

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

FY15 Replication and Expansion of High-Quality Charter Schools Package

CFDA # 84.282M

PR/Award # U282M150045

Grants.gov Tracking#: GRANT11963361

OMB No. , Expiration Date:

Closing Date: Jul 15, 2015

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1235-DCPGEPASTatement)	e10
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
Attachment - 1 (1234-DCPAbstractNarrative)	e14
7. Project Narrative Form	e15
Attachment - 1 (1238-DCPProjectNarrative)	e16
8. Other Narrative Form	e79
Attachment - 1 (1237-DCPOtherAttachments)	e80
9. Budget Narrative Form	e81
Attachment - 1 (1236-DCPBudgetNarrative)	e82
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e93
11. Form ED_524_Budget_1_2-V1.2.pdf	e94

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1237-DCPOtherAttachments.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 07/16/2015	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

8. APPLICANT INFORMATION:

* a. Legal Name: Across the Bridge Foundation

* b. Employer/Taxpayer Identification Number (EIN/TIN): 77-0517240	* c. Organizational DUNS: 1970782690000
---	--

d. Address:

* Street1: 1400 Parkmoor Ave., Ste 206
Street2: _____
* City: San Jose
County/Parish: _____
* State: CA: California
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 95126-3797

e. Organizational Unit:

Department Name: Downtown College Prep	Division Name: Central Office
---	----------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms. * First Name: Jennifer
Middle Name: _____
* Last Name: Andaluz
Suffix: _____
Title: Executive Director

Organizational Affiliation:

* Telephone Number: _____ Fax Number: _____

* Email: _____

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061215-001

* Title:

The Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

13. Competition Identification Number:

84-282M2015-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Downtown College Prep: Ensuring and Expanding the Promise of College Completion for First-generation Students

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,416,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,416,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Melissa Dholakia</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Across the Bridge Foundation</p>	<p>DATE SUBMITTED</p> <p>07/16/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name: Downtown College Prep
* Street 1: 1400 Parkmoor Ave., Ste 206 Street 2:
* City: San Jose State: CA: California Zip: 95126
Congressional District, if known: CA-019

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282
---	--

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:
Prefix: Ms. * First Name: Jennifer Middle Name:
* Last Name: Andaluz Suffix:
* Street 1: 1400 Parkmoor Ave., Ste 206 Street 2:
* City: San Jose State: CA: California Zip: 95126

b. Individual Performing Services (including address if different from No. 10a)
Prefix: Ms. * First Name: Jennifer Middle Name:
* Last Name: Andaluz Suffix:
* Street 1: Street 2:
* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Melissa Dholakia
* Name: Prefix: Ms. * First Name: Jennifer Middle Name:
* Last Name: Andaluz Suffix:
Title: Executive Director Telephone No.: Date: 07/16/2015

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282M150045

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

DCEPGEPAStatement.pdf	Add Attachment	Delete Attachment	View Attachment
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Assurances for Students

DCP will be open to any students wishing to attend the school, subject only to enrollment capacity. The Charter School 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 the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within the state. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

While DCP targets first-generation college-bound students, admission is open to any resident of California. 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). DCP does not have a selective admissions policy: all students who apply are eligible. Complete registration will include proof of immunization, proof of meeting minimum and maximum age requirements, and an enrollment application that includes a home language survey. No test, interview, or assessment is required as part of the application process.

Assurances for Employees

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.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Across the Bridge Foundation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Jennifer Middle Name:
* Last Name: Andaluz	Suffix:
* Title: Executive Director	
* SIGNATURE: Melissa Dholakia	* DATE: 07/16/2015

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Downtown College Prep:

Ensuring and Expanding the Promise of College Completion for First-generation Students

Abstract Narrative

Project Title: Downtown College Prep: Ensuring and Expanding the Promise of College Completion for First-generation Students

Project description and goals: DCP currently operates four schools with one singular mission: prepare first-generation students for college success. Founded in 1999 on the belief that every student has the potential to succeed in college and beyond, DCP opened its flagship high school in 2000. Since that time, DCP has expanded to add two middle schools and a second high school. In this project, DCP seeks to open two additional middle schools and substantially expand its two high schools. This will nearly double enrollment, creating 1384 new seats and a “two middle school to one high school” pipeline. To date, DCP has graduated 12 classes - where 96% of students matriculate to college directly after high school. DCP students graduate college at a rate of 60% compared with the national average of 11% for low-income and first-generation students.

Expected outcomes: The new and expanded DCP schools will provide high-quality seats to an additional 1384 educationally underserved students in San Jose. These subgroups of students will outperform their peers in local district schools as measured by college readiness, matriculation, and graduation as well as in academic achievement on state assessments. DCP will work in collaboration with local LEAs to improve college going rates for students across the community.

Contribution to Research, Policy or Practice: DCP commits to share all of the processes, practices, and strategies employed to accomplish the goals, objectives and outcomes described within this application with the broader education community.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Downtown College Prep:

Ensuring and Expanding the Promise of College Completion for First-generation Students

Project Narrative

Table of Contents

Section	Page
I. Absolute Priorities	1
A. Absolute Priority 1 - Experience Operating or Managing High-Quality Charter Schools	1
B. Absolute Priority 2 - Low-Income Demographic	3
II. Competitive Priorities	4
A. Competitive Preference Priority 1 - Serving High-Need Students, (b) School Improvement	4
B. Competitive Preference Priority 2 - Promoting Diversity, (b) Students with Disabilities, (c) English Language Learners	6
C. Competitive Preference Priority 3 - Novice Applicant	7
III. Invitational Priority	8
A. Invitational Priority - Rigorous Evaluation	8
IV. Selection Criteria	8
A. Downtown College Prep - A Quality of Applicant	8
1. Mission and Model	9
2. Demonstrated Success Serving Educationally Underserved Students	9
B. Serving Educationally Disadvantaged Students and Communities	13
1. Mission and Vision	13
2. Commitment to Population	13
3. Development of Knowledge, Skills, and Values	15
4. College Success Framework	18

5. Instructional Strategies	19
a. Instructional Model – The Danielson Framework	19
b. Core Instructional Strategies	22
6. Curriculum	22
7. Serving Student Subgroups	24
a. Engaging the Special Needs Community	24
b. Universal Learner Profiles and Intervention/Enrichment Plans	24
c. Integrated Intervention and Enrichment	25
d. Individual Education Program	27
e. Special Education Compliance	27
8. Engaging Families	29
C. Project Design	30
1. Project Goals	30
2. Project Timeline	31
D. Management Plan and Personnel	32
1. Strong Management Plan	33
a. Network Structure and Internal Capacity	33
b. Project Management Plan to Achieve Objectives	35
c. Professional Development to Ensure High Quality Staff	38
d. Performance Evaluation to Ensure High Quality Staff	39
2. Proven Business Plan	40
a. Finances	40
b. Operations	41
c. Community Engagement	42
d. Student Achievement	42
3. Sound Multi-Year Financial and Operating Model, with Stakeholder Support	42
a. Multi-Year Financial and Operating Model	42

b. Stakeholder Support	43
4. Plan for Closing Non-Performing Schools	44
5. Qualifications of Key Personnel	46
E. Quality of Evaluation Plan	52
1. Quantitative and Qualitative Data Practice	52
2. Two-Year Research Investigation	57
3. External Evaluation and Accreditation	58
4. Quasi-experimental Independent Evaluation	58
5. Dissemination Plan	59
V. Application Requirements	59

Section I - Absolute Priorities

Absolute Priority 1 - Experience Operating or Managing High-Quality Charter Schools

DCP currently operates four schools with one singular mission: prepare first-generation students for college success. Founded in 1999 on the belief that every student has the potential to succeed in college and beyond, DCP opened its flagship school, DCP “El Primero” High School, in 2000. Since that time, DCP has expanded to add two middle schools and a second high school: DCP “El Camino” Middle School, DCP Alum Rock Middle School, and DCP Alum Rock High School.¹ The expanded 6-12th grade pipeline supports DCP’s goal that students complete college. Launching students on the path to college in the 6th grade confronts the critical middle school achievement gap educationally disadvantaged students face. DCP supports students in establishing the academic foundation, life skills and grit needed to make it to and through college. DCP works alongside families in this journey, building a long-lasting and multi-generational vision and commitment to college completion. To date, DCP has graduated 12 classes - where 96% of students matriculate to college directly after high school. DCP students graduate college at a rate of 60% compared with the national average of 11% for low-income and first-generation students.

¹ DCP Alum Rock Middle and DCP Alum Rock High School currently hold one 6-12 charter, but operate as two distinct schools with separate locations and faculty. As part of expansion and replication, DCP may separate these two schools into two charters during the 2015-16 renewal cycle. Please see *Appendix E: Schools Operated by Applicant* for details on the separate school locations, faculty, and students.

Over the past 16 years, DCP has developed extensive experience operating and managing its four high-quality charter schools. This has resulted in significant impact:

- **Local Impact** - Among San Jose Unified School District (SJUSD) high schools that serve at least 38% Latino students (the regional average), DCP holds the highest Academic Performance Index (API) not only for Latino students, but socio-economically disadvantaged students, and English Learners as well. DCP is recognized as one of the Top 10 high schools in Santa Clara and San Mateo counties for the percent of Latino students with 4-year graduation and UC/CSU eligibility.²
- **National Impact** - In 2013, 2014, and 2015 Downtown College Prep was ranked in the top 2% of all high schools in California and Top 1% of high schools nationally by U.S. News and World Report. DCP was awarded Gold status as one of the “Best High Schools” due to its high score on the U.S. News college readiness index.³ In recognition of this success, 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, working closely with the Franklin-McKinley School District and the College Connections Academy.
- **Growing Impact** - As part of a long-term strategic plan, DCP opened two feeder middle schools and an additional high school to further its impact. In the next step of growth,

² Broken Promises, Second Edition. Innovate Public Schools. December 2013.

³ <http://www.usnews.com/education/best-high-schools/california/districts/san-jose-unified-school-district/downtown-college-preparatory-3297>

DCP will establish two additional middle schools and expand the enrollment of both high schools to create a two middle school per one high school feeder pattern.

- **Strong Fiscal Health** - DCP has maintained strong fiscal health throughout its history, as is evidenced by positive cash balances, a healthy financial reserve that it has judiciously maintained for times of economic uncertainty, clean audits with no findings, and strong attendance (95%) and enrollment (full, plus waiting lists).

DCP looks forward to furthering its growth and impact through the opening of two additional middle schools and significant expansion of its two existing high schools as part of its strategic plan. Please see *Appendix E: Schools Operated by the Applicant* for the locations and demographics of current schools, *Section 4: Selection Criteria, Subsection D: Management Plan* for Network Structure and Organizational Capacity, and *Appendix B: Resumes/Curriculum Vitae* for the experience of the Senior Management Team, Board of Directors, and Advisors.

Absolute Priority 2 - Low-Income Demographic

The vast majority of DCP students are low-income, Latino youth, whose families have limited educational attainment. Of its first 500 graduates, 90% are from low-income families as measured by eligibility for free or reduced priced lunch (FRPL). In addition, 96% are Latino, 80% came to DCP at least two years below grade level in English and/or Math, and 41% of their parents have less than a high school education. DCP works with students to overcome these very real obstacles - DCP graduates are many more times likely to graduate college than their similar peers nationwide. See *Appendix E: Schools Operated by the Applicant* for FRPL percentages by school.

Section II - Competitive Priorities

Competitive Preference Priority 1 - Serving High-Need Students, (b) School Improvement

DCP currently works with two authorizers in operation of its schools: San Jose Unified School District (SJUSD) and Santa Clara County Office of Education (SCCOE), with intentions to partner with the Franklin-McKinley School District (FMSD) in the future.

FMSD, with the support of The Gates Foundation, has developed a High-Quality Schools Compact with charter schools to support collaborative improvement efforts between the district and charter partners. DCP currently works closely with FMSD (and other partners) in disseminating DCP's best practices in the field of college success, through a Charter School Dissemination Grant awarded to DCP by the California Department of Education. With the replication of a new middle school in FMSD under this project, DCP will further leverage this relationship and seek to join the existing Compact.

DCP also works with SJUSD to support their achievement efforts specifically focused on College Readiness. SJUSD is the current authorizer of DCP El Camino Middle School (existing) and DCP El Primero High School (significantly expanding), and will be the authorizer of a new DCP middle school under this project. In its 2012 Strategic Plan, Opportunity 21, SJUSD set forth UC/CSU Course Completion as one of the 11 Key Performance Measures for students (a requirement to apply to a four-year university). Currently, 87% of DCP graduates meet this goal compared to only 48% of SJUSD graduates, with 86% compared to only 31% for Hispanic or Latino youth, and 88% compared to 33% for socio-economically disadvantaged youth. DCP supports the district's commitment to closing this achievement gap, and SJUSD has expressed support for further growth of DCP schools within the district as an avenue for achieving this goal

(please see *Appendix C: Letters of Support*). DCP and SJUSD developed a Compact Agreement to guide their mutual commitment to work collaboratively to achieve the goal.

Finally, DCP has the firm support of SCCOE for this project plan (please see *Appendix C: Letters of Support*). SCCOE is the current authorizer for DCP Alum Rock Middle School (existing) and DCP Alum Rock High School (substantially expanding) under this project.⁴ In addition, Alum Rock Union Elementary School District (ARUESD), which is the district of residence for DCP Alum Rock Middle School, executed a 30-year land lease agreement with DCP in May 2014 that has enabled DCP to build a long-term facility. East Side Union High School District, which is the district of residence for DCP Alum Rock High School, is in discussions with DCP for a similar long-term facility agreement for that school.

The replication and expansion proposed in this project is designed to assist these Local Education Agencies (LEAs) and County Offices of Education in implementing academic or structural interventions to serve students attending schools that have been identified for improvement, corrective action, closure, or restructuring under section 1116 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and as described in the notice of final requirements for School Improvement Grants, published in the Federal Register on October

⁴ DCP Alum Rock Middle School and DCP Alum Rock High School are chartered by SCCOE as the grade span of the charter spans two authorizing districts, Alum Rock Union Elementary School District (ARUESD) K-8 and East Side Union High School District (ESUHSD) 9-12. While they share one charter, they are run as two distinct schools with their own student body, faculty, Principal, and location.

28, 2010 (75 FR 66363). Please see *Section 4: Selection Criteria, Subsection C: Project Design* for further detail.

Competitive Preference Priority 2 - Promoting Diversity, (b) Students with Disabilities, (c) English Language Learners

DCP seeks to recruit first-generation college-bound students, while also enrolling English Language Learners and Students with Disabilities at a rate comparable to the general population residing within the territorial jurisdiction of each district within which it operates. Across the network, 27.9% are English Language Learners exceeding the California State average of 22.3% and 8.5% of students have identified disabilities, which is slightly less than the California State average of 11.3% yet reflects DCP's commitment to early intervention and reducing the prevalent over-identification rate of low-income youth of color and English Language Learners.⁵ See *Appendix E: Schools Operated by the Applicant* for student demographics by school and district, as well as *Appendix F: Student Academic Achievement* for detailed information on subgroup performance as compared to the districts and state.

DCP recruitment efforts factor in a number of variables to ensure attendance at its schools is made available and accessible to students with disabilities and English Language Learners. As such, DCP:

- Partners with the district to be listed on the district's annual Choice Forms.
- Utilizes an enrollment process that allows sufficient time for families throughout the districts to learn about the DCP program and make an informed decision.

⁵ <http://www.ed-data.org/state/CA>

- Works collaboratively with elementary school, middle school, and district office staff to share information on DCP with all prospective students and families, including presentations on middle school campuses, participation in high school fairs, informational sessions, and education forums. Then, DCP, follows up with each family that expresses interest to share more about DCP and its mission including engaging in home visits.
- 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 (Spanish-English) 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.
- 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 district of residence and adjusts the recruitment process as needed.

Competitive Preference Priority 3 - Novice Applicant

DCP, the charter management organization (CMO), has never received a Replication and Expansion grant, has never been a member of a group application that received such a grant, and has not had an active discretionary grant from the Federal Government in the five years before the deadline.

As detailed in *Section 4: Selection Criteria, Subsection D: Management Plan and Personnel*, while a Novice Applicant for receipt of this grant, the DCP team has the expertise and experience necessary to successfully manage and operate a project of this scale during and after the grant period.

Section III - Invitational Priority

Invitational Priority - Rigorous Evaluation

DCP has established a strong track record, rooted in a commitment to continual improvement. As such, DCP has conducted and will continue to conduct rigorous independent evaluations of its schools and their practices that will, if well implemented, meet What Works Clearinghouse Evidence Standards. Please see *Section 4: Selection Criteria, Subsection E: Independent Evaluation* for information on DCP's current and future evaluation methods.

Section IV - Selection Criteria

A. Downtown College Prep - A Quality Applicant

In 1999, San Jose Unified School District (SJUSD) approved Downtown College Prep (DCP) as the first charter high school in Silicon Valley. A shared commitment to college success for underserved students and their families led to this historic and symbolic partnership. Now in its fourth charter term - and having opened three additional schools serving students in SJUSD, Alum Rock Union Elementary School District (ARUESD), and East Side Union High School District (ESUHSD) - DCP's commitment to its mission and service to the students and families of San Jose is as great as ever.

1. Mission and Model

The mission of DCP 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 demographics or prior academic achievement, can and should be prepared for college success. College success for low-income communities of color is critically urgent. DCP’s “To and Through” college completion model ensures graduates and their families are supported in their pursuit of a college degree. With a focus on students who are historically underserved by traditional public schools, DCP families are largely low-income Latino families with limited educational attainment.

The first component of DCP’s model is getting students “to” college, by ensuring that they possess a personal commitment to college; the knowledge, skills, and study habits to excel with the A-G requirements of California’s university systems; leadership and learning experiences that give them a competitive advantage; and the mindset and college know-how to navigate the admissions process. The second component of the model is getting students “through” college, which involves a family-level commitment and financial plan; an accessible support system of advisors, peers, and alumni; and the personal qualities of confidence, grit, tenacity, and perseverance to see their college dreams through to fruition. For an in depth description of the DCP program, please see *Subsection B: Serving Educationally Underserved Students* of this Section.

2. Demonstrated Success Serving Educationally Underserved Students

With a mission squarely rooted in college success, DCP holds itself accountable to high measures - college readiness, matriculation, and graduation.

- **College Readiness** - Students can't go to college if they don't have the coursework to apply. DCP focuses on ensuring students complete the "A-G" coursework that makes them eligible to attend the four-year University of California and California State University system (UC/CSU). DCP graduates twice the number of students with this preparation than in the state overall - 87% compared to a meager 42%. And for educationally underserved populations, the numbers are even greater: 86% compared to 32% for Hispanic or Latino students, 88% compared to 33% for Socio-economically disadvantaged students, and 69% compared to 10% for English Language Learners.
- **College Matriculation** - DCP has graduated 12 classes of seniors - 96% matriculate to college directly after high school, the majority of them to a four-year university, compared to only 49% of similar students nationwide.
- **College Graduation** - 61% of DCP graduates to date have graduated or are still enrolled in college, compared with 9% of similar students nationwide.

Achieving these end outcomes requires incremental steps along the way - regularly attending, persisting, and achieving in school. Success in these areas is seen in DCP's high attendance rates, low drop out rates, and academic achievement that is closing the gap for educationally underserved students in its community.

- **Attendance** - Students can't learn if they aren't in school - DCP maintains an average of over 95% attendance across campuses.
- **High School Completion** - Dropping out is a serious challenge facing the educationally disadvantaged youth of San Jose - and the State of California. The DCP overall dropout rate is lower than that of California, ESUHSD, and SJUSD: 7% compared to 11.6%, 13.5%, and 7.4% respectively. For educationally disadvantaged students, DCP holds rates

that are significantly lower than ESUHSD, SJUSD, and the State of California: 7.9% for socio-economically disadvantaged students, 10.2% for English Language Learners, and 7.5% for students who are Hispanic or Latino, compared to 11.1%, 13.2% and 10.7% in SJUSD, 15.8%, 19.3%, and 18.5% in ESUHSD, and 14.5%, 20.9% and 14% in California respectively.

- **Academic Achievement** - Academic Achievement in California is measured by the Academic Performance Index (API), a score that was last assigned to schools in 2012-13 and has been on hold during the Common Core transition. As a result, there is only data for one of the last three years. A three-year average API (2010-2013) and state rankings are available for DCP's oldest school, DCP El Primero. For its next two schools, DCP Alum Rock Middle School and High School, only two years of API data and rankings are available (2011-13). For the newest school, DCP El Camino Middle School, there is no API or ranking. API scores are then used to assign a Statewide Ranking and a Similar School Ranking of 1 to 10.
 - **API Scores** - DCP schools outperform their districts of residence and the State of California in serving educationally disadvantaged students across 14 of 15 comparisons, and in doing so is closing the achievement gap for these students. DCP El Primero High School outperforms its district (SJUSD) and the State across all six subgroup comparisons: the socio-economically disadvantaged students API score is 738, compared to 713 and 707; the English Learners API score is 694 compared to 681 and 651; and the Hispanic or Latino youth API score is 737 compared to 716 and 709 respectively. At the DCP Alum Rock Middle School (6-8) and High School (9-12), these favorable comparisons

continue to hold as compared to the two districts of residence and the State. Alum Rock outperforms ESUHSD (9-12), ARUESD (K-8), and the State in 8 of 9 subgroup comparisons: the socio-economically disadvantaged students API score is 789, compared to 695, 782, and 707; the English Learners API is 744, compared to 635, 756⁶, and 651; and the Hispanic or Latino youth API score is 774, compared to 662, 762, and 709 respectively. While there is continued work to be done to elevate the raw performance numbers further, DCP is clearly closing the achievement gap for these youth.

- **State Rankings** - Given its success in closing the achievement gap, it follows that DCP holds high rankings when compared to Similar Schools. The DCP El Primero High School holds a Similar School Ranking of 7 out of 10 and the DCP Alum Rock Middle School and High School hold a Similar School Ranking of 8 out of 10. The slightly higher rankings at the Alum Rock schools reflect the impetus of our new 6th - 12th grade model: when DCP can work with students longer, as seen at the two Alum Rock schools, it can raise achievement further.

After 16 years, DCP continues to achieve high results, close the achievement gap, and build a transformational learning community where students are pioneers in their family, neighborhood, and city. Please see *Appendix F: Student Achievement* for additional details on how DCP is closing the achievement gap for Educationally Underserved Students.

⁶ ARUESD's K-8 API score for English Language Learners outperformed Alum Rock's 6-12 API score. It should be noted that if students come to DCP in 6th grade as language learners, they are usually long-term language learners as they were not reclassified in their first five years.

B. Serving Educationally Underserved Students

As noted, the vast majority of DCP students are low-income, Latino youth, whose families have limited educational attainment. The DCP model is designed to support students in overcoming the very real obstacles facing them. The model is described below as follows: (1) Mission and Vision, (2) Commitment to Population, (3) Development of Knowledge, Skills, and Values, (4) College Success Framework, (5) Instructional Strategies, (6) Curricular Scope and Sequence, (6) Serving Student Subgroups, and (7) Engaging Families.

1. Mission and Vision

The mission of DCP is to prepare first-generation college-bound students to be leaders for tomorrow through secondary school success and college completion. To meet this mission, DCP develops and activates 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.

Toward this end, DCP utilizes data-informed academic and college readiness strategies that are rooted in DCP's own action research and upheld by current research around principles of learning, 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.

2. Commitment to Population

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): 90% are from low-income families, 80% performed 2+ years below grade level in English and/or Math when they enrolled at DCP, 96% are Latino, 41% of their parents have a less than a high school education, 4% of their parents have a college degree. 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. DCP is proud that 100% of its eligible undocumented students have filed the California Dream Act Application.
- **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.

3. Development of Knowledge, Skills, and Values

All students must develop a command of core knowledge, concepts, and skills across academic disciplines. However, more than this is required to be fully educated in the 21st century. Students must also possess the dispositions and values that allow them to be engaged citizens who contribute meaningfully to their local communities and the broader society. The DCP Model is designed to develop students' knowledge, skills, and values in alignment with the Common Core Standards, Next Generation Science Standards, 21st Century Skills, and DCP Core Values.

a. The Common Core and Next Generation Science Standards

Developed to promote college and career readiness, 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 and develop practical expertise within, so teachers and parents know what they need to do to help students meet these outcomes. 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.⁷

b. 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

⁷ Source: <http://www.corestandards.org/>

Innovation Skills, and Information/Media Skills.⁸ 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.⁹ 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 and inform instructional practice at DCP.

c. DCP Core Values

The DCP values of *ganas* (desire), *comunidad* (community), and *orgullo* (pride) are at the core of its educational philosophy and are honored and cultivated within each DCP student. DCP believes that an educated person is one with integrity, a commitment to making things better, and the ability to lead positive change. Education is the primary lever by which inequity and systems of oppression can be interrupted, and that 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 its educational philosophy.

An example of how these core standards, skills, and values play out across the DCP middle school curriculum is provided in *Figure B3*.

⁸ Source: <http://www.p21.org/our-work/p21-framework>

⁹ Source: <http://www.hewlett.org/programs/education/deeper-learning/what-deeper-learning>

Figure B3 Core Standards, Skills, and Values across DCP Middle School Curriculum

	LITERACY		NUMERACY		CREATIVITY		HUMAN VALUES	
	Common Core and California State Standards		Common Core and California State Standards		Cognitive Strategies		Mindsets and Ethics	
HUMANITIES (ELA – HISTORY)	<ul style="list-style-type: none"> Knowledge, analysis, and interpretation of various literary genres English language structure and conventions Knowledge and cultural understanding Democratic understanding and civic values Skills attainment and social participation CCSS.ELA-Literacy in History/Social Studies 	<ul style="list-style-type: none"> Concepts of time, date, currency, historical chronology, etc. 	<ul style="list-style-type: none"> Independent and close reading Analyzing and interpreting informational texts Understanding language in context Groupwork and collaboration Self-directed inquiry and research strategies Organization and presentation of ideas 	<ul style="list-style-type: none"> Optimism about life Commitment to society Commitment to nation Love for peace Sense of justice Understanding and facing moral dilemmas 				
MATH	<ul style="list-style-type: none"> Conceptual understanding 	<ul style="list-style-type: none"> Strategic competence Procedural fluency 	<ul style="list-style-type: none"> Adaptive reasoning Productive disposition Design thinking 	<ul style="list-style-type: none"> Consciousness of equity Embrace of diversity, plurality, and world cultures 				
SCIENCE	<ul style="list-style-type: none"> Asking questions and defining problems Crosscutting concepts Disciplinary core ideas CCSS.ELA-Literacy in Science/Tech Subjects 	<ul style="list-style-type: none"> Using mathematics and computational thinking Analyzing and interpreting data 	<ul style="list-style-type: none"> Constructing explanations Designing solutions Design thinking Making evidence-based arguments 	<ul style="list-style-type: none"> Belief in rationality Passion about nature and the environment 				
PHYSICAL EDUCATION	<ul style="list-style-type: none"> Motor skills and movement patterns Fitness concepts, principles, and strategies Psychological and sociological concepts, principles, and strategies 	<ul style="list-style-type: none"> Scoring systems, time keeping, etc. 	<ul style="list-style-type: none"> Goal setting and self-motivation Managing emotions Individual and team engagement Perseverance Integrity, honesty, and respect 	<ul style="list-style-type: none"> Appreciation of individual and cultural artistic expression Awareness of others' needs 				
ARTS	<ul style="list-style-type: none"> Artistic perception Creative expression Historical and cultural context Aesthetic valuing 	<ul style="list-style-type: none"> 2-D and 3-D design Understanding beat, rhythm, tempo, intervals, musical notation, etc. 	<ul style="list-style-type: none"> Interdisciplinary connections Creative and design thinking Experimentation Individual and ensemble work 	<ul style="list-style-type: none"> Helping/caring attitude Eagerness to interact with people Self-confidence and self-efficacy 				
WORD LANGUAGE	<ul style="list-style-type: none"> Content and structures Cultures and settings Billiteracy 	<ul style="list-style-type: none"> Numbers, time and date concepts, currency 	<ul style="list-style-type: none"> Interpersonal, interpretive, and presentational communication 	<ul style="list-style-type: none"> Self-confidence and perseverance against odds 				
COLLEGE READINESS	<ul style="list-style-type: none"> Knowledge, skills, attitudes, and behaviors to succeed in college; college know-how 	<ul style="list-style-type: none"> Financial planning for college 	<ul style="list-style-type: none"> Learning to learn Self knowledge, monitoring, and direction 					

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4. The DCP College Success Framework

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 H: Additional Information*. This research corroborates that of David T. Conley in Four Keys of College and Career Success (2011)¹⁰, 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.

a. Domains and Settings of Learning

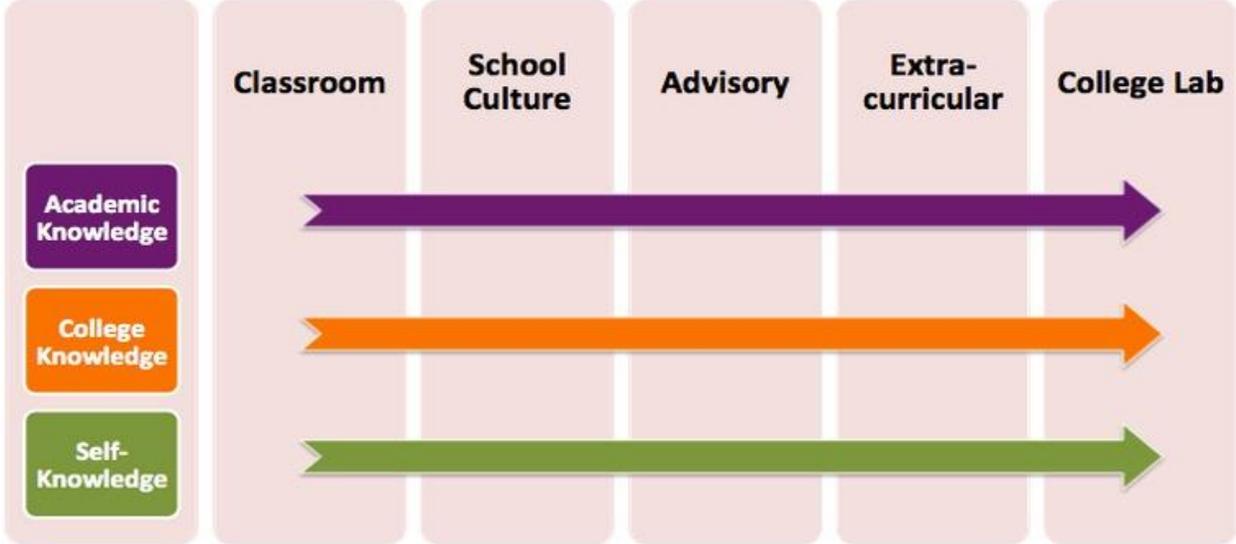
In defining how learning best occurs, one must first define what type of learning is desired and across what settings it will occur. Toward this end, the DCP College Success Framework is organized into three, broad domains:

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?

¹⁰ Source: <https://www.epiconline.org/Issues/college-career-readiness/the-solution/>

Furthermore, the five settings in which this learning takes place are identified to ensure learning extends 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 B.4*.

Figure B.4: DCP College Success Framework



The framework serves as the basis for building a culture of learning and personal development. It ensures that students are consistently exposed to positive relationships, new opportunities and ideas, experiences, and resources that develop their academic knowledge and college-going identity. The DCP College Success Framework Integration, which details the opportunities and experiences across each of the domains and settings, is included in *Appendix H: Other Information*.

5. Instructional Design

DCP uses The Danielson Framework for Teaching as a common instructional model across all content areas, detailing research-based best practices that support student learning. In

addition, DCP has identified several, interrelated Core Instructional Strategies that support high quality teaching and learning. 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.

a. Instructional Model - The Danielson Framework

DCP adopted Charlotte Danielson’s Framework for Teaching for both coaching and evaluation in the 2014-2015 school year. The Danielson Framework is research-based, organizing 22 components of instruction into four core domains with a focus on constructivist learning and teaching. Many frameworks articulating quality instruction overlook issues of equity and access in their domains, yet these issues are critically important for teachers working with the most underserved students. The Danielson Framework addresses 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. An overview of the Danielson Framework is provided in Figure B.5:

Figure B.5 The Danielson Framework

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Knowledge of the content and structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy </p> <p>1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child and adolescent development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage </p> <p>1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners </p> <p>1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge and pedagogy • For students </p> <p>1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure </p> <p>1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning </p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interactions with students – both words and actions • Student interactions with students – both words and actions </p> <p>2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content and learning • Expectations for learning and achievement • Student pride in work </p> <p>2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals </p> <p>2d Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring student behavior • Response to student misbehavior </p> <p>2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources </p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching </p> <p>4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records </p> <p>4c Communicating with Families <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in the instructional program </p> <p>4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to school • Participation in school and district projects </p> <p>4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession </p> <p>4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulations </p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language </p> <p>3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation </p> <p>3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing </p> <p>3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress </p> <p>3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence </p>

As a result of this adoption, all teachers at DCP are mentored, coached, and evaluated using the Danielson Framework. Teachers establish professional learning goals within the framework, and utilize the framework to improve their practice and outcomes for students. 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 and Evaluation Tool utilizing the Danielson Framework is attached in *Appendix H: Other Information*.

b. Core Instructional Strategies

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

- **Understanding by Design** - A curriculum design model that establishes rigorous learning outcomes, then “backwards designs” curriculum experiences in alignment.
- **Workshop Approach** - An instructional model to design and implement individualized and small group learning, as well as gradual release to foster independent, self-motivated learners.
- **Differentiated Instruction** - Tools and strategies that equip teachers to be able to meet the individual needs of diverse learners.
- **Blended Learning** - Leverages technology to create individualized learning pathways and increase teacher availability for individual and small group targeted instruction.
- **Design Thinking** - An emerging strategy at DCP, that provides a process to support student creativity, innovation, and collaboration through authentic, experiential learning connected to real world applications.

These approaches have at their core a commitment to constructivism and socio-cultural learning, and therefore 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.

6. Curriculum

DCP students obtain academic success through a fully inclusive core curriculum. Students take courses in the four core content areas – English, Math, History, and Science – as well as electives in the Arts, Physical Education, World Languages, Academic Electives, and

Intervention. 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 in *Figure B.6*.

Figure B.6 9-12 Scope and Sequence

9th - 12th Grade Scope and Sequence				
Department	9th Grade	10th Grade	11th Grade	12th Grade
English	English I	English II	English III	English IV ERWC
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II or PreCalculus	PreCalculus or AP Calculus AB
Science	Integrated Science	Biology	Chemistry	Physics
History		World History or Honors World History	US History or AP US History	American Government
World Languages	Students test into highest appropriate level of Spanish (Spa 1, Spa 1NS, Spa 2, Spa 2NS, AP Spa)	Students test into highest appropriate level of Spanish (Spa 1, Spa 1NS, Spa 2, Spa 2NS, AP Spa)	Students take next level of appropriate Spanish	If applicable, students take next level of appropriate Spanish
Visual and Performing Arts	Studio Art, Dance	Studio Art, Dance	Studio Art, Dance	Studio Art, Dance
Academic Electives		Creative Writing	Creative Writing Law and Criminal Justice	Creative Writing Law and Criminal Justice History of the Americas Environmental Science Economics
Intervention	Verbal Reasoning Math Lab Guided Studies Mandatory Office Hours	Guided Studies Mandatory Office Hours	Guided Studies Mandatory Office Hours	Guided Studies Mandatory Office Hours
Advisory	Advisory	Advisory	Advisory	Advisory

7. Serving Student Subgroups

DCP believes that every student is entitled to an academic environment where they are able to work at their optimal challenge level. Educational research demonstrates 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. As such, DCP is firmly committed to serving each of its student subgroups, including students with special needs.

a. Engaging the Special Needs Community

The DCP recruitment and enrollment policies specifically target hard to reach populations, through widespread media coverage, extensive information sessions in schools throughout the targeted neighborhoods, and home visits. DCP's extensive support services, both through special education and general education, are highlighted throughout these processes. As a result, DCP's serves a student population with 8.5% students with special needs, which is slightly lower than the district and state average but also reflects the DCP commitment to early intervention over prevalent over identification.

b. Universal Learner Profiles and Intervention/Enrichment Plans

DCP personalizes and customizes learning for every student. This requires that teachers and staff know students well—including having a deep knowledge of students' academic and social-emotional learning needs and strengths. Toward this end, DCP uses a wide array of data to assess student needs including NWEA assessments in Reading and Math, Teacher's College Individual Reading Assessments, state assessments, ACT Explore, and student interviews and surveys.

DCP uses this assessment data to develop a learner profile 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 are 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.

c. Integrated Intervention and Enrichment

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

- **Advisory** - Students attend Advisory four days a week, in order to develop academic, college, and self-knowledge through positive teacher-student and student-student relations. Students may work in Peer Tutoring groups, 1:1 with an outside tutor, or individually with the support of computer-based learning platforms during this time.
- **Differentiated Course Selection** - Assessment data is used to determine course selection for students, providing remediation and support when needed through courses as Verbal Reasoning and Math Support, or accelerated opportunities through Honors classes.
- **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.

- **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.
- **Office Hours** - All teachers have regularly scheduled office hours where they meet with students, as part of a scheduled intervention or through self-selection.
- **Family Conferences** - Family Conferences are held two times per year to discuss progress toward meeting learning targets. Students not on track to meet targets meet four times per year to identify which interventions are effective and identify next steps.
- **Tutoring** - Students have access to a variety of tutoring options: working after school with teachers on particular skill gaps as reflected in the student's learner profile; in academically heterogeneous Peer Tutoring groups, where they develop positive interdependence while supporting each other in achieving mastery; and in individual sessions with a tutor trained in specific strategies aligned to the student's need.
- **Summer School** - Students who do not successfully complete coursework to maintain CSU/UC eligibility are enrolled in summer school, receiving additional instruction to ensure that they successfully complete the A-G courses in order to be CSU/UC eligible.
- **Social-emotional Counseling** - 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).

These opportunities are used to support all students, including but not limited to students with special needs. In addition, 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 classes are taught by RSP teachers. Students receive individualized instruction in core academic

content areas and are provided with support in time management, study skills, and organizational skills to foster their ability to succeed independently.

d) Individual Education Program

DCP has the responsibility to identify, refer, and work cooperatively in locating students within its schools who have or may have exceptional needs that qualify them to receive special education services. Toward that end, each school implements the District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student is referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. For a complete overview of the special education program, please see *Appendix H: Other Information*.

e) Special Education Compliance

As public schools, all DCP schools are subject to Part B of IDEA and Federal civil rights laws prohibiting discrimination on the basis of disability. As such, students with disabilities attending DCP's charter schools and their parents retain all rights under Part B of IDEA. Toward this end, DCP makes the following assurances:

- DCP will provide parents of potential students with accurate information about the programs, services, and amenities available at the school. In compliance with federal law, recruitment efforts will target all populations in the community, regardless of race, disability, ethnicity, or gender.
- DCP schools will be open to all students, with a no other information than student name, incoming grade, and contact information required to enter the random public lottery.
- 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 Improvement Act (“IDEIA”).

- DCP is categorized as a public school of the District for purposes of special education in accordance with Education Code Section 47641(b).
- DCP 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, including FAPE, appropriate evaluations, an IEP, LRE, participation in decisions regarding the IEP, and appropriate procedures to resolve disputes. DCP shall utilize appropriate SELPA forms.
- DCP shall be solely responsible for its compliance with Section 504 and the ADA. Recognizing that the charter school may operate in a privately held or District-owned facility, the facilities to be utilized by the charter school shall be accessible for all students with disabilities.
- DCP schools will make available, as required by law, a student’s general education teachers and SST Members (and other required school personnel) for meetings convened by official bodies charged with special education compliance.
- DCP schools will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as are parents of regular education children.
- DCP schools will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 as they relate to students with disabilities, including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

- DCP schools' SST Members will retain such data and prepare such reports as are needed by each disabled child's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.
- DCP schools will comply with their obligations under the Child Find requirements of IDEA, including 34 CFR § 300.125, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name for potential evaluation.

7. Engaging Families

Parent and family engagement is critical to DCP'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 each of its schools. Parent and family involvement 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. College awareness is an area of focus at DCP, with opportunities for families to talk with alumni parents about the college experience, go on college tours, and engage with their peers in activities specifically designed to address the concerns of first-generation college students and families.

DCP also engages parents and families in its strategic planning. DCP employs a Director of Community Engagement and two Community Development Coordinators to serve as staff

liaisons, working with the Parent Leadership Committee, School Site Council, and English Learner Advisory Committee. These groups are instrumental in informing the development and monitoring the implementation of the school’s strategic plan, including goals, actions and measures. Parent feedback is also captured through surveys, regular parent meetings for all grade levels, on-campus volunteer opportunities, parent field trips, seminars and open houses. This feedback is discussed with staff in an effort to maintain a high level of parent engagement.

C. Project Design

DCP started with a single high school in 1999. Recognizing the need to start working with students sooner, it opened two middle schools to serve as feeders into its original and then second high school. In this project, DCP seeks to add an additional two middle schools and significantly expand its two high schools to create a 6th through 12th grade pipeline in which each high school has two feeder middle schools. This will roughly double the number of seats available in DCP’s high-quality charter schools, with a total of 2512 by the end of the project.

1. Project Goals

DCP has set forth three specific, attainable, and measurable goals in developing this project with actions and measures as delineated in *Figure C.1*.

Figure C.1 Project Goals, Actions and Measures

DCP Project Plan		
Goal	Actions	Measure
Grow the DCP network of high-quality schools in the targeted area of San Jose, to approach parity between parent demand and DCP supply of seats	Expand the enrollment of DCP’s two existing high schools, from 710 to 1254, creating a total of 544 new seats Replicate DCP’s middle school model, creating two new feeder	1384 new students attend schools in San Jose that meet or exceed: <ul style="list-style-type: none"> Academic and performance standards of existing district schools, as measured

	middle schools of 420 students each, creating a total of 840 new seats	<p>by state assessments for all significant subgroups</p> <ul style="list-style-type: none"> • College readiness standards of existing district schools, as measured by UC/CSU completion for all significant subgroups <p>1384 new students attend schools in San Jose that are operationally sound and financially stable during and beyond the grant period, as measured by annual budget and audit</p>
Develop a middle to high school pipeline, enrolling DCP students earlier and preparing them for high school graduation and college completion	<p>Expand the enrollment of DCP's two existing high schools, from 710 to 1254, creating a total of 544 new seats</p> <p>Replicate DCP's middle school model, creating two new feeder middle schools of 420 students each, creating a total of 840 new seats</p>	<p>Four DCP middle schools, serving 1680 students (840 new seats)</p> <p>Two DCP middle schools feeding into each DCP high school</p> <p>Two expanded DCP high schools, serving 1254 students (544 new seats)</p>
Demonstrate that charter schools can work in partnership with district and county authorizers to increase educational attainment and college completion rates for low-income youth who are first in family to go to college	<p>Develop Memorandums of Understanding with Districts and Authorizers to promote connection and collaboration between DCP and district schools.</p> <p>Join or develop compact agreements in support of collaboration between DCP and Districts.</p>	<p>Memorandums of Understanding that connect charter school with district.</p> <p>Participation in pre-existing compact agreements and/or development of compact agreements.</p>

2. Project Timeline

DCP has developed a five-year timeline for this project, with staggered three-year periods for the planning and implementation of each new or significantly expanded school as detailed in *Figure C2*. Three-year planning and implementation periods for each school are highlighted.

Figure C.2 Project Timeline

		Year 0 2014-15		Year 1 2015-16		Year 2 2016-17		Year 3 2017-18		Year 4 2018-19		Year 5 2019-20		
		Grades	Seats	Grades	Seats	Grades	Seats	Grades	Seats	Grades	Seats	Grades	Seats	Total Seats
DCP Alum Rock Middle School	No Growth	6-8	348	6-8	420	6-8	420	6-8	420	6-8	420	6-8	420	420
DCP EI Camino Middle School	No Growth	6	120	6-7	260	6-8	400	6-8	420	6-8	420	6-8	420	420
DCP Alum Rock High School	Expansion	9-10	150	9-11	233	9-12	392	9-12	505	9-12	581	9-12	630	630
DCP EI Primero High School	Expansion	9-12	340	9-12	340	9-12	385	9-12	454	9-12	532	9-12	590	627
DCP Middle School #3	Replication					6	140	6-7	280	6-8	420	6-8	420	420
DCP Middle School #4	Replication							6	140	6-7	280	6-8	420	420
Total Seats			958		1295		1806		2297		2711		2937	
Total New Seats			0		0		344		806		1240		1487	

D. Management Plan and Personnel

DCP has a proven educational model for closing the achievement gap of educationally underserved students in San Jose, coupled with a seasoned leadership team with a strong track record of opening and managing high-quality schools that utilize this model. In seeking to further replicate and substantially expand schools in its network, the DCP organization and team bring the following: (1) A strong management plan to ensure project objectives are met on time and within budget, including clearly defined responsibilities, timelines, and milestones for project tasks, (2) A proven business plan for improving, sustaining, and ensuring the quality and performance of the new and substantially expanded schools created, (3) A sound multi-year financial and operating model, with demonstrated commitment and support from key

stakeholders, (4) A plan for closing charter schools, if needed, that do not meet high standards of quality, and (5) Highly qualified personnel, with successful experience managing projects of this size and scope.

1. Strong Management Plan

a - Network Structure and Internal Capacity

DCP has developed a highly effective network configuration, which provides individual school sites and leaders with the autonomy to lead their unique schools coupled with a central office to provide critical support in key functional areas to ensure all schools are working efficiently and effectively toward the shared mission.

The DCP Central Office provides support in finance, operations, community engagement, and achievement. *Figure D.1.a* provides an overview of the Central Office roles and key functionalities. With this support, DCP Principals are able to focus on leveraging curriculum, instruction, and stakeholder engagement in support of student achievement. At the school site, the Principal has additional staff to support this focus as seen in *Figure D.1.b*.

Figure D.1.a - Central Office Organizational Chart

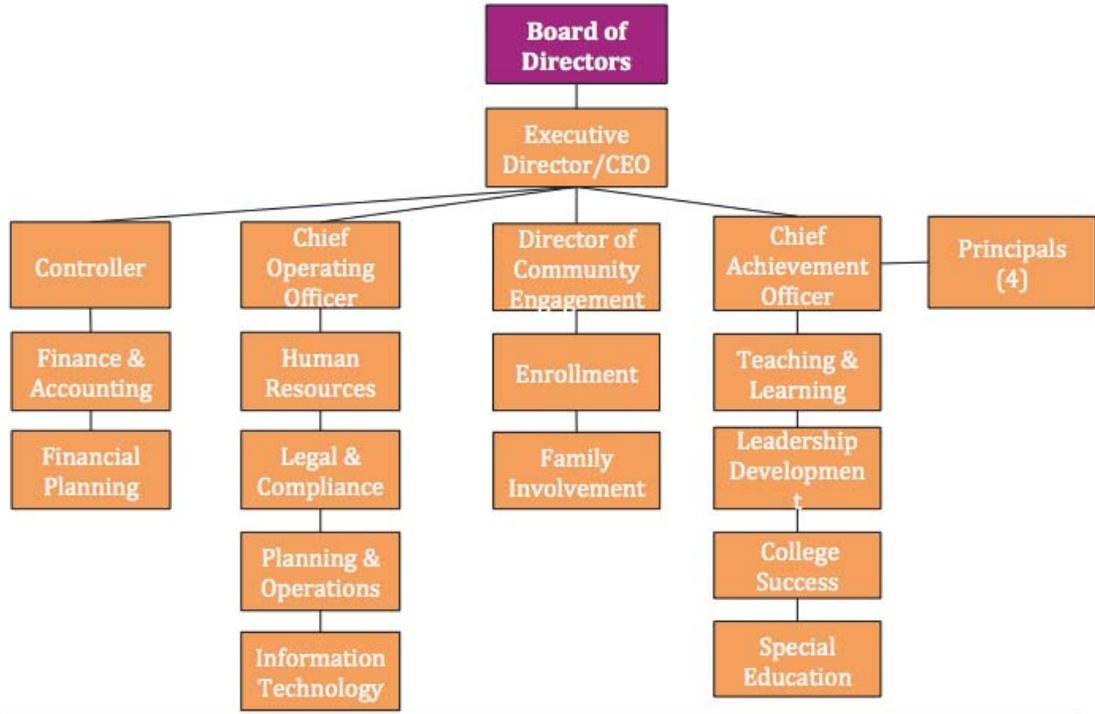
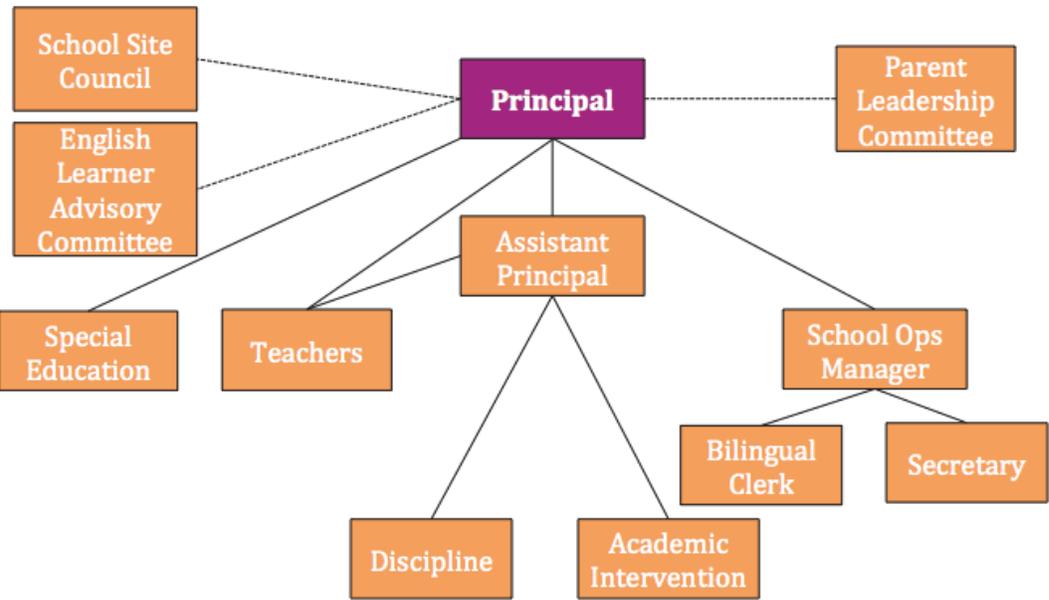


Figure D.1.b - School Site Organizational Chart



b - Project Management Plan to Achieve Objectives

DCP has developed a comprehensive management plan that will ensure the proposed project is completed on time, within budget, and at a high level of quality. This management plan will be carried out by DCP's Central Office, in collaboration with Site Based Leadership. *Figure D.1.c* details major activities and milestones, key participants and specific responsibilities, and timeline. milestones, timelines, and key participants.

Figure D.1.c - Project Management Plan

Task	Milestones	Person Responsible	Time-line	PY 1	PY 2	PY 3	PY 4	PY 5
CMO Capacity Building								
Grant Administration	Train staff involved in grant administration	CEO, COO, C	Sept - Dec	CO				
	Provide ongoing PD in financial and grant management	CEO, COO, C	Jan, May		CO	CO	CO	CO
	Submit annual reports to USDOE	CEO, COO, C	June	CO	CO	CO	CO	CO
New and Expanding Schools								
Staffing	Create job postings and distribute widely	CEO, SP, HRA	Jan	(M3)	M3 (M4) (EP) (AR)	M3 M4 EP AR	M3 M4 EP AR	M4 EP AR
	Screen candidates	HRA, SP	Jan - April		M3	M3 M4 EP AR	M3 M4 EP AR	M4 EP AR
	Hire principal	CEO, CAO	Aug	M3	M4			
	Hire office staff	COO, SP	Jan	M3	M4			
	Hire teachers	SP	Jan - April		M3	M3 M4 EP	M3 M4 EP	M4 EP

						AR	AR	AR
	Complete HR processing	HRA	May - June		M3	M3 M4 EP AR	M3 M4 EP AR	M4 EP AR
Professional Development (PD)	Planning year with extensive PD for school leader	CAO, DIL, SP	Aug - July	M3	M4			
	Pre-opening PD for new staff	CAO, DIL, SP	Aug		M3	M3 M4 EP AR	M3 M4 EP AR	M4 EP AR
	Year-long PD plan	CAO, DIL, SP	Aug	(EP) (AR)	M3 (EP) (AR)	M3 M4 EP AR	M3 M4 EP AR	M4 EP AR
Enrollment	Develop and institute enrollment plan, including community outreach and communication across subgroup constituencies	DCE, SP	Aug - Feb	(M3)	M3 (M4) (EP) (AR)	M3 M4 EP AR	M3 M4 EP AR	(M3) M4 EP AR
	Hold lottery and mail acceptance letters	DCE, SP, SOR	Mar	M3	M3 M4 EP AR	M3 M4 EP AR	(M3) M4 EP AR	(M3) (M4) (EP) (AR)
	Hold enrollment meetings and registration	DCE, SP, SOR	Apr - June	M3	M3 M4 EP AR	M3 M4 EP AR	(M3) M4 EP AR	(M3) (M4) (EP) (AR)
Facilities Selection	Negotiate lease for new or additional space	COO	Aug - Jan	M3	M4 EP AR			
	Complete tenant improvements	COO	Jan - June	M3	M4 EP AR			
	Furnish and outfit classrooms	COO, C, SP	July	M3	M4 EP			

					AR			
	Adopt emergency plan for site	COO, SP	June	M3	M4 EP AR			
	Secure certificate of occupancy	COO	June	M3	M4 EP AR			
Evaluation	Administration of internal and external academic assessments	CAO, SP	Sept, Dec, March, June	(M3)	M3 (M4) (EP) (AR)	M3 M4 EP AR	M3 M4 EP AR	(M3) M4 EP AR
	Administration of stakeholder surveys	CAO, SP	April	(M3)	M3 (M4) (EP) (AR)	M3 M4 EP AR	M3 M4 EP AR	(M3) M4 EP AR
	Collection of attendance, dropout, graduation, and still enrolled data	CAO, DCS	June	(M3)	M3 (M4) (EP) (AR)	M3 M4 EP AR	M3 M4 EP AR	(M3) M4 EP AR
	Collection of college readiness, matriculation, and graduation data	DCS	June	(M3)	M3 (M4) (EP) (AR)	M3 M4 EP AR	M3 M4 EP AR	(M3) M4 EP AR
	Analysis of financial health	COO, C	Sept, Dec, March, June	(M3)	M3 (M4) (EP) (AR)	M3 M4 EP AR	M3 M4 EP AR	(M3) M4 EP AR

Key	
Responsibilities	Timeline
ED = Executive Director CAO = Chief Achievement Officer COO = Chief Operating Officer C = Controller DCE = Director of Community Engagement DCS = Director of College Success DIL = Director of Instructional Leadership DL = Director of Literacy HRA = Human Resources Assistant SP = Site Principal SOR = Site Office Manager	CO = Central Office M3 = DCP New Middle School #3 M4 = DCP New Middle School #4 EP = DCP El Primero High School (Expansion) AR = DCP Alum Rock High School (Expansion) Parentheses indicate activity will take place, but not as part of three-year funded period for that school.

c - Professional Development to Ensure High Quality Staff

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:

- **Developing School Leaders** - Site administrators play a vital role in setting the direction for successful schools. Principals and Assistant Principals derive substantial benefit from meeting with their peers in learning communities structured to enhance their knowledge about effective instruction. DCP devotes quality time to the crucial work of developing our site administrators by holding an annual summer Administrative Retreat, scheduling monthly Administrative Meetings, being part of our internal Coaching Institute, and receiving weekly one-on-one coaching from a Curriculum and Instruction team member.
- **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 12 days of Professional development, before, during, and after the school year; weekly Early Release for Professional Development; flexible release time to facilitate peer observation and collaborative instructional and curricular planning; and on-going coaching sessions with a site administrator, BTSA mentor and/or content specialist.
- **Developing Non-Academic Staff** - DCP provides both initial training and ongoing professional development for its non-academic staff, including both the College Success Staff (e.g. Advisors, Counselors) and Operations Staff (e.g. Office Managers, Secretaries,

Bilingual Clerks). The Director of College Success manages professional development for the College Success staff, including weekly meetings to discuss program initiatives, data, and research and attendance at trainings by key 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. In addition, this team facilitates Professional Development Days on the College Success Framework for the DCP teaching staff as a whole. In order to professionally develop the school site operations teams, the DCP Central Office Operations team implements a 3-day summer training program for site-based operations staff to connect individuals and their roles to the broader DCP mission. Professional development also targets basic competencies such as attendance & enrollment processes, PowerSchool, NWEA, First Aid/CPR, and Google Apps.

d. Performance Evaluation to Ensure High Quality Staff

DCP's evaluation practice is deeply rooted in goals - managers meet with individual employees to set goals for the year, then 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 job description or development plan.
- 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 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. Please see *Appendix H: Other Information* for examples of evaluation and professional development for DCP staff.

2. Proven Business Plan

The DCP Senior Management Team has developed a multi-year Strategic Plan that provides institutional direction, accompanied by a multi-year Business Plan that allows DCP to maintain and grow its network while ensuring strong operations, high-quality programs, and financial stability. Key areas of this plan are: finances, operations, community engagement, and student achievement.

a. Finances

DCP schools are primarily funded by state and federal revenues. As DCP schools serve a predominantly educationally underserved student population, additional revenues above and beyond basic per pupil are realized through the State of California's Local Control Funding Formula for educationally disadvantaged students and through Federal programs including the Title I program, Title II program, Part B of IDEA, the Title III program, and other categorical grants. The DCP Central Office works collaboratively with School Site Leaders to project revenues, define needs, and allocate resources in a way that maximizes achievement and

advances the DCP mission. The DCP Boards of Directors meets regularly to review finances, approve expenditures, and monitor and approve budgets. In addition, they develop and review internal control policies and hire independent auditors on an annual basis. Please see *Appendix G: Supplemental Organization Budgets and Financial Information* for examples of a Three-Year Budget and Cash Flow Balance for a mature school within the DCP network and the 2014 Audit for DCP, as evidence of ability to maintain sound financial practice after the life of the grant.

b. Operations: Human Resources, Governance and Compliance, and Facility

As discussed above, DCP cannot meet its mission without qualified personnel. The Central Office is instrumental in supporting individual school sites in identifying, attracting, developing, and retaining top talent. While individual schools have autonomy over their hiring practices, the targeted focus on San Jose allows the Central Office to support these sites in initial recruitment efforts such as job posting, information sessions, and social media; gathering and screening of initial application materials; scheduling of interviews and performance tasks; and onboarding for successful hires.

In addition, the DCP Board of Directors and Central Office provide oversight and support in the areas of governance and compliance. Each individual school is authorized by a charter authorizing agency, either the district of residence or the County Office of Education to date. The Central Office supports individual school sites in meeting the reporting requirements of their individual authorizers, the state, and any programs within which their school participates.

Finally, facilities can be one of the largest obstacles in school start up. DCP's Executive Director and Chief Operating Officer have a proven track record of leveraging relationships with community partners and local districts to secure long-term and affordable facilities for each of its schools. All four schools are currently located on district-owned properties, with the two middle

schools co-located with district schools on under-enrolled campuses. DCP negotiated a 30-year land lease with ARUESD, allowing for construction of a long-term facility for DCP Alum Rock Middle School. DCP partnered with the Low-income Investment Fund (LIIF) to construct DCP Alum Rock Middle School. DCP is in negotiations with ESUHSD for a long-term lease for DCP Alum Rock High School at an under-enrolled high school campus within the district. DCP is also in active negotiations with SJUSD to collaborate on the purchase and financing of a long-term campus for one of its middle and high schools. DCP is in active discussions with the districts of residence for its new schools to support facility acquisition as required by this project.

c. Community Engagement

The Community Engagement Director and team support schools with their marketing, public relations, recruitment, and stakeholder engagement efforts. It also supports schools in key elements of the College Success Framework, including developing financial literacy and college planning within families, including taking them on college visits with their children.

d. Student Achievement

The Chief Achievement Officer and academic team provide organizational cohesion and direction for the curriculum and instructional program. This includes researching and disseminating best practices, analyzing data to inform school and network improvement efforts, supporting school and network professional development efforts, and monitoring and further developing the DCP College Success Framework in support of the DCP mission.

3. Sound Multi-Year Financial and Operating Model, with Stakeholder Support

a. Sound Multi-Year Financial and Operating Model

DCP requests \$2,416,000 over five years for the grant activities described in this application and further detailed in the budget and budget narrative. Roughly 81 percent

(\$1,957,237) of these funds will be used at the school site level to open two new middle schools and expand two existing high schools. The remaining 19 percent (\$458,763) of grant funds will be utilized by the DCP central office to build upon its existing infrastructure and expand its capacity to (1) benefit the specific schools being created by coordinating central office support for schools in each functional area of support, and (2) enhancing program data and evaluation protocols and overseeing implementation and financial management of grant funds.

Beyond the grant period, schools will continue to be operated locally with support from the DCP Central Office. The majority of operating expenses will be covered by state and federal public revenue, with targeted fundraising to support select expenses such as DCP alumni supports and facilities. Please see *Appendix G: Supplemental Organization Budgets and Financial Information* for the three-year operating budget and cash flow projections for DCP El Primero High School, which demonstrates projected uses and sources of funds for an established school within our network.

b. Stakeholder Support

DCP has received enthusiastic support from key partners over its tenure, whose engagement is critical to our past and ongoing success. These include:

- The families and students of San Jose, who attend DCP schools, fill the DCP wait lists, and help guide our process of continual improvement through participation on student and family site leadership councils.
- The DCP Board of Directors, who volunteer their knowledge and expertise in continuing to further our mission.

- The DCP authorizers and districts of residence, with whom DCP collaborates in an effort to improve educational outcomes for educationally disadvantaged youth as described in *Section 2: Competitive Priorities*.
- The State of California, which has recognized DCP's impact in improving college success rates by awarding DCP a Dissemination Grant.
- The philanthropic partners, whose history of giving supports DCP's ongoing work including The Sobrato Family Foundation, Applied Materials, Silicon Valley Community Foundation, and many high net worth individual donors.
- San Jose's institutions of higher education and education departments, who inform the DCP model and share its commitment first-generation college completion.

Each of these groups has been engaged - and will continue to be engaged - in the DCP strategic planning process, through interviews, focus groups, committee work, and expert guidance. DCP will continue to engage and leverage stakeholders, to ensure that the organization grows and maintains high-quality schools with strong parent demand in the communities served. Please see *Appendix C: Letters of Support* for a selection of letters from key stakeholders.

4. Plan for Closing Non-Performing Schools

DCP expects every school in its network to meet robust standards of quality. A multi-dimensional data set is collected and analyzed to develop baselines and measure growth toward meeting these standards. Standards and data are detailed further in this section, under *Subsection E: Quality of Evaluation Plan*.

DCP takes a proactive stance in ensuring high-quality within its schools. The Central Office personnel provide targeted expertise, support, and coaching to schools in key functional areas including: Curriculum and Instruction, Data Analysis, Community Engagement, College

Success, Human Resources, Finance, and Facility. Professional Development for individual school sites, as well as for school leaders, is data-driven and designed to leverage successes and address needs within specific school sites and the network.

Should a school in the network struggle to meet these standards, DCP provides increased interventions to support improvement efforts. This includes increased time on-site by central office staff aligned to the area of need. For example, a school with low academic achievement would receive additional support from the Chief Achievement Officer and the Director of Instructional Leadership in the areas of instructional design; observation, feedback, and evaluation; and data analysis. Likewise, a school with low enrollment would receive additional support from the Community Development Coordinator. Support is on a case by case basis, with interventions aligned to specific area of need.

Should a school be unable to improve despite these support efforts, DCP has established clear guidelines for school closure. An overview of this plan is provided below, and in its entirety in *Appendix H: Additional Information, School Closure Procedures*.

- The decision will be documented by official action of the DCP Board of Directors, identifying the reason and the entity responsible for closure-related activities.
- Notification will promptly be made to the authorizer, receiving District(s), County Office of Education, SELPA, the retirement systems in which the school's employees participate, and the California Department of Education.
- Parents and students will be notified as soon as possible when it appears that school closure will be imminent and promptly if official closure action is taken by the Board of Directors. This notification will include information and assistance in transferring to another school and the transfer of school records.

- Parents will be provided with a certified packet of student information that will include the closure notice, grade reports, discipline records, immunization records, etc. For high school students, it will include completed courses and credits that meet graduation requirements and college entrance requirements.
- Final financial records will be prepared, with an independent audit completed within 6 months after the closure of the school by a qualified Certified Public Accountant to determine net assets or net liabilities.
- All assets of the School will 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 the District or District property will be returned upon closure to the District. To the extent feasible, any assets of DCP will be liquidated to pay off any outstanding liabilities. All liabilities remain the responsibility of DCP.

5. Qualifications of Key Personnel

DCP's Executive Director, Senior Management Team, and School Site Principals will each play an integral role in the replication and expansion of DCP schools as detailed in this project. They bring a depth of experience in support of DCP across the sectors of educational program, data and assessment, college and career readiness, student services, community engagement, finance, development, and fundraising.

Together, these members have a proven track record of operating DCP in support of its students for over 16 years. They have successfully grown the DCP network from one to four schools and hold the relevant training and expertise necessary to ensure that this next phase of growth - replication of two new middle schools and substantial expansion of the existing two

high schools - is completed on time, within budget, and at a high level of quality. They have the demonstrated ability to successfully operate and manage these new and substantially expanded schools during and beyond the grant period. These members are as follows:

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. As Chief Achievement Officer, David is responsible for developing and monitoring goals, actions, and measures across the DCP network in support of student achievement. 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, responsible for driving best practices in literacy across all

areas of curriculum and instruction. 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.

Lori Hartmann, Principal, DCP El Primero High School

Lori Hartmann has been with Downtown College Prep since 2004. She served as a science teacher for 8 years, then as Assistant Principal, and is currently Principal of DCP El Primero High school where she oversees student services (tutoring, counseling, intervention, acceleration), scheduling, promotion and retention, parent engagement, Special Education,

course approval, and college eligibility. Lori received her BA in Women's Studies and Psychology from the University of Buffalo and her MA in Education from UC Santa Cruz.

Andria Plasencia, Assistant Principal, DCP El Primero High School

Andria joined DCP in 2014 as Assistant Principal of DCP El Primero High school where she oversees discipline, teacher coaching and professional development, school activities, recruitment, and staff appreciation. Prior to joining DCP, Andria taught English for 8 years at Presentation High School in San Jose, CA where she also served as Assistant Admissions Director. Andria earned her BA in English and Spanish from Santa Clara University and is completing her Masters in Education Administration at Santa Clara University.

Terri Furton, Principal, DCP Alum Rock High School

Terri Furton joined DCP as Founding Principal of DCP Alum Rock High School in 2013. Prior to DCP, she spent six years as a History Teacher at Del Mar High School where she also served as Department Chair, Small Learning Communities Coordinator, and AVID Coordinator. She spent three years as a History Teacher at Leigh High School prior to that. As Principal, Terri oversees teacher coaching and professional development, student services (tutoring, counseling, intervention, acceleration), scheduling, promotion and retention, parent engagement, Special Education, course approval, and college eligibility. Terri received her BA in History from Westmont College and her MA and Pupil Personnel Services Credential from San Jose State University.

In addition to these key personnel, the DCP Board of Directors will have ultimate oversight of the project. Biographies of all Senior Management Team Members, School Site Principals, and Board of Directors are included in *Appendix B - Resumes/Curriculum Vitae*.

E. Quality of Evaluation Plan

Evaluation at DCP is integral to its practice. Data is regularly collected and analyzed to inform improvement efforts at the CMO, school, classroom, and student levels as follows:

- Identify areas of strength and their underlying practice, in order to leverage these practices across the school and CMO as applicable.
- Identify areas of challenge and their possible causes, in order to develop action steps for remediation and allocate resources as necessary
- Determine goals, actions, and measures for the CMO, individual schools, and students

To date, the DCP practice has included a rigorous quantitative and qualitative data practice, a two-year research investigation, and external evaluation and accreditation. As part of this project proposal, DCP seeks to expand upon this strong foundation to include a quasi-experimental independent evaluation of both its existing and its new and substantially expanded schools. Data from this study will be used to further inform and drive practice, with best practices and lessons learned disseminated to the broader community.

1. Quantitative and Qualitative Data Practice

To ensure that all students at DCP exit 12th grade college-ready, assessment at DCP is consistent, formative, and based on both internal and external quantitative and qualitative measures. *Figure E.1* provides a matrix of the state and internal assessment tools used at all network schools, including grade level, content area, purpose, analysis and use, and performance goal. Schools when the network are evaluated against their ability to support students in meeting and exceeding these performance goals.

Figure E.1 Scope and Sequence of Assessment Measures

STATE ASSESSMENTS			
Data Tool & Purpose	Grade, Subject, & Timeline	Analysis & Use	Performance Goal
Attendance, Discipline, and Dropout 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 ≤10% Suspension ≤2% Expulsion ≤1% MS Dropout ≤8% HS Dropout
CAHSEE Provide data on student's high school graduation readiness	10, 11, 12 Reading Writing Math As needed to achieve passing score and no more than: Annually for Grade 10, Bi-annually for Grade 11, Tri-annually for Grade 12	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socio-economic Status, Language Status, Disability Status, Gender, and Grade. Analysis by teachers and administrative team is conducted. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning.	80% Passing on 1st Attempt (March, 10th grade)
CELD (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 Advanced (5) Or, growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
CST	5, 8, 10	Data is disaggregated by subgroup, including but	Proficient

(CMA and CAPA, as applicable) Provide data on mastery of grade level standards.	Science 8 History Annually	not limited to: Ethnicity, Socio-economic 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.	
PFT Provide data on level of physical fitness.	5, 9 Physical Fitness Annually	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socio-economic Status, Language Status, Disability Status, Gender, and Grade. Analysis by teachers and administrative team is conducted. Data 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 Provide criterion-based data on mastery of grade level standards and growth over time.	6- 12 ELA Math Annually (may include baseline & Interim in future, when available & feasible)	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socio-economic Status, Language Status, Disability Status, Gender, and Grade. Analysis by teachers and administrative team is conducted. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning.	Proficient and categorical growth
UC/CSU Course Completion and Graduation Rates Indicators of college readiness	9-12 College-readiness Ongoing	Determine behavioral interventions for students. Determine family-level and/or group level interventions needed to maintain excellent attendance.	75% UC/CSU Completion rate or higher 70% Cohort Graduation Rate (Four-Year) or higher

INTERNAL ASSESSMENTS

Data Tool & Purpose	Grade, Subject, & Timeline	Analysis & Use	Performance Goal
In-Lesson Formative Assessments (e.g. exit tickets) Provide data as to the extent that each student reached the lesson objective.	6-12 ELA Math Science Social Studies Art Spanish	Determine instructional needs. Adjust pacing and instructional delivery, including opportunities for students to accelerate instruction. Inform flexible student grouping, including intervention and enrichment groups.	Meeting grade level standard, as demonstrated through GPA

	Physical Education Ongoing	Identify teacher coaching and professional development needs.	
Local Benchmarks Provide data as to student progress towards mastery of grade level standards.	6-12 ELA Math Science Social Studies Art Spanish Physical Education Ongoing, and at the end of each unit of study	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
NWEA Provide beginning of year snapshot of student academic levels. Monitor student growth over time in math and reading.	6-12 ELA Math Annually, in fall, winter, and spring	NWEA is vertically calibrated (CST is not), so student academic levels in math and reading can be identified and then growth can be tracked as they progress across grade levels. Data is disaggregated by the same subgroups as CAASPP. Data is used to guide curriculum design, determine intervention and enrichment groups, and support individualized learning to ensure each student is college ready by the end of grade 12.	Proficient, or on growth trajectory to reach proficiency by end of 12th grade
WRPA (Writing/Reading Performance Assessments) Locally designed performance assessments aligned to particular Common Core State Standards in reading and writing that engage students in authentic, high-level work.	6-12 ELA Annually in Fall and Spring	Analytic scoring completed by teachers, using locally designed rubrics that clearly define mastery of standards. Provide data that supports teachers in carefully planning instruction that meets students where they are and moves them forward.	Meeting grade level standard and CCSS mastery
Performance Based Assessment (MARS tasks, capstone projects) Provide students with authentic, interdisciplinary	6-12 Math Social Studies Science	Analysis based on teacher-designed rubrics that clearly define mastery of standards. Students are involved in the reflection process following the task, to provide feedback on the quality of the rubrics.	Meeting grade level standard

opportunities to demonstrate mastery of grade level content.	At the end of each semester or major unit of study	Community members are involved in assessing student work with the rubrics. Staff engage in analysis following performance based assessments to determine ongoing program needs.	
Program-based Assessments (e.g. Achieve3000, Khan Academy) Provide alternate means of demonstration of mastery.	6-12 ELA Math Social Studies Science Ongoing, and at the end of each unit of study	Allow for students to accelerate learning or receive additional support. Determine student grouping. Validate other assessments (e.g. local benchmarks).	Proficient, or on growth trajectory to reach proficiency by end of 12th grade
PSAT or ACT Aspire Provide snapshot of where students stand on a trajectory of college readiness.	9-11 College-readiness Annually	Determine individual students remediation and/or enrichment needs. Evaluate course rigor and validate other assessment data. Evaluate promotion status in connection with with GPA as outlined in the CSU Eligibility Index.	College-ready, or on growth trajectory to be college-eligible at the end of 12th grade.
ACT or SAT Measure student's college readiness and college eligibility	11-12 ELA Writing Math Annually	Data is disaggregated by subgroup, including but not limited to: Ethnicity, Socio-economic Status, Language Status, Disability Status, Gender, and Grade. Analysis by teachers and administrative team is conducted. Data may be used to guide college and scholarship eligibility, curriculum design, determine intervention and enrichment groups, and support individualized learning.	At the national norm
College Acceptance, Matriculation, and Graduation Rates Indicators of college readiness	12 on College-readiness Ongoing	Evaluate efficacy of College Success Framework and DCP Model.	90% Acceptance to Four-Year College 95% Matriculation to Two or Four-Year College 70% Graduation from College
Stakeholder Surveys Indicators of student, family, and staff	6-12	Evaluate efficacy of DCP Model, informing efforts for continual improvement.	85% satisfaction across stakeholder groups in areas

satisfaction with core elements of DCP program			of curriculum, culture, safety, and college preparedness.
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2. Two-Year Research Investigation

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 in *Appendix H Additional Information*. Six key principles emerged from the research that have informed DCP’s development of the DCP College Success Framework:

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

6. College is an Inside Game: Invest every student with the agency to overcome obstacles to the college dream through self-advocacy, problem-solving skills, tapping into allies, and understanding the system.

3. External Evaluation and Accreditation

Each of DCP's high schools has been externally evaluated and accredited by The Accrediting Commission for Schools (ACS), Western Association of Schools and Colleges (WASC). WASC is one of six regional accrediting associations in the United States and evaluates over 4,500 public, independent, church-related, and proprietary pre-K–12 and adult schools. The WASC accreditation and renewal process - which occur in cycles of up to six years - encourage school improvement efforts toward excellence. WASC accreditation recognizes schools that meet a standard of quality, in accordance with established, research-based criteria. DCP El Primero High School received a six-year accreditation from WASC while DCP Alum Rock High School is initiating its first six-year accreditation in Fall 2015.

4. Quasi-experimental Independent Evaluation

As part of its continued expansion, DCP will increase its investment in data and evaluation, contracting with an independent evaluator to design and conduct a quasi-experimental study of all DCP schools to collect quantitative and qualitative data as follows:

- Impact on student achievement, college readiness, and college graduation rates
- Similarities and differences between DCP schools in both results and practices

The Grant Program Manager, in collaboration with the DCP Chief Achievement Officer, will be responsible for overseeing this project and serving as the key liaison with the independent evaluator. Data will be collected for the CMO and each individual school and will be disaggregated by demographic data (i.e. race, ethnicity, gender, English language fluency, family

income, and family educational attainment). It will be used on an ongoing basis to inform continual improvement efforts within existing, expansion, and replication schools.

5. Dissemination Plan

DCP has a distinguished track record in dissemination, having conducted a two-year research investigation to evaluate college success factors and then being awarded a Dissemination Grant from the California Department of Education to share these practices with both districts and charters. As part of the project detailed in this proposal, DCP is committed to disseminating best practices and lessons learned to the broader community through a variety of avenues, including but not limited to:

- Developing and distributing annual reports, to share interim findings
- Developing and distributing a final report, with easily accessible data and best practices
- Presenting at local, state, and national charter school conferences
- Facilitating school site visits to allow observation of the DCP model in action

Section 5 - Application Requirements

The Project Plan submitted by DCP has met each of the Application Requirements, within Sections one through four of this proposal. Please see notes below for location of narrative and data within these sections that satisfies each of the requirements.

(a) Please see *Section IV Selection Criteria, Subsection C: Project Design* and *Section IV Selection Criteria, Subsection E: Quality of Evaluation Plan*.

(b) Please see *Section IV Selection Criteria, Subsection A: A Quality Applicant* and *Section IV Selection Criteria, Subsection D: Management Plan and Personnel*.

(c) Please see *Budget Narrative, Section A: Funding Proposal*.

(d) Please see *Section IV Selection Criteria, Subsection B: Serving Educationally Disadvantaged Students and Communities*.

(e) Please see *Section IV Selection Criteria, Subsection D: Management Plan and Personnel*.

(f) Please see *Section IV Selection Criteria, Subsection D: Management Plan and Personnel*.

(g) Please see *Section IV Selection Criteria, Subsection B Serving Educationally Disadvantaged Students and Communities, (8) Engaging Families*.

(h) Not applicable

(i) Please see *Budget and Budget Narrative Form*.

(j) Please see *Section II Competitive Preference, Subsection B Priority 2 - Promoting Diversity, (b) Students with Disabilities, (c) English Language Learners*.

(k) Please see *Section IV Selection Criteria, Subsection B Serving Educationally Disadvantaged Students and Communities, (7) Serving Student Subgroups*.

(l) Not applicable

(m) Please see *Appendix E: Schools Operated by Applicant and Appendix F: Student Academic Achievement*.

(n) Please see *Appendix E: Schools Operated by Applicant and Appendix F: Student Academic Achievement*.

(o) Not applicable

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Table of Contents

Section	Page
Appendix A - CSP Assurances	2
Appendix B - Resumes/Curriculum Vitae	5
Appendix C - Letters of Support	17
1. Santa Clara County Office of Education	18
2. The Sobrato Family Foundation	19
3. Community Member and Volunteer, Jim Patterson	20
Appendix D - Proof of Non-Profit Status	23
Appendix E - Schools Operated by Applicant	29
Appendix F - Student Academic Achievement	35
Appendix G - Supplemental Organizational Budgets and Financial Information	47
1. 2014 Audit - Across the Bridge Foundation	48
2. Three-year Budget Example for Mature School	95
3. Cash Flow Balance Example for Mature School	98
Appendix H - Additional Information	101
1. DCP College Success Report	102
2. DCP College Success Framework	158
3. SJUSD and FMSD Compact	160
4. Danielson Framework for Self-Assessment and Evaluation	198
5. PD Agendas for College Success Team and Operations Team	221
6. Serving Students with Special Needs	224
7. School Closure Procedures	237

Appendix A - Charter Schools Program Assurances

1. Charter School Program Assurances

CHARTER SCHOOLS PROGRAM ASSURANCES – REPLICATION AND EXPANSION

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a Replication and Expansion of High-Quality Charter Schools Grant under the CSP must contain the following assurances.

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

1. All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2015, published in the Federal Register on June 12, 2015.
2. Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
3. Proof of the grantee's non-profit or not for-profit status;
4. A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
5. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
6. A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
7. Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

8. That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
9. That the grantee will cooperate with the Secretary in evaluating this program;
10. That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
11. That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and

12. That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

Jennifer Andruz
NAME OF AUTHORIZED OFFICIAL

[REDACTED]

SIGNATURE OF AUTHORIZED OFFICIAL
[REDACTED]

Downtown College Prep
APPLICANT ORGANIZATION

Co-Founder & Executive Director
TITLE

July 13, 2015
DATE

July 15, 2015
DATE SUBMITTED

Appendix B - Resumes/Curriculum Vitae

Senior Management Team

The Senior Management Team brings a depth of experience in support of Downtown College Prep (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. They 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 led the BASRC reform effort focused on literacy across content areas. Jennifer is a first-generation college graduate and alumna of University of California Santa Cruz.

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

Lori Hartmann, Principal, DCP El Primero High School

Lori Hartmann has been with Downtown College Prep since 2004. She served as a science teacher for 8 years, then as Assistant Principal, and is currently the Principal of DCP El Primero High school where she oversees student services (tutoring, counseling, intervention, acceleration), scheduling, promotion and retention, parent engagement, Special Education, course approval, and college eligibility. Lori received her BA in Women's Studies and Psychology from the University of Buffalo. She earned her MA in Education from UC Santa Cruz.

Andria Plasencia, Assistant Principal, DCP El Primero High School

Andria joined DCP in 2014 as Assistant Principal of DCP El Primero High school where where she oversees discipline, teacher coaching and professional development, school activities,

recruitment, and staff appreciation. Prior to joining DCP, Andria taught English for 8 years at Presentation High School in San Jose, CA where she also served as Assistant Admissions Director. Andria earned her BA in English and Spanish from Santa Clara University and is completing her Masters in Education Administration at Santa Clara University.

Terri Furton, Principal, DCP Alum Rock High School

Terri Furton joined DCP as Founding Principal of DCP Alum Rock High School in 2013. Prior to DCP, she spent six years as a History Teacher at Del Mar High School where she also served as Department Chair, Small Learning Communities Coordinator, and AVID Coordinator. She spent three years as a History Teacher at Leigh High School prior to that. As Principal, Terri oversees teacher coaching and professional development, student services (tutoring, counseling, intervention, acceleration), scheduling, promotion and retention, parent engagement, Special Education, course approval, and college eligibility. Terri received her BA in History from Westmont College and her MA and Pupil Personnel Services Credential from San Jose State University.

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 term expirations, 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, 2015

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, 2015

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, 2015

Advisors

In addition to the expertise of its Senior Leadership Team and 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.

Appendix C - Letters of Support

1. Santa Clara County Office of Education
2. The Sobrato Family Foundation
3. Community Member and Volunteer, Jim Patterson

July 8, 2015

To Whom It May Concern:

This letter is to inform you that the Santa Clara County Office of Education supports Downtown College Prep's application for the Federal 2015 Replication and Expansion of High-Quality Charter Schools Grant Competition.

We understand Downtown College Prep's strategic plan is to open two new middle schools over the next five years, as well as expand the capacity of their two high schools by over 50%. Their goal is to have two Downtown College Prep middle schools feeding into each of the Downtown College Prep high schools. The start-up costs of both the replication and expansion can be covered through this grant.

I have had the pleasure of visiting and monitoring Downtown College Prep, as I have many of the charter schools in our county, and can say that they are of the highest quality school network. They are the total package in being a results-driven, student-centered network with great teachers and administrators on each campus, and an amazingly visionary, strategic, and supportive leadership at the network level.

There is a successful history of collaboration between the Santa Clara County Office of Education and Downtown College Prep and it is our desire to continue this work. We are fully supportive of their desire to continue serving the students and community of San Jose and Santa Clara County.

We applaud Downtown College Prep initiative in applying for this grant, and enthusiastically offer our support in their efforts.

Sincerely,



Angelica Ramsey, Ed.D.
Associate Superintendent

July 10th, 2015

U.S. Department of Education

To Whom It May Concern:

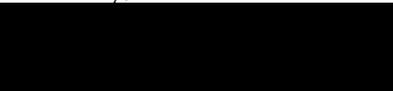
I am writing this letter in support of Downtown College Prep (DCP) and their application for the 2015 Replication and Expansion of High-Quality Charter Schools Grant Competition to provide more high quality seats for educationally disadvantaged students by adding to and expanding their network of successful charter schools.

The Sobrato Family Foundation is one of the largest private philanthropic organizations supporting non-profit organizations in the Silicon Valley region. Our 21st Century Education Program addresses the achievement gap by promoting access to high-quality education and developing effective teachers and school leaders. As part of our commitment to improving educational outcomes for children, especially those living in low-income and underserved areas, we have invested millions of dollars in promising and proven charter school operators to ensure high quality school options and improved student outcomes for the region's most disadvantaged students.

For over a decade we have supported the development of DCP, most recently in the amount \$500,000 over two years for continuous growth efforts and rigorous teacher development. DCP is creating middle school to high school feeder patterns that will engage more students earlier and longer, increasing academic achievement and college attainment for students in the most underserved neighborhoods within San Jose. Given DCP's strong and consistent student outcomes, we are confident that they will successfully expand their reach while maintaining a high level of impact.

We are committed to supporting the growth of DCP and look forward to our continued partnership closing the achievement gap for low-income students of Silicon Valley.

Sincerely,



Rick Williams
Chief Executive Officer

July 11, 2015

U.S. Department of Education:

I was honored to have been invited to two college commencement exercises this spring. In May, Dulce graduated from Mills College with a degree in Public Policy. In June, Mitzen graduated from the University of California at Santa Cruz with a degree in Human Biology.

Both of these young women were 2011 graduates of Downtown College Prep. Both of their families were immigrants who have eked out a living in Silicon Valley with hard manual labor—cleaning houses, restaurant cooking and selling wares at the flea market on weekends. They are proud of their Latino heritage. Dulce and Mitzen each elected to graduate with their Latino classmates. After the ceremony, parents, siblings, friends and godparents—who had sacrificed so much for this achievement—surrounded them.

Dulce and Mitzen were very naïve as they entered their freshmen year. Dulce had not realized Mills College was an all women's college until after she had accepted enrollment. Mitzen was awed by the enormity of the campus and frightened to walk near the towering redwood trees. Even so, I was struck by their confidence and commitment to the idea that hard work would lead to their success.

Two weeks after Dulce arrived at the Mills campus, she hopped on a city bus headed for downtown Oakland. When the bus passed Oakland High School she got off. Dulce talked with the school staff. She wanted to start a school club that would give inner-city girls a view of college life. She founded "Sister, Sister" an organization that has introduced many Oakland High kids to the Mills campus. Dulce said of "Sister, Sister", "I knew from the beginning that I wanted to contribute to the community." This program continues today.

In Mitzen's sophomore year she was very concerned about an upcoming class, Organic Chemistry. Her roommate had failed the class. She told me that she never lost confidence that with hard work she would successfully complete the course and she did. These two young women are outstanding examples of DCP's values of *Ganas* (Desire), *Comunidad* (Community) and *Orgullo* (Pride).

Since graduation, Dulce has started a new job in the office of the Vice Mayor of the City of San Jose working on policy development. Mitzen is taking summer classes at De Anza Community College preparing to enter nursing school in the fall.

In 2000, I was winding down my career in the high-tech industry of Santa Clara Valley and looking for some way to be busy and useful. In October there was a story in the local newspaper about the first charter school opening in Santa Clara County. The school would serve low-income students who were struggling in school.

The school had enrolled about one hundred ninth graders. Classes were held in rented rooms at several local churches. Mr. Lippman, the school Principal, told me the kids needed help with everything—learning English, organizing their backpacks, everything.

I tutored three to four students every Tuesday and Thursday afternoon. In the winter we sat around a folding table setup under a bare bulb in the church hallway. When the weather warmed, we were outside at a picnic table. Universally, the kids did not want to be at DCP. They complained about the uniforms, the long school hours and the fact there was no football team. When I asked the complaining students how they got to DCP they frequently identified a person, a parent, grandmother, an uncle who had pushed to get them to DCP. This person recognized a need for change and took a chance on the DCP promise.

Soon, I began to notice change. Students' class notes improved. Their notebooks and backpacks were better organized. They were more focused and committed to their work. The school moved to a new and upgraded facility. The complaints subsided. One could feel the growing pride in being a DCP student. Expectation that every student would go to a four-year university began to permeate. The growing pride and expectation rubbed off on the new freshmen.

It seems that every member of the staff of DCP knows the name of every student. A faculty advisor tracks how each student is doing toward high school graduation and qualification for acceptance into the University of California system. The students understand what combination of test scores and grade point averages they need for college admission.

As the reservoir of DCP graduates grew, the staff began to collect data and track how they were performing in college. They surveyed the graduates, collected college grades and determined the college graduation rates. The result: 60% of DCP alumni graduate from college within six years.

In addition to tutoring students at DCP, I regularly meet with Jennifer Andaluz, DCP's Founder and Executive Director and her staff. We talk about goals, priorities, budgets, facilities, and communication. All of the things related to managing a complex human organization. I have been doing this kind of consulting with for-profit technology companies for many years.

I can confidently say that DCP is one of the very best organizations I have ever worked with. Staff communications are excellent. Evaluation of performance is based on data. Goals are set high and closely monitored. Colleagues mentor incoming staff members. It is hard to find an area to recommend improvement.

I am now in my sixteenth year of working with DCP. I have seen it grow from a class of one hundred ninth graders in the dim halls of a rented church to now an

organization of two high schools and two middle schools serving students from our low income, dominantly Latino communities. The organization has demonstrated great success over many in years in getting students to be the first college graduates in their families. There is an organizational foundation to build on and expand these successes.



Jim Patterson

Founder and CEO of Quantum Corporation, Retired

Appendix D - Proof of Non-Profit Status

1. Articles of Incorporation



State of California
Secretary of State

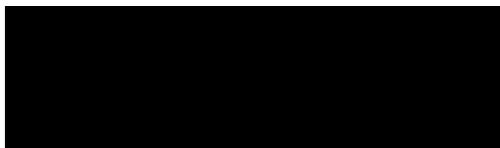
I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

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

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

FEB 11 2008

The undersigned certify that:

1. They are the President and the Secretary of **Across the Bridge Foundation**, a California nonprofit public benefit corporation.
2. Article Two of the Articles of Incorporation of this corporation is amended to read as follows:

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this Corporation is organized are to provide educational programs and services and to manage, operate, guide, direct and promote one or more California public charter schools.
3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.
4. The foregoing amendment of the Articles of Incorporation has been duly approved by the required vote of the members.

The undersigned further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of their own knowledge.

DATE: 2/4/08

[Redacted Signature]

NAME: President, **STEPHANIE PUENTES**

DATE: 2/4/08

[Redacted Signature]

NAME: Secretary, **DAVE BROWN**





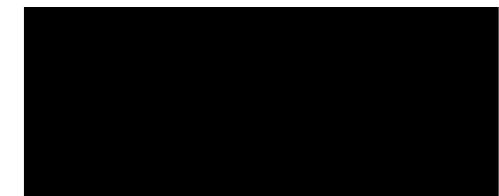
SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAY 12 1999



Secretary of State

MAY -4 1999

BILL JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION

ONE: The name of this corporation is Across the Bridge Foundation.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are to provide educational programs and services for the downtown San Jose community.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Greg Lippman, 25203 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

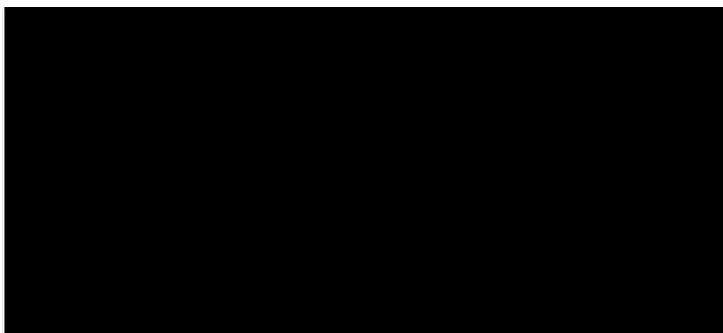
Jennifer Andaluz

Greg Lippman

Jim Henderson

Raghu Agarwal

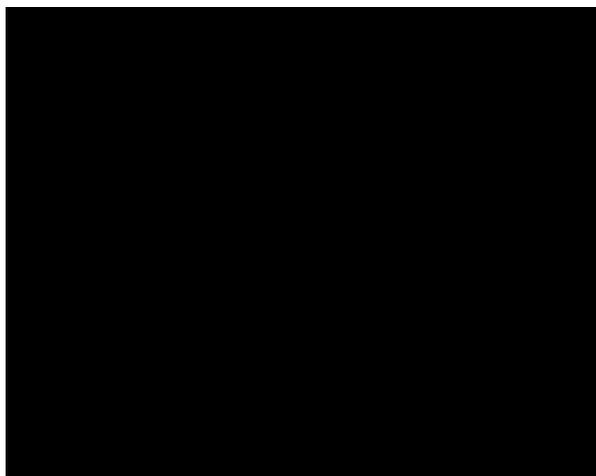
James Rucker



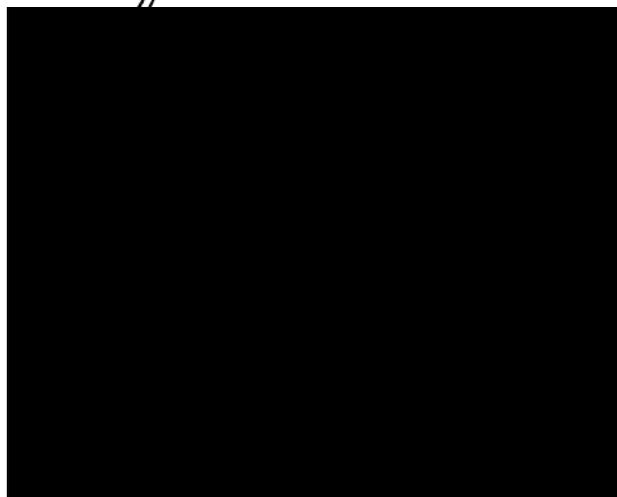
SIX: The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income of assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: February 26, 1999



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.



Appendix E - Schools Operated by Applicant

Four Schools, One Mission: To & Through College

Downtown College Prep currently operates four schools. Each site is focused on preparing students for college – academically, personally, socially and financially. Its commitment to college completion begins in 6th grade and continues through college graduation and beyond. The initial school opened in 2002, with replication beginning in 2011 with the addition of two middle schools and a second high school. The four schools run under three charters. DCP El Primero High School and DCP El Camino Middle School each hold a charter authorized by their district of residence, San Jose Unified School District (SJUSD). DCP Alum Rock Middle School and DCP Alum Rock High School share a charter authorized by the Santa Clara County Office of Education (SCCOE), however, operate at two separate locations with separate staff and Principals. Furthermore, the schools have two separate districts of residence: DCP Alum Rock Middle School serves Alum Rock Union Elementary School District (ARUESD) and DCP Alum Rock High School serves East Side Union High School District (ESUHSD). As such, they are separate and distinct schools. Addresses, contact information, and Principal names are provided in the Figure E.2 below.

In the next phase of replication and expansion, DCP will open two additional middle schools and expand its two existing high schools, creating a feeder system of two middle schools for each high school. For the two new middle schools, it is DCP's intention to receive authorization for one through its existing partnership with SJUSD and for the other through Franklin-McKinley School District (FMSD).

Overview of Demographics between School, Districts, and State

DCP schools serve a traditionally educationally underserved student population, at a proportion comparable or higher to the local districts and state as seen in *Figure E.1*.

Figure E.1 Demographic Comparison between DCP, District, and State¹

	DCP					Districts			State
	Overall	EI Camino MS	EI Primero HS	Alum Rock MS	Alum Rock HS	SJUSD	ARUESD	ESUHSD	CA
Socio-Economically Disadvantaged	82.3%	88.0%	80.7%	82.5%	82.5%	44.9%	86.3%	52.5%	59.4%
English Language Learner	27.9%	49.2%	30%	30.8%	28.0%	23.0%	47.4%	19.6%	22.3%
Special Education	8.5%	6.8%	10.5%	6.6%	6.6%	9.7%	10.8%	9.3%	11.3%
Hispanic or Latino	89.3%	91.9%	92.2%	85.1%	87.8%	53.2%	78.8%	51.5%	53.6%
American Indian or Alaska Native	0.2%	1.6%	0.0%	0.0%	0.0%	0.4%	0.3%	0.2%	0.6%
Asian	2.2%	0.0%	0.5%	6.3%	0.6%	12.7%	11.8%	29.4%	8.8%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	1.9%	0.0%	0.4%	0.9%	0.6%	0.5%
Filipino	0.7%	0.8%	0.7%	1.0%	0.0%	1.8%	4.3%	7.5%	2.5%
Black or African American	1.8%	1.6%	2.1%	1.3%	1.8%	2.8%	1.4%	2.7%	6.0%
White	1.9%	0.0%	1.7%	3.2%	1.2%	24.8%	1.9%	6.3%	24.6%
Two or More Races	1.4%	4.0%	1.4%	0.3%	1.2%	3.4%	0.6%	1.7%	2.8%
Not Reported	2.0%	0.0%	1.4%	1.0%	7.3%	0.5%	0.0%	0.1%	0.6%
First-Generation College Graduate	88%	n/a	88%	n/a	n/a	61%	n/a	n/a	n/a

¹ 2014-15 Data for Ethnicity and ELL at data1.cde.ca.gov/dataquest/. 2013-14 FRL and SPED data at <http://www.ed-data.org/> and <http://www.sarconline.org/>.

Overview of DCP Schools

Contact information, charter data, and student demographics by individual school site are provided in *Figure E.2*.

Figure E.2 DCP Contact Information, Charter Data, and Student Demographics by School

DCP - El Primero High School																													
<i>Established 2002</i>																													
Contact Information	Student Demographics																												
<p>DCP El Primero High School 1460 The Alameda San Jose, CA 95126 [Redacted] [Redacted] [Redacted]</p> <p>Principal Lori Hartmann</p> <p>School District San Jose Unified School District</p> <p>Authorizer San Jose Unified School District</p> <p>Charter CDS Code 43696664330585 Individual Charter for operation of DCP El Primero (9-12)</p>	<p>Student Enrollment (2014-15)</p> <ul style="list-style-type: none"> Grades 9-12 Total Enrollment 422 students <p>Student Enrollment by Ethnicity (2014-15)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #800040; color: white;"> <th colspan="2">DCP - El Primero High School</th> </tr> </thead> <tbody> <tr> <td>Hispanic or Latino</td> <td style="text-align: right;">92.2%</td> </tr> <tr> <td>American Indian or Alaska Native</td> <td style="text-align: right;">0.0%</td> </tr> <tr> <td>Asian</td> <td style="text-align: right;">0.5%</td> </tr> <tr> <td>Pacific Islander</td> <td style="text-align: right;">0.0%</td> </tr> <tr> <td>Filipino</td> <td style="text-align: right;">0.7%</td> </tr> <tr> <td>African American</td> <td style="text-align: right;">2.1%</td> </tr> <tr> <td>White</td> <td style="text-align: right;">1.7%</td> </tr> <tr> <td>Two or More Races</td> <td style="text-align: right;">1.4%</td> </tr> <tr> <td>Not Reported</td> <td style="text-align: right;">1.4%</td> </tr> </tbody> </table> <p>Student Enrollment by Program</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #800040; color: white;"> <th colspan="2">DCP El Primero High School</th> </tr> </thead> <tbody> <tr> <td>Students who are Socio-economically Disadvantaged</td> <td style="text-align: right;">80.7%</td> </tr> <tr> <td>English Language Learners</td> <td style="text-align: right;">19.4%</td> </tr> <tr> <td>Students with Disabilities</td> <td style="text-align: right;">10.5%</td> </tr> </tbody> </table>	DCP - El Primero High School		Hispanic or Latino	92.2%	American Indian or Alaska Native	0.0%	Asian	0.5%	Pacific Islander	0.0%	Filipino	0.7%	African American	2.1%	White	1.7%	Two or More Races	1.4%	Not Reported	1.4%	DCP El Primero High School		Students who are Socio-economically Disadvantaged	80.7%	English Language Learners	19.4%	Students with Disabilities	10.5%
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DCP - Alum Rock Middle School

Established 2011

Contact Information

DCP Alum Rock Middle School

2800 Ocala Avenue

San Jose, CA 95148

[REDACTED]

[REDACTED]

[REDACTED]

Principal

Brandon Jones

School District

Alum Rock Union Elementary School

District

Authorizer

Santa Clara County Office of Education

Charter

CDS Code 43104390123257

Shared Charter for operation of

DCP Alum Rock Middle School (6-8) and

DCP Alum Rock High School (9-12)

Student Demographics

Student Enrollment (2014-15)

- Grades 6-8
- Total Enrollment 315 students

Student Enrollment by Ethnicity (2014-15)

DCP Alum Rock Middle School	
Hispanic or Latino	85.1%
American Indian or Alaska Native	0.0%
Asian	6.3%
Pacific Islander	1.9%
Filipino	1.0%
African American	1.3%
White	3.2%
Two or More Races	0.3%
Not Reported	1.0%

Student Enrollment by Program

DCP Alum Rock Middle & High Schools	
Students who are Socio-economically Disadvantaged	82.5%
English Language Learners	29.9%
Students with Disabilities	6.6%

DCP - Alum Rock High School

Established 2013

Contact Information

DCP Alum Rock High School

1776 Educational Park Drive, Building H

San Jose, CA 95133



Principal

Terri Furton

School District

East Side Union High School District

Authorizer

Santa Clara County Office of Education

Charter

CDS Code 43104390123257

Shared Charter for operation of

DCP Alum Rock Middle School (6-8) and

DCP Alum Rock High School (9-12)

Student Demographics (2014-15)

Student Enrollment

- Grades 9-10
- (Grades 9-11 in 2015-16 and 9-12 in 2016-17)
- Total Enrollment 164 students

Student Enrollment by Ethnicity

DCP Alum Rock High School	
Hispanic or Latino	87.8%
American Indian or Alaska Native	0.0%
Asian	0.6%
Pacific Islander	0.0%
Filipino	0.0%
African American	1.8%
White	1.2%
Two or More Races	1.2%
Not Reported	7.3%

Student Enrollment by Program

DCP Alum Rock Middle & High Schools	
Students who are Socio-economically Disadvantaged	82.5%
English Language Learners	29.9%
Students with Disabilities	6.6%

DCP - El Camino Middle School

Established 2014

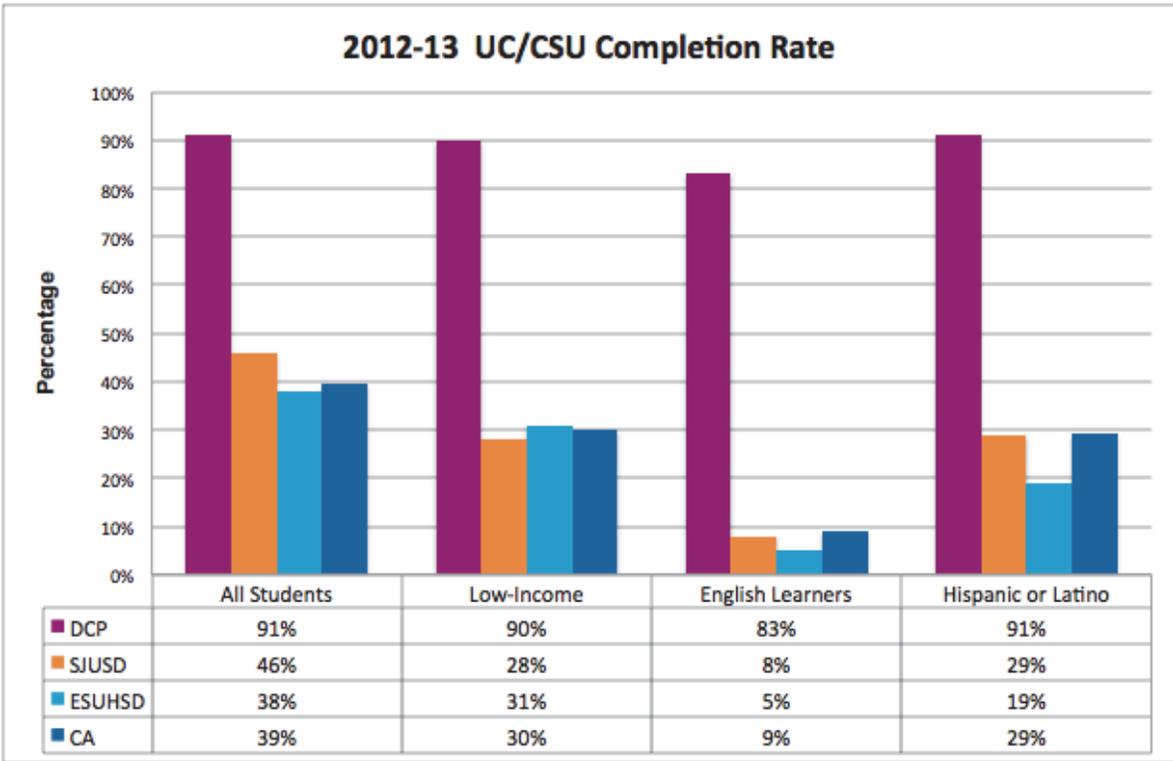
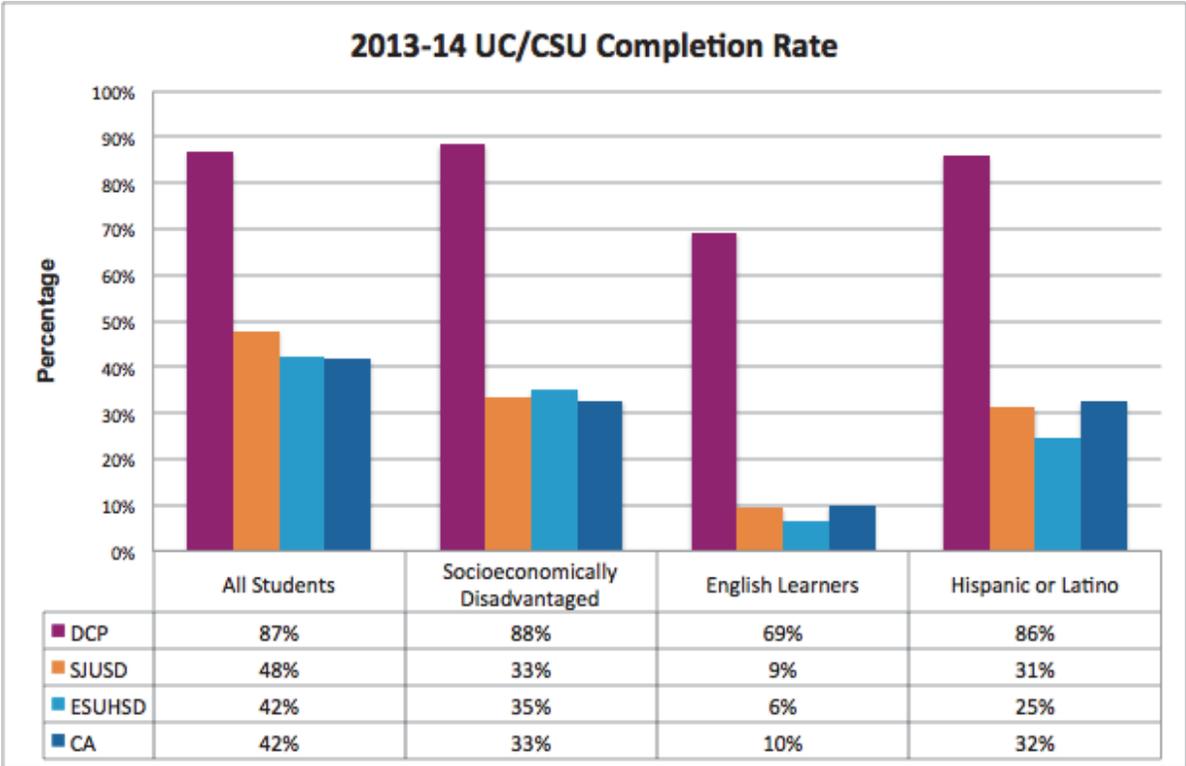
Contact Information	Student Demographics																												
<p>DCP El Camino Middle School 1155 E. Julian Street San Jose, CA 95116 [REDACTED] [REDACTED] [REDACTED]</p> <p>Principal Dr. Pedro Antonio Cuevas</p> <p>School District San Jose Unified School District</p> <p>Authorizer San Jose Unified School District</p> <p>Charter CDS Code 4369666-0129718 Individual Charter for operation of DCP El Camino Middle School (6-8)</p>	<p>Student Enrollment by Grades Served (2014-15)</p> <ul style="list-style-type: none"> Grade 6 (Grades 6-7 in 2015-16, 6-8 in 2016-17) Total Enrollment 120 students <p>Student Enrollment by Ethnicity (2014-15)</p> <table border="1"> <thead> <tr> <th colspan="2">DCP El Camino Middle School</th> </tr> </thead> <tbody> <tr> <td>Hispanic or Latino</td> <td>91.9%</td> </tr> <tr> <td>American Indian or Alaska Native</td> <td>1.6%</td> </tr> <tr> <td>Asian</td> <td>0.0%</td> </tr> <tr> <td>Pacific Islander</td> <td>0.0%</td> </tr> <tr> <td>Filipino</td> <td>0.8%</td> </tr> <tr> <td>African American</td> <td>1.6%</td> </tr> <tr> <td>White</td> <td>0.0%</td> </tr> <tr> <td>Two or More Races</td> <td>4.0%</td> </tr> <tr> <td>Not Reported</td> <td>0.0%</td> </tr> </tbody> </table> <p>Student Enrollment by Program (2014-15)</p> <table border="1"> <thead> <tr> <th colspan="2">DCP El Camino Middle Schools</th> </tr> </thead> <tbody> <tr> <td>Students who are Socio-economically Disadvantaged</td> <td>88.0%</td> </tr> <tr> <td>English Language Learners</td> <td>49.2%</td> </tr> <tr> <td>Students with Disabilities</td> <td>6.8%</td> </tr> </tbody> </table>	DCP El Camino Middle School		Hispanic or Latino	91.9%	American Indian or Alaska Native	1.6%	Asian	0.0%	Pacific Islander	0.0%	Filipino	0.8%	African American	1.6%	White	0.0%	Two or More Races	4.0%	Not Reported	0.0%	DCP El Camino Middle Schools		Students who are Socio-economically Disadvantaged	88.0%	English Language Learners	49.2%	Students with Disabilities	6.8%
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Appendix F - Student Achievement

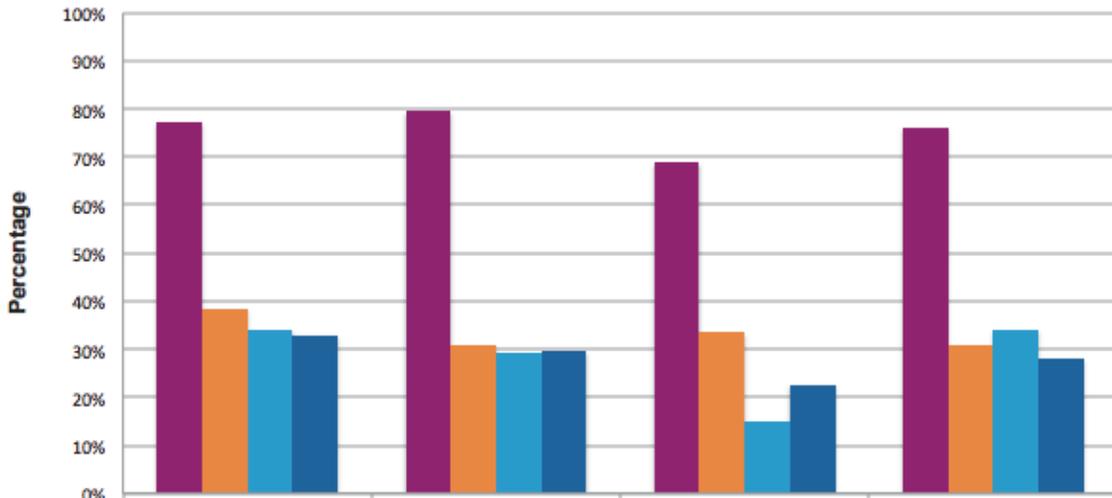
College Readiness, Matriculation, and Completion

UC/CSU Completion

DCP has a singular mission: preparing first-generation students for college success. DCP has graduated 12 classes of students--the most recent class consisted of 90 graduates. Twice as many DCP graduates complete the coursework that makes them eligible to attend the University of California and California State University system (UC/CSU) than in the state overall - 87% compared to a meager 42%. And for educationally underserved populations, the numbers are even greater: 86% compared to 32% for Hispanic or Latino students, 88% compared to 33% for Socio-economically disadvantaged students, and 69% compared to 10% for English Language Learners. DCP rates vastly outpace those at each of its districts as well, SJUSD and ESUHD, overall and for subgroups.



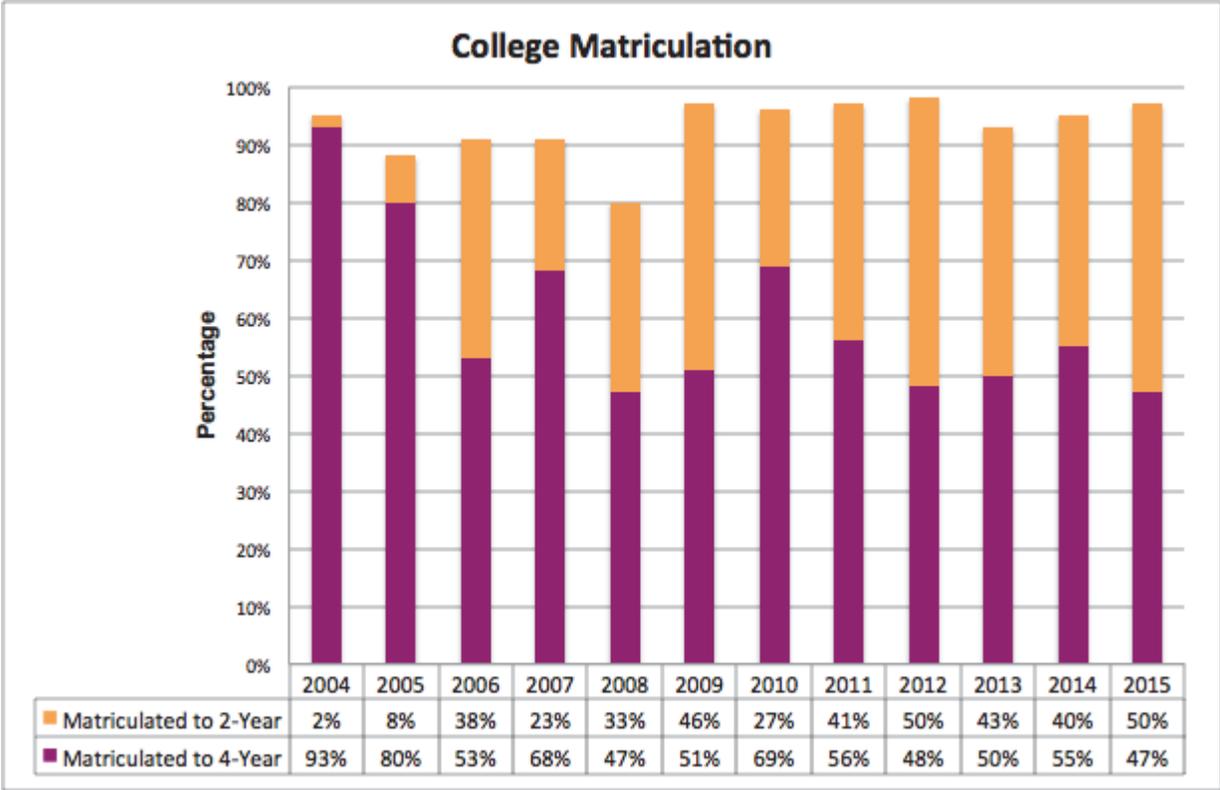
2011-12 UC/CSU Completion Rate



	All Students	Low-Income	English Learners	Hispanic or Latino
DCP	77%	80%	69%	76%
SJUSD	38%	31%	34%	31%
ESUHSD	34%	29%	15%	34%
CA	33%	30%	23%	28%

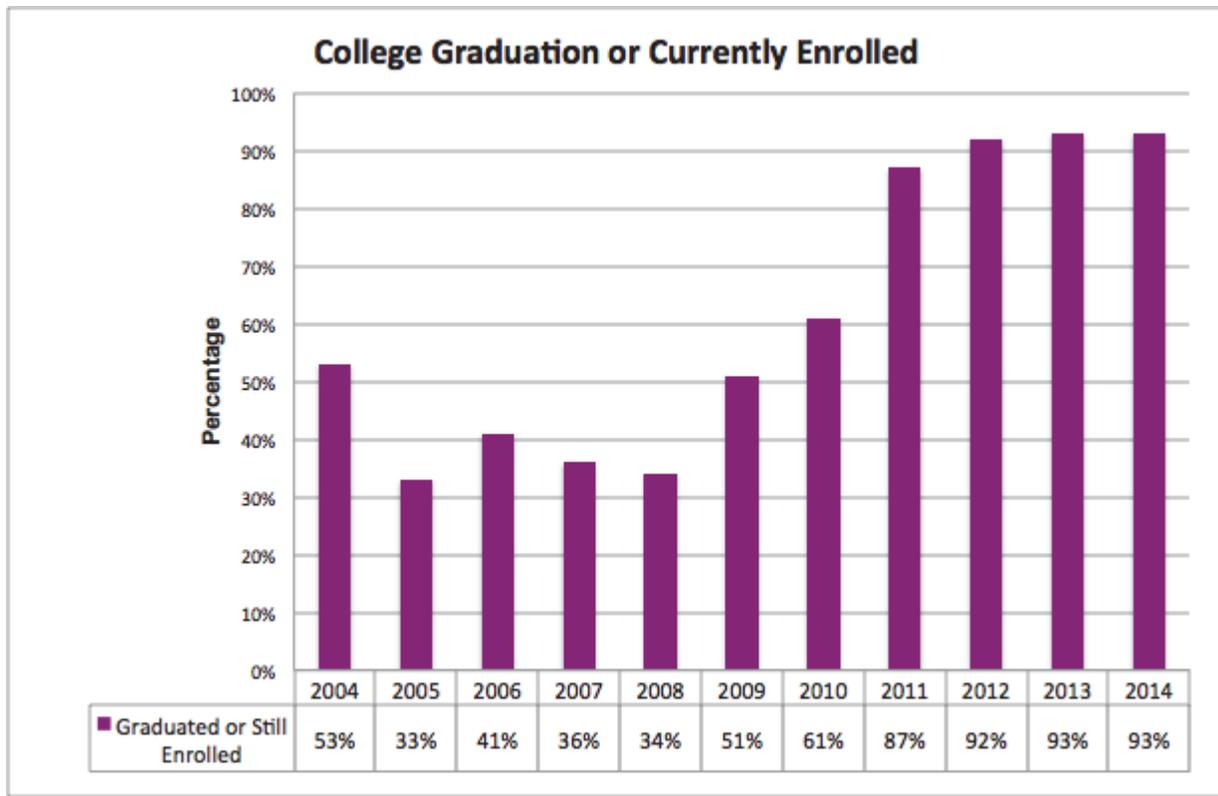
College Matriculation

DCP has graduated 12 classes of seniors - 96% matriculate to college directly after high school, compared to only 49% of similar students nationwide. The majority of students matriculate to a four-year university, though the rising cost of college has caused an increasing number of students to start at two-year college and then transfer to four-year college.



College Graduation

61% of DCP graduates to date have graduated or are still enrolled in college, compared with 9% of similar students nationwide.



Secondary School Success

Achieving these end outcomes requires incremental steps along the way - regularly attending, persisting, and achieving in school. Success in these areas is seen in DCP's high attendance rates, low drop out rates, and academic achievement that is closing the gap for educationally underserved students in its community.

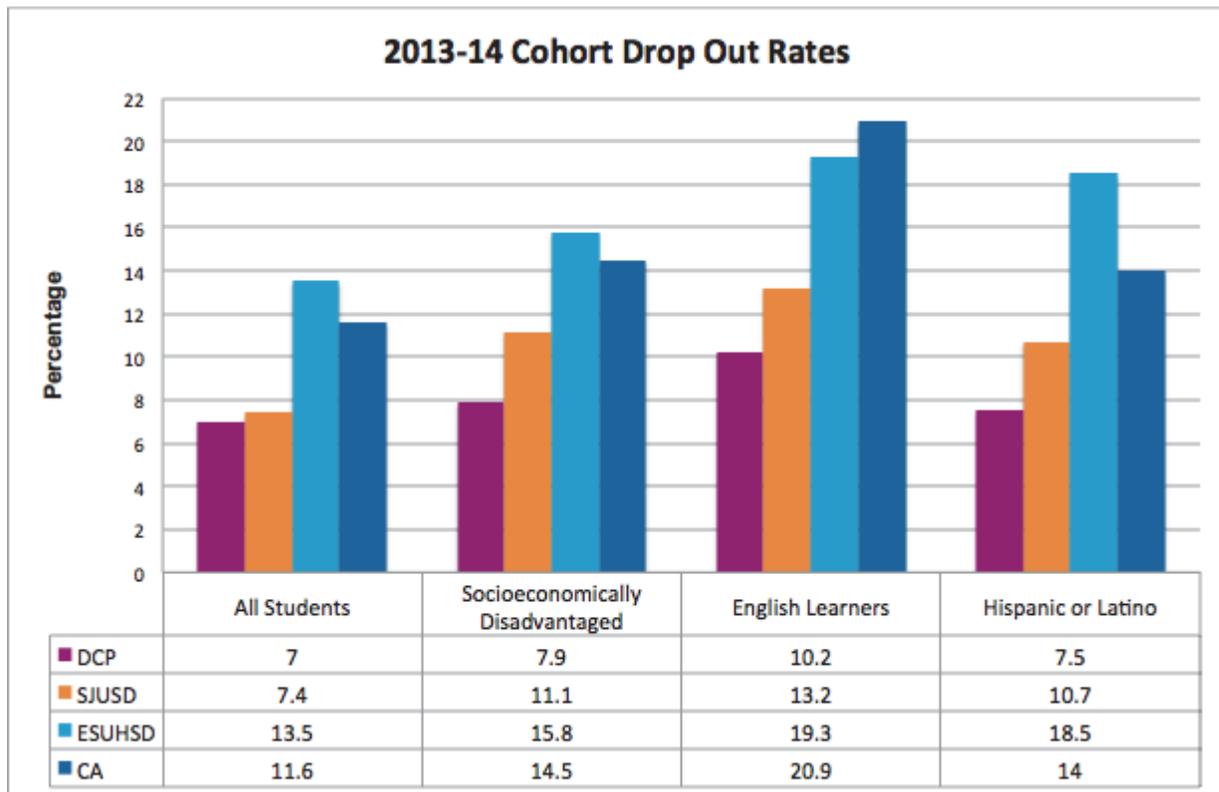
Attendance

Students can't learn if they aren't in school - DCP maintains an average of over 95% attendance across campuses and over the past three years.

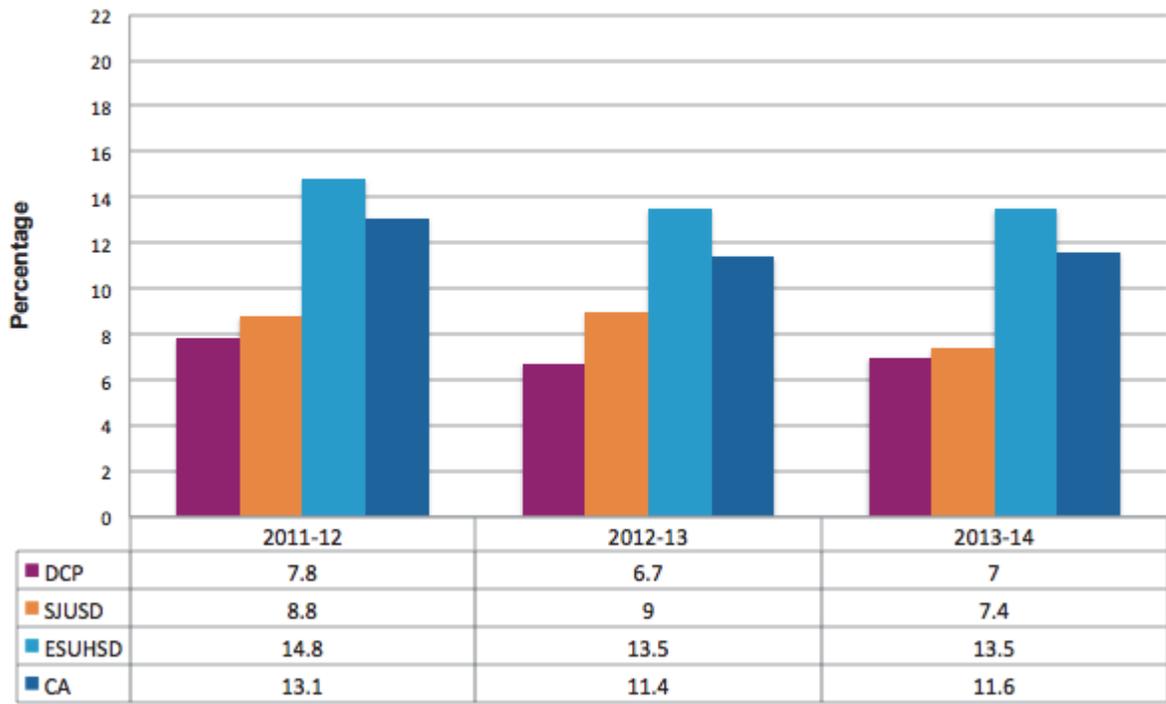
High School Completion

Dropping out is a serious challenge facing the educationally disadvantaged youth of San Jose - and the State of California. The DCP overall dropout rate is lower than that of California,

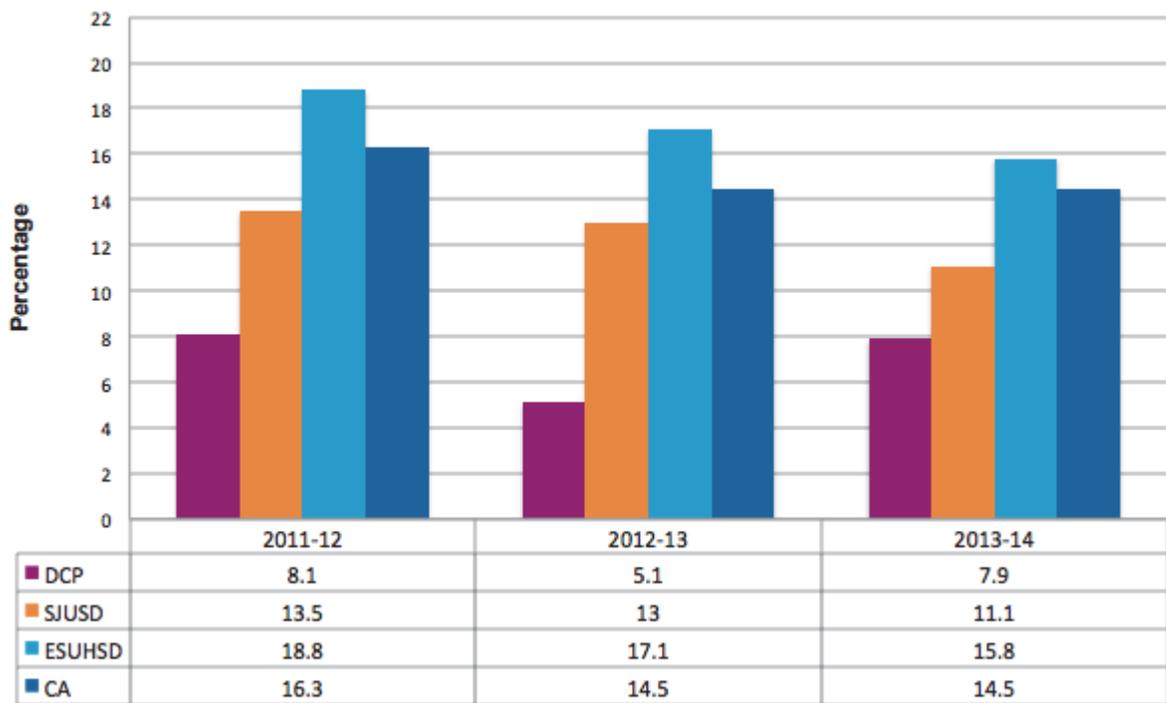
ESUHSD, and SJUSD: 7% compared to 11.6%, 13.5%, and 7.4% respectively. For educationally disadvantaged students, DCP holds rates that are significantly lower than ESUHSD, SJUSD, and the State of California: 7.9% for socio-economically disadvantaged students, 10.2% for English Language Learners, and 7.5% for students who are Hispanic or Latino, compared to 11.1%, 13.2% and 10.7% in SJUSD, 15.8%, 19.3%, and 18.5% in ESUHSD, and 14.5%, 20.9% and 14% in California respectively.



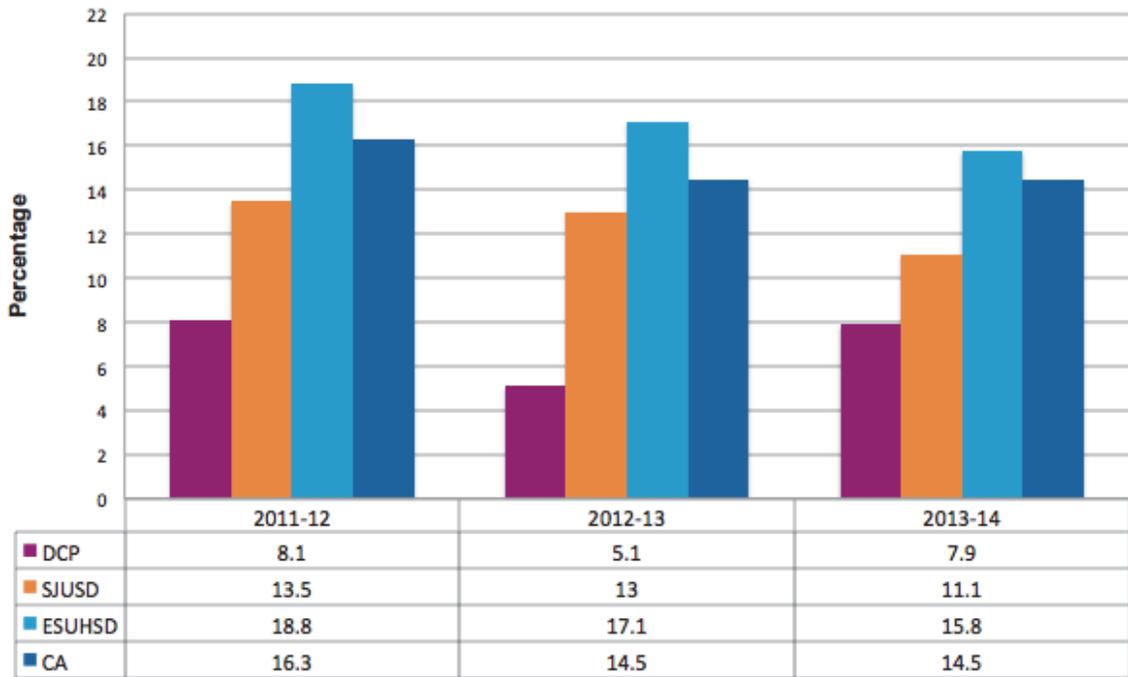
2011-14 Drop Out Rate - Overall



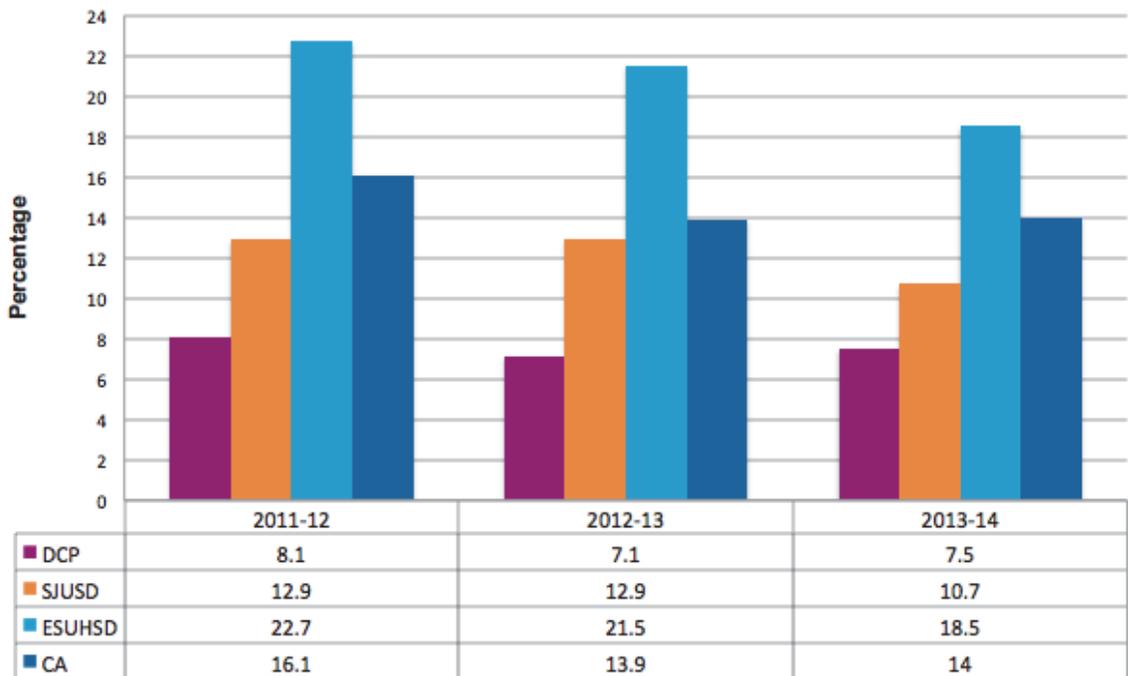
2011-14 Drop Out Rate - Socio-economically Disadvantaged



2011-14 Drop Out Rate - English Language Learners



2011-14 Drop Out Rate - Hispanic or Latino

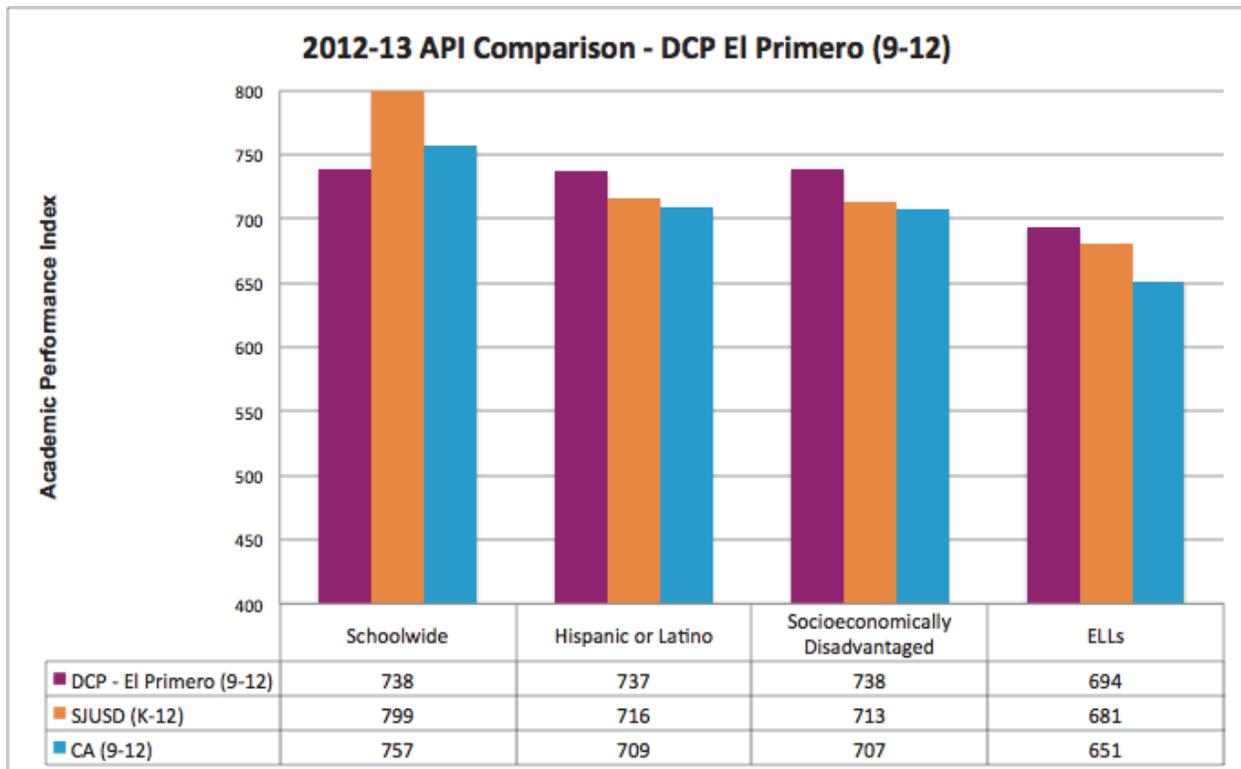


Academic Achievement

Academic Achievement in California is measured by the Academic Performance Index (API), a score that was last assigned to schools in 2012-13 and has been on hold during the Common Core transition. These scores are then used to assign school a Statewide Ranking and a Similar School Ranking of 1 to 10. A three-year average API (2010-2013) and state rankings are available for DCP's oldest school, DCP El Primero. For its next two schools, DCP Alum Rock Middle School and High School, only two years of API data and rankings are available (2011-13). For the newest school, DCP El Camino Middle School, there is no API or ranking.

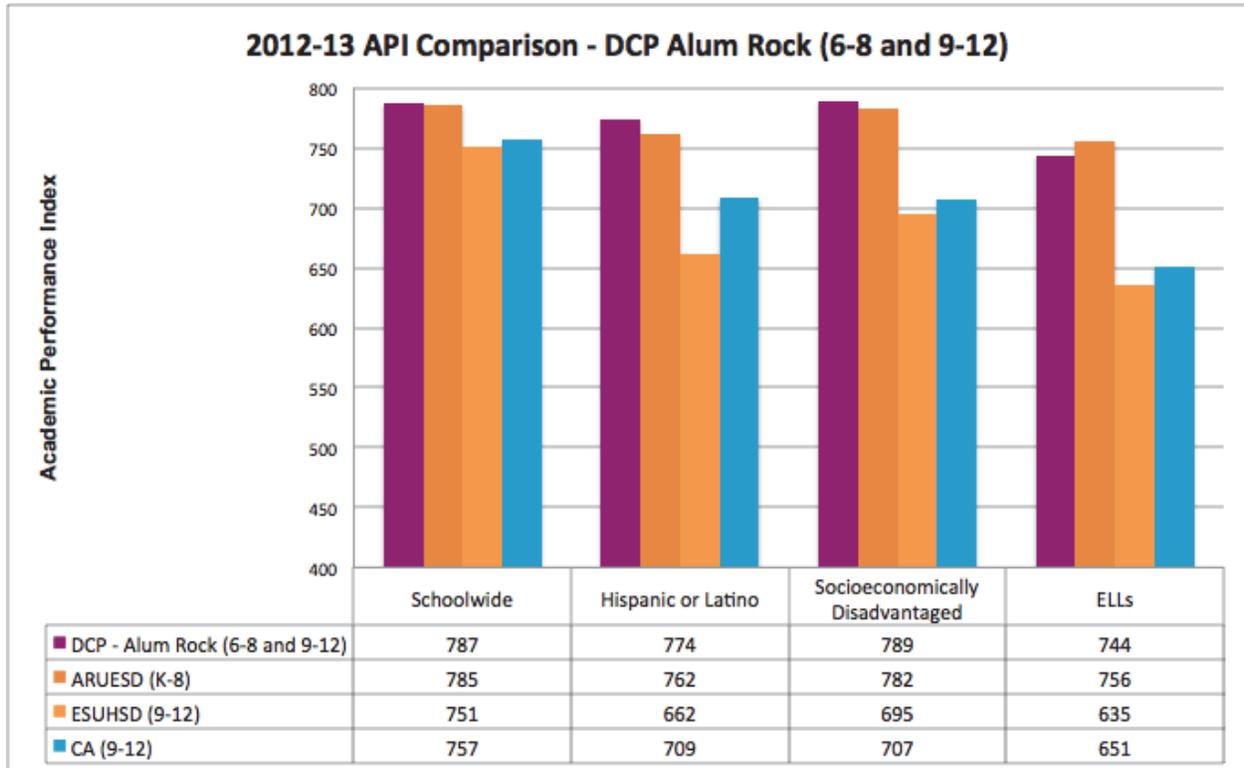
API Scores

DCP schools outperform their districts of residence and the State of California in serving educationally disadvantaged students across 14 of 15 comparisons, and in doing so is closing the achievement gap for these students. DCP El Primero High School outperforms its district (SJUSD) and the State across all six subgroup comparisons: the socio-economically disadvantaged students API score is 738, compared to 713 and 707; the English Learners API score is 694 compared to 681 and 651; and the Hispanic or Latino youth API score is 737 compared to 716 and 709 respectively.



At the DCP Alum Rock Middle School (6-8) and High School (9-12), these favorable comparisons continue to hold as compared to the two districts of residence and the State. Alum Rock outperforms ESUHD (9-12), ARUSED (K-8), and the State Overall and in 8 of 9 subgroup comparisons: the socio-economically disadvantaged students API score is 789, compared to 695, 782, and 707; the English Learners API is 744, compared to 635, 756¹, and 651; and the Hispanic or Latino youth API score is 774, compared to 662, 762, and 709 respectively. While there is continued work to be done to elevate the raw performance numbers further, DCP is clearly closing the achievement gap for these youth.

¹ ARUESD's K-8 API score for English Language Learners outperformed Alum Rock's 6-12 API score. It should be noted that if students come to DCP in 6th grade as language learners, they are usually long-term language learners as they were not reclassified in their first five years.



In addition, DCP has outpaced the districts and state in its API growth over the past three years, overall and within all subgroups.

Academic Performance Index - Three Year Growth, 2010-11, 2011-12, 2012-13				
	DCP (9-12)	SJUSD (K-12)	ESUHSD (9-12)	California (9-12)
Overall	24	1	2	15
Socio-economically Disadvantaged	28	1	2	23
English Learner	29	-18	-18	11
Hispanic or Latino	24	0	9	20

State Rankings

Given its success in closing the achievement gap, it follows that DCP holds high rankings when compared to Similar Schools. The DCP El Primero High School holds a Similar School Ranking of 7 out of 10 and the DCP Alum Rock Middle School and High School hold a Similar School Ranking of 8 out of 10. The slightly higher rankings at the Alum Rock schools reflect the impetus of our new 6th - 12th grade model: when DCP can work with students longer, as seen at the two Alum Rock schools, it can raise achievement further.

Appendix G - Supplemental Organizational Budgets and Financial Information

1. 2014 Audit - Across the Bridge Foundation, doing business as Downtown College Prep
2. Three-Year Budget Example for Mature DCP School - DCP El Primero High School
3. Cash Flow Balance Example for Mature DCP School - DCP El Primero High School

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

ANNUAL FINANCIAL REPORT

JUNE 30, 2014

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

TABLE OF CONTENTS
JUNE 30, 2014

FINANCIAL SECTION

Independent Auditor's Report	2
Management's Discussion and Analysis	4
Statement of Financial Position	10
Statement of Activities and Changes in Net Assets	11
Statement of Cash Flows	12
Notes to Financial Statements	13

SUPPLEMENTARY INFORMATION

Local Education Agency Organization Structure	23
Schedule of Apportionment Days of Attendance	24
Schedule of Instructional Time	25
Combining Statement of Financial Position	26
Combining Statement of Activities and Changes in Net Assets	28
Combining Statement of Cash Flows	30
Note to Supplementary Information	32

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 <i>Government</i> <i>Auditing Standards</i>	34
Report on State Compliance	36

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Summary of Auditor's Results	39
Financial Statement Findings	40
State Award Findings and Questioned Costs	41
Summary Schedule of Prior Audit Findings	42

FINANCIAL SECTION

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of
Across the Bridge Foundation
San Jose, California

Report on the Financial Statements

We have audited the accompanying financial statements of the Across the Bridge Foundation (a nonprofit organization) (the School) which comprise the statement of financial position as of June 30, 2014, and the related statement of activities and changes in net assets and cash flows for the year then ended and the related notes to the financial statements.

Management's Responsibility

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 an opinion 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 and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *Standards and Procedures for Audits of California K-12 Local Education Agencies 2013-2014*, 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 School'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 School'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.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Across The Bridge Foundation as of June 30, 2014, and the changes in its net assets and its 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 Across the Bridge Foundation'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. We have applied certain limited procedures to the management's discussion and analysis in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 5, 2014, on our consideration of the Across the Bridge Foundation'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 Across the Bridge Foundation's internal control over financial reporting and compliance.

[REDACTED]
Palo Alto, California
December 5, 2014



MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2014

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 college-bound students to be leaders for tomorrow through secondary school success and college completion.

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 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.

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 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 many times more likely to complete college than their underserved peers nationwide. Currently 60% of DCP students are on track to complete college compared with 11% for similar low-income populations nationwide.

Today, DCP graduates serve as leaders in the community. Currently 10% of DCP staff are alumni of DCP, 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, 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, 2014

Current Schools Overview

DCP High School

Downtown College Prep High School (DCP) is the flagship campus within the DCP network. It was founded in 2000 and has graduated over 600 alumni. 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 420 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. Students experience a unified college-bound culture and a supportive environment in which they realize the value of positive interdependence and shared experiences. With guidance, education, and support, DCP ensures that every family has a college plan and the know-how to navigate the college application and admissions process. Graduates of DCP now teach and work for DCP further nurturing DCP’s mission with leadership. In 2014 DCP was ranked #34 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 Middle School is ranked 4th for Latino student algebra proficiency in the region.

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. 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. Currently serving over 300 students, DCP Alum Rock will grow to serve approximately 420 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. 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 about 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.

DCP Middle School

DCP Middle School will open its doors 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 about 420 students in grades 6-8 and will feed into Downtown College Prep High School. This campus will be home to our first Innovation and Design Lab and a theatre-based service-learning program.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

MANAGEMENT’S DISCUSSION AND ANALYSIS
JUNE 30, 2014

Program

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.

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.

What makes DCP schools especially effective in serving our target student are four key elements:

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.

Fiscal Year 2013-2014 Highlights

Achievement Highlights

- 95% of the Class of 2014 matriculated to college, the majority of them to four-year colleges.
- For a second consecutive year, DCP is ranked #34 out of 2000 schools in California by US News & World Report.
- DCP Middle School was ranked 4th for Latino student algebra proficiency in the region.
- DCP High School API increased by 5 points for an API of 738--one of the highest API's for Latino students across San Jose.

Growth Highlights

- 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.
- DCP received the PCSGP school start-up grant valued at \$575,000 for DCP Middle School, which will open in Fall 2014.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

MANAGEMENT’S DISCUSSION AND ANALYSIS
JUNE 30, 2014

Operations Highlights

- 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 with the Alum Rock Union Elementary School District that will enable DCP to build a long-term facility for its Alum Rock Middle School. This will give the school the stability needed to grow to full enrollment (420 students) and to provide quality college-prep level classes.
- 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.

Community Impact Highlights

- 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 celebrated the 10th anniversary of its first graduating class.

Financial Summary

The Schedule of Financial Trends and Analysis on page 9 indicates Total Revenues increased 33% in FY 2013-14. With 26% coming from Government Revenues and 72% from Other Revenues, the growth is due largely to organizational expansion (adding 118 new student seats) and increased government funding.

Government Revenues: Government revenues increased 26% over the prior year. FY 2013-14 was year one of the new California state Local Control Funding Formula (LCFF). In comparison to the prior year (restated to LCFF equivalents), the new formula yielded an increase of 10% per ADA funding level. This, along with DCP Alum Rock’s expansion to grade 9, DCP’s receipt of the PCSGP Grant for development of the new middle school (DCP Middle School) opening FY 2014-15, and DCP’s receipt of the previously mentioned Dissemination Grant, resulted in the majority of increased government revenues.

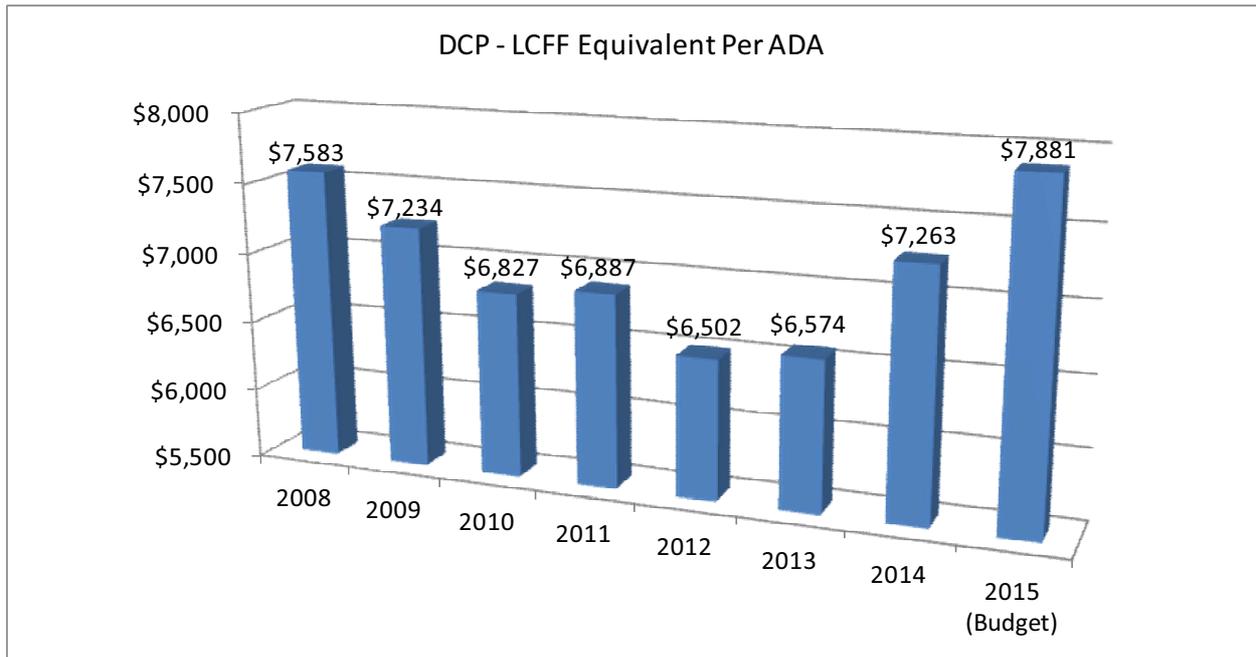
Other Revenues: Other revenues increased by 72% year over year. The increase from FY 2012-13 is due to several factors including start-up donations for DCP Middle School, donations for grade level expansion of DCP Alum Rock High School, and donations for the facility expansion of DCP Alum Rock Middle School.

Expenses increased 36% due to the addition of a grade level at DCP Alum Rock High School (staffing and a second 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.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

MANAGEMENT’S DISCUSSION AND ANALYSIS
JUNE 30, 2014

While the economic outlook has changed for the better, FY 2013-14 funding rates are still a reflection of several years of state budget cuts. As the chart below depicts, FY 2013-14 state revenues per ADA (adjusted for LCFF historical equivalents) are still below FY 2007-08 levels. Seven years after the state budget crisis began; FY 2014-15 budgets indicate only slightly higher ADA revenues than FY 2007-08.



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 7 years remaining. As complications for charter schools continue to mount, acquiring affordable facilities continues to be challenging. Going forward, DCP anticipates having to spend a greater percentage of its resources on rent and leasehold improvements.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

MANAGEMENT’S DISCUSSION AND ANALYSIS
JUNE 30, 2014

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2014

	(Budget) 2015 ¹	2014	2013	2012
Revenues				
Government revenues	\$ 9,681,388	\$ 6,422,109	\$ 5,079,313	\$ 4,442,965
Other revenues	1,204,182	1,569,093	910,568	1,673,758
Total Revenues	<u>10,885,570</u>	<u>7,991,202</u>	<u>5,989,881</u>	<u>6,116,723</u>
Expenses				
Operating expenditures	10,715,590	8,008,266	5,886,723	5,439,883
Depreciation	94,472	17,997	12,884	6,300
Debt service - interest payments	55,655	-	-	300
Total Expenses	<u>10,865,717</u>	<u>8,026,263</u>	<u>5,899,607</u>	<u>5,446,483</u>
Change in Net Assets	<u>\$ 19,853</u>	<u>\$ (35,061)</u>	<u>\$ 90,274</u>	<u>\$ 670,240</u>
Ending Net Assets	<u>\$ 2,353,548</u>	<u>\$ 2,333,695</u>	<u>\$ 2,368,756</u>	<u>\$ 2,278,482</u>
Long-Term Obligations ²	<u>\$ 200,000</u>	<u>\$ 400,000</u>	<u>\$ 600,000</u>	<u>\$ 600,000</u>
Average LCFF/RL per ADA	<u>\$ 7,881</u>	<u>\$ 7,264</u>	<u>\$ 5,836</u>	<u>\$ 5,842</u>
LCFF Equivalent Per ADA	<u>\$ 7,881</u>	<u>\$ 7,264</u>	<u>\$ 6,574</u>	<u>\$ 6,502</u>

The School’s net assets have increased by \$55,213 over the past two years. Total net assets at the year end of 2013-2014 consists of \$896,500 restricted for various programs and \$1,437,195 unrestricted. The fiscal year 2014-2015 budget projects an increase in net assets of \$19,853.

The School has incurred operating surpluses in two of the past three years, and anticipates incurring an operating surplus during the 2014-2015 fiscal year. Total long-term obligations have decreased by \$200,000 over the past two years.

Average principal apportionment per ADA increased \$1,428 from prior year's \$5,836 Revenue Limit (RL) per ADA to \$7,264 Local Control Funding Formula (LCFF) per ADA. The significant increase in dollar per ADA is because the state combined the categorical funding and RL calculation into one lump-sum LCFF funding. An increase of \$617 is anticipated during fiscal year 2014-2015.

LCFF equivalent per ADA represents pre LCFF years calculated by combining categorical and revenue limit to provide a historical comparison.

¹ Budget 2015 is included for analytical purposes only and has not been subjected to audit.

² Long-term obligations include both current and long-term portion.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

STATEMENT OF FINANCIAL POSITION
JUNE 30, 2014

ASSETS

Current Assets

Cash	\$ 1,626,153	
Accounts receivable	987,878	
Current portion of pledge receivable	235,000	
Prepaid expenses and other current assets	38,296	
Total Current Assets	\$ 2,887,327	

Non-Current Assets

Noncurrent portion of pledge receivable	115,000	
Capital assets	662,192	
Less: accumulated depreciation	(237,745)	
Total Non-Current Assets	539,447	
Total Assets	\$ 3,426,774	

LIABILITIES

Current Liabilities

Accounts payable	670,580	
Deferred revenue	22,499	
Current portion of long-term obligations	200,000	
Total Current Liabilities	\$ 893,079	

Long-Term Debt

Noncurrent portion of long-term obligations	200,000	
Total Non-Current Liabilities	200,000	
Total Liabilities	1,093,079	

NET ASSETS

Restricted for:

Scholarships	574,754	
Federal and state programs	108,297	
Associated student body	8,333	
Private funding and other	205,116	
Total Restricted Net Assets	896,500	

Unrestricted

Total Net Assets	1,437,195	
Total Liabilities and Net Assets	\$ 3,426,774	

The accompanying notes are an integral part of these financial statements.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2014

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local control funding formula sources			
State apportionment	\$ 2,258,720	\$ -	\$ 2,258,720
In-lieu property taxes	3,144,981	-	3,144,981
Federal revenue	229,352	239,301	468,653
State revenue	308,019	241,736	549,755
Local revenues			
Scholarships	-	62,210	62,210
Private funding	966,904	290,005	1,256,909
Other revenues	232,562	17,412	249,974
Satisfaction of program restrictions	694,375	(694,375)	-
Total Revenue	<u>7,834,913</u>	<u>156,289</u>	<u>7,991,202</u>
EXPENSES			
Program services			
Teacher salaries and benefits	2,989,031	-	2,989,031
Academic and student support salaries and benefits	1,529,852	-	1,529,852
Student transportation	42,225	-	42,225
Instructional and student services	370,103	-	370,103
Student scholarships	200,624	-	200,624
Occupancy	586,449	-	586,449
Instructional and student supplies	582,231	-	582,231
Student nutrition	51,094	-	51,094
Special education fee	157,289	-	157,289
Depreciation	15,022	-	15,022
Subtotal	<u>6,523,920</u>	<u>-</u>	<u>6,523,920</u>
Management and general			
Administrative salaries and benefits	739,833	-	739,833
New school development	57,240	-	57,240
District supervisory fee	53,839	-	53,839
Insurance	46,523	-	46,523
Operating expenses	601,933	-	601,933
Depreciation	2,975	-	2,975
Subtotal	<u>1,502,343</u>	<u>-</u>	<u>1,502,343</u>
Total Expenses	<u>8,026,263</u>	<u>-</u>	<u>8,026,263</u>
NET CHANGE IN NET ASSETS	(191,350)	156,289	(35,061)
NET ASSETS, BEGINNING OF YEAR	<u>1,628,545</u>	<u>740,211</u>	<u>2,368,756</u>
NET ASSETS, END OF YEAR	<u>\$ 1,437,195</u>	<u>\$ 896,500</u>	<u>\$ 2,333,695</u>

The accompanying notes are an integral part of these financial statements.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014

CASH FLOWS FROM OPERATING ACTIVITIES	
Decrease in net assets	\$ (35,061)
Adjustments to reconcile decrease in net assets to net cash provided by operating activities	
Depreciation expense	17,997
Changes in operating assets and liabilities	
Decrease in accounts receivable	100,740
Increase in deferred revenue	22,499
Increase in prepaid expenses	(21,637)
Increase in accounts payable	197,897
Net Cash Provided by Operating Activities	<u>282,435</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Cash payment on acquisition of capital assets	<u>(392,867)</u>
Net Cash Used for Investing Activities	<u>(392,867)</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	(110,432)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>1,736,585</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 1,626,153</u></u>

The accompanying notes are an integral part of these financial statements.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 1 - ORGANIZATION AND MISSION

Across the Bridge Foundation (dba Downtown College Preparatory), hereafter known as the “School”, is a nonprofit, public benefit corporation incorporated under the law of the State of California and recorded by the Secretary of State on September 16, 1999. Downtown College Preparatory operates small academic charter schools with a clear goal of preparing each of its students to thrive at a four-year university. High standards, personalized attention and an explicit focus on college success drive the academic programs at Downtown College Preparatory. The efforts of everyone at the School, students, staff and community, are aligned to achieve this singular vision.

Downtown College Preparatory opened the first charter high school in Santa Clara County. It was chartered by the San Jose Unified School District on December 2, 1999. The School opened in September 2000 with its first class of one hundred 9th grade students, added a grade each year, and graduated its first class of students in 2004. In August of 2008, the School opened a new campus, Alviso which was suspended in 2011-2012. In August, 2011, the School opened a new campus, Alum Rock. Today Across the Bridge Foundation serves approximately 775 students.

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, 2014, the School had \$896,500 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. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

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, 2014, 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, 2014, management had determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

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, 2014, depreciation expense was \$17,997.

Deferred Revenue

Deferred revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period, or when resources are received by the School prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are 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. On the financial statements, receivables that will not be collected within the available period are also 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, 2014, consists of the following:

	Reported Amount	Bank Balance
	<u> </u>	<u> </u>
Deposits		
Cash on hand and in banks	\$ 1,626,153	\$ 1,785,533
	<u> </u>	<u> </u>

Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). The School maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The School has not experienced any losses in such accounts. At June 30, 2014, the School had \$1,285,534 in excess of FDIC insured limits. Management believes the School is not exposed to any significant risk related to cash.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2014, consist of the following:

Local control funding formula	
State aid	\$ 329,406
In-lieu property taxes	174,224
Total Local Control Funding Formula	<u>503,630</u>
Federal receivable	234,563
State receivable	41,019
Lottery receivable	48,534
Local receivable	160,132
Sub Total	<u>484,248</u>
Total Accounts Receivable	<u><u>\$ 987,878</u></u>

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 \$350,000.

Estimated future collections are as follows:

<u>Fiscal Year</u>	
2015	\$ 235,000
2016	115,000
	<u><u>\$ 350,000</u></u>

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 6 - CAPITAL ASSETS

Capital assets at June 30, 2014, consist of the following:

	Balance July 1, 2013	Additions	Deductions	Balance June 30, 2014
Capital Assets:				
Work in progress	\$ -	\$ 349,850	\$ -	\$ 349,850
Vehicles	61,712	-	-	61,712
Furniture and equipment	207,613	43,017	-	250,630
Total Capital Assets	<u>269,325</u>	<u>392,867</u>	<u>-</u>	<u>662,192</u>
Less Accumulated Depreciation:				
Vehicles	61,712	-	-	61,712
Furniture and equipment	158,036	17,997	-	176,033
Total Accumulated Depreciation	<u>219,748</u>	<u>17,997</u>	<u>-</u>	<u>237,745</u>
Capital Assets, Net	<u>\$ 49,577</u>	<u>\$ 374,870</u>	<u>\$ -</u>	<u>\$ 424,447</u>

NOTE 7 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2014, consist of the following:

Salaries and benefits	\$ 109,370
State apportionment payable	26,613
Vendor payables	412,956
Accrued discretionary time-off	121,641
Total Accounts Payable	<u>\$ 670,580</u>

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

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 over the next two years after the school meets the performance requirements listed below.

The loan forgiveness schedule is as follows:

<u>Date</u>	<u>Amount of Forgiveness</u>	<u>Performance Requirement</u>
June 30, 2015	\$ 200,000	Successful expansion to 10th grade
June 30, 2016	200,000	Successful expansion to 11th grade
	<u>\$ 400,000</u>	

Line of Credit Agreement with Comerica Bank

The School has a \$300,000 Line of Credit Agreement with Comerica Bank bearing a 4.25% interest rate. As of June 30, 2014, the School has not drawn down on the line of credit.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

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 District 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 2013-14, the required contribution rate for new members is 8.0 percent. "Classic" plan members are also required to contribute 8.0 percent of their salary. The District 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 2013-2014 was 8.25 percent of annual payroll. The contribution requirements of the plan members are established by State statute. The District's contributions to CalSTRS for the fiscal years ending June 30, 2014, 2013, and 2012, were \$246,139, \$177,126 and \$179,350, respectively, and equal 100 percent of the required contributions for each year.

CalPERS

Plan Description

The District 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.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

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 2013-2014, the normal cost is 11.85 percent, which rounds to a 6.0 percent contribution rate. "Classic" plan members continue to contribute 7.0 percent. The District 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 2013-2014 was 11.442 percent of covered payroll. The contribution requirements of the plan members are established by State statute. The District's contributions to CalPERS for the fiscal years ending June 30, 2014, 2013, and 2012, were \$112,395, \$84,474, and \$61,287, respectively, and equal 100 percent of the required contributions for each year.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of \$165,315 (5.541 percent of salaries subject to CalSTRS). Contributions are no longer appropriate in the annual *Budget Act* for the legislative mandated benefits to CalPERS. Therefore, there is no on-behalf contributions rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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, 2014.

Litigation

The School is not currently a party to any legal proceedings.

**ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory**

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014**

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.

On August 1, 2011, the School entered into a joint use agreement with Alum Rock Union Elementary School District (Alum Rock). Alum Rock will provide seven classrooms for students, of which five classrooms are for in-district students. The classrooms provided for in-district students are covered by a pro-rata share of facilities costs pursuant to Proposition 39. Use fees for two additional classrooms, beyond the Proposition 39 allocation, will result in a monthly charge of one dollar per square foot.

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 August 1, 2013 the School entered into a five year lease agreement with Alum Rock Union Elementary School District (the Lessor) to secure a portion of premises commonly known as 2800 Ocala Avenue Building C, San Jose, California. The base rent for the period beginning August 1, 2013 shall be \$11,000 per month.

NOTE 11 – SUBSEQUENT EVENT

DCP High School's 10-year lease agreement with San Jose Unified School District (SJUSD) expires June 30, 2015. Although SJUSD has indicated they do not intend to renew the lease, negotiations are currently in progress. The location, costs and other potential impacts on future financial results under a new arrangement are uncertain.

SUPPLEMENTARY INFORMATION

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2014

ORGANIZATION

Across The Bridge Foundation operates one grade 6-12 school and one high school. The high school’s charter was granted on December 2, 1999 by the San Jose Unified School District. The middle school’s charter was granted on November 18, 2009 by the Santa Clara County Office of Education.

GOVERNING BOARD

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
Mr. James Gibbons-Shapiro	President	2017
Ms. Julianne M. Biagini	Treasurer	2017
Ms. Michele Bolton	Acting Secretary	2015
Ms. Maria Arellano	Director	2015
Ms. Mary Curtis	Director	2017
Mr. Rodney Jenny	Director	2017
Ms. Sandra Moll	Director	2017
Ms. Megan Thiele	Director	2017
Ms. Lisa Voss	Director	2015

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

See accompanying note to supplementary information.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SCHEDULE OF APPORTIONMENT DAYS OF ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2014

Grade Level	P2 Report	Annual Report
Alum Rock Campus		
Middle/High School		
Sixth classroom based	87.15	87.78
Seventh through eighth classroom based	183.88	183.50
Ninth through twelfth classroom based	67.59	66.49
Subtotal	338.62	337.77
Alameda Campus		
High School		
Ninth through twelfth classroom based	405.25	400.39
Total	743.87	738.16

The School does not have non-classroom based ADA.

See accompanying note to supplementary information.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2014

Grade Level ¹	1986-87 Minutes Requirement	Reduced 1986-87 Minutes Requirement	2013-14 Actual Minutes	Number of Days Traditional Calendar	Status
Alum Rock Campus					
Grade 6	54,000	52,457	57,054	180	In compliance
Grade 7	54,000	52,457	57,380	180	In compliance
Grade 8	54,000	52,457	63,121	180	In compliance
Grade 9	64,800	62,949	64,192	180	In compliance
Alameda Campus					
Grade 9	64,800	62,949	66,938	180	In compliance
Grade 10	64,800	62,949	66,938	180	In compliance
Grade 11	64,800	62,949	66,938	180	In compliance
Grade 12	64,800	62,949	66,938	180	In compliance

¹ The Alum Rock campus operates only grades 6-9. The Alameda campus operates only grades 9-12.

See accompanying note to supplementary information.

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ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2014

	Central Office	Alameda	Alviso
ASSETS			
Current Assets			
Cash and investments	\$ 442,399	\$ 889,232	\$ 34,329
Accounts receivable	265,013	301,565	38,285
Current portion of pledge receivable	225,000	10,000	-
Due from other funds	82,882	660,425	-
Prepaid expenses and other current assets	8,591	12,706	-
Total Current Assets	<u>1,023,885</u>	<u>1,873,928</u>	<u>72,614</u>
Noncurrent Assets			
Noncurrent portion of pledge receivable	115,000	-	-
Capital assets	39,246	236,705	-
Less: accumulated depreciation	(13,287)	(212,215)	-
Total Non-Current Assets	<u>140,959</u>	<u>24,490</u>	<u>-</u>
Total Assets	<u>\$ 1,164,844</u>	<u>\$ 1,898,418</u>	<u>\$ 72,614</u>
LIABILITIES			
Current Liabilities			
Accounts payable	\$ 233,583	\$ 229,173	\$ -
Deferred revenue	-	22,499	-
Due to other funds	659,814	-	60,118
Current portion of long-term obligations	-	200,000	-
Total Current Liabilities	<u>893,397</u>	<u>451,672</u>	<u>60,118</u>
Long-term Debt			
Noncurrent portion of long-term obligations	-	200,000	-
Total Liabilities	<u>893,397</u>	<u>651,672</u>	<u>60,118</u>
NET POSITION			
Restricted for:			
Scholarships	574,754	-	-
Federal and state programs	-	54,881	-
Associated student body	-	3,813	-
Private funding and other	-	2,824	-
Unrestricted	(303,307)	1,185,228	12,496
Total Net Position	<u>271,447</u>	<u>1,246,746</u>	<u>12,496</u>
Total Liabilities and Net Position	<u>\$ 1,164,844</u>	<u>\$ 1,898,418</u>	<u>\$ 72,614</u>

See accompanying note to supplementary information.

<u>Alum Rock</u>	<u>Eliminations</u>	<u>Total</u>
\$ 260,193	\$ -	\$ 1,626,153
383,015	-	987,878
-	-	235,000
-	(743,307)	-
16,999	-	38,296
<u>660,207</u>	<u>(743,307)</u>	<u>2,887,327</u>
-	-	115,000
386,241	-	662,192
(12,243)	-	(237,745)
<u>373,998</u>	<u>-</u>	<u>539,447</u>
<u>\$ 1,034,205</u>	<u>\$ (743,307)</u>	<u>\$ 3,426,774</u>
\$ 207,824	\$ -	\$ 670,580
-	-	22,499
23,375	(743,307)	-
-	-	200,000
<u>231,199</u>	<u>(743,307)</u>	<u>893,079</u>
-	-	200,000
<u>231,199</u>	<u>(743,307)</u>	<u>1,093,079</u>
-	-	574,754
53,416	-	108,297
4,520	-	8,333
202,292	-	205,116
542,778	-	1,437,195
<u>803,006</u>	<u>-</u>	<u>2,333,695</u>
<u>\$ 1,034,205</u>	<u>\$ (743,307)</u>	<u>\$ 3,426,774</u>

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

COMBINING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2014

	<u>Central Office</u>	<u>Alameda</u>	<u>Alviso</u>
REVENUES			
Local control funding formula sources			
State apportionment	\$ -	\$ 1,113,076	\$ -
In-lieu property taxes	-	2,058,536	-
Federal revenue	229,352	118,473	-
State revenue	23,223	307,041	-
Local revenues	1,487,893	49,749	28
Total Revenue	<u>1,740,468</u>	<u>3,646,875</u>	<u>28</u>
EXPENSES			
Program services			
Teacher salaries and benefits	-	1,730,664	-
Academic and student support salaries and benefits	604,632	603,836	-
Student transportation	650	23,861	-
Instructional and student services	9,326	185,800	-
Student scholarships	200,624	-	-
Occupancy	-	250,935	-
Instructional and student supplies	832	208,718	-
Student nutrition	1,299	21,552	-
Special education fee	-	156,390	-
Depreciation	-	7,806	-
Subtotal	<u>817,363</u>	<u>3,189,562</u>	<u>-</u>
Management and general			
Administrative salaries and benefits	739,833	-	-
New school development	57,240	-	-
District supervisory fee	-	31,405	-
Insurance	7,945	16,820	-
Operating expenses	511,914	408,621	-
Depreciation	2,975	-	-
Subtotal	<u>1,319,907</u>	<u>456,846</u>	<u>-</u>
Total Expenses	<u>2,137,270</u>	<u>3,646,408</u>	<u>-</u>
INCREASE (DECREASE) IN NET ASSETS	<u>(396,802)</u>	<u>467</u>	<u>28</u>
NET ASSETS, BEGINNING OF YEAR	<u>668,249</u>	<u>1,246,279</u>	<u>12,468</u>
NET ASSETS, END OF YEAR	<u>\$ 271,447</u>	<u>\$ 1,246,746</u>	<u>\$ 12,496</u>

See accompanying note to supplementary information.

Alum Rock	Eliminations	Total
\$ 1,145,644	\$ -	\$ 2,258,720
1,086,445	-	3,144,981
120,828	-	468,653
219,491	-	549,755
634,167	(602,744)	1,569,093
<u>3,206,575</u>	<u>(602,744)</u>	<u>7,991,202</u>
1,258,367	-	2,989,031
321,384	-	1,529,852
17,714	-	42,225
174,977	-	370,103
-	-	200,624
335,514	-	586,449
372,681	-	582,231
28,243	-	51,094
899	-	157,289
7,216	-	15,022
<u>2,516,995</u>	<u>-</u>	<u>6,523,920</u>
-	-	739,833
-	-	57,240
22,434	-	53,839
21,758	-	46,523
284,142	(602,744)	601,933
-	-	2,975
<u>328,334</u>	<u>(602,744)</u>	<u>1,502,343</u>
<u>2,845,329</u>	<u>(602,744)</u>	<u>8,026,263</u>
361,246	-	(35,061)
441,760	-	2,368,756
<u>\$ 803,006</u>	<u>\$ -</u>	<u>\$ 2,333,695</u>

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

COMBINING STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014

	Central Office	Alameda	Alviso
CASH FLOWS FROM OPERATING ACTIVITIES			
Increase (Decrease) in net assets	\$ (396,802)	\$ 467	\$ 28
Adjustments to reconcile increase (decrease) in net assets to net cash provided by operating activities			
Depreciation expense	2,975	7,806	-
Changes in operating assets and liabilities			
Decrease (Increase) in accounts receivable	(36,724)	145,315	-
Decrease (Increase) in due from other fund	1,018	(74,992)	-
Increase in deferred revenue	-	22,499	-
Increase in prepaid expenses	(6,570)	(3,497)	-
Increase (Decrease) in accounts payable	207,299	(110,608)	-
Increase (Decrease) in due to other fund	75,548	-	-
Net Cash Provided by (Used for)			
Operating Activities	<u>(153,256)</u>	<u>(13,010)</u>	<u>28</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Cash payment on acquisition of capital assets	<u>(23,445)</u>	<u>-</u>	<u>-</u>
Net Cash Used for Investing Activities	<u>(23,445)</u>	<u>-</u>	<u>-</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	(176,701)	(13,010)	28
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	619,100	902,242	34,301
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 442,399</u>	<u>\$ 889,232</u>	<u>\$ 34,329</u>

See accompanying note to supplementary information.

Alum Rock	Elimination	Total
\$ 361,246	\$ -	\$ (35,061)
7,216	-	17,997
(7,851)	-	100,740
-	73,974	-
-	-	22,499
(11,570)	-	(21,637)
101,206	-	197,897
(1,574)	(73,974)	-
<u>448,673</u>	<u>-</u>	<u>282,435</u>
<u>(369,422)</u>	<u>-</u>	<u>(392,867)</u>
<u>(369,422)</u>	<u>-</u>	<u>(392,867)</u>
79,251	-	(110,432)
<u>180,942</u>	<u>-</u>	<u>1,736,585</u>
<u>\$ 260,193</u>	<u>\$ -</u>	<u>\$ 1,626,153</u>

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2014

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 Changes in Net Assets, and Statement of Cash Flow

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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**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
San Jose, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of financial position, statement of activities and changes in net assets and cash flows of Across The Bridge Foundation (the School) as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise Across The Bridge Foundation's basic financial statements, and have issued our report thereon dated December 5, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Across The Bridge Foundation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Across The Bridge Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of Across The Bridge Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Across The Bridge Foundation'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 District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Palo Alto, California
December 5, 2014



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's compliance with the types of compliance requirements as identified in the *Standards and Procedures for Audit of California K-12 Local Educational Agencies 2013-2014* that could have a direct and material effect on each of the Across The Bridge Foundation's State government programs as noted below for the year ended June 30, 2014.

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 Across The Bridge Foundation'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 *Standards and Procedures for Audits of California K-12 Local Educational Agencies 2013-2014*. 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 Across The Bridge Foundation'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 Across The Bridge Foundation's compliance with those requirements.

Unmodified Opinion on Each of the State Programs Listed Below

In our opinion, Across The Bridge Foundation 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, 2014.

In connection with the audit referred to above, we selected and tested transactions and records to determine the Across The Bridge Foundation's compliance with the State laws and regulations applicable to the following items:

	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Attendance Accounting:		
Attendance Reporting	6	Not Applicable
Teacher Certification and Misassignments	3	Not Applicable
Kindergarten Continuance	3	Not Applicable
Independent Study	23	Not Applicable
Continuation Education	10	Not Applicable
Instructional Time:		
School Districts	6	Not Applicable
County Offices of Education	3	Not Applicable
Instructional Materials:		
General Requirements	8	Not Applicable
Ratios of Administrative Employees to Teachers	1	Not Applicable
Classroom Teacher Salaries	1	Not Applicable
Early Retirement Incentive	4	Not Applicable
Gann Limit Calculation	1	Not Applicable
School Accountability Report Card	3	Not Applicable
Juvenile Court Schools	8	Not Applicable
Local Control Funding Formula Certification	1	Yes
California Clean Energy Jobs Act	3	No
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	5	Not Applicable
Before School	6	Not Applicable
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	Not Applicable
Determination of Funding for Non Classroom-Based Instruction	3	Not Applicable
Annual Instruction Minutes Classroom-Based	4	Yes
Charter School Facility Grant Program	1	Not Applicable

We did not perform testing for California clean energy jobs act because the School has not spent the fund as of June 30, 2014.



December 5, 2014

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2014

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for programs:	<u>Unmodified</u>
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ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2014

None reported.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2014

None reported.

ACROSS THE BRIDGE FOUNDATION
dba Downtown College Preparatory

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2014

There were no audit findings reported in the prior year's schedule of financial statement findings.

CHARTER SCHOOL BUDGET

PERIOD COVER: 7.1.15 to 6.30.18

Charter School Name: Downtown College Prep High School

CDS#: 43 69666 4330585

Charter Approving Entity: San Jose Unified School District

County: Santa Clara

Charter #: 0287

**This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)**

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 4900-9499, and 9660-0669)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		2015-16	2016-17	2017-18
	Object Code			
Food	4700	40,836	43,583	45,904
Total, Books and Supplies		\$ 210,004	\$ 210,655	\$ 219,814
5. Services and Other Operating Expenditures				
Travel and Conference	5200	\$ 16,654	\$ 17,443	\$ 18,117
Dues and Memberships	5300	6,709	7,160	7,541
Insurance	5400	22,220	23,713	24,973
Operations and Housekeeping Services	5500	66,934	-	-
Rentals, Leases, Repairs, and Noncap. Improvements	5600	404,617	652,651	603,694
Professional/Consulting Services and Operating Expenditures	5800	880,241	889,481	943,054
Communications	5900	10,448	10,893	11,276
Total, Services and Other Operating Expenditures		\$ 1,407,823	\$ 1,601,341	\$ 1,608,655
6. Capital Outlay				
Depreciation Expense (for accrual basis only)	6900	\$ 19,169	\$ 18,464	\$ 14,458
Total, Capital Outlay		\$ 19,169	\$ 18,464	\$ 14,458
7. Other Outgo				
Debt Services:				
Interest	7438	\$ -	\$ -	\$ -
Principal (for modified accrual basis only)	7439	-	-	-
Total, Other Outgo		\$ -	\$ -	\$ -
8. TOTAL EXPENDITURES		\$ 4,220,016	\$ 4,532,272	\$ 4,654,016
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$ (204,069)	\$ (144,447)	\$ 86,941
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)		\$ (204,069)	\$ (144,447)	\$ 86,941
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	\$ 1,190,991	\$ 986,922	\$ 842,475
b. Adjustments/Restatements to Beginning Balance	9793, 9795			
c. Adjusted Beginning Balance		1,190,991	986,922	842,475
2. Ending Fund Balance, June 30 (E + F1c)		\$ 986,922	\$ 842,475	\$ 929,416
Components of Ending Fund Balance:				
Designated for Economic Uncertainties	18% 9770	\$ 759,603	\$ 815,809	\$ 837,723
Unappropriated Amount	9790	227,319	26,666	91,693
TOTAL COMPONENTS FOR ENDING FUND BALANCE		\$ 986,922	\$ 842,475	\$ 929,416
G. ASSETS				
1. Cash				
In Banks	9120	\$ 131,315	\$ 105,794	\$ 103,608
3. Accounts Receivable	9200	872,819	872,819	872,819
4. Due from Grantor government	9290	200,059	217,715	234,837
5. Stores	9320			

CHARTER SCHOOL BUDGET

PERIOD COVER: 7.1.15 to 6.30.18

Charter School Name: Downtown College Prep High School

CDS#: 43 69666 4330585

Charter Approving Entity: San Jose Unified School District

County: Santa Clara

Charter #: 0287

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis *(Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 4900-9499, and 9660-0669)*

Modified Accrual Basis *(Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)*

		2015-16	2016-17	2017-18
	Object Code			
6. Prepaid Expenditures (Expenses)	9330			
7. Other Current Assets	9340			
8. Capital Assets <i>(for accrual basis only)</i>	9400-9499	20,977	2,513	23,897
9. TOTAL ASSETS		\$ 1,225,171	\$ 1,198,842	\$ 1,235,161
H. LIABILITIES				
1. Accounts Payable	9500	\$ 238,249	\$ 256,367	\$ 260,745
2. Due to Grantor Government	9590			
3. Current Loans	9640	-	100,000	45,000
4. Deferred Revenue	9650			
5. Long-Term Liabilities <i>(for accrual basis only)</i>	9660-9669			
6. TOTAL LIABILITIES		\$ 238,249	\$ 356,367	\$ 305,745
I. FUND BALANCE				
Ending Fund Balance, June 30 (G9 - H6)		\$ 986,922	\$ 842,475	\$ 929,416
<i>(must agree with Line F2)</i>				

Downtown College Prep High School
Cash Flow Worksheet

		Prior Yr Pymt	Current Yr												Total Cash
Beginning Cash Balance		Jul-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	FY 15-16
REVENUES:		\$ 434,677	\$ 478,026	\$ 351,541	\$ 159,877	\$ 355,896	\$ 277,210	\$ 196,906	\$ 302,951	\$ 246,230	\$ 174,254	\$ 417,299	\$ 336,356	\$ 242,010	\$ 434,677
Education Protection Account - State Aid	8012	-	-	-	141,921	-	-	141,921	-	-	141,921	-	-	141,921	567,685
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	39,738	39,738	71,528	71,528	71,528	71,528	71,528	71,528	71,528	71,528	71,528	71,528	794,759
In Lieu of Property Taxes	8096	151,267	-	145,327	290,655	193,770	193,770	193,770	193,770	193,770	339,097	169,548	169,548	169,548	2,403,840
No Child Left Behind - Federal, Title Funding	8290	-	-	-	36,100	-	-	36,100	-	-	36,100	-	-	36,100	144,400
Lottery - State	8560	-	-	-	-	-	-	-	15,256	-	-	15,256	-	30,511	30,511
All Other Local Revenues - Donations	8600-8799	-	2,163	2,163	2,163	2,163	2,163	2,163	2,163	2,163	2,163	2,163	2,163	2,163	25,960
TOTAL REVENUES RECEIVED		\$ 151,267	\$ 41,901	\$ 187,229	\$ 542,367	\$ 267,461	\$ 267,461	\$ 445,483	\$ 282,717	\$ 267,461	\$ 590,810	\$ 258,496	\$ 243,240	\$ 421,261	\$ 3,967,154
EXPENSES:															
Employee Benefits															
Books and Supplies															
Approved Textbooks and Core Curricula Materials	4100			27,521	2,752	2,752	2,752	2,752	2,752	2,752	2,752	2,752	2,752	2,752	55,041
Material and Supplies	4300			7,548	7,548	7,548	7,548	7,548	7,548	7,548	7,548	7,548	7,548	3,774	79,253
Non-capitalized Equipment	4400			15,550	7,775	864	864	864	864	864	864	864	864	864	31,100
Food	4700			3,712	3,712	3,712	3,712	3,712	3,712	3,712	3,712	3,712	3,712	1,856	38,980
Total, Books and Supplies		\$ -	\$ -	\$ 54,331	\$ 21,787	\$ 14,876	\$ 14,876	\$ 14,876	\$ 14,876	\$ 14,876	\$ 14,876	\$ 14,876	\$ 14,876	\$ 9,246	\$ 204,374
Services and Other Operating Expenditures															
Travel and Conference	5200					6,709	8,327				8,327				16,654
Dues and Memberships	5300					1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	6,709
Insurance	5400		5,555	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	1,852	22,220
Operations and Housekeeping Services	5500		5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	61,785
Rentals, Leases, Repairs, and Noncap. Improvements	5600		31,124	31,124	31,124	31,124	31,124	31,124	31,124	31,124	31,124	31,124	31,124	31,124	373,493
Professional/Consulting Services and Operating Expenditures	5800		67,711	67,711	67,711	67,711	67,711	67,711	67,711	67,711	67,711	67,711	67,711	67,711	812,530
Communications	5900		804	804	804	804	804	804	804	804	804	804	804	804	9,644
Total, Services and Other Operating Expenditures		\$ -	\$ 110,343	\$ 106,639	\$ 106,639	\$ 113,348	\$ 114,966	\$ 106,639	\$ 106,639	\$ 106,639	\$ 114,966	\$ 106,639	\$ 104,788	\$ 104,788	\$ 1,303,035
Capital Outlay															
(Objects 6100-6170, 6200-6500 for modified accrual basis only)															
Buildings and Improvements of Buildings	6200														-
Depreciation Expense (for accrual basis only)	6900														-
Total, Capital Outlay		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Outgo															
Debt Services:															
Interest	7438														
Principal (for modified accrual basis only)	7439													200,000	200,000
Total, Other Outgo		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000	\$ 200,000
TOTAL EXPENDITURES PAID		\$ 107,918	\$ 168,386	\$ 378,892	\$ 346,349	\$ 346,147	\$ 347,765	\$ 339,438	\$ 339,438	\$ 339,438	\$ 347,765	\$ 339,438	\$ 337,586	\$ 531,956	\$ 4,270,516
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$ 478,026	\$ (126,485)	\$ (191,664)	\$ 196,018	\$ (78,686)	\$ (80,304)	\$ 106,045	\$ (56,721)	\$ (71,977)	\$ 243,045	\$ (80,942)	\$ (94,346)	\$ (110,695)	\$ (303,361)
Other Sources:															
DCP Ctrl Offc Advance	8930-8979														-
Charter School Revolving Loan Fund															-
Less: Other Uses	7630-7699														-
Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999														-
TOTAL OTHER FINANCING SOURCES/USES		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Cash Position		\$ 478,026	\$ (126,485)	\$ (191,664)	\$ 196,018	\$ (78,686)	\$ (80,304)	\$ 106,045	\$ (56,721)	\$ (71,977)	\$ 243,045	\$ (80,942)	\$ (94,346)	\$ (110,695)	\$ (303,361)
Cummulative Cash Position		\$ 478,026	\$ 351,541	\$ 159,877	\$ 355,896	\$ 277,210	\$ 196,906	\$ 302,951	\$ 246,230	\$ 174,254	\$ 417,299	\$ 336,356	\$ 242,010	\$ 131,315	\$ 131,315

Downtown College Prep High School
Cash Flow Worksheet

Beginning Cash Balance		Prior Yr Pymt Jul-16	Current Yr Pymt Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Total Cash FY 16-17
REVENUES:															
Education Protection Account - State Aid	8012	-	-	-	155,394	-	-	155,394	-	-	155,394	-	-	155,394	621,577
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	43,510	43,510	78,319	78,319	78,319	78,319	78,319	78,319	78,319	78,319	78,319	78,319	870,208
In Lieu of Property Taxes	8096	169,548	-	159,124	318,248	212,165	212,165	212,165	212,165	212,165	371,289	185,644	185,644	185,644	2,635,967
No Child Left Behind - Federal, Title Funding	8290	-	-	-	38,100	-	-	38,100	-	-	38,100	-	-	38,100	152,400
Lottery - State	8560	15,256	-	-	-	15,256	-	-	16,036	-	-	16,036	-	-	62,582
All Other Local Revenues - Donations	8600-8799	-	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	2,286	27,435
TOTAL REVENUES RECEIVED		\$ 184,804	\$ 45,797	\$ 204,920	\$ 592,347	\$ 308,026	\$ 292,770	\$ 486,264	\$ 308,806	\$ 292,770	\$ 645,388	\$ 282,285	\$ 266,249	\$ 459,744	\$ 4,370,169
Books and Supplies															
Approved Textbooks and Core Curricula Materials	4100	-	-	29,369	2,937	2,937	2,937	2,937	2,937	2,937	2,937	2,937	2,937	2,937	58,738
Material and Supplies	4300	3,774	-	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	77,497
Non-capitalized Equipment	4400	-	-	15,550	7,775	864	864	864	864	864	864	864	864	864	31,100
Food	4700	1,856	-	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	1,981	43,458
Total, Books and Supplies		\$ 5,630	\$ -	\$ 55,902	\$ 21,695	\$ 14,784	\$ 14,784	\$ 14,784	\$ 14,784	\$ 14,784	\$ 14,784	\$ 14,784	\$ 14,784	\$ 9,292	\$ 210,793
Services and Other Operating Expenditures															
Travel and Conference	5200	-	-	-	-	8,722	-	-	-	-	8,722	-	-	-	17,443
Dues and Memberships	5300	-	-	-	7,160	1,976	-	-	-	-	-	-	-	-	7,160
Insurance	5400	(40)	5,928	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	23,713	
Operations and Housekeeping Services	5500	5,149	-	-	-	-	-	-	-	-	-	-	-	-	5,149
Rentals, Leases, Repairs, and Noncap. Improvement	5600	31,124	50,204	50,204	50,204	50,204	50,204	50,204	50,204	50,204	50,204	50,204	50,204	50,204	633,572
Professional/Consulting Services and Operating Expe	5800	67,711	68,422	68,422	68,422	68,422	68,422	68,422	68,422	68,422	68,422	68,422	68,422	68,422	888,770
Communications	5900	804	838	838	838	838	838	838	838	838	838	838	838	838	10,859
Total, Services and Other Operating Expenditures		\$ 104,788	\$ 125,392	\$ 121,440	\$ 121,440	\$ 128,600	\$ 130,161	\$ 121,440	\$ 121,440	\$ 121,440	\$ 130,161	\$ 121,440	\$ 119,463	\$ 119,463	\$ 1,586,665
Capital Outlay															
(Objects 6100-6170, 6200-6500 for modified accrual basis only)															
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Outgo															
Debt Services:															
Interest	7438	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Other Outgo		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES PAID		\$ 238,249	\$ 186,576	\$ 405,452	\$ 371,245	\$ 371,494	\$ 373,056	\$ 364,334	\$ 364,334	\$ 364,334	\$ 373,056	\$ 364,334	\$ 362,358	\$ 356,867	\$ 4,495,690
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$ (53,445)	\$ (140,779)	\$ (200,532)	\$ 221,101	\$ (63,469)	\$ (80,286)	\$ 121,930	\$ (55,529)	\$ (71,564)	\$ 272,332	\$ (82,049)	\$ (96,109)	\$ 102,877	\$ (125,521)
Other Sources:	8930-8979														
DCP Ctrl Offc Advance			90,000	200,000		(150,000)	85,000					(125,000)			100,000
Charter School Revolving Loan Fund															-
Less: Other Uses	7630-7699														-
Contributions Between Unrestricted and Restricted Acc (must net to zero)	8980-8999														-
TOTAL OTHER FINANCING SOURCES/USES		\$ -	\$ 90,000	\$ 200,000	\$ -	\$ (150,000)	\$ 85,000	\$ -	\$ -	\$ -	\$ -	\$ (125,000)	\$ -	\$ -	\$ 100,000
Net Cash Position		\$ (53,445)	\$ (50,779)	\$ (532)	\$ 221,101	\$ (213,469)	\$ 4,714	\$ 121,930	\$ (55,529)	\$ (71,564)	\$ 272,332	\$ (207,049)	\$ (96,109)	\$ 102,877	\$ (25,521)
Cummulative Cash Position		\$ 77,870	\$ 27,092	\$ 26,559	\$ 247,661	\$ 34,192	\$ 38,906	\$ 160,836	\$ 105,308	\$ 33,743	\$ 306,076	\$ 99,026	\$ 2,917	\$ 105,794	\$ 105,794

Downtown College Prep High School
Cash Flow Worksheet

		Prior Yr Pymt	Current Yr													Total Cash
Beginning Cash Balance		Jul-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18		FY 17-18
REVENUES:		\$ 105,794	\$ 51,107	\$ 25,424	\$ 29,681	\$ 287,465	\$ 17,829	\$ 20,639	\$ 170,509	\$ 129,325	\$ 71,194	\$ 284,243	\$ 114,353	\$ 4,597	\$ 105,794	
Education Protection Account - State Aid	8012	-	-	-	168,201	-	-	168,201	-	-	168,201	-	-	168,201	-	672,803
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	47,096	47,096	84,773	84,773	84,773	84,773	84,773	84,773	84,773	84,773	84,773	84,773	84,773	941,925
In Lieu of Property Taxes	8096	185,644	-	172,238	344,475	229,650	229,650	229,650	229,650	229,650	401,888	200,944	200,944	200,944	2,855,328	
No Child Left Behind - Federal, Title Funding	8290	-	-	-	39,800	-	-	39,800	-	-	39,800	-	-	39,800	159,200	
Lottery - State	8560	16,036	-	-	-	16,036	-	-	16,947	-	-	16,947	-	-	65,964	
All Other Local Revenues - Donations	8600-8799	-	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385	2,385	28,615	
TOTAL REVENUES RECEIVED		\$ 201,680	\$ 49,481	\$ 221,719	\$ 639,634	\$ 332,844	\$ 316,808	\$ 524,809	\$ 333,755	\$ 316,808	\$ 697,047	\$ 305,048	\$ 288,102	\$ 496,103	\$ 4,723,835	
Books and Supplies																
Approved Textbooks and Core Curricula Materials	4100			30,930	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	61,860
Material and Supplies	4300	3,511		7,359	7,359	7,359	7,359	7,359	7,359	7,359	7,359	7,359	7,359	7,359	80,781	
Non-capitalized Equipment	4400	(0)		15,550	7,775	864	864	864	864	864	864	864	864	864	31,100	
Food	4700	1,981		4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	4,173	45,799	
Total, Books and Supplies		\$ 5,492	\$ -	\$ 58,012	\$ 22,400	\$ 15,489	\$ 15,489	\$ 15,489	\$ 15,489	\$ 15,489	\$ 15,489	\$ 15,489	\$ 15,489	\$ 15,489	\$ 9,723	\$ 219,540
Services and Other Operating Expenditures																
Travel and Conference	5200	-				7,541	9,059				9,059				18,117	
Dues and Memberships	5300	-				2,081					2,081				7,541	
Insurance	5400	0	6,243	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	2,081	24,973	
Operations and Housekeeping Services	5500	-													-	
Rentals, Leases, Repairs, and Noncap. Improvement	5600	50,204	46,438	46,438	46,438	46,438	46,438	46,438	46,438	46,438	46,438	46,438	46,438	46,438	607,460	
Professional/Consulting Services and Operating Expe	5800	68,422	72,543	72,543	72,543	72,543	72,543	72,543	72,543	72,543	72,543	72,543	72,543	72,543	938,933	
Communications	5900	838	867	867	867	867	867	867	867	867	867	867	867	867	11,247	
Total, Services and Other Operating Expenditures		\$ 119,464	\$ 126,091	\$ 121,929	\$ 121,929	\$ 129,470	\$ 130,988	\$ 121,929	\$ 121,929	\$ 121,929	\$ 130,988	\$ 121,929	\$ 119,848	\$ 119,848	\$ 1,608,270	
Capital Outlay																
(Objects 6100-6170, 6200-6500 for modified accrual basis only)																
Buildings and Improvements of Buildings	6200		35,843												35,843	
Depreciation Expense (for accrual basis only)	6900															
Total, Capital Outlay		\$ -	\$ 35,843	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,843	
Other Outgo																
Debt Services:																
Interest	7438	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, Other Outgo		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL EXPENDITURES PAID		\$ 256,367	\$ 225,164	\$ 417,462	\$ 381,850	\$ 382,480	\$ 383,997	\$ 374,939	\$ 374,939	\$ 374,939	\$ 383,997	\$ 374,939	\$ 372,858	\$ 367,092	\$ 4,671,022	
BEFORE OTHER FINANCING SOURCES AND USES (A5-BB)		\$ (54,687)	\$ (175,683)	\$ (195,743)	\$ 257,784	\$ (49,636)	\$ (67,189)	\$ 149,870	\$ (41,184)	\$ (58,131)	\$ 313,049	\$ (69,891)	\$ (84,756)	\$ 129,011	\$ 52,813	
Other Sources:																
DCP Ctrl Offc Advance	8930-8979		150,000	200,000		(220,000)	70,000				(100,000)	(100,000)	(25,000)	(30,000)	(55,000)	
Charter School Revolving Loan Fund															-	
Less: Other Uses	7630-7699														-	
Contributions Between Unrestricted and Restricted Acco	8980-8999														-	
(must net to zero)															-	
TOTAL OTHER FINANCING SOURCES/USES		\$ -	\$ 150,000	\$ 200,000	\$ -	\$ (220,000)	\$ 70,000	\$ -	\$ -	\$ -	\$ (100,000)	\$ (100,000)	\$ (25,000)	\$ (30,000)	\$ (55,000)	
Net Cash Position		\$ (54,687)	\$ (25,683)	\$ 4,257	\$ 257,784	\$ (269,636)	\$ 2,811	\$ 149,870	\$ (41,184)	\$ (58,131)	\$ 213,049	\$ (169,891)	\$ (109,756)	\$ 99,011	\$ (2,187)	
Cummulative Cash Position		\$ 51,107	\$ 25,424	\$ 29,681	\$ 287,465	\$ 17,829	\$ 20,639	\$ 170,509	\$ 129,325	\$ 71,194	\$ 284,243	\$ 114,353	\$ 4,597	\$ 103,608	\$ 103,608	

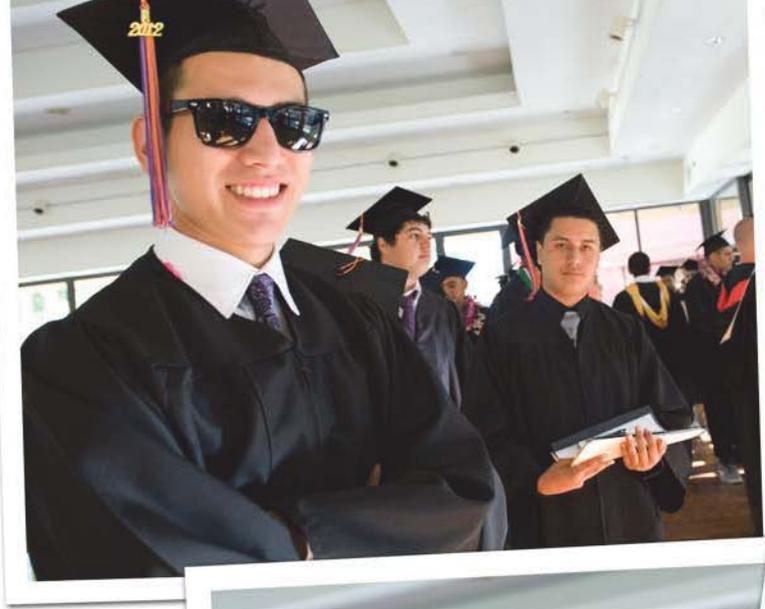
Appendix H - Additional Information

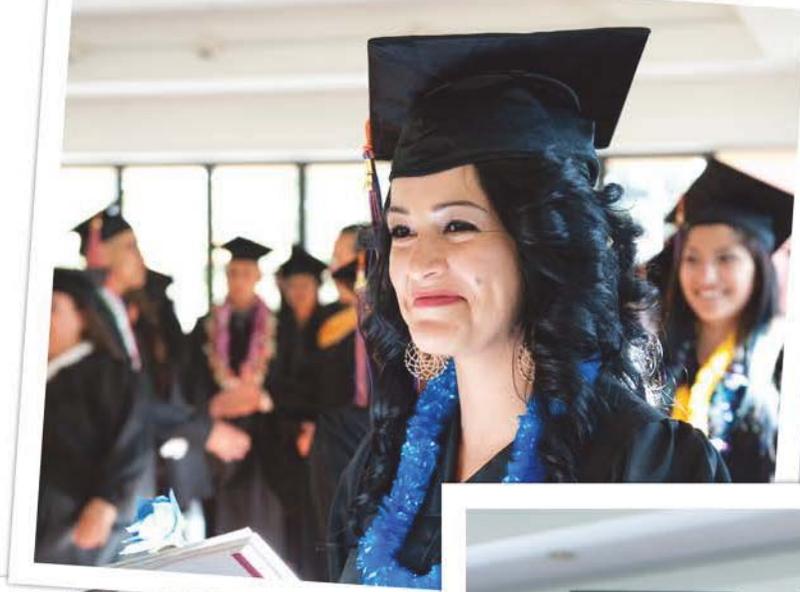
1. DCP College Success Report
2. DCP College Success Framework
3. SJUSD and FMSD Compacts
4. Danielson Framework for Self-Assessment and Evaluation
5. PD Agendas for College Success Team and Operations Team
6. Serving Students with Special Needs
7. School Closure Procedures

I AM THE FIRST



DOWNTOWN COLLEGE PREP





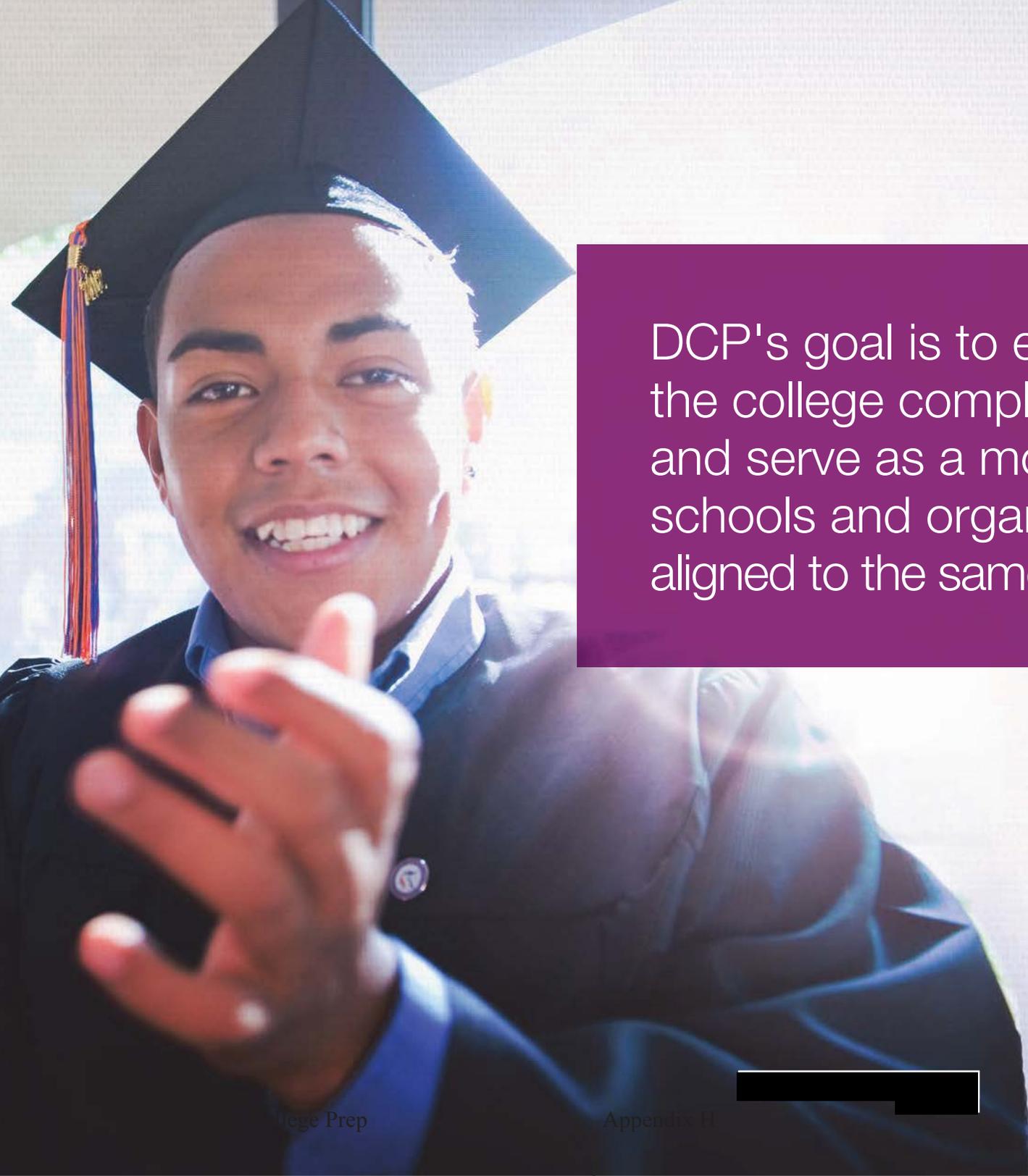
This college success report is dedicated to all DCP students—past and present—for their courage, character, and commitment to their family and community.



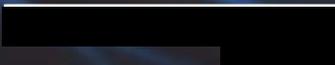
DCP's commitment to college completion began when we enrolled our first class of 9th grade students in 2000.

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.







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.



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





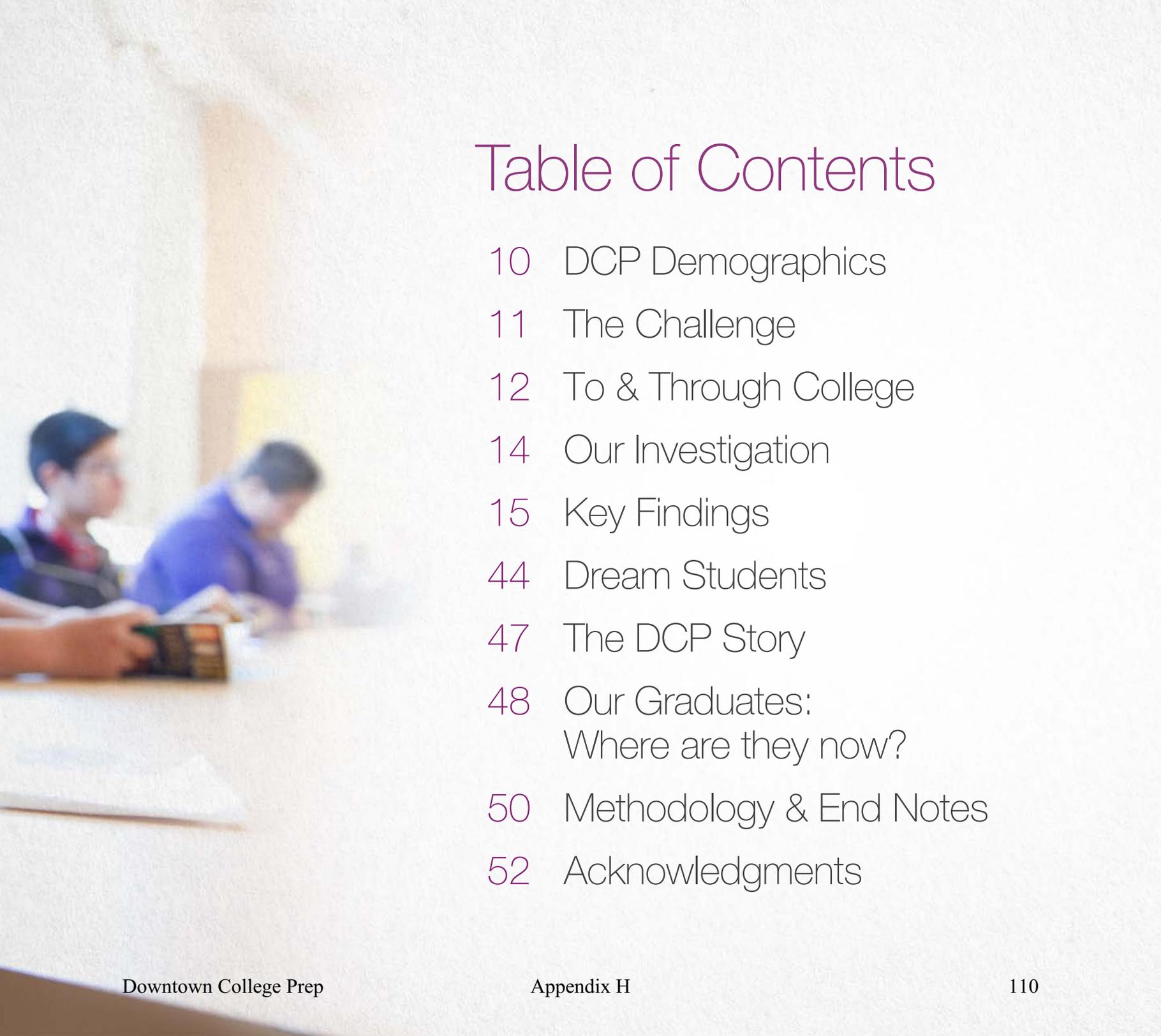


Table of Contents

- 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

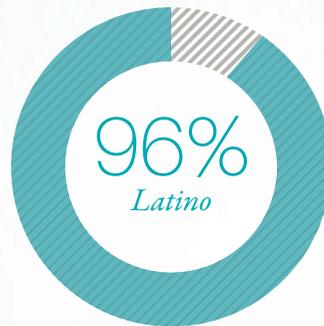
Nearly 500 students have graduated from DCP since 2004

INCOME

90%
low-income



RACE/ETHNICITY



PROFICIENCY



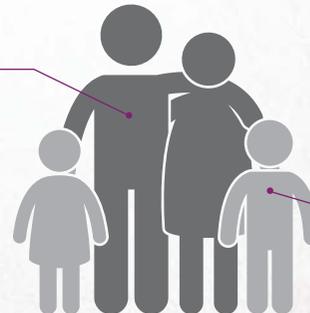
80%
performed below grade level in English and/or Math when they enrolled at DCP

FAMILY

4%
of parents have a college degree



41%
of parents have less than a high school education



13%
of siblings have graduated from college



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.

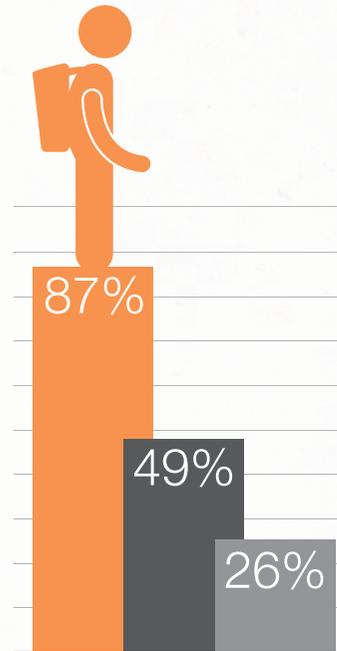
While DCP has implemented rich programming building students' knowledge, skills, and vision of college success, we have come to understand that “college readiness” is much more nuanced and layered, especially for our target student—the low-income, academically underserved student trapped in a cycle of 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

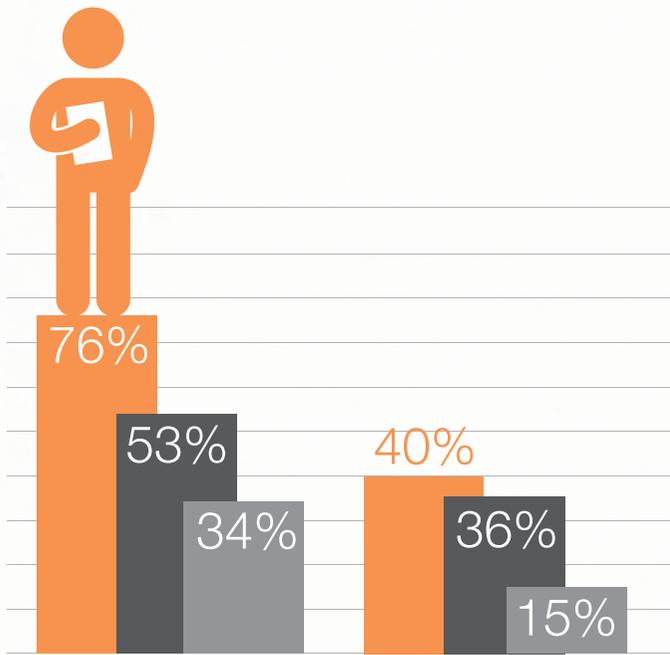
DCP is committed to our students' college completion. Acceptance to a four-year college marks the first part of our commitment, not the last. Across Santa Clara County, most students are not given the opportunity to successfully complete the courses necessary to apply to a four-year college. While community 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 Students
- All Students
- Latino Students



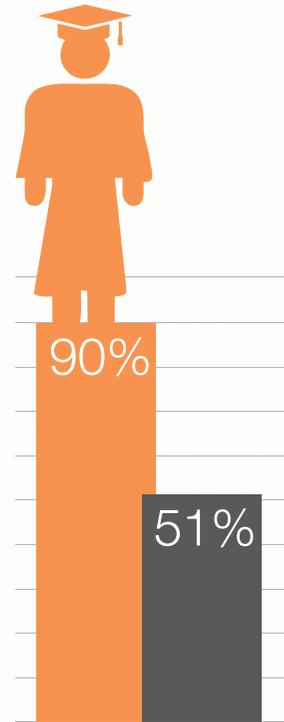
PREPARE³

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*)



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:

- 1 EMPOWER STUDENTS**
"I have to be responsible for my own education."
- 2 COLLEGE AND CAREER GO TOGETHER**
"College helped me realize that I want to be a health educator."
- 3 EVERY TEACHER A COLLEGE COUNSELOR**
"Every one of my teachers believed in me. They never gave up on me."
- 4 TAKE THE FAMILY TO COLLEGE**
"I wouldn't have made it this far without my mom and my brothers supporting me."
- 5 A COLLEGE PLAN MUST INCLUDE A FINANCIAL PLAN**
"Living at home is the only way my family could afford college."
- 6 COLLEGE IS AN INSIDE GAME**
"Once I knew how college worked I could advocate for what I needed."

Key Finding #1

EMPOWER STUDENTS

The journey of most first-generation college students is not linear and rarely follows traditional models of college completion.

With a personal commitment to college success, first-generation students are at a decreased risk of stopping or dropping out. Confidence and drive are critical to college completion.





Key Finding #1

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



High School: Downtown College Prep

2004

- Started DCP, following older sister, participated in DCP's Summerbridge program
- Unhappy with long hours, uniforms, competitive 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

That's cool

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?

90%
of students feel
they are responsible
for their future



2008

- Graduated DCP
- Enrolled at Occidental College
- Significant culture shock, academic rigor
- Came to appreciate DCP's academic expectations
Downtown College Prep

Awesome!!!!

Barack Obama
went there!

2012

- Graduated from
Occidental with
a biology degree
- Plans to study nursing



Wow!

"My experience at
DCP helped me have
an open mind to
everything."



Nearly 500 students have graduated from DCP, triumphing over challenges both academic and personal.



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.

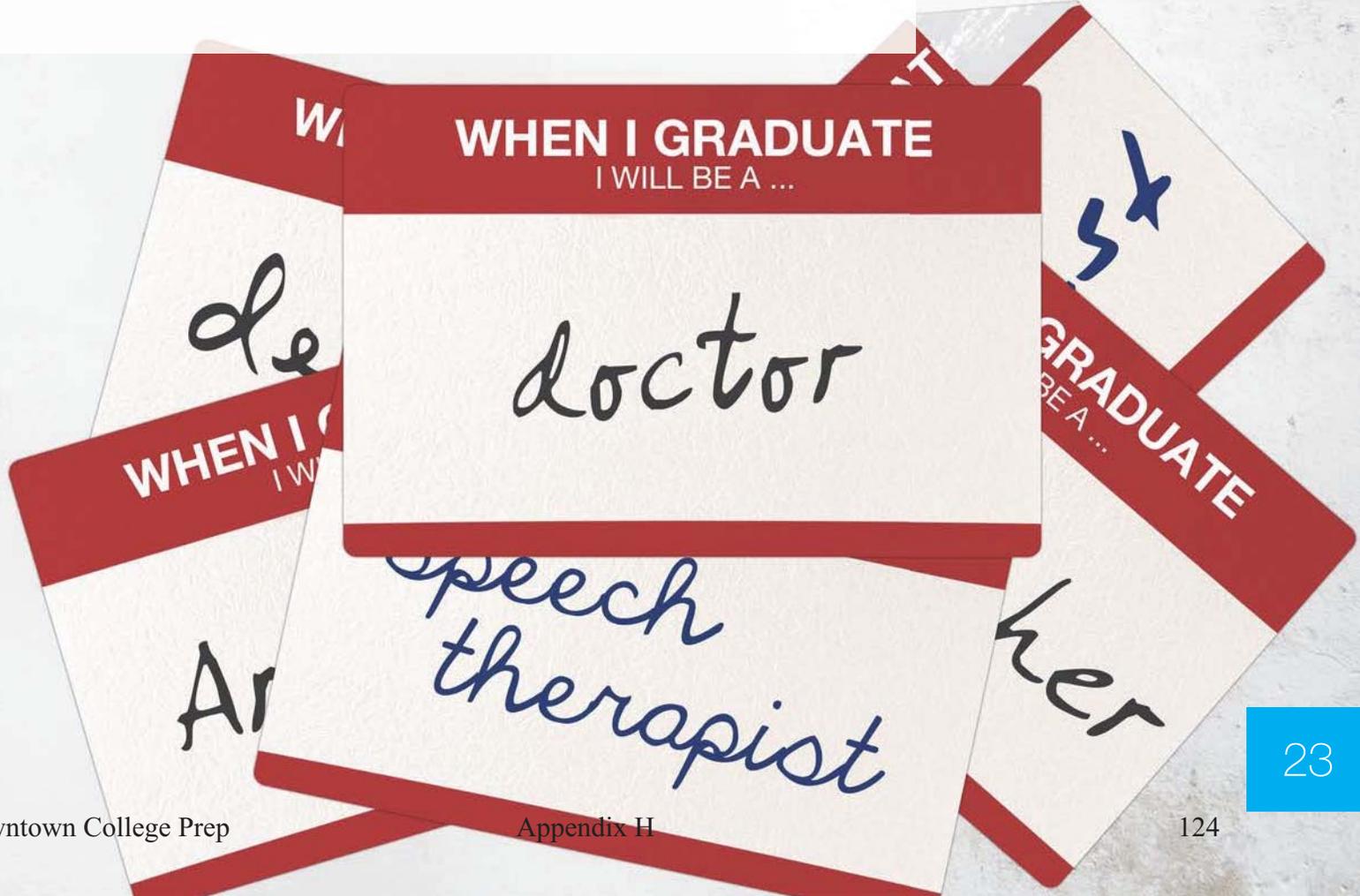
Key Finding #2

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



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.



2004

→ Held back junior year for academic performance

2000

→ Started DCP

2006

→ Enrolled in San Jose City College

2010

→ Began working as a tutor

2005

→ Accepted to Chico State and CSU Monterey Bay

Go Luis!!!!

2012

→ Graduated San Jose City College with AA degree
 → Accepted to Santa Clara University but did not have financial support
 → Enrolled in UC Santa Cruz, with scholarships covering full tuition
 → Plans to become history teacher
 → Eligible for US residency status

whohoo!!

Go UCSC slugs!!

2009

→ Re-enrolled in San Jose City College through "Puente" program
 → GPA increased to 3.6
 → Eligible for new visa as a victim of a violent crime

Wow!

2005

→ Stabbed in a gang-related incident
 → In a coma for 1 week, hospitalized for 3 weeks, rehab for 9 months

2006

→ Dropped out of college
 → Worked on a factory assembly line for 3 years installing screws

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

BRANDON JONES
DCP Alum Rock Teacher

ALUMNI SNAPSHOT

Ronette, '11

2007

- Started at DCP
- Living with a relative after tumultuous years in foster care



2009

- Asked to leave DCP due to behavioral issues

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
Downtown College Prep *Wow!*

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 college-going culture.



LAUREN TURNER
DCP Alameda Teacher



Teachers were ranked the #1 resource for college knowledge & inspiration over college counselors, the internet, libraries & parents.

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?

ALUMNI SNAPSHOT

Sara, '04



2000

- Started DCP at mother's urging – inaugural class

Mr. Wain! College Prep →

2003

- Applied to many colleges; accepted to "dream school": Santa Clara University

2004

- Graduated DCP
- Enrolled at SCU
- Felt out of place; the only person of color in many classes

Yea!!!

2005

- Decided to "make her own future," became active in college life
- Made a "180 degree change" in mindset
- Became active in clubs, activities, made lots of new friends

STRATEGIES

TAKE THE FAMILY TO COLLEGE

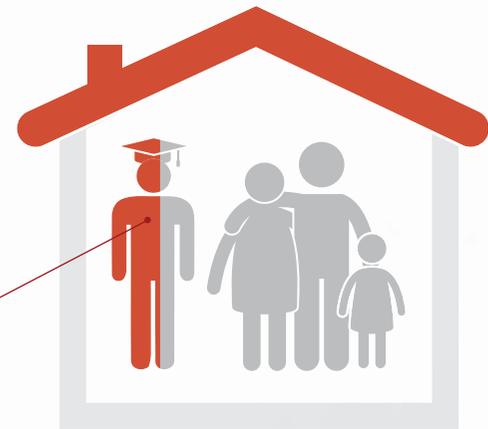
- Arrange early-stage college tours to get the entire family excited and bought-in to the college vision.
- Organize family visits to college campuses in the summer after high school graduation.
- Help families familiarize themselves with their child's college campus.

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.



60% *of graduates live at home while attending college*

2006

→ Had to take time off for 2 quarters for lack of funding

Congrats Sara!

2007

- Graduated Santa Clara University
- Went to Mexico for six months
- Started work for Google Maps



Downtown College Prep

Appendix H

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

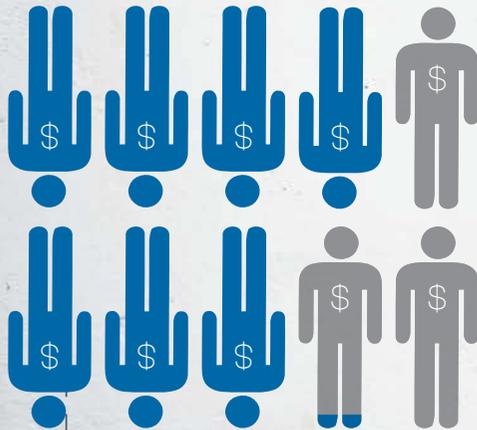


WHAT WE'VE LEARNED

- 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?



68%

*of students stopped
their college
experience for
economic reasons*

Downtown College Prep

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

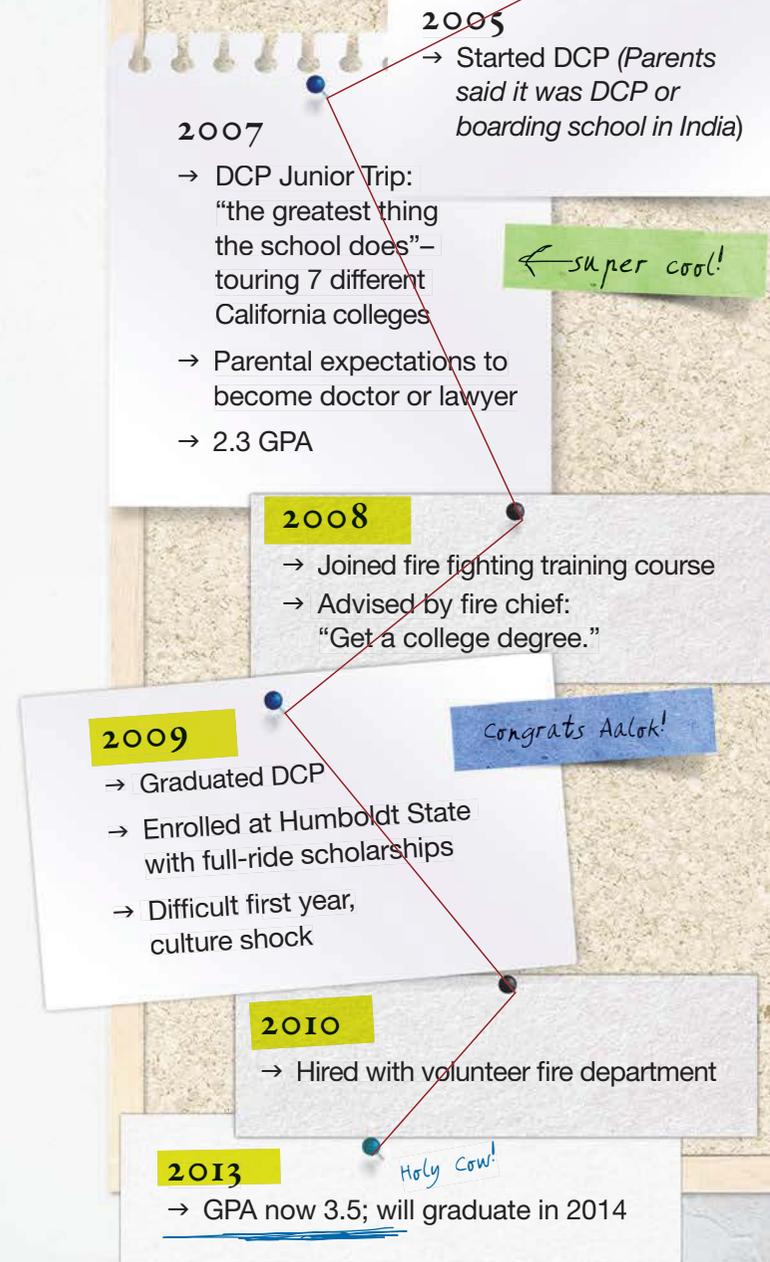
- Teach students and families the true cost of college and the cost of student loans.
- Students and families should become fluent in financial aid and other college financing options.
- Help students manage the multi-step financial aid process.
- Offer financial aid application workshops.
- Use tools 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.

ALUMNI SNAPSHOT

Aalok, '08



Key Finding #6

COLLEGE IS AN INSIDE GAME

Colleges are complex systems and students must learn the inside codes if they are to succeed.

Students' college attainment is as much dependent on learning these codes and developing social capital as it is on academic achievement. While college provides access to personal transformation and social mobility, first-generation students begin as *outsiders* on campus.

Hour	Monday
8:00 am	
9:00 am	Room ↓ Building
10:00 am	En Com
11:00 am	
12:00 pm	P
1:00 pm	
2:00 pm	
3:00 pm	
4:00 pm	
5:00 pm	



Math 11B - Calculus

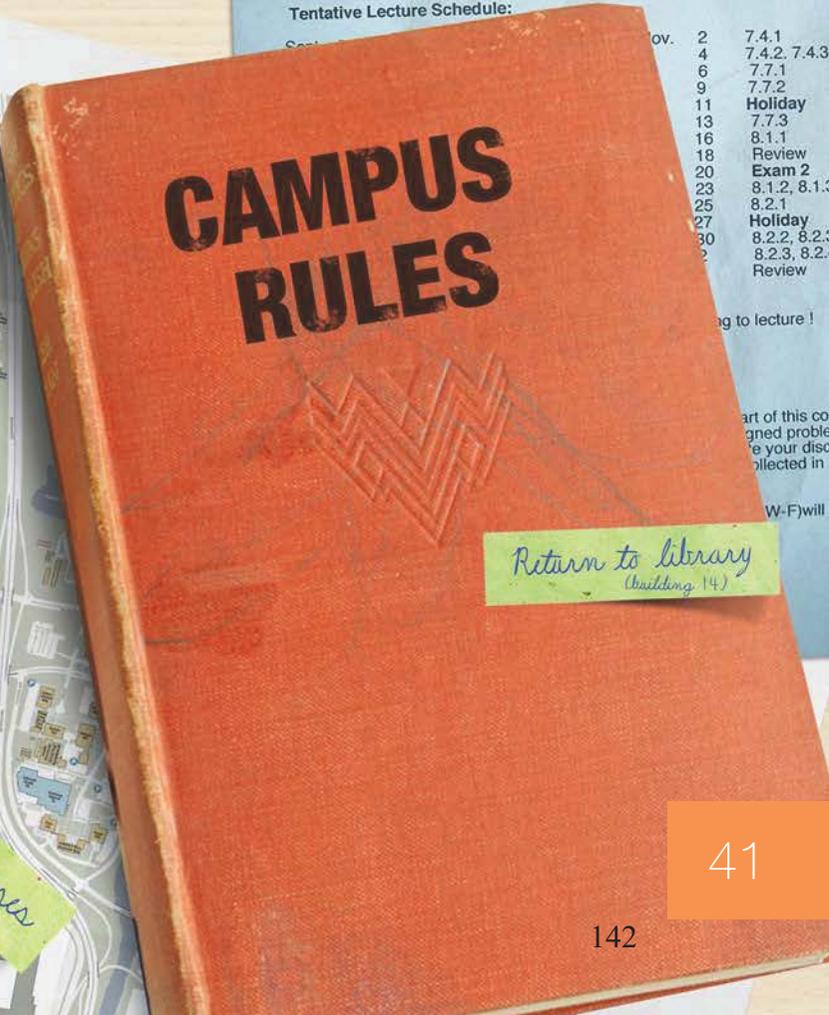
Fall

Text: *Calculus for Biology and Medicine* by Claudia Neuhauser 2nd Edition
Office: 189 A

Office Hours: M,W, F 11-12:30 , Thurs. 2-4

Tentative Lecture Schedule:

2	7.4.1
4	7.4.2, 7.4.3
6	7.7.1
9	7.7.2
11	Holiday
13	7.7.3
16	8.1.1
18	Review
20	Exam 2
23	8.1.2, 8.1.3
25	8.2.1
27	Holiday
30	8.2.2, 8.2.3
?	8.2.3, 8.2.4
	Review



Memorize!!

Monday	Tuesday	Wednesday	Thursday	Friday
	General Biology		General Biology	
English Composition		English Composition	General Biology Lab	English Composition
Pre-calculus	Pre-calculus	Pre-calculus		Pre-calculus
Room 123 Building 8			General Chemistry Lab	General Chemistry
General Chemistry	Dr. Roberts Office Academy Seminar	General Chemistry Room 1400 Building 1	Different than class! Sit in Room 275 Building 4	

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

- 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

◦ 2000

DCP is first charter high school in Santa Clara County

◦ 2004

DCP graduates its first class

◦ 2008

DCP opens first middle school, DCP Alviso

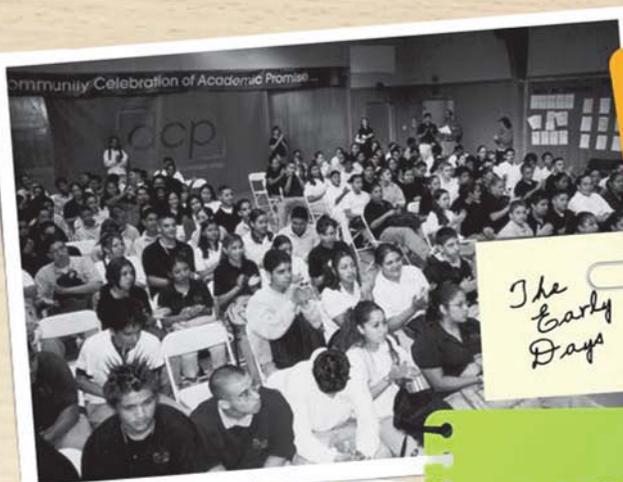
◦ 2011

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



DESIRE
Yamas



COMMUNITY
Comunidad

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

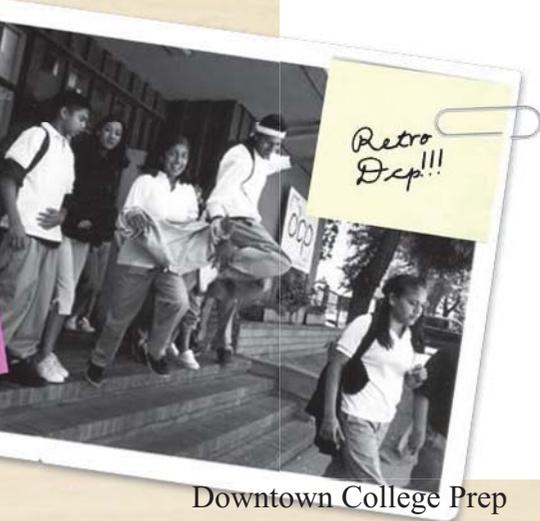
DCP Alameda—Grades 9-12
1460 The Alameda San Jose, CA

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.

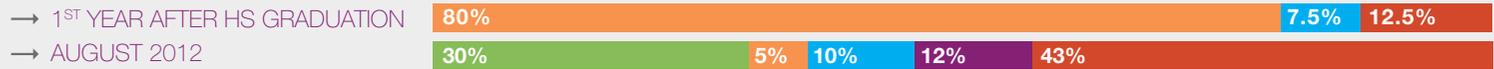
Documenting and reporting college completion data for our graduates is fundamental to our mission. We validate college completion data using tools such as the National Student Clearinghouse. DCP's scholarship program also provides data from colleges and universities validating student enrollment and graduation.

-  Graduated
-  4-Year Enrolled
-  2-Year Enrolled
-  Alternate Program
-  Not Enrolled

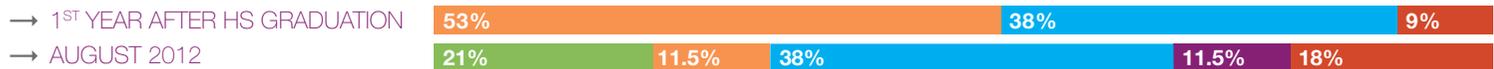
CLASS OF 2004



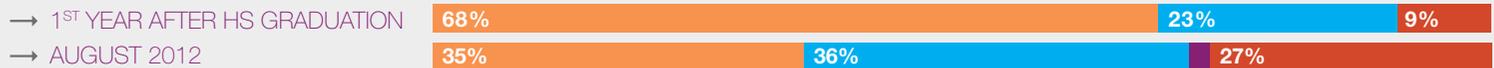
CLASS OF 2005



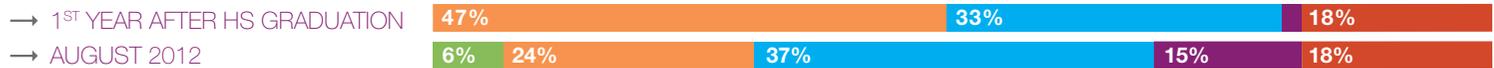
CLASS OF 2006



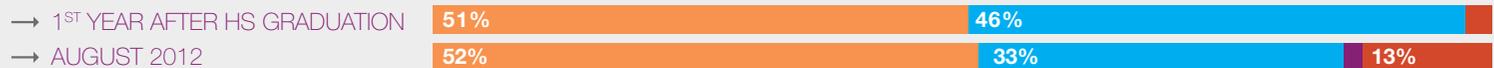
CLASS OF 2007



CLASS OF 2008



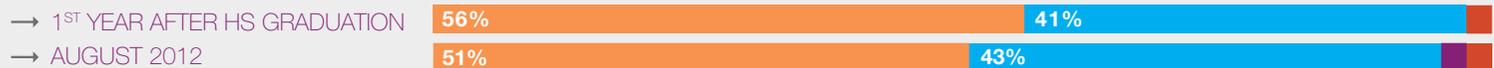
CLASS OF 2009



CLASS OF 2010



CLASS OF 2011



CLASS OF 2012



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

1. 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>



ACKNOWLEDGMENTS

This research and publication were made possible by the Severns Family Foundation.

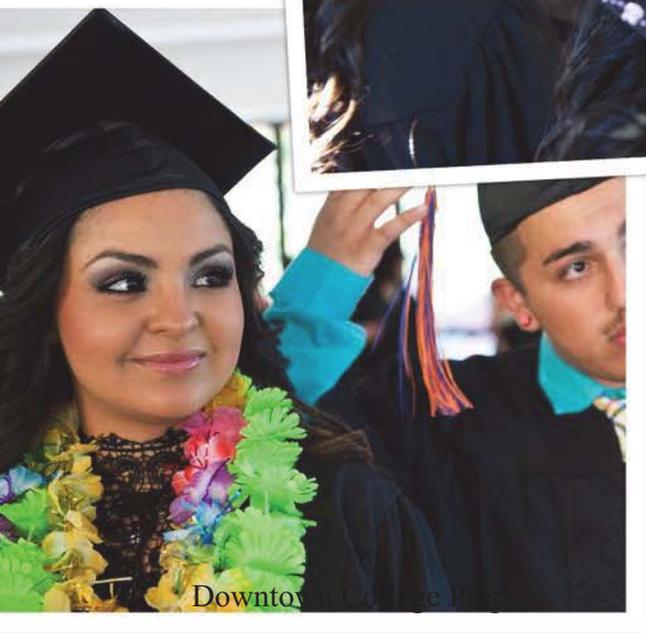
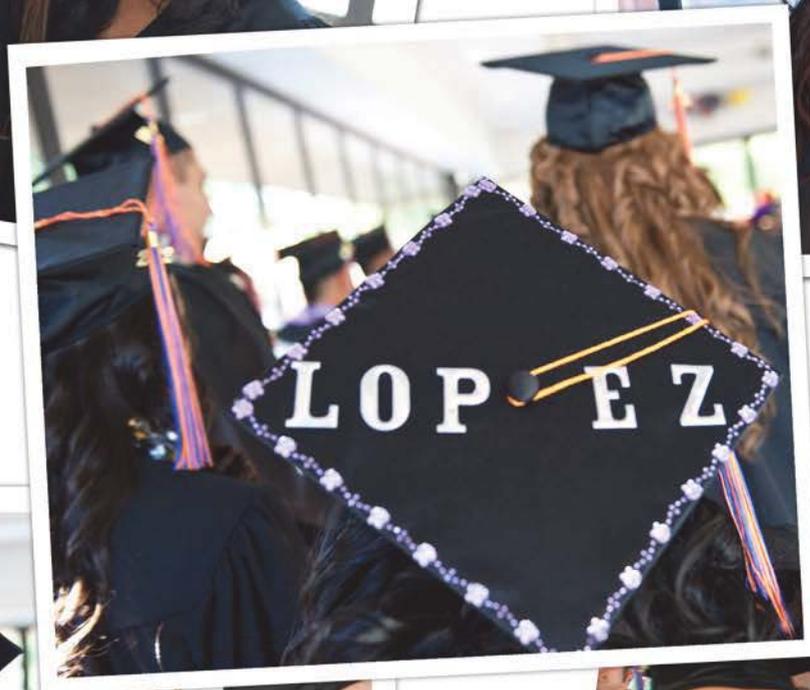
Nancy Severns and her late brother, Dave, have been steadfast supporters of DCP's mission since 2000 when their late father, Robert, backed the founding of DCP. Sincere gratitude is extended to Nancy Severns for believing that our graduates' experience illuminates solutions and challenges that should 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

Appendix II





DCP

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
Program Overview	Purpose	<i>Ensure a high-quality learning environment where students actively develop their skills as learners.</i>	<i>Sustain a school community where students aspire through our values and mission.</i>	<i>Establish authentic relationships with students to coach on strategies for academic and personal success</i>	<i>Support high-impact experiences where students are able to develop and define their assets.</i>	<i>Build a college readiness program where all stakeholders are engaged in our students' journey to and through college</i>
	Owners	Teachers	Site Leadership	Teachers	Club Advisors, Coaches, and Directors	College Success Team
	Strategies					
	Academic Knowledge <i>How are we building an environment where students own their learning?</i>	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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, a-g progress) •Test taking strategies are modeled •Applications of technology to academic settings •Studies skills developed through individual/group strategies 	<ul style="list-style-type: none"> •Team/group accountability for academic success •Connecting students to academic support services •Setting high academic expectations for participation in activities 	<ul style="list-style-type: none"> •Guidance on four educational plans that increase four-year college options •Engaging students to outside academic opportunities (community college courses, enrichment programs) •Grade specific workshops on academic pathways and college eligibility •Summer Bridge program prepares students to navigate high school
College Knowledge <i>How are we building students' college going identities?</i>	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •College athletics opportunities are researched and shared •Connecting enrichment opportunities to college access •Sustaining partnerships with programs and people 	<ul style="list-style-type: none"> •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 students •Keeping teachers current with state and federal college-access policies 	
Self-Knowledge <i>How are students engaging in meaningful activities that build on their metacognitive skills?</i>	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 strategies 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Evaluating and increasing community service opportunities •Partnerships with enrichment programs •Reflection activities incorporated in all programming •Organizing programming that celebrates growth and achievement •Promoting student efficacy, understanding student college-going identity •Peer support opportunities with alums 	

DISTRICT/CHARTER COLLABORATION COMPACT

Collaboration to Dramatically Improve Educational Outcomes for Students in San Jose Unified

Whereas the San Jose Unified School District (“SJUSD”) and the undersigned charter school operator(s) (“SJUSD Charter School(s)”) agree that they have a collective and mutual obligation to ensure that all students graduate prepared to succeed in college, work, and life and are equipped with the finest 21st century skills; and

Whereas SJUSD and SJUSD Charter School(s) share a commitment to a high-quality public education for all students; and

Whereas SJUSD and SJUSD Charter School(s) recognize and believe that the children living within SJUSD’s boundaries do not belong to a particular district school or to a particular charter school – that they are our collective responsibility; and

Whereas, students and their parents do not have a district or a charter orientation, they have an orientation to a great public school education; and

Whereas, SJUSD has committed through its strategic plan, OPPORTUNITY21, to establish a school tiered accountability and support system that annually assesses the progress of students towards success to help manage its portfolio of schools – both district and charter schools; and

Whereas SJUSD and SJUSD Charter School(s) wish to commit themselves more formally to improving and expanding the ways they will work together and influence each other for the benefit of all students within SJUSD’s boundaries, and to ensure that all children have access to high-quality public schools; and

Whereas the SJUSD and SJUSD Charter School(s) wish to record their commitments in the form of school district/charter collaboration compact (the “Compact”), now, therefore, the undersigned parties agree as follows:

Shared Core Values

- All students within SJUSD’s boundaries deserve an excellent education.
- All families, regardless of socio-economic status, race or ethnicity, English-language fluency, and/or education level deserve access to school communities that meaningfully engage them in the educational program.
- High-performing schools nurture and cultivate talented teachers, leaders, support staff.
- All schools are held equally accountable for performance and receive support as necessary to ensure all students succeed.
- Increased and differentiated resources need to be directed to the most underperforming students.

SJUSD Charter School(s) Commitments

Agree to fulfill their role within a portfolio of schools that will act as laboratories for innovation and as providers of high-quality education options within SJUSD by:

- Serving all types of students including recruiting, serving, and retaining comparable percentages of students similar to those in the neighborhood in which they operate in the following categories: students receiving free or reduced price lunch, students who are English Language Learners, students requiring special education services, and students from other underserved and at-risk populations.
- Exercising transparency regarding student mobility and achievement, including committing to keeping the SJUSD student mobility rate at least as low as neighboring district schools and tracking and reporting publicly these data and considering in the reporting potential differences in demographics and other factors.
- Operating and describing charter schools as partners in the city-wide effort to provide an excellent education for all students, and fostering a cooperative and collaborative relationship between the school district and charter schools.
- Responding to SJUSD's student needs by responding to requests for proposals (RFPs) issued by the school district to establish educational programs that are aligned to the school district's strategic plan, OPPORTUNITY21 and school district feeder patterns.
- Encouraging high-quality teacher and leader applicants to apply for positions within SJUSD.
- Working with SJUSD to develop a program through which accomplished principals and teachers within SJUSD or the SJUSD Charter School(s) could take a leave of absence to work in a SJUSD or SJUSD charter school(s) for a period of one year at their and the charter schools' choice.

SJUSD Commitments

SJUSD agrees to support this collaboration, thereby helping to ensure that all students graduate from high school prepared to succeed in college, work, and life by:

- Developing a school tiered accountability and support system that will identify Key Performance Measures (KPMs) by which all schools – district schools and charter schools – in SJUSD will be regularly assessed.
- Using results from the annual reporting of SJUSD schools' progress through the tiered accountability and support system to identify areas of high-need including specific student populations.
- Developing a process by which the results of the district's annual progress results will solicit proposals from both district schools and charter schools to address identified high-need student populations through SJUSD.
- Convening a broader group of stakeholders to: (a) broaden the scope of the organizations involved in this Compact, (b) provide input into the KPMs and (c) provide input into the process

by which SJUSD will solicit proposals to address identified needs above. This stakeholder group will include district leaders, any charter operating within Santa Clara County, and other educational leaders in the region committed to district/charter collaboration.

- Committing to identify facility solutions that best meet the needs of the student population in which charter schools are intending to serve.

Mutual Commitments

- Acknowledge SJUSD and DCP as co-developers of the District/Charter School Compact in all internal and external communications.
- Collaborate on messaging of the Compact.
- Actively share demonstrated effective practices between and among district and charter schools.
- Work to help the most effective schools expand and replicate, whether those schools are district or charter schools, in order to extend quality offerings to larger numbers of students.
- Pursue accountability across all schools in the school district, including supporting or working to close, reconstitute, or by other means immediately address persistently low-performing schools, whether district or charter schools.
- Commit to practices that promote a culture of partnership among district and charter school staff, school leaders, and district and charter school governing boards.

Joint Commitment on Implementation

The various provisions of this compact represent the parties' collective commitment to the principles and objectives enumerated within as well as the ongoing process by which those principles become operational. Over the coming months, the principles and objectives will be translated to specific policies, expectations, and opportunity relevant to both the district as well as individual charter agencies, and agreed to by both parties.

The parties agree to make all best efforts to implement the compact according to the commitments outlined above. The parties further agree to convene all signatories to this agreement at least once annually to review progress toward implementing the parties' shared commitments and objectives, discuss common challenges, and seek mutually agreed upon solutions.

We, the undersigned, agree to the terms of this Compact:

_____ Date _____
Dr. Vincent Matthews
Superintendent
San Jose Unified School District

_____ Date _____
Jennifer Andaluz
Co-Founder and Executive Director
Downtown Charter Prep

Franklin-McKinley High Quality Schools Compact

December 3, 2013

Collaborating Agencies

Franklin-McKinley School District

Charter Partners

ACE Charter Middle
Cornerstone Academy Preparatory School
KIPP Bay Area Schools (Heritage)
Rocketship Education (Mosaic and Spark)
Voices College-Bound Language Academy

Community Partners

Alpha Public Schools
Catholic Charities
Eastside Alliance
Franklin-McKinley Children's Initiative
San Jose Charter Consortium
Innovate Public Schools
Community/Parent Advocacy Organizations (PACT)

Franklin-McKinley High Quality Schools Compact

Preparing All Students as Global Learners

*“A small group of thoughtful people could change the world.
Indeed, it’s the only thing that ever does.”*

–Margaret Mead

As reported in several major findings developed by organizations from Silicon Valley, including SJ2020’s “Community Foundations Report” and Innovate Public Schools’ “Broken Promises: The Children Left Behind in Silicon Valley Schools,” there is a small and growing group of exceptional schools even in San Jose’s most challenged neighborhoods. The critical problem is that we have lacked a systematic approach to learn from, and then replicate the pockets of educational excellence that exist in our community. This is especially true in districts serving low-income neighborhoods where very few families have a history of college success. For every example of excellence and hope, there are far too many counter-examples where children are underachieving and efforts to break the cycle of failure have fallen short.

The solution is as clear as it is challenging. Take successful innovations from both local and national models and replicate them throughout the District and, in time, throughout the city of San Jose. The **Franklin-McKinley High Quality Schools Compact** is a community-wide statement of purpose that is both optimistic about the change that great schools bring to a community and impatient with how slowly we have been able to scale up these great schools to serve all students and families.

There is urgency in our community that is mirrored nationwide. The paradigm shift in education is upon us, and these changes in the curriculum and assessment systems mandate significant changes in the way teachers plan, the way teachers teach, the way students demonstrate their learning, and the way leaders lead. The effort of our joint work serves to utilize the collective intelligence, professional practices, existing research and experience among the partners to enable all of the classrooms to prepare our students for a college and career track.

The members of the **Franklin-McKinley High Quality Schools Compact** led by the Franklin-McKinley School District, including its 16 District schools and seven District-approved Charter Schools, and its local community partners are inspired by the results of great schools and successful urban districts, both locally and across the country. Right now in Franklin-McKinley, conditions are ripe for the District and Charters to take a systems-level approach, focusing especially on fundamental improvement of existing schools, school redesign, and any new models based on the needs demonstrated by student performance data. To drive success at these schools, the Compact members will work together to train and support the teachers and

leaders needed to launch and sustain these schools and programs, and create a collaborative community ecosystem in which they will thrive.

The members of the compact group are committed to ensuring that students who reside within our District have access to high performing seats across a variety of schools. To quantify our collective vision for progress, compact members have agreed upon the following ambitious goal:

North Star Goal

The members of the Franklin-McKinley High Quality Schools Compact agree to work collaboratively so that all of our students leave the 8th grade prepared to participate in a four-year college and a career-ready high school course of study.

We will measure student readiness by ensuring that all students, including students who have traditionally struggled to excel academically, are performing at a college-ready level (as measured by the SBAC assessment) and by ensuring that they have the skills and habits of mind needed to successfully enter a college and career-ready program of study in their first year of high school.

To accomplish this goal, members of the Compact agree to dramatically increase the number of high performing seats for students in our region by redesigning current schools based on the successful best practices shared through the work of this Compact, expanding the percentage of high performing seats in District and Charter schools, and working to transform and dramatically improve historically underperforming schools into programs of excellence. By 2020, all students in our District will attend a high performing school.

A high performing school is one in which 70% or more of all students, in all subgroup¹, are achieving at a college-ready rate. Charter compact members agree to attain this goal by ensuring that proficiency rates for all subgroups improve by 10% per year.²

Compact Partner Profiles

The *Franklin-McKinley Quality Schools Compact* provides a model for forward-thinking, next-generation school development at the community level, and commits to developing new leaders who drive current, redesigned and/or new schools in a community-wide context of ensuring that all students have access to a great school tailored to their educational needs. Compact leaders will develop a replicable model to build community-wide alliances between school districts, Charter organizations, and neighborhood/parent leaders to increase the number of high quality school options for students.

¹ With the exception of the severely disabled.

² Pending analysis and verification from WestEd.

Franklin-McKinley District Profile

The *Franklin-McKinley School District* (FMSD) will take advantage of the momentum around innovation and collaboration that currently exists in the District and use this Compact to expand an established community-wide partnership that goes beyond a reactive campus-by-campus approach. The *Franklin-McKinley School District* will make sure every community and every group of students is served by a great school. The *Franklin-McKinley Compact* intends to address the demand to expand current educational innovation more rapidly by capitalizing on the demonstrated ability of all the partners to bring great practices and school design to the neighborhoods that need them the most.

For the Franklin-McKinley Board of Trustees and their Superintendent, the work envisioned in this Compact is driven by a focus on equity, equal opportunity, and social justice. FMSD has a wide diversity of students and families: 60% Hispanic, approximately 30% Asian (primarily Vietnamese). The remaining 10% is comprised of White, Filipino, and African-American students. Currently 79% of our students qualify to receive the Free and Reduced Lunch Program, and 62% are English Language Learners (ELLs). The average District mobility rate is 33% (ranging from 27% to 43%).

The 2013 STAR results revealed some remarkable results for the Franklin-McKinley School District. The Franklin-McKinley School District showed the highest gains of all the school districts in Santa Clara County with an overall 7 point gain in the District's API, achieving an overall score of 789. This brings the District's API growth over the past six years to 71 points. Within the District, three schools were recognized as the Top 20 API gains for elementary schools in the county, and one of the middle schools as one of the Top 10 API gainers. The District proudly boasts 10 schools in individual school achievement with an API of 800 or higher. Five schools showed double digit gains, 14 schools met or exceeded their school-wide API targets, and nine schools met both school-wide and significant sub-group targets for API.

FMSD has emerged as a regional leader taking innovative steps to meet student and parent needs, most notably through its *Effective School Designs* Portfolio. This portfolio welcomes Charters and other school designs meeting the District's criteria for standards-driven assessments and instruction.

Franklin-McKinley has been a regional leader offering families a portfolio of schools from which to choose. This portfolio includes seven Board-approved Charter Schools, including two Rocketship Schools (K – 5), one ACE School (5 – 8), and one KIPP Academy (5 – 8). In addition, the District has launched new career-themed academies at its middle schools. These are the *first of their kind* in California – middle grade Career Academies that serve to connect the middle school student to relevant curriculum through business partnerships in the Health Sciences and Information Technology industry. Another District designed educational opportunity was launched in August 2013 through collaboration with KIPP and leading Silicon Valley corporations – the *Seven Trees Community Schools Initiative*. This initiative has redesigned the educational landscape in one of the most under-resourced neighborhoods in the city. The entire *District Portfolio of Schools* is advertised and marketed throughout the

District as a joint partnership that provides profiles of each locally operated school (District and Charter) in three languages with families. The District has planned to launch an enrollment showcase to share these options with families in January 2014 and each year thereafter.

Other key initiatives that the District has already launched include:

- *Franklin-McKinley Children's Initiative* – Created by FMSD, along with more than 30 community partners, to provide a comprehensive approach to coordinating school reform, health, social service, housing, neighborhood and economic development efforts in one of the most challenging neighborhood zones in East San Jose.
- *The College Connection Academy (grades 7-13)* – Funded in part by support from the Foundation for California Community Colleges, which includes the first US partnership with the Scottish Qualification Authority, and enables students to earn a qualification award in "Alternative Energy."
- *Educare of California: Silicon Valley* – A state-of-the-art early childhood center serving families and children, ages zero to five. The new 30,000 sq. ft. 'Educare' complex will be located in the heart of the *Franklin-McKinley Children's Initiative* zone.
- The "Superintendent Zone," schools - A designation applied to struggling schools which allows the Superintendent to implement dramatic turnaround measures as needed.
- *Systematic leadership development program in partnership with Partners in School Innovation* - Supporting and growing teacher leaders and administrators to lead schools transitioning to the Common Core and accompanying assessment system.
- *Blended Learning Study and the Generation I Blended Learning Pilot program* – The District has purposely sought out local Charter and public schools who have demonstrated movement towards implementing a blended learning environment, including Rocketship Education, Gilroy Prep and Alpha Charter. From this research, the district has developed a model for supporting the implementation of a Blended Learning initiative (Generation I Blended Learning), which includes the following elements: teacher professional development and coach training for early adopters to expansion of blended learning model across the District, redesign of district instructional framework to include technology competencies for students at each grade level, and pilot implementation of variety of digital tools in an agnostic system. FMSD is participating in a national pilot of the Pearson Common Core System of Course, intending to dramatically change teaching and learning in the FMSD classrooms. Early technology adopters engaged in year-long training to assist in the design of a larger roll out of digital curriculum and accompanying professional development to properly implement technology as a tool for personalizing learning and demonstrating knowledge in FMSD's classrooms. The district is one of five nationwide to be a part of the digital curriculum pilot with the Pearson Foundation.

District-Approved Charter Schools

Over the past several years, the District has approved six independent Charter schools and created one dependent Charter. The organizations approved include: ACE Charter Middle, Bridges Academy (dependent Charter), Cornerstone Academy Preparatory School, KIPP Middle

School Academy (Heritage), Rocketship Mosaic Charter School, Rocketship Spark Charter School, and Voices College-Bound Language Academy Charter School.

The following table reflects the history of each Charter school approved by the FMSD Trustees:

School	Approval Year	Charter Term	Grade Levels Served
ACE Charter Middle	2013	2014 - 2019	5 th – 8 th
Bridges Academy	2010	2010 - 2015	7 th – 8 th
Cornerstone Academy Preparatory School	2009	2010 - 2015	Kindergarten – 6 th
KIPP Heritage	2013	8/2014 - 7/2019	5 th – 8 th
Rocketship Mosaic	2010	2010 - 2015	Kindergarten – 5 th
Rocketship Spark	2010	2013 - 2018	Kindergarten – 5 th
Voices College-Bound Language Academy	2007	2012 - 2017	Kindergarten – 8 th

Community Partners

Alpha Public Schools

The District staff has studied the unique and creative model of Alpha Charter Schools in a nearby District, and has included Alpha in the redesign efforts of one of the District middle schools (Sylvandale’s IT Careers Academy). Alpha Public Schools is utilizing a school design that combines innovative technology and high quality teaching to personalize learning for students and prepare them for college and career. Alpha Public Schools has been identified by Silicon Schools and the Gates Next Generation Learning Challenge as an innovative blended learning approach and FMSD will draw on this expertise, as well as expertise from existing Charter partners such as ACE and Rocketship to support the expansion of effective, technology-enabled approaches to personalizing learning.

Catholic Charities

Through Catholic Charities, the FMSD is served by three FIRST 5 Family Resource Centers and two additional satellite sites that provide programming for families with children 0-5 years of age. Programming includes parent engagement, early learning opportunities for the entire family, as well as leadership development.

The CORAL (Communities Organizing to Advance Learning) After-School Program is a K-8 after-school program that focuses on improving academic achievement through literacy and homework assistance in all FMSD schools.

School Linked Services (SLS) delivers coordinated and effective health and social services on school campuses. SLS staff coordinates campus-based services and service providers actively engaging families, caregivers, and the community in a campus collaborative.

Through Prevention and Early Intervention (PEI), Catholic Charities provides direct service to FMSD families that include parent engagement pertinent to reducing the disparities related to access to mental health intervention services through schools.

Eastside Alliance

The Eastside Alliance (ESA) was created in partnership with the Silicon Valley Education Foundation (SVEF) to bring eight school districts on San Jose's East Side together to create a seamless pre-K to college (PK-16) pathway for students. The ultimate goal of the ESA is to accelerate the percentage of students who graduate from the Eastside Union High School District (ESUHSD) prepared for college and careers. With California's adoption of the Common Core State Standards (CCSS) in 2010, all districts will need to implement new standards and assessments. The Eastside Alliance of School Districts includes the Eastside Union High School District (ESUHSD) and the seven partner elementary Districts: Alum Rock, Berryessa, Evergreen, Franklin-McKinley, Mount Pleasant, Oak Grove, and Orchard. The Alliance serves approximately 85,560 students, 90 percent of whom are students of color. In the 2011-12 academic year, the completion rate of the "A-G" requirements was only 33% for all students in ESUHSD and 16% for Hispanic students. If these districts formed a unified school district, it would represent the third largest school district in California.

Theory of Action:

The Eastside Alliance is committed to work collaboratively toward the following:

- Creating and implementing a Common Core State Standards Implementation Plan.
- Focusing systemically on increasing the number of students academically prepared for college.
- Continued articulation between districts and grade levels that fosters a culture of sharing best practices and results.
- Community participation in the improvement of student performance.
- Measurable progress toward narrowing the achievement gap.³

Franklin-McKinley Children's Initiative (FMCI)

In partnership with the City of San Jose, the Santa Clara County Office of Education, FIRST 5 of Santa Clara County, the Franklin-McKinley School District, and Catholic Charities of Santa Clara County have created the Franklin-McKinley Children's Initiative (FMCI), a place-based approach to organize community resources to implement a comprehensive cradle to career pipeline focused on community schools, safe and strong neighborhoods, and economic development. Its vision is for every child in FMCI to graduate high school prepared to get to and through a college and career pathway.

The Franklin McKinley Children's Initiative is working in the greater Santee neighborhood, an under-resourced community on the East Side of San Jose. While rich in diversity and community leadership, the community and its schools face many obstacles. Recognizing these challenges, a group of residents, service providers, and community partners came together to form three work groups focused on implementing the mission. There are currently six schools within the greater FMCI zone, including the feeder high school and three Charter schools. The new

³ The Franklin-McKinley Superintendent is the Chairperson of the Eastside Alliance.

Educare complex will open in the Santee neighborhood in 2015 serving children from birth to age five with state-of-the-art early childhood education for 200 students and their families.

Innovate Public Schools

Innovate Public Schools is the convening agency for the Compact Partners. Innovate is responsible for overseeing the Compact application process, attracting new district, charter, and city partners to the project. They are also responsible for designing and implementing the Start-Up Schools Fellowship Training Program for new school leaders, leading the data/common metrics work, and, with PACT, conducting parent engagement training.

PACT

PACT, People Acting in Community Together, is a non-profit network of community members and organizations of over 30 communities of faith and public schools, representing more than 55,000 people in Santa Clara County. As a non-partisan organization, the core of our work is deeply rooted in the interests of parents and students. For more than 13 years, PACT has established itself as an expert in identifying, connecting, and training parent leaders. PACT has contributed to the creation of dozens of high quality, new charter and district schools, by engaging, developing, and organizing parent and community members, and helping them transform into civically engaged leaders and education reformers.

PACT works with partners to build community buy-in/engagement for the change. This will include generating grassroots and grassroots leadership buy-in, especially parent and city leaders. This buy-in will encompass changes at existing schools and the vision for new or redesigned schools. PACT also works with partners to build parent-engaged schools, working directly with parent leaders to develop more parent leaders, as well as staff development at schools to implement best practices of family-friendly school culture.

San Jose Charter School Consortium

The Consortium brings together charter leaders who are focused on closing the achievement gap and ensuring that every student in San Jose has a seat at an excellent school. The Consortium supports the development of high-performing charters and works to engage community leaders in the charter movement in order to increase college success in low-income San Jose communities.

Partner Commitments

The Franklin-McKinley Compact is the logical next step of SJ/SV 2020, a region-wide commitment by school districts, Charter schools, and city and community leaders to give all children the schools they need to reach grade-level proficiency and college readiness. The Compact Partners recognize that to reach our ambitious goals, we must take advantage of all the resources and expertise available in our community, no matter where they come from. Our overarching, shared commitments are to:

- Support and increase the achievement of every child by setting high standards, and monitoring performance of ALL students, specifically persistently low-achieving subgroups.

- Scale District-wide the growth of high performing seats in high quality public schools (both District and Charter) by actively replicating the most promising and successful school models and practices.
- Address the academic needs of Latino, low-income, and English Learner students and narrow the achievement gap through implementing effective leadership and instructional monitoring practices.
- Create cross-sector collaborative approaches to areas such as progress monitoring, facilities planning, student transfer procedures, and advocacy that result in higher performance across all Compact Partners.
- Support opportunities for special education students to have access to all educational settings.
- Develop a matrix measurement that provides and evaluates evidence of program success
- Approach any future partnerships with Charters and other partners utilizing the same cooperative framework that exists now with regard to facilities and sharing effective instructional approaches.

The Franklin-McKinley School District will:

- Recognize need for implementing new programs, and redesigned and/or new schools in high-need neighborhoods in collaboration with other Compact Partners.
- Share all enrollment, discipline, and student achievement data with all partners in the compact and publish this data for access by all stakeholders.
- Commit to a mutual obligation to pursue accountability across all schools in the District, including by working to immediately address persistently low-performing schools, whether District or Charter.
- Actively share demonstrated best practices and participate in communities of practice (especially around school leader training and development) with Charter school and other partners.
- Act swiftly in concert with Compact Partners to help the most effective schools and programs grow to scale across the District, regardless of whether those schools are District or Charter schools, so that every child in the District has access to a great school.
- Include District approved Charter Schools staff in the Eastside Alliance Common Core professional development training and alignment work.
- Commit to working with all the parent advocacy partners to train parents to be leaders who support other parents to educate and navigate the educational system through the establishment of a strong parent network – (e.g. Family Involvement Action Team – Joyce Epstein)
- Create opportunities for parent leadership by involving families in critical work such as governing board representation, hiring, development of school culture, community outreach, etc.

The Charter School Partners and the Charter School Consortium will:

- Serve all students in the District, especially students from high-risk subgroups (English Learners, low-performing students, students with behavioral problems, Special Needs students, etc.), evidenced by CalPads information system.

- Direct recruitment and community outreach efforts to attract students from these high-risk subgroups.
- Commit to a mutual obligation to pursue accountability across all schools in the city, including by working to immediately address persistently low-performing schools, whether District or Charter.
- Create opportunities for parent leadership by involving families in critical work such as governing board representation, hiring, development of school culture, community outreach, etc.
- Share all enrollment, discipline, and student achievement data with all partners in the compact and publish this data in a timely manner for access by all stakeholders.
- Locate schools in high-need neighborhoods identified by the Compact members and community leaders.
- Actively share demonstrated best practices and participate in communities of practice (especially around school leader training and development, special education, blended learning and Common Core implementation) with the Franklin-McKinley School District and other city-wide and regional partners.
- Commit to working with Franklin-McKinley School District to build the capacity of District teachers and school leaders to best serve all District families.
- Commit to working with PACT, Catholic Charities, and FMCI to train parent leaders.
- The Franklin-McKinley School District and Charter School Partners will work with the City of San Jose on traffic mitigation to keep all students safe.

Community and Parent Advocacy Organizations (PACT, Catholic Charities, FMCI) will:

- Inform and listen to the community, engaging them in the conversation and roll out of new or redesigned schools where there is teacher and principal commitment to a successful school culture and model and where parents and community members have participated in hiring and the design of the school.
- Create political will and community support of the new or redesigned school by meeting with elected officials and community members to inspire them, garner their support and hold them accountable to the commitments they will make to the project.
- Spread the word about the project in order to build public support and disseminate goals and accountability measures.

PACT will also:

- Train and support parent leaders to become active leaders and decision makers by participating in such areas as hiring, training other parents, and developing relationships with city leaders and funders.
- Train and support teachers and principals to develop school culture that emphasizes parent leadership and development.

Innovate Public Schools will:

- Commit to a mutual obligation to pursue accountability across all schools in the District, including all current turnaround methods in the law, or by other means immediately address persistently low-performing schools, whether District or Charter.

- Attract the expertise and resources for the Start-Up Schools Fellowship for principals launching new schools, and to otherwise support Districts and Charters in starting new high-performing schools for underserved students.
- Build a network of political and community leaders, District, Charters and funders to support the launch of redesigned and/or new schools.
- Lead the data analysis, production, and distribution of the common school and District reports.
- Actively recruit new District and Charter partners to the Compact.
- Train and support teachers and principals to develop school culture that emphasizes parent leadership and development.

The Work Plan

The Compact Partners recognize that to reach our ambitious goals, we must take advantage of all the resources and expertise available in our community, no matter where it comes from. To create an ecosystem where current school redesign and/or new models can thrive, the members of the Compact commit to continuing to foster an atmosphere of trust and mutual support by sharing crucial data, expertise and resources, especially in areas which have historically caused District-Charter conflict such as student demographics, disaggregated student achievement results, and facilities.

As Compact Partners, the organizations above pledge to collaborate to develop a community of high-performing public schools that prepares students for college and careers. We agree to hold ourselves accountable for the implementation of high expectations for all students and staff as well as commit to a rigorous academic program that leads to the elimination of the achievement gap. We also agree to work together in high-trust, accountable relationships focused on the best interests of our students. In our efforts to fulfill this vision, our Compact will focus on three key, interlinked initiatives:

Area I: Developing Great School Leaders to Lead Current Schools, Redesigned Schools and/or New Models⁴

In 2013, we sit at the crossroads of one of the most important inflection points for public education in the last century. With widespread recognition that our current education system has not systematically produced excellence or equity nationally, several seismic shifts are occurring that, done well, have the potential to prepare significantly greater numbers of students for college and career. Our compact members embrace these shifts and intend to leverage the best of our collective knowledge and joint learning to ensure that they have the intended positive effect on students in our community.

Educators across the country are facing paradigm shifts that have the potential to dramatically improve the teaching and learning experience for both students and teachers. These include supporting students to master the Common Core State Standards and the Next Gen Science

⁴ New Models = school-wide programs or new schools

Standards, an effort that will require new mindsets, practices, and supports for teachers to bring a more rigorous curriculum to life for students. It includes a shift to a new assessment approach which asks students to think more critically and demonstrate mastery of concepts rather than discrete and disconnected elements of content. And it includes a moment where technology is beginning to transform the classroom and beyond...where the opportunity to use technological tools to personalize learning and ensure that students' instruction is tailored to their needs and accelerating them toward high level mastery.

All of these shifts, along with the increased leadership demands on principals and teacher leaders who are leading schools with greater autonomy and heightened accountability during this time of educational innovation, calls for an intensified focus on developing the leadership competencies to do this well. The compact members see these shifts as an opportunity, and view the learning and development opportunities associated with collaboration across the members as a critical vehicle to develop a set of teacher and school leaders who effectively guide school communities through this period of rapid innovation and change and ensuring it translates to better outcomes for students.

Compact members will become true partners in preparing administrators and teacher leaders to sustain school redesigns and great new schools. This requires transforming our leadership training and professional development practices to prepare these rising leaders to create and manage the learning environments that our students and families need.

In addition, we will engage in shared professional development around best practices for District and Charter administrators (including such oft-overlooked areas as parent outreach and community engagement), a coaching program for teachers, teacher leaders and school leaders, as well as very specific roles and responsibilities for families in the selection of leaders for their communities. The District/Charter Compact members are vested in providing teachers, teacher leaders, and administrators with the tools and training to best meet the instructional needs of our students. Several areas around the concept of blended learning will be a part of the professional development for these leaders, including implementing digital curriculum platforms, designing instructional models to support blended learning as a part of the instructional delivery, and using technology as a means for students to demonstrate knowledge and produce evidence of thinking. Knowing that the capacity to implement this varies across the system, this important piece will serve to build the capacity of leaders to build their knowledge around the best practices for ensuring that the community has the training – knowledge and skills, and the capacity to implement programs to take advantage of the 21st Century tools for teaching and learning.

A commitment of the partners is to develop an approach that involves multiple data sources, modeled after the work from the MET project, to identify candidates for the programs. The three programs will build the leadership capacity for current school redesign and/or new models.

Start-Up Schools Fellowship

Ten leadership fellows will participate in Innovate Public Schools' Start-Up Schools Fellowship, a year-long program to prepare them to launch highly effective Charter and new District school models. The Fellowship includes intensive leadership training and school design support focused on creating a high-performing school culture aimed at 100% college readiness for students. The Fellowship is led by Amanda Gardner, who was the founding principal of two of the top Charter schools in Massachusetts (Boston Prep and UP Academy), and the lead trainer is Nancy Euske, who was the principal designer of KIPP's Fisher Fellowship. In addition to 12 days of direct training, Fellows also receive 1-1 coaching, visit high-performing schools, and share best practices across CMOs and districts. They will also receive feedback on their school design plan, 1-1 coaching from a veteran school leader with expertise in leading excellent schools for low-income students, and visits to high performing schools. The Start-Up Schools Fellowship began in September 2013 and includes teams from 3 CMOs and 2 districts, including FMSD.

Teacher Leader Development

Twelve teacher leaders from District and Charter schools will participate in the peer-coaching pilot. Teachers will be paired across sector and engage in joint instructional coaching training as well as four visits to one another's classrooms. The goal of the program is to build a cadre of teacher leaders across sectors with strong relationships and outstanding leadership and coaching skills that will create avenues to develop and share the most effective instructional practices across the participating schools. This program will launch in January of 2014 and presuming the pilot is successful, will scale to include more teacher leaders in the 2014-15 school year. Teacher leaders will be strategically selected to represent important areas for cross sector learning such as implementation of Common Core, special education practices and using technology to personalize learning through a variety of blended learning approaches. Charter and District schools will work collaboratively to investigate shifts associated with moving to a blended learning environment, including the possibility to provide a residency program for teachers who want to implement personalized learning models inside a current school (District or Charter). This work will serve to build teacher capacity across compact members to make the significant shifts necessary to achieve the outcomes we've outlined in our North Star goal.

All of the work around leadership development for teachers and administrators will continue to support and enhance the current initiatives aligned with the implementation of the Common Core State Standards. Through the partnership with the Eastside Alliance, the Charter partners intend to collaborate in the current planning and work of the Eastside Alliance to support the transition to the Common Core State standards and accompanying assessment system.

Parent Engagement Training led by PACT, FMCI, and Innovate

Many of the top public schools for low-income students in the Valley have a robust program of parent engagement. Through PACT, parents have led a 14-year community campaign to create great public schools in east San Jose. Parents are the most important advocates for quality education and have a unique role to play to ensure that the audacious goals of this Compact are reached. To ensure that District and Charter parents are fully engaged in our mission and that

all students go to high school ready to complete a college preparatory course of study, PACT and FMCI will collaborate with Compact partners to design and deliver research-based training for families to ensure that parents are engaged in local reform efforts focused on the creation of high-performing seats. Specific topics will include building relationships with local elected officials, and ensuring parents have a voice in the selection of local school leaders. PACT, FMCI, and Innovate will collaborate with Compact partners to provide both teachers and site leaders with research-based knowledge and skills to assist them to build and sustain a culture that emphasizes authentic parent leadership and development. Through the ongoing data collection that is foundational to this Compact, we will survey parents and students to provide feedback on the effectiveness of our individual and collective efforts.

In concert with the parent engagement training led by community partners, the Franklin-McKinley School District's Board of Education seeks to engage parents as educational partners to support their child's educational program as advocates for their child, and advocates for an equitable educational system. Through the FMSD parent engagement program, the District seeks to educate parents about the changes to the educational program, such as understanding the shifts in the curriculum (CCSS), instructional programs (infusion of technology) and new assessment systems. The District is developing a network of "parents educating parents" (PEP) who are trained in topics and skills sets serve as role models and guides for parents in our schools.

The intention of this partnership is to expand upon the existing programs throughout the community to better coordinate services to support parent engagement in the educational process. Partners will work with the existing organizations to ensure that these programs are based on the findings for researchers such as Joyce Epstein. Existing and new organizations such as the YMCA (Los Dichos) and Hispanic Foundation of Silicon Valley (PIQE) will be invited to support this program as well.

Area 2: Common Metrics, Common Goals for All Schools

The District and Charter schools will develop and commit to system-wide and individual school performance targets as soon as the new state-wide accountability program is implemented in 2015-2016. A transitional system will be developed during the interim. These jointly established annual targets will focus both on absolute metrics (in such areas as proficiency, parent satisfaction, etc.) as well as growth measures that track year-to-year growth of particular cohorts and subgroups.

The Compact Partners will include both academic performance measures (based on the new Common Core Standards), as well as other student and community metrics. The Compact Partners agree to be transparent regarding the demographic and achievement data of students in their respective systems, and to develop common practices around the collection and tracking of this data, including such areas as student retention/attrition and a community-wide family, student, and staff survey.

Common “School Progress Report”

The Compact Partners further commit to developing, based on this shared data, a School Progress Report that publicizes the above data to all stakeholders and to providing data in a timely manner to Innovate Public Schools, which is the lead on collecting, analyzing, and publishing the reports. The School Progress Report will be developed on a technology platform with a clear focus on accessibility for families drawing on lessons learned from other districts that have achieved high levels of student performance for all sub-groups, as well as quality choices for parents (e.g. Sanger/Fresno County, Long Beach, Denver, Nashville, Houston). The cross-sector data collection and analysis will serve both parents in choosing the best fit for their child as well as educators who will have access to the data to use to inform improvements in their schools.

Area 3: Collaborative Systems

Governance, Communication, Learning, and Improvement

Compact Partners develop a collaborative system for on-going learning, communication and improvement. The system includes the articulation of a defined oversight structure of the compact which will include a Compact Oversight Steering Committee made up of all the signatories, and Work Plan sub-committees in each focus area of the compact. This will also include District and Charter leaders meeting to ensure equity regarding Special Education and enrollment practices and procedures. The partnership relationships are characterized by high levels of trust, transparency, accountability and performance. District and Charter schools will develop an effective system for collaboratively and transparently dealing with specific “stress” areas between Districts and Charters, especially in such key areas as facilities, fairness related to the demographics of students served, student retention and serving Special Education and other high-need students. The Compact Partners will also work together to advocate for resources for all Franklin-McKinley children.

The partnership will be managed through an overarching process that focuses on building trusting relationships through data transparency and a deep commitment to continuous improvement. Compact Partners will host social and professional learning events for more informal relationship building and will develop an oversight steering committee, project management and accountability approach that will drive the formal interactions among the partners. One of the key features of this governance structure is a quarterly partnership review process to examine partnership data, ask questions, celebrate progress, and make mid-course corrections when initiatives are off track. The process will drive accountability, learning and continuous improvement.

Essential Systems for Collaboration Across Compact Members

Franklin-McKinley School District and its District-approved Charter Schools view each other as **partners** who share the over-arching goal of providing a quality education to all the children who live in the District. The District and the Charters understand the critical role the other plays in reaching this goal and realize the urgency of making quick progress now. FMSD sees itself as

a “portfolio District,” with the aspiration of having excellent school models managed by both the District and Charter partners.

While there is certainly competition between the Compact Partners, and there is sometimes tension in the relationship, the Compact Partners keep those realities in-check and insist on putting the needs of children first. The Compact Oversight Steering Committee will report out quarterly to the Franklin-McKinley School District’s Board of Education.

In this spirit, the Compact Partners commit to focusing on six areas for cross-sector collaboration and improvement. Interwoven through each of these is a laser-like focus on student data and fairness. These include:

1. Joint Approach to Creating High Quality Seats – A joint approach to redesigning programs and creating high quality seats in all existing schools and redesigned and/or new models

Partners will work together to develop and implement a plan for simultaneously creating new and building upon programs to address the needs of low-performing students.

2. Collaborative Outreach to Families For Student Recruitment – Collaborative outreach to families for student recruitment including aligning calendars among the Compact Partners with the District calendar to support systems for student recruitment

Compact members collaborate around the recruitment of students for current school redesign and/or new models. Currently, FMSD provides an informational guide in multiple languages that offers parents profiles of each of the Charter and District school choices. In addition, Compact Partners will collaborate in offering a school enrollment showcase as well as other joint events to publicize current, redesigned and/or new school choices. In addition to providing parents with data from the school reports and school profiles that describe the unique programs and approaches of each school, the partnership is committed to maintaining a positive tone about school choice and the options available to students living in the Franklin-McKinley School District.

3. Effective Services and Supports for Special Education – Effective services and supports for special education students across partner schools

The compact members share a deep commitment to creating high quality learning experiences for all students including the range of students with special needs in the District and Charter schools. The Charter Compact members will seek to evaluate and design a system that supports special education equity, including researching the feasibility of mirroring the representation of students by exceptionality, and possibility of including the District as a possible service provider to allow the student the opportunity to remain within the Charter school’s responsibility.

The District-approved Charter schools have agreed to work towards an immediate goal of serving the same percentage of Special Education students as the District (10%). Within the 10%, the goal will be to have the Charters serve approximately the same percentages of their

students as the District in Special Day Classes (SDC) (3%), Resource Specialist Program classrooms (RSP) (5%) and those students who receive Speech & Language services (5%, with 2% unduplicated).

The District and Charters have begun to explore a pilot project regarding special education at one or more of these co-locations. This could involve children with more severe issues being served by both schools at a shared site, and/or feeder programs for children going from a more restrictive learning environment in District schools to mainstream learning environments in the co-located Charter school. We will develop systems to encourage staff to staff interactions and collaboration as a means to provide services to the special needs student.

4. Strategic Facilities Planning

Effective collaboration on facilities is one of the most critical aspects of a successful Compact Partnership. With regard to facilities planning, our partnership values guide us in working to significantly increase the number of high quality seats available to students. Franklin-McKinley has a track record of productive facilities planning arrangements enabling the proliferation of high quality Charters in the District. Given the importance of effective collaboration on facilities planning, the following section describes in more detail current and future approaches to facilities planning including joint advocacy efforts that would positively impact facilities planning for all Compact Partners.

Current Arrangements

- **Co-Locations:** For seven years, the District has provided a stable home for Voices and Cornerstone Charter schools, co-located at campuses shared with existing District schools. A Facility Use MOU is provided through a Prop 39 request, at a cost that Charters agree is reasonable. Facility use payments are based on a simple prorated share of utility and maintenance charges. There is strong cooperation among these Charters and the District – See Attachment (Insert Attachment A) – Pro Forma Facilities MOU.
- **State Loan Program:** The District has partnered with Voices to apply for CSFP financing to construct a new school on the campus of Hellyer School. Currently state bond funds provided for this purpose are inadequate for the demand. Voices and the District are in the final stages of the four-year process of obtaining these funds.
- **Land Lease:** In lieu of a Prop 39 request, the District negotiated a long-term lease of District land at a reasonable price for a new Rocketship school. Annual Lease Payments were determined based on a market study of comparable long-term land lease payments.

Future Arrangements

- **ACE and KIPP in 2014:** The District recently approved ACE's and KIPP's petitions to open one new Charter middle school each in the coming school year. Because the District

sees these Charters as partners in educating under-served students, the District is undertaking an extensive and transparent community decision-making process to locate the new Charters at the best locations possible. This serves the dual purpose of providing children with good new school options and of facilitating learning and cooperation between the co-located schools to serve the needs of all children. As with Voices and Cornerstone, the agreements with ACE and KIPP will be leases at a reasonable cost to the Charters and with both short-term and/or long-term arrangements that meet the State’s Prop 39 requirements that further demonstrate the commitment to serving the needs of children.

5. Common Advocacy Agenda /Facilities – A common advocacy agenda for Compact Partners

The Compact Partners share many common interests related to advocacy and policy that would make school facilities an even more positive and productive area of partnership. Our common agenda includes:

- Expand funding options for Charters facilities by funding and expanding the state Charter School Facilities Program (CSFP) administered by the California School Financing Authority (CSFA) - See attachment (Insert Attachment B) – Summary of the CSFP.
- Follow class size loading factors utilized by local District or state – not on individual Charters with different loading factors.
- Revise and define pro-rata calculations options, in order to better define actual costs and “equivalent” facilities, including furniture and equipment.
- Enhance fund raising for facilities from local and national foundations, including matching funds and debt financing (e.g., Gates Foundation Program Related Investment (PRI) funding).
- Provide for alternative facility process for local school districts that, based on validated capacity analysis, do not have available contiguous classrooms for Charters.
- Include all compact members in an equitable distribution of funds realized from any future parcel tax identified for facilities distributed by average daily attendance (ADA).
- Review ways to identify general obligation bond funding that would support District and Charter goals such as technology, facilities, etc.

6. Student Transfer Process Across Partner Schools

Compact members will develop a common system for students transitioning from one school system to another that ensures a clear, data-driven, communicative, smooth, compassionate,

student-centered, “warm handoff.” The emphasis will be on high risk/high need students including withdrawals and expulsions.

1. Developing Great School Leaders to Lead Current Schools, Redesign, and/or New Models

Compact members will become true partners in preparing administrators and teacher leaders to launch and sustain great redesigned and /or new schools. This requires transforming our leadership training and professional development practices to prepare these rising leaders to create and manage the learning environments that our students and families need.

Key features of this work will include a year-long fellowship/training program for rising District and Charter leaders, shared professional development around best practices for District and Charter administrators (including such oft-overlooked areas as parent outreach and community engagement), a coaching program for teachers, teacher leaders and school leaders, as well as very specific roles and responsibilities for families in the selection of leaders for their communities.

Notes: For the 2014-2015 school year, the FMSD new or redesign schools are ACE Charter School, KIPP Academy and the District’s College Connection Academy-CCA (Middle College High School Design, grades 7-12/13). Our key parent partnership organizations in the District are PACT, Catholic Charities (CC) and FMCI (representing a zone of schools, including two Charters and five District schools). They will work together and form our parent training and leadership strands for the Compact.

Element of Work Plan	Summary	Deliverables (who/what)				
		August 2013	September 2013	October 2013	April 2014	Year 2
Start-Up Schools Fellowship	<p>Innovate Public Schools program which combines best practices from high-impact organizations nationwide and the exceptional models already in Silicon Valley. Key Elements include:</p> <ul style="list-style-type: none"> • Place-Based Focus, growing ecosystem of leaders who will build momentum towards scaling great schools that 	<p><i>Innovate:</i> Charters/District nominates candidates for Fellowship and final cohort selected (10 individuals from 2 Districts and 3 CMOs)</p>	<p><i>Innovate:</i> Start-Up Schools Fellowship begins with regular training with leadership consultant, model school visits, and regular 1-1 coaching by Innovate’s Director of Schools – continues through Spring 2014</p> <p>Fellows begin to develop personal leadership</p>		<p><i>Innovate, CMOs, and Districts:</i> Assess school/leader readiness to launch in August</p> <p><i>Innovate, CMOs, and Districts:</i> Begin process of building candidate pool for Year 2 of Start-Up School Fellowship</p> <p><i>PACT:</i> Collaborate with new school leaders to initiate</p>	

	<p>respond to local needs</p> <ul style="list-style-type: none"> ▪ Cohort of New Leaders, network that encompasses the strongest Charter and new schools in Silicon Valley and cultivates new leaders' understanding of current effective practices ▪ Explicit Focus on Launching New Schools, providing new leaders with the crucial skills they need to build and shape a high-performing school 		development plans and school development plans		family outreach, recruit new students (schools opening in Fall 2014 will receive this training earlier)	
Teacher Leader Development	To ensure that we foster effective leadership at all levels of our organizations to optimally prepare for the significant instructional and assessment shifts we face with the Common Core, compact members will collaborate to create formal coaching		<i>District/Charter:</i> Assist in selection of coaching pilot teachers including identifying special education teacher leaders and blended learning specialists	<i>District/Charter:</i> Design coaching pilot to launch in January 2014 with 12 teachers from District and Charter schools. Teachers will be paired, build their skills in instructional coaching and visit one another's classrooms between coaching meetings (4x by June 2014). <i>District/Charter:</i> Provide teachers with the time		

	relationships across sectors. Those participating in the coaching program will have access to research based strategies for effective coaching, and coaching sessions across campuses.			(and substitute coverage) to participate in coaching meetings and classroom visits		
Blended learning initiative	Create channels for Charter partners who have demonstrated developing approaches for blended learning to share lessons learned and approaches to accelerate District schools' implementation timeline.			<i>District/Charter:</i> Conduct feasibility study and design opportunity for blended learning leaders to engage in a two-way residency program. Create opportunities for effective practice sharing, school visits, and data analysis. Leverage economies of scale for technology purchase.		
Parent Engagement: Training for parents to become leaders in their school community	Leadership sessions for District/Charter parents on areas including relationship-building with statewide and local elected officials and funders, training other parents as leaders, and understanding school reform.	<i>PACT/CC/FMCI:</i> Design training seminars and schedule for several major parent engagement strategies each year <i>Charter/District:</i> Identify candidates for first leadership session strand	<i>PACT/CC/FMCI:</i> Host series of trainings for parents on District/Charter Compact and their involvement in process	<i>PACT/CC/FMCI:</i> On-going coaching for parent leaders to spread the word and create political will for new school launch <i>District/Charter:</i> Ensure that site-based structures are in place for parent leadership and define role for parents in data sharing, "School Progress Report"	<i>PACT:</i> Continue on-going coaching for parent leaders to spread the word and create political will for new school launch <i>Compact Partners:</i> Parents to lead roll out of community survey; community survey to be completed by year-	

				protocols (see below)	end	
Parent Engagement: Common practice around community involvement in selecting leaders	District/Charters use common processes to ensure parent engagement in school leader hiring processes. This includes parent leadership and engagement training for parents to support active and informed participation of parents in hiring processes	<i>District/Charters:</i> Share current hiring practices and identify areas of priority for parent involvement	<i>PACT/CC/FMCI:</i> Train parent leaders on hiring practice and survey them on priority areas for redesigning and/or new models. Training for rising parent leaders to prepare for involvement in process <i>District/Charter:</i> Identify particular hiring efforts to pilot parent involvement; develop clear policy/protocol expectations for parent impact on process		<i>District/Charter:</i> Parents involved in hiring process (administrators, teacher leaders, etc.)	
Parent Engagement: Training for school leaders on community outreach, parent engagement	A training strand to support teachers and principals in creating a school culture that emphasizes authentic parent leadership and development as an invaluable pillar of student success. This is incorporated into	<i>PACT/Innovate:</i> Design training seminars for joint professional development and Start-Up School Fellowship.	<i>PACT/Innovate:</i> Regular quarterly seminars (both as part of fellowship + for all Compact school leaders)			<i>Compact:</i> Examine community engagement data from survey, scorecard to drive on-going design of training, coaching for school leaders

	joint professional development and the Start-Up Schools Fellowship.					
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2. Common Metrics; Common Goals for All Schools
 District and Charter schools will develop and commit to system-wide and individual school performance targets. These collectively established annual targets will focus both on absolute metrics (in such areas as proficiency, parent satisfaction, etc.) as well as growth measures that track year-to-year growth of particular cohorts and subgroups.

The Compact Partners will include both academic performance measures (based on the new Common Core Standards), as well as other student and community metrics. The Compact Partners agree to be transparent regarding the demographic and achievement data of students in their respective systems, and to develop common practices around the collection and tracking of this data, including such areas as student retention/attrition and a community-wide family, student, and staff survey. These will be aligned to the State and District’s new LCFF and LCAP guidelines.

The Compact Partners further commit to developing, based on this shared data, a “School Progress Report” that publicizes the above data to all stakeholders.

Element of Work Plan	Summary	Deliverables (who/what)		
		By December 15, 2013	By April 15, 2014	By Fall 2014
Student data sharing	District and Charters will share student data (including enrollment, retention, discipline, Special Education, EL, student exits) all disaggregated by subgroup. Analyses will examine overall proficiency and year-to-year cohort growth. Compact members will also compare progress to that made in other Compacts as well (e.g. Denver). <i>**Note: there is a particular challenge associated with this work during the transition period to the Common</i>	<p><i>Compact Partners:</i> Finalize the set of data points which will be part of the common data system and School Progress Report</p> <p><i>District/Charters:</i> With support from all partners, develop a concrete and public commitment to serve all kids</p>	<p><i>Compact Partners:</i> Share current-year data using pre-determined format</p> <p><i>Compact Partners:</i> Share current-year data using pre-determined format</p>	<p><i>Compact Partners:</i> Finalize information for School Progress Reports in early summer each year</p> <p>Publish School Progress Report</p>

	<p><i>Core assessments in California. The partnership deeply values analyses of student achievement data and will continue to assess students, share information, and hold one another accountable during this transition period.</i></p>			
Stakeholder surveys	<p>Develop common surveys to be conducted with families, students, staff at all Compact partner schools, with guidance provided by the student survey components in the MET research, and the Gates Foundation’s partners involved in survey work. The surveys will be administered in the spring of each school year (specific dates TBD).</p>	<p><i>District/Charters:</i> Share current surveys in use, identify priority areas and work with PACT/FMCI to create dissemination protocol/plan</p>	<p><i>District/Charter:</i></p> <p><i>Compact Partners:</i> Address all logistical issues with survey (language, on-line vs. paper, etc.) Conduct survey (with support of community groups for dissemination) + finalize information for School Progress Report</p>	
School Progress Report	<p>Create a publicly disseminated School Progress Report to reflect demographic, academic, and survey data collected in early summer of each calendar year.</p>		<p><i>Compact Partners:</i> Identify the common method(s) that will be used to disseminate information and make data public which preliminarily includes a multi-lingual publication, inclusion on website, and community multi-lingual informational meetings.</p> <p>Develop School Progress Report metrics and analysis protocols</p>	<p><i>Compact Partners:</i> Disseminate School Progress Report templates to schools and parent leaders for feedback</p> <p>Issue School Progress Report and replicate protocol for recognizing school-level achievement</p> <p>Create marketing plan for collaborative community engagement to highlight strengths/programs of Compact schools</p>

3. Collaborative Systems

Compact Partners develop a collaborative system for on-going learning, communication and improvement. The system includes the articulation of a clear governance system, and efficient and effective project management. The partnership relationships are characterized by high levels of trust, transparency, accountability and performance. District and Charter schools will develop an effective system for dealing with specific “stress” areas between District and Charters, especially in such key areas as facilities, student retention, student fairness issues and serving Special Education and other high-need students. The Compact Partners will also work together to advocate for resources for all Franklin-McKinley children.

Element of Work Plan	Summary	Deliverables (who/what)				
		By October 2013	By January 2014	By Feb 2014	By April 2014	Year 2
Governance, communication and collaborative, accountable working relationships	Establish an on-going governance system through the Compact Oversight Committee to manage the programs and commitments associated with the Compact. Develop relationships and processes characterized by trust, transparency and accountability among key stakeholders so that initiatives are successful and a culture of continuous improvement is developed across the sectors. Superintendents and CEOs play a critical role in setting the	<p><i>Compact Partners:</i> Schedule a compact kick-off event</p> <p><i>Compact Partners:</i> Drawing from partners’ approaches to continuous improvement, design a quarterly review process that examines data from the partners as well as project management and process improvements. Determine accountability measures for acting on data and implementing next steps.</p>	<p><i>Compact Partners:</i> Host a compact kick-off event within two weeks of the signing of the compact. Draft a related press release.</p> <p><i>Compact Oversight:</i> Create District/Charter Compact Oversight Committee (leads from all signatories) and formalize work teams in each focus area.</p> <p><i>Compact Partners:</i> Launch quarterly review process</p>	<p><i>Compact Partners:</i> Develop a plan for quarterly events hosted by members of the partnership on a rotating basis aimed to build relationships across the sectors. Plan will include attendance goals.</p>	<p><i>Compact Partners:</i> Conduct 2nd quarterly review. Account for actions completed between review 1 and review 2 and capture and disseminate learning.</p>	

	<p>tone for their organizations' participation. These relationship-building opportunities include:</p> <ul style="list-style-type: none"> -Cross-partner events -Quarterly performance reviews 					
<p>Joint Redesign, and/or New School launches to Increase the Number of High-Quality Seats</p>	<p>Partners will work together to develop and implement a plan for simultaneous launch of redesign and/or new schools to address needs of low-performing students</p>	<p><i>District:</i> Identify target neighborhood for any redesigned and/or new school launch as well as the placement of all new Charter schools through the Fall, 2014</p> <p><i>PACT:</i> Coaching and training for parents participating in design process for redesign and/or new school</p> <p>Example: In the Fall of 2014, there will be one new redesign and two new Charter Schools approved by the FMSD Board of Trustees.</p>	<p><i>District:</i> Board will hold a community workshop on all the proposed sites where new Charters may be located as well as any new school and/or redesign options they are considering</p> <p><i>District:</i> Board of Trustees makes final decisions on all proposed new launches and/or redesign options</p> <p><i>PACT/CC/FMCI:</i> On-going coaching for parent leaders to participate in design process, spread the word and create political will for new school</p>	<p><i>Compact Partners:</i> Shared resource/site protocols developed</p> <p><i>Compact Partners:</i> Student/family recruitment plans developed through the compact</p> <p><i>PACT:</i> Collaborative group of parent leaders launched, supported</p>	<p><i>Compact Partners:</i> Shared community outreach</p> <p><i>Compact Partners:</i> School plans shared; protocols developed for common practices, site sharing</p> <p>Common PD planning when appropriate</p> <p><i>PACT/CC/FMCI:</i> Continue on-going coaching for parent leaders to participate in school design process, spread the word and create political will for new school launch</p>	<p><i>Compact Partners:</i> On-going revision of shared campus/program protocols</p> <p><i>Compact Partners:</i> "Handbook" for simultaneous school launch and/or redesign options</p>

		In 2013, the District launched the new Seven Tress Community Schools redesign with the assistance of KIPP Bay Area Schools.	launch <i>PACT, etc.:</i> Collaborative group of parent leaders launched, supported			
Collaborative Community Outreach/Student Recruitment for new options and opportunities	As part of the joint school launch, Compact Partners will conduct collaborative and common community and family outreach	District: Identify target neighborhood for redesign or new model launch <i>PACT:</i> Identify and coach community leaders and parent leaders on key elements of shared school governance (School Site Councils, DAC, DELAC, etc.)	<i>Compact Partners:</i> Create a plan for hosting school fair where all members present school options	<i>Compact Partners:</i> Finalize community/family recruitment protocols (ideally to be approved by all partner organizations and implement recruitment plan) <i>Compact Partners:</i> Develop a list of commitments and key messages (must say/won't say) that every Compact member will feature prominently in recruitment materials and presentations <i>Compact Partners:</i> Host first school enrollment fair	<i>Compact Partners:</i> Continue recruitment plan and share data re: student/family signups <i>Compact Partners:</i> Develop a menu of best practices for outreach and recruitment of particular subgroups of students	<i>Compact Partners:</i> Share results with Compact, broader community
Special Education student equity and support.	Compact Partners will agree on common recruitment,	<i>District/Charters:</i> Determine an approach to address	<i>District/Charters:</i> Refine the approach to the release Special	<i>District/Charters:</i> Determine an efficient, effective approach for record sharing between	<i>District/Charters:</i> Engage in Compact Summit to share best practices	

[Major area of focus over next 2 years]	placement and service goals for Special Education students at the same percentages as the District. Compact Partners will work collaboratively to address specific points of tension around serving special education students effectively.	recruitment and equal percentage of students being served. Goals include: Special Day Classes-SDC at 3%), Resource Specialist Classrooms-RSP at 5%, and Speech & Language at 5%, with 2% unduplicated.	Education students from Charters back to District schools	Charters and District (specifically address the lag in IEPs that occurs in both directions)	among the Compact Partners.	
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Facilities planning and sharing	Develop joint facilities master planning, in which District and Charters are partners in the District's facilities master planning processes to ensure quality learning spaces for all students. This includes building on a history of collaboration on facilities planning with Charters and specifically includes: 1. Offering favorable financing terms to Charter schools	<i>District/Charters:</i> Identify District/Charter master planning committee participants <i>District:</i> Share current master planning documents (including maps, facilities needs, anticipated renovations, etc.) with Charter partners <i>Charter:</i> Identify priority areas and potential current and future facilities	<i>District/Charters:</i> Facilities master planning committee launches monthly meetings. Committee establishes criteria, values (e.g. collaborative vs. tenant/landlord), and on-going processes. Gates Foundation and Franklin-McKinley jointly design a model for the state to follow (using Gates PRI	<i>District:</i> Complete mapping study that defines excess space that might be available for use by Charter schools. <i>Charters:</i> Develop collective plan for new schools' facilities requests <i>District/Charter:</i> Develop a plan for sufficient and affordable lease terms and an approach for Charter schools to secure financing necessary for renovations. Create a plan for District/Charter co-locations that maximizes opportunities	<i>District/Charter:</i> Complete Prop 39 (or alternate) site identification and lease processes in keeping with mapping study	<i>Compact Partners:</i> Develop transparent protocols to reflect District/Charter expectations around long-term site options
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	<p>2. Pro-actively planning for placement of high performing charter schools in areas of demonstrated need.</p> <p>3. Expanding funding options for charter facilities by funding and expanding state bond loan program</p> <p>4. Follow class size loading factors utilized by local District or state – not on individual charters with different loading factors</p> <p>5. Revise and define pro-rata calculations options – actual cost – and define “equivalent” facilities including furniture and equipment</p> <p>6. Enhance fund raising for facilities from foundations – at least matching funds with District and/or charter funds (Gates et al)</p> <p>7. Provide for</p>	needs	Grant funds).	for cross-sector learning.		
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	alternative facility process for local school District that, based on a capacity study/analysis, do not have available contiguous classrooms					
Common advocacy with local and state governments through the Compact	Compact Partners share many common interests related to advocacy and policy that would make school facilities, in particular, an even more positive and productive area of partnership.	<i>Compact Partners:</i> Form a joint Compact Advocacy Campaign to explore common legislative agenda and local revenue campaign; outline calendar for shared work	Present specific models to State lawmakers that have been successful in other states (e.g., Texas)	Gates Foundation and Franklin-McKinley jointly design a model for the state to follow (using Gates PRI Grant funds)		<i>Compact Partners:</i> Review progress from the past year with the Compact leaders and set agenda for the following year
Student transition between systems	Common system for students exiting one school system to another that ensures a clear, data-driven, communicative, smooth, compassionate, student-centered, “warm handoff”. The emphasis will be on high risk/high need students including: withdrawals and expulsions (including suspended expulsions).	<i>District/Charter:</i> Share data (see student data sharing), identify current systems in place, and develop common protocol and procedures for student exits		<i>Compact Partners:</i> Develop protocols for common system for student exits and collection/analysis of student exit data	<i>District/Charter:</i> Implement common system for student exits <i>Compact Partners:</i> Include data in School Progress Reports	

We commit to convene regular meetings of the Compact signatories, to monitor and validate District and Charter performance in executing the Compact commitments via the District/Charter Compact Oversight Committee, but to also modify the document as necessary as this is a 'living' document. Furthermore, all parties commit to publishing annual reports regarding progress in meeting the student achievement goals of the Compact and challenges in implementation.

An additional goal of the compact is to include all future Charter schools. Thus, Charter School petitioners will be asked to commit to participating in the Compact and meeting all of the agreed upon commitments.

In support of our shared values and shared beliefs, and in support of our common goal to educate every student within the Franklin-McKinley School District to the greatest degree possible, we jointly commit to execute the details of this Compact.

Signatories:

FMSD, Superintendent

12.9.13

Date

FMSD, Board President

Date

ACE Charter Middle

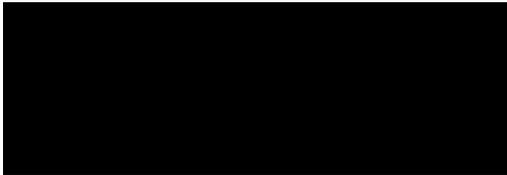
Cornerstone Academy Preparatory School

KIPP Bay Area Schools (Heritage)



Date

Rocketship Education (Mosaic and Spark)



12/10/13
Date

Voices College-Bound Language Academy

12-11-13
Date

Alpha Public Schools

Date

Catholic Charities

12/11/13
Date

Eastside Alliance

12.9.13
Date

Franklin-McKinley Children's Initiative

12-11-13
Date

San Jose Charter Consortium

Date

Innovate Public Schools

12/4/13

Date

Community/Parent Advocacy Organizations (PACT)

Date

San Jose Charter Consortium



12/11/13

Date

Innovate Public Schools

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Community/Parent Advocacy Organizations (PACT)

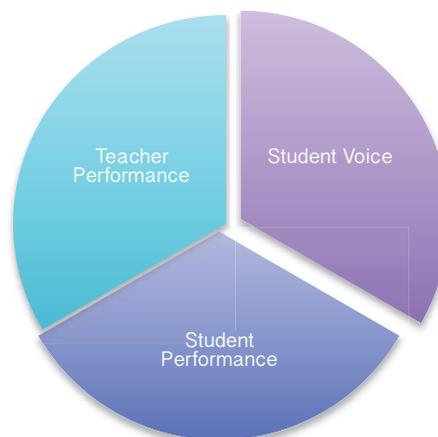
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DCP EVALUATION MODEL – TEACHER EFFECTIVENESS MEASURES

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.

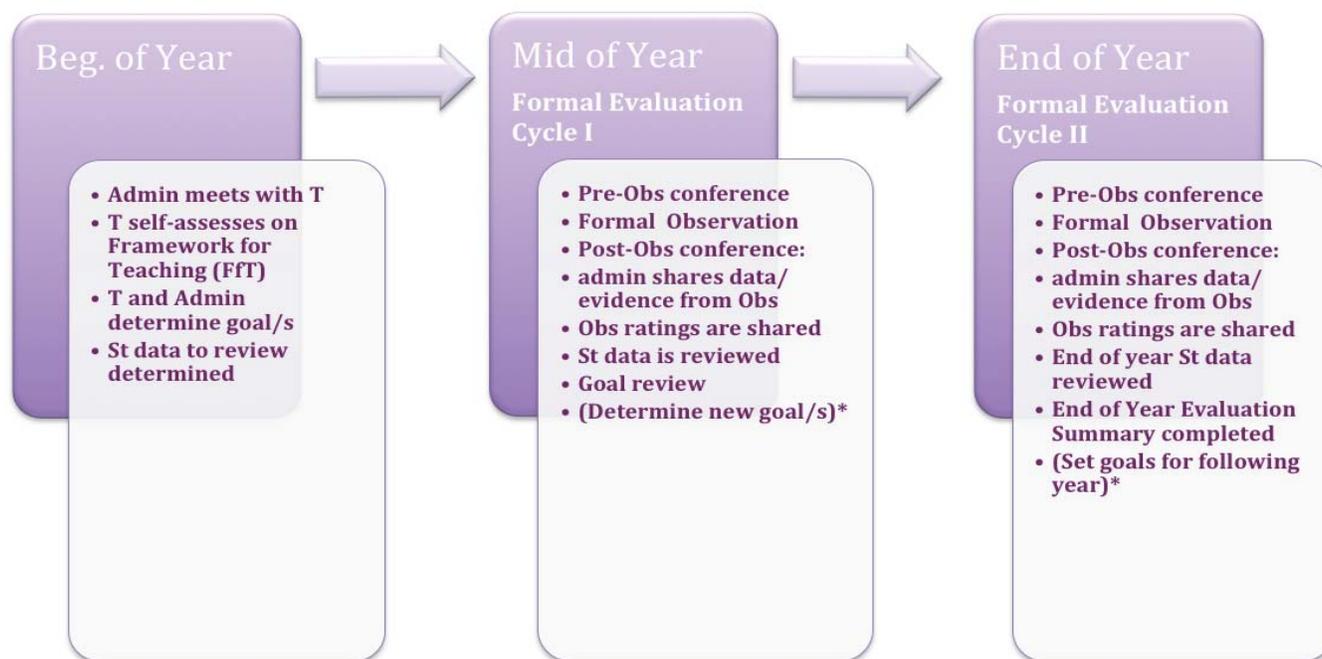
There are three types of measures that when combined have proven to be the most reliable: **teacher performance** (via classroom observations), **student performance** (on agreed upon assessments) and **student voice** (through anonymous surveys).

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:

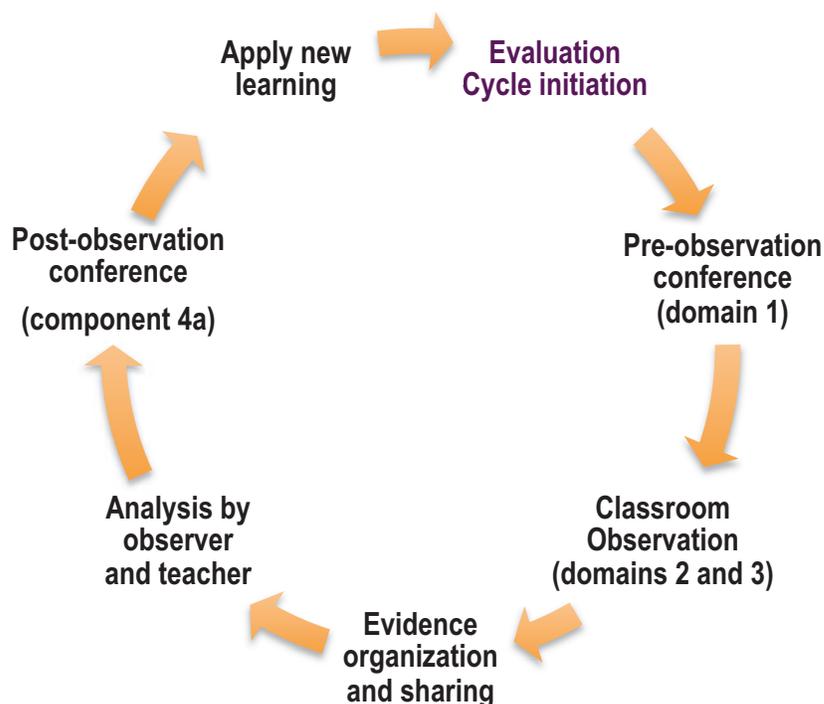


* Optional

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

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)
- ☞ how we share our observations and feedback

There are two types of observations that work in collaboration:

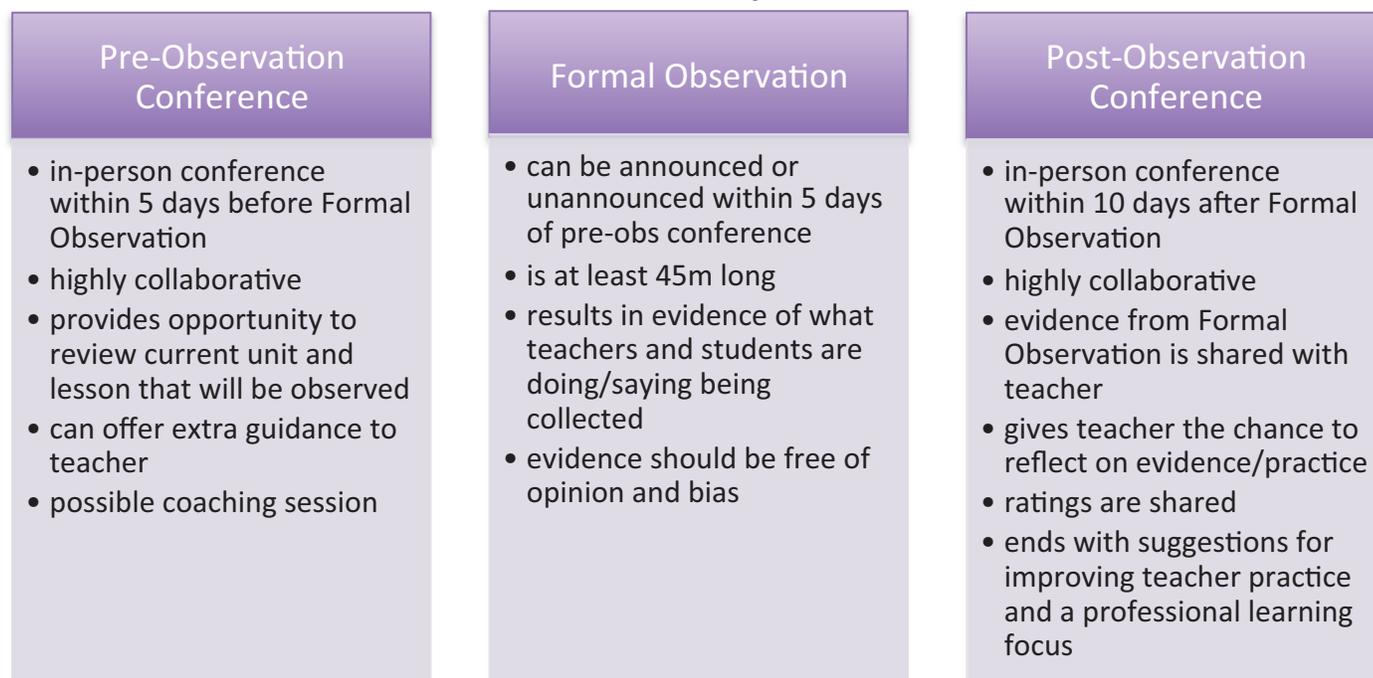
Informal Observations

- 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:

Observation Cycle



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
<p>Domain 1: Planning and Preparation</p> <p>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</p>	<p>Domain 2: Classroom Environment</p> <p>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</p>
<p>Domain 4: Professional Responsibilities</p> <p>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</p>	<p>Domain 3: Instruction</p> <p>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</p>

Here is an example of one of the components as it runs along the continuum:

Component	<i>Unsatisfactory (Ineffective)</i>	<i>Basic (Developing)</i>	<i>Proficient (Effective)</i>	<i>Distinguished (Highly Effective)</i>
<p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • <i>Quality of Questions</i> • <i>Discussion Techniques</i> • <i>Student Participation</i> 	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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:

1. **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.

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	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
1e Designing Coherent Instruction	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>
1f Designing Student Assessments	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>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.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>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.</p>

Domain 2: The Classroom Environment

Component	Ineffective	Developing	Effective	Highly Effective
2a Creating an Environment of Respect and Rapport	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another.</p> <p>The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect.</p> <p>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.</p>	<p>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.</p>
2b Establishing a Culture for Learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Component	Ineffective	Developing	Effective	Highly Effective
2c Managing Classroom Procedures	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, 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.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
2d Managing Student Behavior	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
2e Organizing Physical Space	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>

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	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. 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.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The 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.”</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active 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.</p>	<p>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.</p>
3d Using Assessment in Instruction	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.</p>

Component	Ineffective	Developing	Effective	Highly Effective
3e Demonstrating Flexibility and Responsiveness	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>

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	<p>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.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>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.</p>
4e Growing and Developing Professionally	<p>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.</p>	<p>Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>

Component	Ineffective	Developing	Effective	Highly Effective
4f Showing Professionalism	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served 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.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. 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.</p>

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	Topic	Outcomes
Part 1: College Success Framework and Reflection on Data		
8:30-9:00 AM	Breakfast (Provided)	<i>Enjoy morning snacks.</i>
9:00-9:55 AM	Alumni Speaker College Success Data	<i>Reflect on our students' path to and through college.</i>
9:55-10:00 AM	Break	
10:00-10:30 AM	College Success Framework Staff Roles	<i>Envision how we engage DCP's college success work across programs and domains.</i>
Part 2: Coaching for College Success		
10:30-11:10 AM	Coaching for College Success	<i>Understand what it means to advise students to and through college.</i>
11:10-11:15 AM	Break	
11:15-11:45 AM	Coaching 101	<i>Learn basic counseling strategies to help you lead productive conversations with students.</i>
11:45-12:15 PM	Lunch (Provided)	<i>Enjoy lunch with our student and alumni guests</i>
12:15-1:00 PM	Coaching Practice	<i>Practice having a coaching conversation about a student's path to college.</i>
1:00-1:30 PM	Coaching Debrief	
1:30-1:40 PM	Break	
Part 3: Advisory Overview and Grade Level Planning		
1:40-2:25 PM	Advisory Overview	<i>Review advisory structures and tools for content development.</i>
2:20-2:30	Split into Grades	<i>Break into your grade-level groups.</i>
2:30-3:30	Grade Level Planning Time	<i>Discuss grade-level priorities for the first part of Semester 1. (Facilitated by a site admin or College Success Team member)</i>

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)

Operations Staff Professional Development - AGENDA
July 16th – 18th

Wednesday			
Time	Activity	Participants	Led by
9:00 – 9:15	Breakfast/Meet & Greet	School Ops Managers, School Secretaries, Bilingual Clerks, Registrar, Amber G., CBO, Controller & Finance staff, HR Assistant	
9:15 – 10:45	Connect to the Mission	All	Prisilla Lerza, Director of Community Engagement
11:00 – 1:00	First Aid/CPR Training – part 1	School Ops Managers, School Secretaries, Bilingual Clerks, Amber G., HR Assistant	Red Cross
1:00 – 1:30	Lunch		
1:30 – 4:30	First Aid/CPR Training – part 2	School Ops Managers, School Secretaries, Bilingual Clerks, Amber G., HR Assistant	Red Cross
2:30 – 3:30	NWEA Training & Equipment check	Tech Team, Registrar, Summer Bridge teachers	Kathleen

Thursday			
Time	Activity	Participants	Led by
8:15 – 8:30	Breakfast	Tech Team, School Ops Managers, Registrar	
8:30 – 9:45	NWEA Testing – set-up and trouble-shoot	Tech Team, School Ops Managers, Registrar	Kathleen
9:30 – 9:45	Breakfast	School Secretaries, Bilingual Clerks	
9:45 – 10:15	Overview of Organizational structure / Roles & Responsibilities	School Ops Managers, School Secretaries, Bilingual Clerks, Registrar	Ruth Schriver, Chief Business Officer, Kathleen
10:15-11:45	The DCP Customer Experience	School Ops Managers, School Secretaries, Bilingual Clerks, Registrar	Kathleen
11:45-12:15	Lunch	All	Kathleen

Operations Staff Professional Development - AGENDA
July 16th – 18th

12:15-1:00	NWEA Testing – set-up and trouble-shoot	Tech Team, School Ops Managers, Registrar	Kathleen
12:15-1:15	PowerSource - Individual Online instruction	School Secretaries, Bilingual Clerks	Kathleen
1:15 – 2:45	All Things Google: Drive, Calendar, Email, Docs	School Ops Managers, School Secretaries, Bilingual Clerks, Registrar, Finance Team	Tech Team, Kathleen
2:45 – 3:00	Break		
3:00 – 4:00	Google Lab – individual help / Online training for those who are interested	All	Tech Team, Kathleen

Friday			
Time	Activity	Participants	Led by
9:00 – 9:15	Breakfast		
9:15 – 10:30	Preview of Ops Playbook	School Ops Managers, School Secretaries, Bilingual Clerks, Registrar	Kathleen
10:30-11:30	Attendance and Attendance Improvement Discussion – review of current policies / brainstorming session	School Ops Managers, School Secretaries, Bilingual Clerks	Kathleen & Site staff
11:45–12:45	Lunch / Games		
12:45-1:45	Recruitment / Enrollment / Records (Hand out CUM folders received so far)	School Ops Managers, School Secretaries, Bilingual Clerks, Registrar	Kathleen
1:45-2:45	School Lunch program – application collection & processes / incentive program	School Ops Managers, School Secretaries, Bilingual Clerks, Registrar	Kathleen
2:45-3:00	Break		
3:00-4:00	Questions / Suggestions / Action items Set next meeting date	School Ops Managers, School Secretaries, Bilingual Clerks, Registrar	

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 District 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 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 the District 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 the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School follows the District 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 District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to

Education Code Section 47641(b), then DCP anticipates that a Memorandum of Understanding (“MOU”) would be developed/renewed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District 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 District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District 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 the District 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 District in-service training relating to special education.

It is the Charter School's understanding that the District 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 the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District 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 District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District 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 District policies as they apply to all District schools for responding to implementation of special education services. The Charter School adopts and

implements District policies relating to notification of the District for all special education issues and referrals.

The Charter School follows District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District 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 District 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 District 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 the District 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 District school. The District 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 the District and the parent to address the request. Unless

otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District 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 District 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. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District 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 District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by

the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District 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 the District'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 the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District 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 District policy and how the District operates special education at all other public schools in the District, the District is responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter

School shall be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District 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 the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District 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 the District of relevant circumstances and communications immediately and act according to District 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, the District 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 the District 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 the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District 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, the District 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 the District conducts an 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 the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District 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 the District. The Charter School shall immediately notify the District 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 District policies as they apply to all District 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 the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District 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.

The District'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 the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District 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. The District, as the LEA, shall

be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District 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

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

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District 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.

Appendix H - 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 District, 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 the District to store original records of DCP students. All records of DCP shall be transferred to the District upon School closure. If the District 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 the District 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 the District pursuant to Education Code Section 47604.33 in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

On closure of the 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 the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance

with any conditions established when the donation of such materials or property was accepted.

Upon completion of the closeout audit, 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.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Downtown College Prep:

Ensuring and Expanding the Promise of College Completion for First-generation Students

Budget Narrative

Budget Narrative

The following Budget Narrative outlines the CSP grant budget for the planning and implementation of the DCP project, *Downtown College Prep: Ensuring and Expanding the Promise of College Completion for First-generation Students*. The budget captures the costs of opening two new middle schools in the targeted area of San Jose and significantly expanding the two existing DCP high schools. The project will nearly double the number of seats in DCP's high-quality charter schools and create a 6th -12th grade pipeline of students prepared for college completion. The project will take place over a five-year period, from October 1, 2015 through September 30, 2019.

A. Funding Proposal

In the grant project proposal, DCP is requesting the following funding:

Replication & Expansion					
Total Requested Budget	New Enrollment	Funding per Enrollment	Total Possible	Funding Limit	Total Request
Replication - Middle School #3	420	\$3000	\$1,260,000	\$800,000	\$800,000
Replication - Middle School #4	420	\$3000	\$1,260,000	\$800,000	\$800,000
Expansion - DCP El Primero High School	264	\$1500	\$396,000	\$800,000	\$396,000
Expansion - DCP Alum Rock High School	280	\$1500	\$420,000	\$800,000	\$420,000
Total	1384	-	-	-	\$2,416,000

Roughly 81 percent (\$1,957,237) of these funds will be used at the school site level to open 2 new middle schools and significantly expand two existing high schools (by 77%). The remaining 19 percent (\$458,763) of grant funds will be utilized by the DCP central office to build upon its existing infrastructure and expand its capacity to (1) benefit the specific schools being created by coordinating central office support for schools in each functional area of expertise, and (2) enhancing program data and evaluation protocols and overseeing implementation and financial management of grant funds. The budget narrative outlines expenses by federal grant category, delineating funds to be used at the school site level from those used at the central office to ensure that the new or substantially expanded charter schools receive their commensurate share of Federal education funds that are allocated by formula each

year, including during the first year of operation of the school and any year in which the school's enrollment substantially expands.

B. Budget Overview

Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel	████████	████████	████████	████████	████████	████████
2. Fringe benefits	████████	████████	████████	████████	████████	████████
3. Travel	\$1,205	\$1,241	\$1,278	\$1,317	\$1,356	\$6,397
4. Equipment	\$0	\$118,821	\$314,706	\$306,139	\$204,032	\$943,698
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (1-8)	████████	████████	████████	████████	████████	████████
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12. Total Budget	████████	████████	████████	████████	████████	████████

C. Budget by Federal Category

1. Personnel

Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel	████████	████████	████████	████████	████████	████████

The DCP proposed project will receive extensive support from the DCP Central Office personnel, which will be funded through the existing DCP operating budget. This includes

support from the Executive Director, Chief Operations Officer, Controller, Chief Achievement Officer, Director of Community Engagement, and others as detailed in *Section IV Selection Criteria, Subsection D Management Plan and Personnel*. The funds from this grant, with the one exception of a Grant Program Manager, will be focused exclusively on the school site to support with planning and implementation as detailed below.

For each new Middle School, Personnel expenses include salaries for a Principal and Recruitment Coordinator during the planning year for each school (Project Year #1 for Middle School #3, Project Year #2 for Middle School #4), followed by salary for a College Counselor for the start-up year (Project Year #2 for Middle School #3, Project Year #3 for Middle School #4).

- **The Principal** will spend a planning year immersed in DCP network schools, developing both expertise in the DCP model and a comprehensive plan for implementing this model in the new school. This includes recruiting staff and students, supporting curriculum planning and alignment, developing professional development plans, setting and implementing policies, building stakeholder engagement and support, and setting the vision for the new school.
- **The Recruitment Coordinator** will work with parents and community members to promote the new school, ensuring full enrollment. They will have a specific focus on ensuring that educationally disadvantaged students, including English Language Learners and Students with Disabilities, are made aware of the opportunity to attend the new DCP school and are supported in the application and enrollment process. They will also set up systems to ensure consistent communication between the school and families.

- **The College Guidance Counselor** will work with new students and families to implement the DCP College Success Framework. For the DCP target population of first-generation college-going students, starting this work early is critically important to building understanding of what it takes to be college ready, including financial planning.

1. Personnel - Middle School #3 (Replication)						
Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Principal	██████	-	-	-	-	██████
Recruitment Coordinator	██████	-	-	-	-	██████
College Guidance Counselor	-	██████	-	-	-	██████
Subtotal	██████	██████	-	-	-	██████

1. Personnel - Middle School #4 (Replication)						
Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Principal	-	██████	-	-	-	██████
Recruitment Coordinator	-	██████	-	-	-	██████
College Guidance Counselor	-	-	██████	-	-	██████
Subtotal	-	██████	██████	-	-	██████

For each expanded High School, Personnel expenses include salaries for a full-time College Guidance Counselor (Project Year #3 and #4 for Alum Rock Expansion, Project Year #4 for El Camino expansion) and 50% of the salary for a Director of College Success (Project Year #4 for both schools).

- **The College Guidance Counselor** plays a similar role as in the high school, with an additional focus on college entry requirements, applications, financial planning, and selection processes.
- **The Director of College Success** manages the College Success Staff (e.g. Advisors, Counselors) across the new schools.

1. Personnel - DCP El Primero High School (Expansion)						
Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
College Guidance Counselor	-	-	-	██████	-	██████
Dir. Of College Success	-	-	-	██████	-	██████
Subtotal	-	-	-	██████	-	██████

1. Personnel - DCP Alum Rock High School (Expansion)						
Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
College Guidance Counselor	-	-	██████	██████	-	██████
Dir. Of College Success	-	-	-	██████	-	██████
Subtotal	-	-	██████	██████	-	██████

The one addition at the Central office is a **Project (Grant) Manager** over the five years of the project, to (1) coordinate central office support for schools in each functional area, and (2) enhance program data and evaluation protocols and overseeing implementation and financial management of grant funds.

1. Personnel - Central Office (Replication & Expansion)						
Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Project (Grant) Manager	██████	██████	██████	██████	██████	██████

The total Personnel expenses across the four school sites and central office are as follows.

1. Personnel - Total (Replication & Expansion)						
Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Principals (MS)	██████	██████	-	-	-	██████
College Guidance Counselor (MS)	-	██████	██████	-	-	██████
Recruitment Coordinators (MS)	██████	██████	-	-	-	██████
College Guidance Counselor (HS)	-	-	██████	██████	-	██████
Dir. Of College Success (HS)	-	-	-	██████	-	██████
Project (Grant) Manager	██████	██████	██████	██████	██████	██████
Total	██████	██████	██████	██████	██████	██████

2. Fringe Benefits

Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
2. Fringe benefits	██████	██████	██████	██████	██████	██████

Fringe benefits include medical and dental insurance; social security and disability; and pension for all employees identified under the Personnel portion of this budget. Fringe benefits

are calculated at an average rate of 25.3% of salary costs included in the Personnel budget line item, based on DCP's average rate.

2. Fringe Benefits - Total						
Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Site Based Personnel	██████	██████	██████	██████	██████	██████
Central Office Personnel	██████	██████	██████	██████	██████	██████
Total	██████	██████	██████	██████	██████	██████

3. Travel

Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
3. Travel	\$1,205	\$1,241	\$1,278	\$1,317	\$1,356	\$6,397

Travel includes estimated expense for the Grant Project Manager to attend annual project meetings and trainings and is a Central Office expense.

4. Equipment

Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
4. Equipment	\$0	\$118,821	\$314,706	\$306,139	\$204,032	\$943,698

Equipment includes classroom set-up for each new classroom and is all site based. Each new classroom includes an average cost of \$10,000 for furniture and \$32,000 for technology, for a total of \$32,000 per new classroom and funded at 50% by the grant (\$16,000) with an inflation factor of 3% from this 2014-15 baseline. Furniture includes student tables (9 at \$125), student chairs (36 at \$50), teacher desk (1 at \$450), teacher chair (1 at \$190), filing cabinet (1 at \$500),

cubbies (2 at \$700), kidney table (1 at \$200), book shelf (1 at \$300), storage cabinet (1 at \$700), organizers (36 at \$70), and shipping/incidentals (\$815). Technology includes student devices (4 at \$350), charging cart (1 at \$2000), projector and ceiling mount installation (1 at \$2100), Apple TV (1 at \$100), Cisco phone (1 at \$150), electrical outlets and installation (1 at \$1650), and shipping/incidentals (\$2000).

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
New Classrooms	0	7	18	17	11
Equipment Cost	\$0	\$118,821	\$314,706	\$306,139	\$204,032

5. Supplies

There are no supplies expenses attached to this grant project.

6. Contractual

There are no contractual expenses attached to this grant project.

7. Construction

There are no construction expenses attached to this grant project.

8. Other

There are no other expenses attached to this grant project.

9. Total Direct Costs

The Total Direct Costs of this project are as follows:

Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel	████████	████████	████████	████████	████████████████	
2. Fringe benefits	████████	████████	████████	████████	████████	████████
3. Travel	\$1,205	\$1,241	\$1,278	\$1,317	\$1,356	\$6,397
4. Equipment	\$0	\$118,821	\$314,706	\$306,139	\$204,032	\$943,698
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (1-8)	████████	████████	████████	████████	████████████████	

10. Total Indirect Costs

There are no indirect costs attached to this grant project.

11. Training Stipends

There are no training stipend expenses attached to this grant project.

12. Total Budget

The Total Budget of this project is as follows:

Total Requested Budget	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel	████████	████████	████████	████████	████████████████	
2. Fringe benefits	████████	████████	████████	████████	████████	████████
3. Travel	\$1,205	\$1,241	\$1,278	\$1,317	\$1,356	\$6,397
4. Equipment	\$0	\$118,821	\$314,706	\$306,139	\$204,032	\$943,698
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (1-8)	████████	████████	████████	████████	████████████████	
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12. Total Budget	████████	████████	████████	████████	████████████████	

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Ms.	First Name: Jennifer	Middle Name:	Last Name: Andaluz	Suffix:
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Address:

Street1:	1400 Parkmoor Ave., Ste 206
Street2:	
City:	San Jose
County:	
State:	CA: California
Zip Code:	95126
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Across the Bridge Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	1,205.00	1,241.00	1,278.00	1,317.00	1,356.00	6,397.00
4. Equipment	0.00	118,821.00	314,706.00	306,139.00	204,032.00	943,698.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Across the Bridge Foundation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)