receive a significant amount of feedback about student performance from teachers, advisors and administrators: postcards are sent home regularly for missed work, teachers call home for any major change in student performance, and the 9th Grade Principal and Dean of Students meet regularly with the families of all students whose behavior or attitude is preventing them from succeeding.

Once DCP students get to their 11th grade year, the College Center staff, along with the Principal and Dean of Students, begins to consult intensively with families about college opportunities. One element of this consultation is an on-going analysis of student GPA and ACT scores to help students focus on attainable college choices.

Lastly, all students who are not on track to complete UC/CSU a-g requirements and meet DCP's minimum GPA requirements are placed on Academic Probation. The 9th Grade Principal, Dean of Students, and Principal meet regularly with the families of these students, reviewing everything from standardized test scores to individual class grades and performance.

Governance Structure

DCP depends on its collaboration with families and the community for its success. Its organizational model is derived from best practices in order to ensure that the school continues to meet its stated mission, that adequate resources are marshaled in the service of that mission, and that all stakeholders have a voice in the ongoing development of the school.

Board of Directors

DCP is governed by the Board of Directors of the Across the Bridge Foundation, doing business as Downtown College Preparatory. The Across the Bridge Foundation is a non-profit corporation, and its Board of Directors is a policy-making board which oversees the fundamental aspects of the school. The DCP Board has members from a variety of professional and academic backgrounds to ensure that the school has the necessary expertise to maintain a high-quality program. Several key constituencies are currently represented on the Board: a DCP Parent, a representative from San Jose Unified School District (currently Jorge Gonzalez), and a representative from the City of San Jose (currently Mayor Ron Gonzales).

The school's Principal attends all monthly Board Meetings, and is the conduit between the Board and school administration. The Board also has several subcommittees, which collaborate with school staff and community members around particular mission-critical projects. The Board works with DCP staff and outside support organizations to provide on-going opportunities for training, reflection, and program assessment for Board members

School Administration

DCP has five main administrators: a Principal, a 9th Grade Principal, a Dean of Students, an Academic Dean, and an Activities Director. All administrators report directly to the *Principal*, who has the final say on all school-related matters, including program development, curriculum, discipline, community initiatives, etc. The other administrators have the following duties:

9th Grade Principal

responsible for academic and program development as well as family and community outreach for the critical transition period of students' first year at the school.

Dean of Students

works closely with families, teachers, and students to ensure that all measures are being taken to keep students on track to college success

Academic Dean

directs and collaborates with teachers and outside partners to ensure that that teaching and learning at the school are effectively preparing students for college, and that all school programs and classes are aligned to address the academic needs of all students, including ELL and Special Education students.

There are several additional positions at the school which are fundamental to DCP's ongoing viability. The *Activities Director* is responsible for community events, schoolwide culture-building, sports and field trips, as well as all co-curricular activities at DCP. The *College Outreach Coordinator* and *College Guidance Counselor* work closely with current students, alumni, families, and colleges to make sure that students and families find the right college and succeed there. The Outreach Coordinator and Counselor also work with funders and scholarship organizations to help make the chosen colleges affordable for DCP's families.

DCP also has a *Director of Development* and an *Information and Communications Director* to work on on-going fundraising and community outreach. For in-house business-related concerns, the school has a *Human Resources and Finance Director*.

Teachers, besides having wide decision-making latitude in curriculum development and implementation, also have three leadership positions: *Academic Program Coordinator*, *Literacy Coordinator* and *Numeracy Coordinator*. All of these positions come with release time for the classroom and are designed to ensure that critical schoolwide academic initiatives get necessary resources and attention.

Family Involvement

DCP is heavily dependent on the active participation of its families for its success. Parents and guardians are involved in a variety of ways at the school, including:

- All important committees and decision-making groups (Board of Directors, Discipline Committee, all hiring committees)
- Monthly College Readiness meetings for all grade levels that provide training, support, and resources for families
- Community Exhibitions, where parents come to support their students' work as well as provide feedback and assessment
- New Student Recruitment, including participating at Open Houses and community outreach

Although more informal and ad hoc, the consistent presence of parents and families on campus is equally important to the school. Parents meet with administrators and teachers and visit classes consistently, their presence a constant reminder for students of the community's hopes and expectations.

To see the DCP Organization Chart, please see EXHIBIT D; to see the 501(c)(3) Papers of Incorporation, please see EXHIBIT E.

Human Resources

Qualifications of School Employees

The first criteria used in evaluating potential DCP staff members is whether or not they fully embrace the school's vision of college success for underachievers. For administrators, teachers, and all non-teaching staff, a commitment to the school's mission and to the students and families we serve is of paramount importance. There are other factors which are critical to professional success at DCP, including:

- Desire to serve low-achieving students
- Experience in an urban high school
- Ability to prepare students academically and emotionally for the rigors of four-year college
- Commitment to creating a school atmosphere where students learn to be active, disciplined learners
- Involvement in the life of the school
- Openness to critical feedback and the chance to collaborate with ambitious, dedicated colleagues

While not mandatory, the ability to speak Spanish is another important factor in building and maintaining a staff to serve our community.

DCP seeks out teachers and other staff members who are tenaciously committed to helping students build up the academic and interpersonal skills as well values and habits that will serve them well in college. To be a successful teacher at DCP, one must always be creating a balance between remediation and acceleration, to be able to break down things to their simplest pieces and at the same time demand that students think, write, and solve problems at a very high level. DCP teachers are also expected to eagerly and consistently make connections with all school stakeholders, especially families.

DCP will adhere to Education Code Section 47605.6(l), all California Commission on Teacher Credentialing requirements, and the No Child Left Behind Act in hiring of all faculty for the charter school.

Teachers for core classes must hold appropriate California teaching certificates, permits, or other document equivalent to that which a teacher in other schools would be required to hold pursuant to Education Code Section 47605(l).

In accordance with Education Code Section 47605(l), DCP also employs 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 as an instructor in non-core, non-college preparatory courses and activities.

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with students, families, co-workers, and the community.

Compensation and Benefits

The Finance Director is responsible for the implementation of financial procedures established by the DCP Board of Directors. The payroll for DCP is processed by SJUSD. An employee packet is given to the district, containing all documents required by SJUSD.

DCP employees are paid according to a salary scale determined by the DCP Board of Directors. All DCP staff participate in the federal social security system and STRS/PERS as applicable. DCP staff also have the option of participating in the school's medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options.

Employee Representation

DCP shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Education Employment Relations Act.

Rights of School District Employees

All DCP employees are employees only of DCP and shall have no right of return, employment, or gain of seniority at SJUSD unless the employee requests and is granted a leave of absence by the SJUSD Board of Trustees pursuant to an applicable collective bargaining agreement.

Health and Safety

The purpose of the Health & Safety Plan for DCP is to be prepared to handle any emergency with the safety of students and staff our top priority. Our guidelines are to contain the emergency, communicate the need for assistance and the nature of the emergency, seek help, and protect ourselves. As much as possible, we desire to keep the school functioning as usual while we minimize the medical needs and danger of any situation.

DCP has created a complete guide of emergency procedures to follow in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster. Please see EXHIBIT F for a full detailing of DCP's policies and procedures.

Dispute Resolution

In the event of a dispute between DCP and SJUSD, the DCP staff and Board of Directors agree to first frame the issue in written format and refer the issue to the SJUSD Superintendent and DCP Principal. In the event that the SJUSD Board of Trustees believe that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Principal shall meet to jointly identify a neutral third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and Principal and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings and recommendations of the arbitrator shall be non-binding, unless the DCP Board and the district Board of Trustees jointly agree to bind themselves.

If the SJUSD Board of Trustees believes it has cause to revoke this charter, the Board agrees to notify the DCP Board in writing, noting the specific reasons for which the charter may be revoked and grant DCP reasonable time to respond to the notice and take appropriate corrective action unless the SJUSD Board of Trustees determines, in writing, that a threat to student safety exists.

Internal Disputes

Disputes arising from within DCP, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and DCP Board of Directors members shall be resolved pursuant to policies and processes developed by DCP. SJUSD shall not intervene in any such internal disputes without the consent of the DCP Board of Directors and shall refer any complaints or reports regarding such disputes to the DCP Board of Directors or Principal for resolution in keeping with the school's policies. SJUSD agrees not to intervene or become involved in the dispute unless the dispute has given the SJUSD Board of Trustees reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the DCP Board of Directors has requested SJUSD to intervene in the dispute.

Dispute Protocol

- Disputes shall first be brought informally to the DCP Principal for resolution
- The Principal shall track all disputes in writing
- The Principal shall facilitate discussion and resolution between all parties involved in the dispute
- If the matter is not resolved by discussion facilitated by the Principal, it may be brought before the DCP Board of Directors for resolution. The Principal shall provide a written summary of the dispute and all attempts at resolution for the DCP Board of Directors or a committee of Board members who have been delegated this authority
- The decision of the DCP Board of Directors is final

Student Admissions, Attendance, and Suspension/Expulsion Policies

Student Admission Policies and Procedures

DCP does not have a selective admissions policy: all students who apply are eligible. If the school receives more applicants than available spaces, a public random drawing (“lottery”) is conducted, with the exception of students who are guaranteed enrollment in the following school year.

In the drawing, applicants are given preference in the following order: 1) siblings of current DCP students, 2) residents of San Jose Unified School District, 3) all other state residents. For more information on the Lottery Process, please see EXHIBIT G.

Recruitment process

However, DCP does have a targeted recruitment process designed in collaboration with SJUSD to support DCP’s effort to enroll its target student: low-achievers from the downtown San Jose area who will be the first generation in their family to go to college. DCP is continually refining and reshaping its recruitment practices in order to insure that the school reaches its target student.

Historically, there have been several key elements of this process:

- SJUSD district office provides DCP with contact information for students who live in the downtown area who have under a 2.0 GPA in core academic classes
- DCP and SJUSD middle school administration work collaboratively to identify low-achieving students and to set up informational sessions for students and families
- DCP holds regular Open Houses and shadow days (interested students spend a day at DCP) for prospective students. Information about these events, along with application materials, are provided at all SJUSD middle schools
- SJUSD middle schools work with parent and bilingual groups and committees on campus to set up DCP presentations

DCP also has reached out to the downtown San Jose community by holding recruitment meetings at local churches and community organizations, most prominently Sacred Heart Church and the Washington United Youth Center.

Enrollment Timeline

January	contact information provided by SJUSD Open Houses, shadow days, community informational meetings scheduled, publicized
February- March	Presentations at SJUSD middle schools, downtown community centers, churches Open Houses, shadow days held
April 30	Enrollment Deadline
May 5	Public random drawing held, Status of Application mailed home to all students
May 15-June 1	Mandatory enrollment seminars, family/student orientations held

All applications received after the April 30 deadline are accepted on a space-available basis.

Please see EXHIBIT H to see DCP Recruitment Materials.

Non-Discrimination

DCP's student recruitment process has included the following elements to strive to achieve racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of SJUSD and in particular the downtown San Jose area:

- An enrollment process that is based on a timeline that allows for a broad-based publicity and recruiting campaign
- Promotional and informational materials in both English and Spanish that are available at all district middle schools as well as at community centers in downtown San Jose
- Numerous outreach meetings at schools and community centers

DCP also works closely with SJUSD middle schools to ensure that DCP target students and families have abundant access to bilingual materials and meetings.

Public School Attendance Alternatives

Students who opt not to attend DCP may attend other schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Enrollment in the charter school does not give a student an automatic right to enrollment in the district.

Suspension/Expulsion Procedures

DCP is committed to a safe and orderly learning environment. Students whose behaviors are counter-productive will be removed from the environment until they can participate in it more positively.

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, suspension and expulsion.

Behavior which poses an immediate danger to the school or to members of the school community will be dealt with on a zero tolerance basis. Warnings will not be issued. Even one infraction will result in transfer or suspension. No exceptions will be made. Students who commit transferable offenses will be brought before the school Discipline Committee. All transferred students will have the opportunity to appeal the decision of the school Discipline Committee.

The Principal 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 Administrative 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, DCP has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. DCP will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the 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.

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 School or at any other school or a School sponsored event 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.

Infractions will automatically result in the designated consequences listed in the table below.⁸

Expulsion/Transfer	Out-of-School Suspension
<ul style="list-style-type: none"> ▪ Use or Possession of Weapon(s) ▪ Sale or Transfer of Drugs or Alcohol ▪ Being Under the Influence of Drugs or Alcohol ▪ Assault ▪ Commission of a Felony ▪ Sexual or Racial Harassment ▪ Repeated Violation of School Rules 	<ul style="list-style-type: none"> ▪ Theft or Destruction of Property ▪ Setting of False Alarms ▪ Abusive Language ▪ Smoking ▪ Gambling or Blackmail ▪ Physical or Verbal Altercations ▪ Threats of Physical Violence ▪ Violation of Closed Campus Rule ▪ Threatening Gang-related Behavior

The above list is not exhaustive and depending upon the offense, a student may be suspended or expelled for serious misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures.

Informal 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 and wherever practicable, the teacher, supervisor or 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

⁸ For a more complete description of infractions, please see EXHIBIT I, the DCP Student Handbook.

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 student's right to return 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 or her defense.

Notice to Parents/Guardians

At the time of the suspension, a DCP 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 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.

Suspension Time Limits/Recommendation for Transfer or 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, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student will be placed in an alternative setting (i.e. Independent Studies, Community School) pending the results of an expulsion hearing.

Authority to Transfer

A student may be transferred by the DCP Discipline Committee, which consists of an administrator, 1-2 staff members, and 1-2 parents, following a hearing before it. The Discipline Committee may recommend transfer of any student found to have committed a transferrable offense.

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.

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 Discipline Committee must be supported by substantial evidence. Findings of fact shall be based solely on the evidence at the hearing.

The decision of the Discipline Committee shall be in the form of a written decision. If the student or student's family wishes to appeal the finding of the Discipline Committee, they may appeal to the Discipline Sub-Committee of the DCP Board of Directors. The final decision by the Discipline Sub-Committee of the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing unless

all parties agree to a longer time. The decision of the Discipline Sub-Committee of the Board of Directors is final.

Authority to Expel

When the Principal determines that the student has committed an expellable offense, the student will be suspended and recommended for expulsion. DCP will abide by Education Code 48900 and follow all district guidelines for expulsion as laid out in the SJUSD Student Handbook. The DCP expulsion procedures will involve the DCP Board of Directors and not the SJUSD Board of Directors.

The Discipline Sub-Committee of the DCP Board of Directors will hold expulsion hearings. The decision of the Discipline Sub-Committee of the DCP Board of Directors is final. If the student is expelled, the student must enroll in his/her home district for placement in an alternative program.

Disciplinary Records

The 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.

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 District or their school district of residence.

Rehabilitation Plans

Students who are transferred or expelled from the 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 School for readmission.

Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the DCP Principal following a meeting with the student and 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 School's capacity at the time the student seeks readmission.

Please see EXHIBIT I for the DCP Student Handbook

Financial Planning, Reporting, and Accountability

Budgets

The operating budget for DCP is developed by the Principal and approved by the DCP Board of Directors at the start of each fiscal year. The expense summary includes personnel, instruction, student services, administration, and facilities. The revenue summary includes monies received from the State of California and private grants and donations raised by the Across the Bridge Foundation.

Instructional department budgets, the textbook budget, and the instructional and office supplies budgets are determined by the Principal at the start of each fiscal year. Spreadsheets for each budget are kept by the Finance Director, and these budget balances are accessible to staff at any time.

Attached, as EXHIBIT J, please find the following documents: the DCP Operations Budget and Cash Flow document.

Accounting Procedures

The Finance Director is responsible for the implementation of financial procedures as approved by the DCP Board of Directors in accordance with GAAP. The Finance Director reports to the Principal. Working collaboratively with the Development Director, the Finance Director deposits all monies received and issues all checks for expenditures. Two signatures are required for processing, one by the Principal, the other by the Treasurer of the DCP Board of Directors.

Revenues and expenditures are reported to SJUSD Fiscal Services Division quarterly, and to the DCP Board of Directors monthly.

For further details regarding accounting procedures at DCP, please see EXHIBIT K, the DCP Accounting Procedures Manual.

Insurance

DCP shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Please see EXHIBIT L, the DCP Insurance Manual, for further details.

Administrative Services

DCP is responsible for all administrative services, except for the services provided to DCP per SJUSD's Memorandum of Understanding with DCP. Please find the Memorandum of Understanding attached as EXHIBIT M.⁹

Facilities

For all information relating to facilities, please find the Facilities Memorandum of Understanding attached as EXHIBIT N.

Transportation

The Charter School shall not provide transportation of students to and from School.

⁹ At the time of the writing of this draft, the SJUSD-DCP MOUs (exhibits M and N) were still being finalized.

Audit

DCP's financial statements are audited yearly. The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to DCP. To the extent required wider applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the District, County Office of Education, the State Controller and to the CDE by December 15th each year.

DCP's Principal will review any audit exceptions or deficiencies and report to the DCP Board of Directors with recommendations on how to resolve them. The School Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Charter.

Closure Protocol

The following procedures shall apply in the event DCP closes. The following procedures apply regardless of the reason for closure.

Closure of the School will be documented by official action of the DCP Board of Directors. The action will identify the reason for closure. The Board of Directors will promptly notify SJUSD of the closure and of the effective date of the closure.

The DCP Board of Directors will ensure notification of DCP parents and students of the closure and will provide 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 school.

As applicable, DCP will provide parents, students and SJUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of DCP students.

As soon as reasonably practical, DCP will prepare final financial records. DCP will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. DCP will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by DCP and will be provided to the SJUSD promptly upon its completion.

On closure of DCP, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of the school and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. On closure, DCP shall remain solely responsible for all liabilities arising from the operation of the school.

As the school is organized as a nonprofit public benefit corporation, the DCP Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Impact on Charter Authorizer

Intent

This statement is intended to fulfill the terms of Education Code Section 47605.6(h) and provides information regarding the proposed operation and potential effects of the Charter School on the District. This information is intended for informational purposes only and to assist the District in understanding how the school may affect the District. This, information, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the School and District, and is not a part of the DCP charter or any related agreements or memoranda of understanding.

Civil Liability

The Charter School shall be operated as 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. One of the objectives of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, et seq.

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 debits or obligations of the charter school. The DCP bylaws follow in EXHIBIT O.

Further, DCP and SJUSD shall enter into a memorandum of understanding which shall provide for indemnification of the School District.

The DCP corporate bylaws shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and DCP will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. SJUSD shall be named an additional insured on DCP's general liability insurance.

The DCP Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

List of Exhibits

- A. Teacher Evaluation Rubric
- B. Standards Map Template
- C. Sample Curriculum, Assessment
- D. Organization Chart
- E. 501(c)(3) Papers of Incorporation
- F. DCP Emergency Procedures
- G. Admissions Lottery Process
- H. DCP Recruitment Materials
- I. DCP Student Handbook
- J. Operations Budget and Cash Flow
- K. DCP Accounting Procedures Manual
- L. DCP Insurance Manual
- M. MOU (still in process)
- N. Facilities MOU (still in process)
- O. DCP Bylaws