



# **Downtown College Prep Student & Family Handbook**

Preparing First Generation Students for College Success

Revised: 08/1/2022

**Founded in 2000. DCP serves students in 5<sup>th</sup>-12<sup>th</sup> grade  
at four campuses across San José.**

## **Our Campuses**

### **DCP ALUM ROCK MIDDLE SCHOOL**

2888 Ocala Ave.  
408-942-7000  
Grades 6-8

### **DCP EL CAMINO MIDDLE SCHOOL**

1402 Monterey Hwy.  
408-384-4040  
Grades 5-8

### **DCP ALUM ROCK HIGH SCHOOL**

1776 Educational Park Dr. K8  
408-384-4554  
Grades 9-12

### **DCP EL PRIMERO HIGH SCHOOL**

1402 Monterey Hwy.  
408-271-1730  
Grades 9-12

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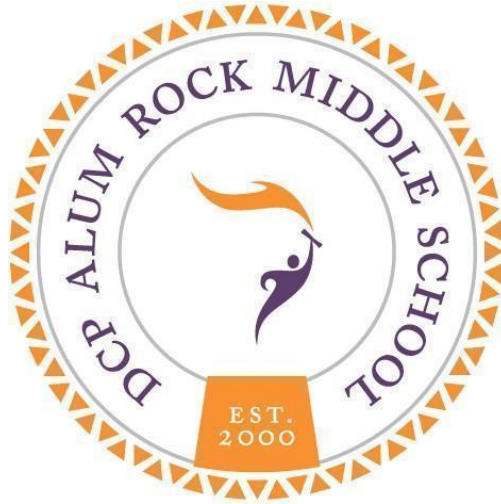
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**2888 Ocala Ave.  
San Jose, CA 95148  
Phone 408-942-7000  
Fax 408-942-7000  
Grades 6-8**

**Principal**

Jose Zavala  
jzavala@dcp.org  
Ext 401

**Assistant Principal**

Daisy Alicante  
dalicante@dcp.org  
Ext 436

**School Operations  
Manager**

Melanie Felix  
mfelix@dcp.org  
Ext 413

**Dean of Students**

TBD

**Visit our website at [dcp.org/arms](http://dcp.org/arms) to view:  
Staff Directory, Office Hours, Class times and Bell Schedule**



# DCP Alum Rock Middle School

## Academic Supports

### Advisory

- Advisory class is a graded class where students learn skills to support their success in middle school, high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
- Students are assigned a specific advisory teacher (advisor) who will act as the point person for the student's academic path. Advisors will contact parents (or parents should contact the advisory teacher) if there are any concerns about the student or if they have questions about how best to support their student's learning.
- Advisors will help students and parents understand promotion and graduation requirements, and whether the student is "on track."

### Office Hours

- Teachers are available at least one day a week to meet and work with students outside of scheduled class time.
- Office hours are an optional support for students to take advantage of to stay on track.
- Students who are identified by teachers as "at risk" for not promoting may be assigned mandatory office hours by their advisory teacher, content teacher, or an administrator.
- Mandatory office hours may be lifted if a student's grade(s) improve.

## Campus Supervision

Campus supervision begins 15 minutes before school; starts every morning and ends 15 minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in a DCP sports team, club, or attending office hours with a teacher. Students are not allowed to be on the Ocala Middle School side of campus during school hours, unless accompanied by a staff member.

## Shared Campus

DCP Alum Rock Middle School shares a campus with another school—Ocala Middle School. We work closely with the staff of Ocala so that the schedules of the DCP Alum Rock students do not conflict with their students. In the event of an emergency, the schools will communicate with each other to ensure the safety of all students.

## Universal School Meals (Breakfast/Lunch Program)

The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

The Charter School maintains a School Wellness Policy on the school website, which is also available upon request from the Charter School office.

## Bringing Lunch

The office is not able to store student lunches. Parents may bring lunch for their students at the beginning of the lunch period. Parents must always check in at the office and may not go directly to classrooms. All students are expected to eat in the cafeteria, and parents should not remain on campus to eat lunch with their child.

**Visitor/Parent Parking**

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



**1402 Monterey Hwy.  
San Jose, CA 95110  
Phone 408-384-4040  
Fax 408-384-4040**

**Grades 5-8**

**Principal**

Linda Diaz-Sepulveda  
ldiaz-sepulveda@dcp.org  
Ext 501

**Assistant Principal**

Katrena Andrist  
kandrist@dcp.org  
Ext 526

**Founding School  
Operations Manager**

Martha Rivera  
mrivera@dcp.org  
Ext 502

**Dean of Academics**

Jodi Edwards-Wright  
jedwards@dcp.org

**Dean of Students**

Luis Falcon  
[lfalcon@dcp.org](mailto:lfalcon@dcp.org)  
Ext:

**Visit our website at [dcp.org/ecms](http://dcp.org/ecms) to view:  
Staff Directory, Office Hours, Class times and Bell Schedule**

# DCP El Camino Middle School

## **Academic Supports**

### Advisory

- Advisory class is a graded class where students learn skills to support their success in middle school, high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
- Students are assigned a specific advisory teacher (advisor) who will act as the point person for the student's academic path. Advisors will contact parents (or parents should contact the advisory teacher) if there are any concerns about the student or if they have questions about how best to support their student's learning.
- Advisors will help students and parents understand promotion and graduation requirements, and whether the student is "on track."

### Office Hours

- Teachers are available at least one day a week to meet and work with students outside of scheduled class time.
- Office hours are an optional support for students to take advantage of to stay on track.
- Students who are identified by teachers as "at risk" for not promoting may be assigned mandatory office hours by their content teacher or an administrator.
- Mandatory office hours may be lifted if a student's grade(s) improve.
- Parents may participate in counseling sessions and decisions.

## **Campus Supervision**

Campus supervision begins 15 minutes before school; starts every morning and ends 15 minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in a DCP sports team, club, or attending office hours with a teacher.

## **Universal School Meals (Breakfast/Lunch Program)**

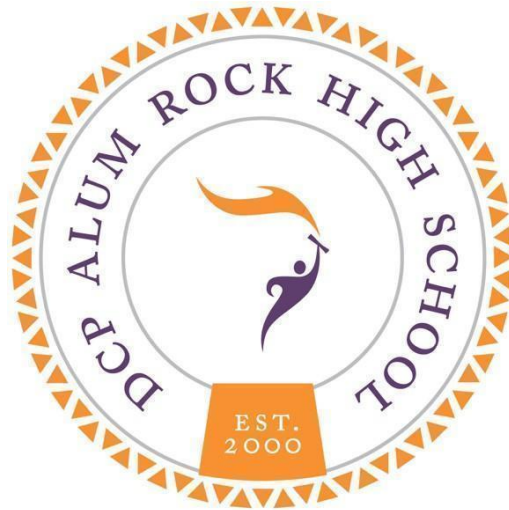
The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

The Charter School maintains a School Wellness Policy on the school website, which is also available upon request from the Charter School office.

## **Visitor/Parent Parking**

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



**1776 Educational Park Dr. Bldg. K8  
San Jose, CA 95133  
Phone 408-384-4554  
Fax 408-318-6542  
Grades 9-12**

**Principal**

Joyce Davis  
jdavis@dcp.org  
Ext 301

**Assistant Principal**

TBD  
  
Ext 302

**School Operations  
Manager**

Alondra Ezzat  
aezzat@dcp.org  
Ext 303

**Dean of Academics**

TBD

**Dean of Students**

Verenice Bravo  
vbravo@dcp.org  
Ext 304

**Visit our website at [dcp.org/arhs](http://dcp.org/arhs) to view:**

**Staff Directory, Office Hours, Class times and Bell Schedule**

# DCP Alum Rock High School

## **Academic Supports**

### Advisory

- Advisory class is a graded class where students learn skills to support their success in middle school, high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
- Students are assigned a specific advisory teacher (advisor) who will act as the point person for the student's academic path. Advisors will contact parents (or parents should contact the advisory teacher) if there are any concerns about the student or if they have questions about how best to support their student's learning.
- Advisors will help students and parents understand promotion and graduation requirements, and whether the student is "on track."

### Office Hours

- Teachers are available at least one day a week to meet and work with students outside of scheduled class time.
- Office hours are an optional support for students to take advantage of to stay on track.
- Students who are identified by teachers as "at risk" for not promoting may be assigned mandatory office hours by their College, Career Readiness ("CCR") teacher, content teacher, or an administrator.
- Parents may participate in academic counseling sessions and decisions.

## **Campus Supervision**

Campus supervision begins 15 minutes before school; starts every morning and ends 15 minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in a DCP sports team, club, or attending office hours with a teacher.

## **Universal School Meals (Breakfast/Lunch Program)**

The Charter School participates in the National School Lunch Program through East Side Union High School District. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

The Charter School maintains a School Wellness Policy on the school website, which is also available upon request from the Charter School office.

## **Purpose Statement for Senior Privileges**

The policies and procedures below apply to all DCP Seniors. As role models on campus, seniors are held to the highest expectations. DCP seniors embody the core values of our school—Desire, Community, and Pride. Seniors succeed in a rigorous course load and serve as campus leaders. Seniors learn independently and make thoughtful decisions to ensure their college success. Seniors continue developing the personal discipline needed to succeed in future academic and professional situations.

Seniors at DCP prepare themselves for college by:

- Demonstrating a commitment to their learning
- Studying and problem solving independently

- Consistently turning in assignments of quality
- Showing proficiency in reading, writing and mathematics

Seniors at DCP show leadership by:

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

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

### **Loss of Privileges**

A senior can lose senior privileges or be placed on a behavior contract for any of the following reasons:

- Tardiness and Truancy
- Dress Code violations
- Negative Behavior

### **Lockers**

Very limited, earned privilege. Lockers can be accessed before and after school and during Forum. Lockers are DCP property and remain at all times under the control of DCP. The acceptance and use of locker facilities by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by DCP personnel and/or law enforcement through the use of trained dogs. Seniors must turn in a Locker Agreement.

### **DCP**

- Reserves the right to cut any lock not issued by DCP
- Reserves the right to search any locker at any time
- Is not responsible for any damage, theft, or vandalism that may occur to the locker and/or its contents

### **Students**

- Are to use their lockers to temporarily store outerwear and school supplies
- Must keep their lockers neat, clean, free of clutter. It is our expectation that students will respect the privacy and property of others
- Are responsible for all contents of the locker as well as the condition of the locker itself (inside and out). Lockers must be kept free of graffiti or other damage. No permanent markings allowed in the locker (this includes permanent stickers). Nothing is permitted to be on the outside of the locker. The cost of any repairs to damaged or permanently marked lockers will be the responsibility of the student
- May decorate the inside of their lockers using ONLY magnetic items that can be easily removed and will not leave any damage
- Will not store valuable personal property in lockers. DCP is not responsible for safekeeping of any contents
- Will not leave food in lockers overnight
- Will not keep anything illegal in their lockers, such as drugs, alcohol, stolen property, weapons, anything deemed by the school or police to be a danger, or anything else illegal to possess or in violation of DCP policies



**1402 Monterey Hwy.  
San Jose, CA 95110  
Phone 408-271-1730  
Fax 408-271-1730  
Grades 9-12**

**Principal**

Jordan Apgar  
japgar@dcp.org  
Ext 643

**Assistant Principal**

Lori Hartmann  
lhartmann@dcp.org  
Ext 633

**School Operations Manager**

Katya Silva  
ksilva@dcp.org  
Ext 284

**Dean of Academics**

TBD

**Dean of Students**

David Blanco  
dblanc@dcp.org  
Ext 220

**Visit our website at [dcp.org/ephs](http://dcp.org/ephs) to view:  
Staff Directory, Office Hours, Class times and Bell Schedule**



# DCP El Primero High School

## **Campus Supervision**

Campus supervision begins 15 minutes before school; starts every morning and ends 15 minutes after the school day. Please note that there is no supervision for students before or after these hours, unless the student is involved in a DCP sports team, club, or attending office hours with a teacher.

## **Universal School Meals (Breakfast/Lunch Program)**

The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

The Charter School maintains a School Wellness Policy on the school website, which is also available upon request from the Charter School office.

## **Visitor/Parent Parking**

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

## **Academic Supports**

### Advisory

- Advisory class is a graded class where students learn skills to support their success in middle school, high school and beyond. Topics and units in Advisory include, but are not limited to: College Knowledge and Success, Interpersonal Knowledge and Self-Knowledge.
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- Advisors will help students and parents understand promotion and graduation requirements, and whether the student is "on track."

### Office Hours

- Teachers are available at least one day a week to meet and work with students outside of scheduled class time.
- Office hours are an optional support for students to take advantage of to stay on track.
- Students who are identified by teachers as "at risk" for not promoting may be assigned mandatory office hours by their content teacher, or an administrator.
- Mandatory office hours will be added to the student's schedule so teachers can take roll and parents can see whether students are attending.
- Mandatory office hours may be lifted if a student's grade(s) improve.
- Parents may participate in counseling sessions and decisions

### Tutors

- Our students may have access to tutors from external organizations that support our students.
- In Class tutors: Two organizations provide us with tutors who work with students during their math and science classes. Typically, these tutors work with small groups (3-4 students) on a specific skill or assignment.

- After school tutors: Our third external organization provides us with tutors for a variety of subjects (beyond just science and math). Typically, we place these tutors in teachers' Office Hours to work with specific students.

### **Purpose Statement for Senior Privileges**

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

Seniors at DCP prepare themselves for college by:

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

Seniors at DCP show leadership by:

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

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

**Lockers** are DCP property and remain at all times under the control of DCP. The acceptance and use of locker facilities by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by DCP personnel and/or law enforcement through the use of trained dogs. Seniors must turn in a Locker Agreement.

#### **DCP**

- Reserves the right to cut any lock not issued by DCP.
- Reserves the right to search any locker at any time.
- Is not responsible for any damage, theft, or vandalism that may occur to the locker and/or its contents.

#### **Students**

- Are to use their lockers to temporarily store outerwear and school supplies.
- Must keep their lockers neat, clean, free of clutter. It is our expectation that students will respect the privacy and property of others.
- Are responsible for all contents of the locker as well as the condition of the locker itself (inside and out). Lockers must be kept free of graffiti or other damage. No permanent markings allowed in the locker (this includes permanent stickers). Nothing is permitted to be on the outside of the locker. The cost of any repairs to damaged or permanently marked lockers will be the responsibility of the student.
- May decorate the inside of their lockers using ONLY magnetic items that can be easily removed and will not leave any damage.
- Will not store valuable personal property in lockers. DCP is not responsible for safekeeping of any contents.
- Will not leave food in lockers overnight.
- Will not keep anything illegal in their lockers, such as drugs, alcohol, stolen property, weapons, anything deemed by the school or police to be a danger, or anything else illegal to possess.

# Culture, Values and Traditions

Downtown College Prep – which operates El Primero High School, Alum Rock High School, El Camino Middle School and Alum Rock Middle School (collectively referred to as “DCP” or the “Charter School”) believes that culture and tradition build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community.

## Mission-Driven

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

## Our Values and Traditions: Ganas/Desire, Comunidad/Community & Orgullo/ Pride

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

**Desire:** We work hard to solve the problem and reach our goals.

- **College Prep Classes:** All high school students are required to take college prep classes. This means they take classes required by the California State University (“CSU”) and University of California (“UC”) systems in order to apply.
- **Extended School Day:** Students at DCP are in school longer hours each day to give students more time in school to achieve academic excellence.

**Community:** We show respect and make our communities strong and healthy.

- **The Unity Clap:** A slow clap that builds to a faster, stronger clap until everyone is engaged marks the start of every assembly of parents, students or staff. The clap is a tradition borrowed from the United Farm Workers and the civil rights movement.
- **Assemblies:** Every month, and on special occasions, the entire student body and staff assemble as a community. During assemblies, there are a variety of presentations, student performances, and student recognition.
- **Parents, Staff, and Students:** We know that in order to achieve our mission, parents, students, and staff must all work together. We rely on the leadership of parents to create a healthy community. We provide opportunities for students to lead one another.
- **Clubs, Field Trips, & Sports:** Each DCP campus offers a variety of activities for students. Participation builds a sense of common purpose, identity, and helps forge supportive relationships.

**Pride:** We make good decisions and do our best.

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

## Admissions Requirements

The Charter School shall require students who wish to attend the Charter School to complete an application form. Applications are available online or in hard copy form in both English and Spanish. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. If the number of applicants exceeds the number of available spaces, we hold a public random drawing in accordance with Education Code Section 47605 (e). Following the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. All applicants will be notified via letter and phone call, and the date and time are posted publicly on the school website. Families will be invited to attend the lottery, but are not required to do so in order to secure their spot.

Admission preferences in the case of a public random drawing are given to students in the order outlined in each respective school's charter. Please contact the Principal for a copy of the school's charter and/or the applicable admission preferences for the respective school.

DCP schools are open to all students and we encourage all students to apply. Specifically, the school shall:

- Be open to any students wishing to attend the school, subject only to capacity.
- Be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.
- Not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).
- Have no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) aside from residence in California. No test, interview, or assessment shall be administered to students prior to acceptance and enrollment into the school.
- Comply with all laws establishing minimum and maximum age for public school attendance in charter schools.
- Not determine admission according to the place of residence of the pupil, or of the pupil's parent or guardian, within the state, except in the case of a public random drawing.
- Not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to verify admissions preferences set forth in the Charter.

- Not request or require submission of a student’s Individualized Education Plan (“IEP”), 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
- Adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.
- Comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. The Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.
- Comply with all laws establishing minimum and maximum age for public school attendance.
- Ensure that all application materials provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with the charter.
- Maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the chartering authority upon request.

The only circumstance under which a student may not be admitted is if the student is currently under an expulsion order from another school district or charter school or recently completed the term of expulsion.<sup>1</sup> The Charter School will review the offense listed in the expulsion order to make a determination and may either deny admission or schedule a meeting with the Principal or designee to consider admission, consistent with the Readmission process in the Suspension and Expulsion Policy and Procedures.

After admission, students are required to submit an enrollment packet, which shall include the following:

- Student Registration Form
- Proof of Immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records<sup>2</sup>
- Participation in designated student services

In regard to immunizations, California law requires that parents/guardians of all children must submit completed immunization records, or exemption materials, prior to admittance of their children to school. School verification of immunizations is to be by written medical records from a physician or immunization clinic. All new and transfer students must present a current immunization record at the time of enrollment. There is no grace period. Pupils who fail to complete the series of required immunizations will be denied enrollment until the series has been completed. Exceptions are allowed under the conditions provided in SB 277 (2015).

DCP will comply with all state and federal laws governing admission of homeless and foster youth to charter schools.

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<sup>1</sup> A student who is currently in suspended expulsion status may enroll at a DCP school.

<sup>2</sup> The Charter School shall not request a student’s records or require a parent, guardian, or student to submit the student’s records to the Charter School before enrollment.

# Nondiscrimination Statement

DCP is nonsectarian in its programs, admissions policies, employment practices, and all other operations. DCP does not charge tuition and does not discriminate against any person on the basis of actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes set forth in the California Penal Code or association with an individual who has any of the aforementioned characteristics.

DCP adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Chief Executive Officer (CEO)/Chief Operating Officer (COO)/Director of Student Services (DSS)  
Downtown College Prep  
1400 Parkmoor Ave, Ste 206  
San Jose, CA 95126  
[complaints@dcp.org](mailto:complaints@dcp.org)  
408.271.8120 ext. 101/408.271.8120 ext. 102 / /408.271.8120 ext. 103

The lack of English language skills will not be a barrier to admission or participation in Charter School’s programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

## **Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that

provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Chief Executive Officer (CEO)/Chief Operating Officer (COO)/Director of Student Services (DSS)  
Downtown College Prep  
1400 Parkmoor Ave, Ste 206  
San Jose, CA 95126  
[complaints@dcp.org](mailto:complaints@dcp.org)  
408.271.8120 ext. 101/408.271.8120 ext. 102 // 408.271.8120 ext. 103

A copy of DCP's UCP is available on the Charter School website and upon request at the front office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

## **Education of Homeless Children and Youth**

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

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

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

### **School Liaison**

The Chief Executive Officer or designee designates the following staff person as the School Liaison for homeless students (42 USC § 11432(g)(1)(J)(ii)):

Director of Student Services

The School Liaison shall ensure that (42 USC § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies , and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and unaccompanied youth are fully informed of all transportation, services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**Housing Questionnaire:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

**High School Graduation Requirements:** Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.



To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or

retaking a course to meet California State University or the University of California admission eligibility requirements.

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

## Education of Foster and Mobile Youth

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" means any of the following:
  - a. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile court).
  - b. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
  - c. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - i. OM
  - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>3</sup>
  - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

**Foster and Mobile Youth Liaison:** The Chief Executive Officer or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Valerie Royaltey-Quandt  
Director of Student Services

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

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<sup>3</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

**School Stability:** The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Graduation Requirements:** Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete Education for Foster and Mobile Youth Policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

# DCP College Success Programs

DCP's model for preparing students for college success focuses on providing students with positive relationships, experiences, and resources that increase their likelihood of getting into and graduating from competitive four-year institutions. An average of 95% of DCP graduates enroll in two and four-year colleges after graduation and more than half of those students have selected to attend four-year colleges. Our model is unique in that we integrate our college success work across academic and non-academic programs and activities so that students are consistently exposed to new opportunities and ideas that can shape their path to and through college. Our teachers are at the center of this work as they not only teach an academic discipline, but also serve as our students' primary advocates at school by coaching them through challenges and staying connected with families.

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

1. **Academic Knowledge:** *How are we building an environment where students own their learning?*
2. **College Knowledge:** *How are we building students' college-going identities towards college enrollment and completion?*
3. **Interpersonal & Self-Knowledge:** *How are students engaging in meaningful activities that build on their metacognitive skills?*

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

## **Advisory/CCR**

All campuses have an advising program in the form of advisory/CCR. Students are exposed to curriculum and programming that address academic, college, and interpersonal & self-knowledge through positive teacher-student relationships. The structure of programs varies by grade and time of year to adapt to student developmental needs related to socio-emotional learning and self-management. High schools have dedicated curriculum in their CCR courses in junior and senior years where they earn academic credit and are supported by a college guidance counselor to ensure that students are eligible and applying to four-year colleges. DCP also guides students in applying to meaningful experiences and opportunities to prepare them for college and career success.

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

## **College Success Center**

Each high school hosts a College Success Center (College Lab) on campus to connect students with resources and opportunities that guide them along their college path. The center's office hours vary depending on the time of year, but DCP high school students and families connect with our College Guidance Counselors around resources and new opportunities.

## **Alumni Services**

DCP has been a leader in supporting students beyond high school graduation by providing a dedicated Alumni Success Counselor for our graduates to transition to college and career. The Alumni Success Counselor works with both high schools to ensure students are completing the college enrollment process after high school graduation when graduates and families need the most support. Our alumni can book an appointment with our counselor regardless of where they are in their college or life journeys. The Alumni Success Counselor is located at DCP Central Office, and available remotely by appointment and can be reached by email at [alumni@dcp.org](mailto:alumni@dcp.org).

## **College Tours**

DCP takes students on a range of college experiences as our budgets allow, from day conferences to overnight tours in and outside of the Bay Area, to virtual opportunities. College tours are meant to expose students to college options and help them understand what it takes to build a competitive application. Some tours are free, while longer, overnight tours are partially financed by students.

### **DCP Scholarship Program**

During their senior year in high school, students can apply for the DCP College Scholarship to help finance the cost of college. Any senior with a minimum 2.5 GPA who will attend a four-year university may apply. Successful candidates have thoughtfully completed application essays, participated in meaningful community service and summer opportunities, and prepared well for their scholarship interviews. Scholarships are not guaranteed for any students and will depend on the funds available. Students may reapply for the scholarship if the funds are available while in college. Students attending community college will be supported through the California Community College Promise Grant to help finance their first two years of college for those who qualify.

### **Parent Programming**

DCP provides parents with workshops throughout middle and high school on a variety of topics that include: financial aid and college savings, choosing a college, and monitoring student progress. Parents of seniors will have a “Family College Success Nights” that is a series of workshops to teach parents about the financial aid and college application and enrollment process to support their children. Every school site will also host parent meetings throughout the year to keep families engaged about their child’s progress.

### **Extracurricular Activities**

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

### **Pre-College Programs**

DCP has supported students in applying to programs, internships, and academic enrichment opportunities to apply to while in high school. These pre-college programs help students build their college admissions profiles and resumes, and most importantly, help students develop their personal interests. These programs may provide full or partial scholarships for students or a cost is associated. Students must apply to programs and are supported through the application process.

## **DCP Academic Program**

### **Student Commitment**

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

### **Meeting with a Teacher**

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

### **Teacher Qualifications**

As DCP receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all DCP parents/guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher; and

- d. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the School Principal to obtain this information.

### **Homework**

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

At DCP we assign homework for several reasons:

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

#### *How Much Homework?*

Students may expect to receive about 1 to 2 hours of homework every day, which may include 30 minutes of independent reading time every evening.

#### *Where to Get Homework Help*

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

- Ask their teacher for help after class and/or during office hours. Teachers will have set office hours at least one day a week for one hour.
- Call a study buddy.
- Consult with teacher or classmates via email or online tools (Edmodo, SchoolLoop, Google Classroom, etc.). Students can use online tools to ask questions of classmates and teachers.
- Access the Virtual Homework Club (grades 5-8) or Tutor.com (grades 5-12) through the [San Jose Public Library](#), [Schoolhouse.world](#), [Khan Academy](#)

#### *How Parents Can Help with Homework*

The best ways for parents to support their students with homework include:

- Make sure the student has a place and time to do homework.
- Ask students about the homework.
- Make sure that your student is reading every night for at least 30 minutes.
- Look over the student's homework log or planner to see that the student is keeping track of assignments.
- Communicate with teachers when you have questions about the homework.
- Review grades regularly on PowerSchool.

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

### **Homework and Absences**

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

### **Availability of Prospectus**

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered.



Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### **English Learners**

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

## **Academic Excellence Policy**

The coursework at DCP is designed to support every student and to help every student thrive in college. As a school, we will work to ensure that every student is prepared for college.

### **Academic Eligibility for College**

When in high school, students will be eligible for acceptance to a California public university based on a grade point average ("GPA") and are no longer using the Scholastic Aptitude Test ("SAT")/American College Testing ("ACT") score combination for eligibility. DCP Students who are passing all their classes are considered to be meeting the minimum academic standards. Students with a 3.0 GPA or above are considered to be achieving academic excellence. Teachers and administrators will hold every student to the high expectations needed for a college preparatory curriculum.

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

- Academic Agreements: Students may be put on a plan by a teacher, staff member, or administrator in order to hold the student accountable for academic excellence. These plans will include routine grade checks and the interventions described below.
- Mandatory Office Hours, Wednesday School, or Saturday School - Students may be required to spend extra time at school when they are not achieving academic excellence.
- Student Conferences: DCP may call meetings with parents, teachers, or support providers to develop plans to support students who are not achieving academic excellence. Students are required to attend these meetings.
- Intervention Period - Students may be required to attend an extra tutorial period in order to get back on track, if available.
- Loss of Privileges: Students may lose privileges such as school dances, celebrations, or field trips if their grades are low or they have missing assignments. Classwork always comes first before special privileges and events.
- Course Based Policies: Teachers will determine policies for their own courses regarding homework, exams and grading that will be outlined in the course syllabi.
- Parent Communication - DCP staff will communicate with parents regarding their student's successes and struggles in achieving academic excellence.

### **Academic Integrity**

One of DCP's Core Values is pride. This means that we expect DCP students to take responsibility for completing their own work. Students choosing to compromise their own academic integrity or the academic integrity of others through cheating, copying, plagiarizing or anything related is unacceptable. Students who

cheat, copy or claim credit for work that is not theirs disrespect our core values, the DCP Community, and themselves as learners. Assisting others in any form of academic dishonesty is also considered cheating.

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

### **State Testing**

DCP shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress (“CAASPP”). Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

### **Grading Policy**

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

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

### **Grade Point Average Calculation**

For students in grades 5-12, the GPA will be an average of all course grades using the GPA values above to determine their cumulative (or unweighted) GPA.

For the purposes of college admissions, a UC/CSU (or weighted) GPA is calculated separately for students in grades 10-12. The UC/CSU (or weighted) GPA is calculated as follows:

- Only count letter grades from 10th – 12th grade (including grades in summer school starting the

- summer prior to 10th grade year).
- Only use classes that meet the a-g requirement
- A = 4, B = 3, C = 2, F+=1, F = 0
- + and - don't count as added points (i.e., B+, B and B- are all worth 3 points).
- AP and Community College classes (e.g., Concurrent and Dual Enrollment courses) add 1 point to your class for grades C- and above (A = 5, B = 4, etc.).
- Honors classes taken in grades 10-12 add 1 point to your class for grades C- and above (A = 5, B = 4)
- If you earn an F/F+, you can take that class over and your new grade will replace the F/F+.

**Honor Roll**

There are three levels to the DCP honor roll:

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

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

**High School Promotion and College Eligibility**

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

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

The Promotion and College Graduation Guidelines were last updated in September 2019. The grade-level promotion process has been updated for all classes and the graduation guidelines will take effect with the Class of 2024 who entered as freshmen in the 2020-21 academic year.

<b>DCP Graduation Guidelines - Classes 2022 and 2023</b>				
<b>Subject Requirements</b>	<b>Grade 10 (Including 9th grade credits)</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Grad. Credits</b>
<b>(A) Social Studies/ History</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>20</b>

(B) English	20	10	10	40
(C) Mathematics	20	10	0	30
(D) Laboratory Science	10	10	0	20
(E) Language Other Than English	0	10	10	20
(F) Visual and Performing Arts	0	0	10	10
(G) Electives: Additional A-G Course Requirements (CCR, Economics, and elective)	10	0	0	10
Recommended End of Year Credits	70	50	30	150
Minimum Cumulative Credits Required for Promotion	70	120	150	150
Credit Range for Conditional Promotion	30-70	90-120	Appeal to Graduate High School Required if credits are below 200 (CO 2024) or below 150 (CO 2021-23)	
Credit Range for Promotion Appeal	<30	<90		

**DCP Graduation Guidelines - Classes of 2024 and Beyond**

Subject Requirements	Grade 9	Grade 10	Grade 11	Grade 12	Total Grad. Credits Class of 2024+
(A) Social Studies/ History	0	10	10	5	25
(B) English	10	10	10	10	40
(C) Mathematics	10	10	10	0	30
(D) Laboratory Science	10	10	0	10	30
(E) Language Other Than English	0	0	10	10	20
(F) Visual and Performing Arts	0	0	0	10	10

<b>(G) Electives: Additional A-G Course Requirements (CCR, Economics, and elective)</b>	0	10	10	15	35
<b>Other Non-A-G courses (PE/Health)</b>	10	0	0	0	10
<b>Recommended End of Year Credits</b>	40	50	50	60	200
<b>Minimum Cumulative Credits Required for Promotion</b>	40	90	140	200	200
<b>Credit Range for Conditional Promotion</b>	10-40	40-90	90-140	<b>Appeal to Graduate High School Required if credits are below 200</b>	
<b>Credit Range for Promotion Appeal</b>	<10	<40	<90		

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

#### **Beginning of Semester 2**

Students review their first semester grades in their College and Career Readiness (advisory) course to monitor their academic progress.

#### **Middle of Semester 2**

The Principal or designee will review a report of students who are not on track to pass their courses and may fall below the required credits for their grade level. Students in this category will receive additional guidance on supports available (i.e., office hours, parent/teacher conference, goal setting, etc.) to get back on track. They will also complete a plan in their College and Career Readiness (advisory) course to stay on track for promotion.

#### **End of Semester 2 and Summer**

The Principal or designee will review a report of students who continue to fall below credit requirements. Students and their parent/guardians will be informed of their options for credit recovery in the summer and timeline for reviewing their promotion status for the next academic year.

#### **By End of Summer**

The Principal or designee with the feedback of parent/guardians and College Guidance Counselor will determine the outcome of their promotion status by completing an appeal process for students who are below or far-below the recommended credits for their grade-level. The outcomes of the appeal may include:

- **Promotion Granted:** The student has met the minimum credits and/or has enough time in their schedule to meet all graduation requirements by the end of 12th grade.
- **Promotion Conditional:** The student has not earned the minimum credits, but has a viable plan to complete the necessary coursework including outside of school options (i.e., summer school, independent studies, community college, etc.). The Principal or designee will co-create an agreement with the student and parent/guardian outlining a set of agreements necessary to stay on track. The progress on these agreements will be reviewed in the first progress report of the year to reevaluate their promotion status that may require an adjustment of coursework or lead to an additional year of high school.

- **Promotion Denied:** The student does not have enough time in their schedule to complete their remaining course requirements. The student is so far behind that it may be in their best interest to be re-designated in the same grade level and add a year of high school. The staff may also look at school assessments to determine if the student has made progress towards meeting CAASPP standards by 11th grade to ensure that we are looking at multiple measures of academic progress beyond course credits and grades. The Principal or designee will be responsible for reviewing and making this recommendation.

**Middle of Semester 1** All agreements for students with conditional or denied promotion status will be reviewed by the Principal or designee to determine if students continue in their grade level. If students do not meet their agreements, their promotion status will be reassessed and a new promotion review process will be issued to determine conditional or denied promotion status. The Principal or designee must report any mid-year promotion changes for approval to a Central Office designee by the deadline provided.

The student's grade level will be taken into consideration when determining whether a student is denied promotion and must repeat the same grade level. DCP recommends 10th grade as the grade level for students to repeat because it provides students with the greatest probability of meeting CAASPP standards and UC/CSU eligibility. Repeating other grade levels is not advised and will be discussed and implemented only if necessary on a case by case basis.

Students with an IEP will have their goals evaluated as part of the promotion process outlined above in their annual IEP meeting. A student with an IEP who is not meeting the minimum credit requirements, but is meeting or making progress on their IEP goals, will be considered for promotion with feedback from parents/guardians and appropriate staff. The same promotion outcomes may apply to students with an IEP and final recommendations will be made with their parents/guardians, case manager, and Principal or designee. Students with an IEP will receive an additional review from the Principal or designee prior to the start of the new academic year and meet with the student and their family.

## **Graduation Requirements**

DCP's mission works to support all graduates to access and thrive in a four-year university. In order to ensure this happens, DCP's graduation requirements are aligned to the CSU/UC eligibility requirements. DCP has identified additional coursework with the guidance of local and state requirements to ensure students strengthen their foundational skills in civics, STEM, and personal development for college and career success.

In order to be eligible to apply to a CSU or UC a student must take and pass the A-G course requirements. The minimum A-G course requirements of 150 total credits will continue to be required for students graduating in the classes of 2022 and 2023. In addition to the minimum A-G courses, new courses will be added in the DCP graduation requirements in the areas of History/Social Studies, Science, and Electives detailed in the figure below. The new graduation requirements will go into effect beginning with the Class of 2024 who entered high school in 2020-21. DCP students must meet the requirements outlined in the table below and must pass two semesters with a 70% (C-) or better to receive credit to receive one year of credit unless otherwise noted. All courses will be approved by the University of California A-G courses and subject to CSU/UC validation guidelines with the exception of the courses listed under "Other: Non-A-G" requirements". The graduation requirements will be updated to align with any future changes to the CSU or UC eligibility requirements if needed.

Since 2012, an average of over 70% of graduates have been admitted to a 4-year college, with 50% of graduates ultimately enrolling in four-year college and 96% enrolling in two or four-year colleges.

These outcomes are possible due to the support for all students, including students with IEPs, who graduate UC/CSU eligible and/or participate in the appeals process to ensure they have access to a post-secondary plan. Students with IEPs are not exempt from graduation requirements and also participate in the appeals process detailed below to ensure their access to a high school diploma or certificate of completion based on the completion of their IEP goals and coursework. Prior to the appeals process, however, students with IEPs receive additional support through their Case Manager to prepare for the appeals process and support their post-secondary planning. The College Guidance Counselor and Case Manager also meet midyear to review the graduation eligibility of 12th grade students with an IEP to identify additional support needs, including helping

students transition their accommodations to a post-secondary institution.

**Approved Courses and Required Units for Graduation**

	<b>A-G Subject Area</b>	<b>Sample A-G Approved Courses</b>	<b>Required Courses (Non A-G)</b>	<b>DCP Credits Required beginning in 2024</b>	<b>UC/CSU Minimum Credits Required</b>	<b>UC/CSU Credits Recommended</b>
<b>A</b>	<b>Social Studies/ History</b>	<p><b>*5 Credits</b>                      American Government                      AP Government and Politics                      United States</p> <p><b>*10 Credits:</b>                      AP United States History                      US History</p> <p><b>*10 Credits:</b>                      World History</p>		<p><b>25</b></p> <p><i>(Econ required under G below)</i></p>	<b>20</b>	<b>20</b>
<b>B</b>	<b>English</b>	<p><b>*40 Credits:</b>                      English I                      English II                      English III                      English IV ERWC                      AP English Language and Composition                      AP Literature and Composition</p>		<b>40</b>	<b>40</b>	<b>40</b>
<b>C</b>	<b>Mathematics</b>	<p><b>*30 Credits:</b>                      Integrated Math I                      Integrated Math II                      Integrated Math III                      MRWC                      Pre-Calculus                      AP Calculus A/B                      Statistics</p>		<b>30</b>	<b>30</b>	<b>40</b>
<b>D</b>	<b>Laboratory Science</b>	<p><b>*30 Credits:</b>                      Biology                      Chemistry                      Physics</p> <p>To be added as a 3rd course:                      PLTW Introduction to Engineering                      Computer Science</p>		<b>30</b>	<b>20</b>	<b>30</b>
<b>E</b>	<b>Language Other Than English</b>	<p><b>*20 Credits:</b>                      Spanish I/II                      Spanish I/II (Native Speakers)                      AP Spanish Language and Culture</p>		<b>20</b>	<b>20</b>	<b>30</b>

F	Visual and Performing Arts	<b>•*10 Credits:</b> Media Arts Studio Art Theater		10	10	10
G	College-Preparatory Elective	<b>•*35 Total Credits:</b> <b>•*5 Credits:</b> Economics  <b>•*20 Credits:</b> Junior Seminar Senior Seminar  <b>•*10 Credits:</b> ASB Leadership Environmental Science Ethnic Studies  Or, any of the approved A-G classes once the minimum requirement has been met		35	10	10
O	Other Non-A-G		<b>•*10 Credits:</b> Physical Education / Health Guided Studies Freshman/Sophomore Forum	10	0	0
<b>Total Courses</b>				<b>200</b>	<b>150</b>	<b>180</b>

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

**Community College Dual Enrollment**

DCP has partnered with the San Jose Evergreen Valley Community College District to offer eligible juniors and seniors the opportunity to take community college courses at DCP called Dual Enrollment. These courses vary by semester and year depending on the availability of San Jose City College (“SJCC”) faculty. To participate in the Dual Enrollment program at DCP, students must be in good academic standing (on track for graduation) and be prepared to enroll as SJCC students. The final grades on these courses are administered through SJCC and become permanent on their record when they transition to college. Students who take and pass community college courses in addition to AP courses at DCP become highly competitive college applicants and get a head start on college by entering with college-level units at most public institutions. Students can also meet with their College Guidance Counselor to take courses outside of school or during the summer. Students taking community college courses outside of DCP must complete a form to add their grades and credits on their DCP transcript.

Additionally, students must complete a 4-year university application in order to qualify for graduation. DCP’s College Success Team and senior advisors support all students and families during their application process to ensure that they have all of the information and support they need to apply successfully to a 4-year



university.

### **Graduation Appeals**

In order to graduate from DCP, students must pass all required classes and be accepted to a four-year university. Students who don't meet DCP's graduation requirements but feel they have fulfilled DCP's mission may appeal to the Graduation Appeal Committee. Students who are in the truancy process or are not in good standing with attendance or behavior may not be granted an appeal if they have not met the minimum academic requirements. If a student is not accepted to a 4-year university but completed all the A-G requirements and college applications, they will be eligible to earn their high school diploma if they have a postsecondary plan in place by graduation through a streamlined appeals process. More information about the Graduation Appeals process is available from the Principal.

## **College Admissions**

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

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

### **Community College**

Community colleges are 2-year schools where you can earn Certification, an Associate's degree and/or complete coursework to help you transfer to a 4-year university. A student cannot earn a 4-year degree at a community college, but all community colleges have programs designed to help students transfer to a 4-year university. DCP works with students to identify the most appropriate community college based on their goals and connects them to support programs at each campus if the student's goal is to transfer to a 4-year college.

### **California State University ("CSU")**

There are 23 CSU campuses throughout the state. Students with a minimum GPA of 2.5 can apply to CSU. CSU offers support services for students such as the Educational Opportunity Program, if they are eligible, that can support students in graduating. ; these services are specified in the CSU Educational Opportunity Programs Regulations and Guidelines. Size varies from campus to campus. Examples of CSU campuses include: San Jose State, Cal State Monterey Bay, San Francisco State, San Diego State, Cal State East Bay, and Sonoma State.

The CSU university system uses GPA to determine a student's eligibility.

### **University of California ("UC")**

In general, the UC schools are more competitive because they require a minimum of a 3.0 GPA to apply. There are 10 campuses throughout the state. The UC campuses tend to be larger schools, with an average of 25,000 students. Examples of UC campuses include: UC Santa Cruz, UC Riverside, UC Merced, UC Berkeley, UC Los Angeles, UC Davis, and UC San Diego.

The UC application requires responses to four short personal insight questions and takes student participation in community service, internships, summer programs, and employment into consideration in addition to a minimum 3.0 GPA. AP/Honors courses and coursework that exceed the minimum requirements for admissions increase student chances of admissions.

### **Private College**

Private colleges range greatly in terms of admission competitiveness, location, size and price. Examples of Private colleges include: Santa Clara University, Stanford, Princeton, Notre Dame de Namur, University of San Francisco, Mount Holyoke, Smith, Occidental, and Loyola Marymount University.

The private college application process is similar to the UC application process, with most schools requiring a range of long and short personal statements, letters of recommendation, and counselor evaluations. Students

applying to private schools should focus on taking AP and honors courses, participate in pre-college summer programs, demonstrate academic excellence, and engage in leadership opportunities at school or their communities to increase the competitive nature of their application.

### **College Financial Aid**

Families and students frequently express fears about paying for college. College can be affordable and students may often be able to graduate free of debt depending on the family's income level, student GPA, and type of college they decided to attend..

### **Cal Grant Program Notice**

DCP is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

Students may be eligible for California state aid in the form of a "Cal Grant" depending on their GPA and family income that can help to cover the cost of tuition. All students, regardless of their immigration status, can apply for California state aid. The federal government also provides grants (free money) and low-interest loans for those who qualify. The table below highlights family income ceilings to qualify for one of three grants in California that can make CSU and UC affordable for students. DCP supports students and families through all of the financial aid applications (e.g., Free Application for Federal Student Aid ("FAFSA"), CA DREAM Act Application (CADAA), and CSS Profile and meets with every student's family to review their college costs once students are admitted.

Undocumented students are only eligible for state aid, including Cal Grant awards, by applying to the CA DREAM Application. In addition to the DCP Scholarship, DCP provides scholarship opportunities and makes scholarship recommendations for students. Students can apply to scholarships as early as middle school and the majority of scholarships are offered in 12th grade.

<b>2023 24 CAL GRANT PROGRAM INCOME CEILINGS</b>		
	<b>Cal Grant A and C</b>	<b>Cal Grant B</b>
<b>Dependent students and Independent students with dependents other than a spouse</b>		
<u>Family size:</u>		
Six or more	\$145,200	\$79,700
Five	\$134,600	\$73,900
Four	\$125,600	\$66,000
Three	\$115,600	\$59,400
Two	\$112,900	\$52,700
<b>Independent students</b>		
Single, no dependents	\$46,000	\$46,000
Married, no other dependents	\$52,700	\$52,700

<b>2023 24 CAL GRANT PROGRAM ASSET CEILINGS</b>	
Dependent students <sup>1</sup>	\$97,200
Independent students	\$46,200

<sup>1</sup> This ceiling also applies to independent students with dependents other than a spouse.

**Information about Completion of Applications for Financial Aid**

Commencing with the 2022-23 school year, all families must submit either the Free Application for Federal Student Aid (“FAFSA”) or California Dream Act Application, or complete an opt-out form, when the student is in grade 12. The governing board of DCP must ensure that each student, at least once before the pupil enters grade 12, receives information on how to properly complete and submit either the FAFSA or California Dream Act application. A paper copy of the FAFSA or the California Dream Act application shall be provided to a pupil or parent/guardian upon request.

The information needed to complete a financial aid application, shall include, but not necessarily be limited to, the following materials:

1. The types of documentation and personal information that each student's financial aid application requires, including, but not necessarily limited to, documents relating to income taxes, finances and income, college choices, academic status, documentation status, and personal identification such as social security or taxpayer identification numbers;
2. An explanation of definitions used for each application, such as "legal guardianship," "household size," "parent," "dependent," and taxable college grants and scholarships";
3. Eligibility requirements for student financial aid that may be applied for using the FAFSA or the California Dream Act Application;
4. Application timelines and submission deadlines; and
5. The importance of submitting applications early, especially when student financial aid is awarded on a first-come, first-served basis.

Any information shared by families for the purpose of completing the FAFSA or California Dream Act application, including, but not limited to, place of birth or immigration status, will be treated as a confidential student record to protect all student and parent data to the fullest extent possible.

## **Work Permits**

Students who are over the age of 12 years and under the age of 18 years are required to apply for a work permit in order to work. DCP shall comply with all applicable laws and regulations to timely review and approve work permit requests. Inquiries and requests regarding work permits may be directed to the Principal and/or designee. Work permits shall be reviewed by the DCP Chief Executive Officer and/or designee in accordance with all applicable requirements.

## **Section 504 and Special Education**

### **Section 504**

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 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 accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of the Charter School's Section 504 policies and procedures is available on the Charter School website and upon request at the main office.

### **Special Education/Students with Disabilities**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Charter School's SELPA or chartering authority, as specified below for each DCP charter school. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact your school's

principal.

- **DCP Alum Rock Middle School / DCP Alum Rock High School**

We shall identify and refer enrolled students who have or may be suspected of having exceptional needs that qualify them to receive special education services to meet its Child Find Obligation under the IDEA. DCP follows the SCCOE policies and procedures to ensure identification and referral of enrolled students who have, or may be suspected of having, such exceptional needs. These policies and procedures will accord with applicable state and federal laws and regulations. We shall determine which special education assessments are necessary, including assessments for all referred students, annual assessments and triennial assessments, in accordance with the SCCOE's general practices and procedures, and applicable laws and regulations.

- **DCP El Camino Middle School / DCP El Primero High School**

Individuals with Disabilities Education Improvement Act (IDEA) (20 U.S.C. §§ 1400 et. seq) and California Education Code §56301 require us to identify, locate, and evaluate all children with disabilities in the state who are in need of special education and/ or related services regardless of the severity of their disability. We are obligated to develop and implement a plan to locate all IDEA eligible students, including but not limited to students who are homeless or wards of the state.

## **Attendance Policies**

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

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

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

### **Definitions**

- **"Tardy"**: A student who is not in his/her seat in the assigned classroom when the period begins is considered tardy.
- **"Unexcused Absence"**: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- **"Truant"**: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the principal or designee.
- **"Habitual Truant"**: A student shall be classified as a habitual truant if the student is reported

for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

- “*Chronic Truant*”: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
  
- “*School Attendance Review Board (“SARB”)*”: The Student Attendance Review Board (“SARB”) is composed of the Principal or designee. DCP convenes this board when a student accumulates six (6) unexcused absences or tardies of 30 minutes or more. SARB is convened for the purpose of helping truant or noncompliant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. This board may, among other things, recommend terms of student attendance or probation, or . Failure to abide by the terms of the SARB contract may result in involuntary removal from the school. The student’s attendance at the SARB is mandatory and at least one parent or guardian must be present.
  1. The SARB panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SARB panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
    - a. Parent/guardian to attend school with the child for one day
    - b. Student retention
    - c. After school detention program
    - d. Required school counseling
    - e. Loss of field trip privileges
    - f. Loss of school store privileges
    - g. Loss of school event privileges
    - h. Mandatory Saturday school
    - i. Required remediation plan as set by the SARB
    - j. Notification to the County District Attorney
  3. Notice of action recommended by the SARB will be provided in writing to the parent/guardian.

### **Absences**

When a student is absent, parents/guardians must call the school by 9 a.m. each day of a student’s absence. If an absence is not verified by a parent within 48 hours, the absence will be considered an unexcused absence, and a truancy report may be generated for the student.

### **Excused and Unexcused Absences and Tardies**

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

### **Excused Absences and Tardies**

- Illness. A doctor's note is required for an absence of 3 days or more
- Medical, dental, optometric, and/or chiropractic appointments
  - Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- Attending the funeral service of an immediate family member. One day for services conducted within the state, and up to three days if the service is conducted out-of-state. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
- To participate in a religious celebration, holiday, or ceremony. The student shall be excused for this purpose on no more than four (4) school days per month.
- Approved participation in a school event or activity, or meeting with an administrator
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician
- For the purposes of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
- To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
- For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
- Attendance at the student's naturalization ceremony to become a United States citizen.
- Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
- A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
- In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
- For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
  - Appearance in court.
  - Observance of a holiday or ceremony of the pupil's religion.
  - Attendance at religious retreats.
  - Attendance at an employment conference.

- Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

### **Unexcused Absences and Tardies**

- Missing or being tardy to class or school for a reason not listed as an excused absence or tardy
- Any absence or tardy which has not been verified by the parent/guardian or approved by administrator
- Not being in an assigned classroom at the start of the class period
- Leaving class without permission or leaving with permission but not returning within acceptable time

### **Cutting Class or School**

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

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

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

### **Making up School Work**

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

### **Excessive Absences**

Excessive absences are extremely harmful to a student's academic progress. Students that are absent too frequently will not remain on track for college. Furthermore, excessive absences and/or tardies may be cause for a senior to have to appeal to graduate.

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

#### **Excessive Unexcused Absences**

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

### **Tardy Policy**

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

### **Excused Tardies**

If a tardy is due to a scheduled appointment, medical emergency, or some other factor outside of the student's control (car trouble), a parent/guardian may write a note in order to excuse the tardy. The student will not face disciplinary consequences. If tardies become excessive, then an administrator will meet with the parent and student to determine necessary steps to ensure good attendance.

Students are expected to be in their seats and ready to begin working as soon as the bell rings. If students are



not in their seats, ready to be working when the bell rings, they will be marked tardy. Students with excessive tardies may also receive a referral and be entered in the truancy process. If the problem persists, the student may be placed on a behavior contract. Seniors with excessive tardies may lose senior privileges.

**Truancy**

**Truancy Notification Process**

<p>1<sup>st</sup> Truancy</p> <p>3<sup>rd</sup> Unexcused full day absence, or single period absence or tardy of more than 30 minutes</p>	<ul style="list-style-type: none"> <li>▪ Student and family notification via letter and phone call home</li> </ul>
<p>2<sup>nd</sup> Truancy</p> <p>4<sup>th</sup> Unexcused full day absence, or single period absence or tardy of more than 30 minutes</p>	<ul style="list-style-type: none"> <li>▪ Student and family notification via letter and phone call home</li> <li>▪ Meeting with an administrator</li> <li>▪ Student declared legally truant</li> </ul>
<p>3<sup>rd</sup> Truancy</p> <p>5<sup>th</sup> Unexcused full day absence, or single period absence or tardy of more than 30 minutes</p>	<ul style="list-style-type: none"> <li>▪ Student and family notification via letter and phone call home</li> <li>▪ Meeting with an administrator</li> <li>▪ Student declared a habitual truant</li> </ul>
<p>4<sup>th</sup> Truancy</p> <p>6<sup>th</sup> Unexcused full day absence, or single period absence or tardy of more than 30 minutes</p>	<ul style="list-style-type: none"> <li>▪ Student and family notification via letter and phone call home</li> <li>▪ Meeting with an administrator</li> <li>▪ Initiation of process that may result in <b>DCP Attendance Review Board (SARB)</b> and / or District Attorney Truancy Abatement Program</li> </ul>

- If the conditions of the SARB contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student’s last known school district of residence.
- For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent’s or guardian’s responsibility to update the Charter School with any new contact information.
- If a student is absent ten (10) or more consecutive school days without valid excuse and the student’s parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School’s communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student’s enrollment and attendance at another public or private school (i.e., a CALPADS report).

**Possible Consequences of Truancy**

- Student may be required to attend weekend makeup classes.
- may be issued a written warning by an officer of the peace, which will be kept on file for up to 2

- years, and may be forwarded on to any school receiving the student's records.
- will be required to attend a Student Attendance Review Board or District Attorney's Truancy Mediation Program
- may be required to perform up to 40 hours of court-approved community service.
- May be required to pay a fine (up to \$50) for which the parent may also be responsible
- may be required to attend a court-approved truancy prevention program.
- may experience the suspension or revocation of driving privileges for one year.

#### Parent

- may be sentenced to a court-mandated parent education and counseling program.
- May be subject to a fine up to \$2,000 and/or imprisonment in county jail up to one year, if the parent has failed to reasonably supervise and encourage the student's school attendance.

### **Enrollment during First Week of School**

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

A student's parent/guardian must communicate with the school in advance if a student will be absent at the start of the school year. When students are not in attendance on the first five (5) consecutive days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.

2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty (30) days of the disenrollment.

Families would have the option to re-apply for admission to DCP, but would be entered at the end of any waiting list.

The Principal can authorize exceptions for extreme cases such as a death in the immediate family or if the student has a medical condition preventing him/her from starting school on time. A doctor's note will be required in such instances.

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

### **Process for Students Who Are Not in Attendance at the Beginning of the School Year**

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6<sup>th</sup>) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1<sup>st</sup>) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3<sup>rd</sup>) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5<sup>th</sup>) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6<sup>th</sup>) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

### **Withdrawal**

If you choose to withdraw your child from DCP for any reason, please come to the office in person and complete withdrawal paperwork. This allows us to ensure that your child's next school receives records on time. It also allows us to contact families on our waiting list so that they may enroll their child at DCP.

### **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student

2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## **Independent Study**

### **Short Term Independent Study**

Short Term Independent study may be granted on a case-by-case basis for extenuating circumstances when a student is unable to attend the regular school program.

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

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

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

Short Term Independent Study must be requested **in writing on a Short Term Independent Study Request Form at least 10 school days** prior to the first day of student absence. Parent(s)/Guardian(s) must use the following process:

- Submit Short Term Independent Study Request form to main office (10 days of notice)
- Principal will review request and respond within 2 school days
- If approved, the Short Term Independent Study Agreement will be generated within 5 days
- Parent and Supervising Teacher will meet at least 3 days prior to first day of Short Term Independent Studies to sign and review Short Term Independent Study Agreement
- The Supervising Teacher will ensure that all board approved policies regarding Short Term

Independent Study are followed and that all required documentation for Short Term Independent Study is properly maintained

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

## Student Behavior

DCP is committed to nurturing the culture and tradition necessary to build community and a common sense of purpose. All students are expected to support cultural norms and traditions, and to contribute to the growth and development of the community. As such, students are held accountable for their behavior while on school grounds; while going to or coming from school; during the lunch period (whether on or off the campus); and during, or while going to or coming from, a school sponsored activity.

DCP also implements a restorative approach to discipline, focusing on community building, accountability, and harm-repair when students behave outside of the expected norms and commitments. Students are asked to reflect on their behavior and harm done, repair the harm, and develop skills to make better choices in the future.

For a complete copy of DCP's discipline requirements, please review the Suspension and Expulsion Policy and Procedures in Appendix 1.

### **Commitment to Fostering a Safe and Supportive Learning Environment**

While DCP aims to help all students realize their full potential, DCP is also committed to a safe and supportive learning environment. Therefore, DCP expects students to act in a manner that upholds this commitment.

Students who act in ways that are inconsistent with fostering a safe and supportive learning environment will be held accountable in accordance with DCP's student discipline policy and practice, which may include suspension or even expulsion.

### **Rewards & Consequences**

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

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

### **Progression of Disciplinary Procedures**

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

- Track student behavior in our school database
- Contact and meet with families
- Give students the option to participate in a "Restorative Conference" and/or "Restorative Circle"
- Develop behavior contracts
- Hold meetings with a combination of advisors, parents, teachers, administrators, counselors or law enforcement

- Suspend
- Review continued enrollment (or recommend for expulsion)

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

### **Gang Related Behavior**

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

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

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

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

### **Serious Consequence Behaviors**

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

- Possession, use, sale, or distribution of drugs.
- Possession, use, sale, or distribution of alcohol.
- Fighting
- Aggression towards any member of the staff.

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

### **Behavior Agreement**

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

#### **Level 1 Behavior Agreement**

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

#### **Level 2 Behavior Agreement**

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

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

### **Suspension**

Suspension is intended to remove the student from peers and the class or school setting if the student acts in ways that create an unsafe environment. This separation provides the student time to reflect on their behavior and consider a pattern of behavior that will be more positive.

A student may be suspended from school for violation of DCP's conduct/behavior rules in accordance with the DCP Suspension and Expulsion Policy.

More information regarding Suspension and Expulsion policies and procedures can be found in Appendix 1.

### **Lost or Damaged School Property**

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. The records may be withheld from the student and parent/guardian, but will not be withheld from a requesting school. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### **Searches and Seizures**

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without

searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

## **Dress Code Policy**

Our dress code is intended to help create a safe, productive learning environment that focuses on preparing students for college. Just as doctors, nurses, lawyers, and teachers all dress appropriately for their professions, we expect students to dress appropriately for a rigorous learning environment. Student attire and grooming must permit the student to participate in learning without posing risk to the health or safety of any students or school staff.

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, or shorts) and shoes. Clothing must fit appropriately.
- When the body is standing straight, clothing must cover the chest, back, torso, stomach and the lower extremities from armpit to mid-thigh. Tops must have a strap and at no time may any part of the student's buttocks be exposed.
- Clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see-through.
- Outside sports apparel and hats that are not directly related to the current school of attendance are prohibited.
- Clothing must be suitable for all scheduled classroom activities including physical education, science experiments/lab, field trips and other activities when unique hazard or specialized attire or safety gear is required. Bare feet are not permitted at any time.

### **Middle School Dress Code**

#### **Shoes**

- Closed toe and closed heel
- No sandals or slippers
- No predominantly red or blue shoes
- No high heels

#### **Pants, Shorts, Skirts**

- All pants, shorts and skirts must be khaki or black. No blue jeans
- No cut-offs or ripped pants; skirts, shorts must be hemmed
- No leggings, sweats, or exercise pants or shorts

#### **Shirts**

- DCP Polo or collar or solid shirt must be black, gray, orange, purple or white (DCP colors only)

#### **Sweatshirts, Jackets, Backpacks**

- DCP does not require students to wear sweaters and jackets but if worn we preferred a DCP logo in black, gray, orange, purple or white (DCP colors only)
- All non-approved jackets, sweaters, hoodies, or outerwear must be removed on campus
- Backpacks cannot be solid blue or red.
- Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

#### **Physical Education**

- DCP PE T-Shirt or plain shirt in black, gray, orange, purple, or white (DCP colors only)
- DCP PE shorts or plain, black shorts



- Solid black or gray bottoms
- Students must have shoes that allow them to participate fully in all physical education activities

#### **Accessories**

- No spikes or anything that may be harmful to others
- No hats, caps or other head coverings may be worn on campus except for religious reasons
- No display of obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

**No solid red or blue item of clothing, accessories or other accessories that is for the purpose of claiming gang interest/affiliation**

### **High School Dress Code**

#### **Shoes**

- Closed toe and closed heel
- No sandals or slippers
- No predominantly red or blue anywhere on the shoes
- No high heels

#### **Pants, Shorts, Skirts**

- All pants, shorts and skirts must be khaki or black. Non ripped jeans are acceptable.
- No cut-offs or ripped pants; skirts, shorts must be hemmed
- No sweats, or exercise pants or exercise shorts

#### **Shirts**

- -Shirts must be proper fitting

#### **Backpacks**

- Backpacks cannot be solid blue or red.
- Must not display obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

#### **Physical Education**

- Shirts must fit appropriately
- DCP PE shorts or plain, black shorts
- Solid black or gray bottoms.
- Students must have shoes that allow them to participate fully in all physical education activities

#### **Accessories**

- No spikes or anything that may be harmful to others
- No sports logo hats
- No display of obscene words, pictures, slurs, or references to drugs/alcohol/tobacco

**No solid red or blue item of clothing, accessories or other objects.**

#### **College Gear Day**

College Gear Day happens at every campus. This is a day when DCP Staff wears college gear and share stories with students about their own college paths. Students are welcome to participate in College Gear Day. Students participating in College Gear day may wear jeans and college gear.

#### **Spirit Days**

The student council will develop a list of spirit days.

#### **Professional Dress**

Students will periodically make presentations to their peers or people outside of the DCP community. On

these occasions, we encourage students to dress in a more formal manner (professional clothing) that shows how seriously we take our learning. Students will be provided with guidelines on how to dress professionally.

## Student Personal Items Policies

### School Materials & Personal Items

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

The lists below include some guidelines as to appropriate materials and personal items:

### School Materials

- No pictures, writing, or images that promote drugs, alcohol, violence, or any illegal activity.
- No obscene words or images
- No images or words that denigrate or defame a racial, ethnic, or minority group
- No gang-related symbols, colors, or images

### Personal Items

- No laser pointers.
- No cell phones, mp3/music players turned on or in use; only for permitted usage. (See Cell Phone Policy) Non-permitted usage will result in confiscation.
- Personal laptops are for academic use only. Laptops are subject to confiscation if they are used for anything other than schoolwork.
- Anything that distracts/disrupts the school environment is subject to confiscation

### Cell Phone Policy

Students who choose to bring cell phones to school always do so at their own risk. The School does not take responsibility for any lost or stolen personal items. In addition, there are specific limits to the appropriate use of cell phones on campus. Ultimately, appropriate use guidelines are to make sure cell phones do not impede the learning process. The following guidelines must be followed:

### General Guidelines

- Calls can only be placed before or after school.
- During school hours, the phone must be powered off and placed out of sight or in a teacher directed space.
- Cell phones are not to be charged at school.
- Any permitted student use of a cell phone must always follow our technology policy. Failure to do so will result in the cell phone being confiscated and privilege revoked.

### Acceptable Uses of Cell Phones in School

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

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

Cell phone use is permitted:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.

- When the possession or use of a private device is required in a student's individualized education program.

### **Cell Phone Bathroom Policy**

When students leave class to use the bathroom, they must first turn in their cell phone(s) and/or other devices to the teacher. Teacher will return the device(s) when the student re-enters class, or when there is a break in class if timing is inappropriate/disruptive. If a student is found outside of class with a device (during class time), the device may be confiscated by any staff member.

### **Cell Phone Confiscation and Return**

In the event that a cell phone is confiscated due to a student's improper use, the administration may request that the parent or guardian come to school to pick up the cell phone instead of returning it directly to the student. This is up to the discretion of school administration.

### **Headphones**

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

### **Bicycles, Skateboards, & Scooters**

- Bicycles, skateboards, in-line skates, roller skates, scooters may not be ridden, sat on, or stood on while on campus.
- Bicycles must be walked on campus and state law requires that all students wear bike helmets to and from school when riding their bicycles.
- Students should bring their own lock to secure their bicycle to the bike rack. Students bring bicycles at their own risk.
- Skateboards and bikes should not be used at any time on campus; therefore, they should either be locked in the front closet or on the bike rack for the duration of the school day.

### **Personal Item Confiscation Policy**

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

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

#### **First Time**

Item held in office. Parent is contacted. Item can be picked up at end of day.

#### **Second Time**

Item held in office. Parent is contacted. Item can be picked up by parent during office hours.

#### **Third Time**

Item held in office. Parent is contacted. Lunch detention. Behavior contract must be signed.

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

### **Student Parking**

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

### **Food/Drink**

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

### **Expectations During Lunch & Breaks**

Students are expected to be within designated boundaries during lunch and breaks. Students may not go off campus during lunch and/or breaks. Students should only go to the main office during lunch and breaks for valid reasons.

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

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

### **Entering a Class**

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

### **Dismissal / End of Class**

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

### **Assembly**

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

### **Ambassadors (Greeting Visitors)**

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

### **Expectations at School Sponsored Events**

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

### **Campus Cleanliness, Vandalism and Graffiti**

Willfully damaging, defacing, or stealing any part of school property or private property is unacceptable and will not be tolerated. Students found damaging the school campus, private property or any property associated with DCP in any way such as by tagging, littering, destroying foliage or writing on desks will earn a referral and are subject to suspension or expulsion, pursuant to the suspension and expulsion policy (See Appendix 1).

Students and their parents/ guardians may be responsible for the cost of the damages or loss. If any willful damage or loss occurs as a result of willful misconduct, a student and their parent/guardian may be held financially responsible for any such damage or loss caused to the School or School property.

### **Public Displays of Affection**

Students may not engage in displays of affection that are deemed offensive, sexual in nature, or inappropriate for the school environment. This includes but is not limited to kissing and inappropriate

physical contact.

DCP reserves the right to deem an act as inappropriate for the school environment.

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

## Student Information

The following provides a brief overview of important information.

### **Contact Information**

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

### **Cumulative File**

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

School records will be forwarded upon request of a school to which a parent/guardian transfers a student. Parents/guardians continue to have the right to review records either before or after transfer to another school. If there are any questions regarding a student's school records, please contact an Administrator.

### **Military Recruitment**

Under Family Educational Rights and Privacy Act ("FERPA") and the Solomon Amendment, secondary schools shall provide armed forces recruiters access to students and student recruiting information.

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

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

A high school student or the parent of the student may submit a written request that this information not be released. Please contact the School Operations Manager for additional information.

### **Student Records, including Records Challenges and Directory Information**

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Principal or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the

student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Principal at your school site. A copy of the complete Policy is available on the Charter School website or upon request at the main office.

# Student Health and Safety

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

## School Safety Plan

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

## Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child’s Grade	List of shots required to attend school
<b>TK/K-12 Admission</b>	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses                      Polio - Four (4) doses                      Measles, Mumps, and Rubella (MMR) - Two (2) doses                      Hepatitis B (Hep B) - Three (3) doses                      Varicella (chickenpox) – Two (2) doses</p> <p><b>NOTE:</b> Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<b>Entering 7<sup>th</sup> Grade</b>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose                      Varicella (chickenpox) - Two (2) doses</p> <p><b>NOTE:</b> In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). Varicella requirement for seventh grade advancement expires after June 30, 2025. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>



### **Physical Examination and Right to Refuse**

A parent or guardian having control or charge of any child enrolled at DCP may file annually with the Principal of the Charter School a written and signed statement stating that the parent/guardian will not consent to a physical examination of their child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Vision and Hearing**

DCP shall comply with all federal and state legal requirements, including but not limited to the requirements of Education Code Section 49450 *et seq.* and SB 277 (2015), related to student health screenings, including but not limited to screening for vision and hearing to the same extent as would be required if the students were attending a non-charter public school as applicable to the grade levels served by the Charter School. DCP shall maintain health screening records on file.

### **Diabetes**

DCP will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### **Emergency Information**

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

school and fill out a new emergency information form.

### **Closed Campus Policy**

Once students arrive at DCP they may not leave the school campus even if class has not started. Students may not leave campus during school hours unless accompanied by a DCP staff member or given express permission by a parent. For seniors only, parents/guardians may sign a permission form giving their senior student permission to leave campus during free periods, lunch or tutorial. It is considered cutting if a senior student leaves campus without a signed permission form from their parent/guardian.

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

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

### **What does it mean to be on campus?**

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

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

### **Picking Up a Student During School Hours**

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

### **Rainy Day Procedures**

Students are not allowed outside on rainy days due to safety concerns. Students who wish to be outside during lunch on a rainy day must remain under the awning of the buildings. Students must do their best to remain dry and keep our buildings clean. Seniors with off campus privileges will still be permitted to leave campus on rainy days.

### **Health Facilities**

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

### **Medication**

DCP shall adhere to Education Code Section 49423 regarding administration of medication in school and as set forth herein.

If your student needs to take any prescription medications during the regular school day, you must have:

- 1) A written and signed note from the student's authorized health care provider (Parent/Physician Statement) detailing the name of medication, method, amount, and time schedules for such medication; and

- 2) A written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, students are not allowed to have medicine in their classrooms, lunch boxes, backpacks, or in their pockets. All medication must be dispensed through the office unless self-administration is allowed subject to the requirements set forth below.

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

In order for school personnel to administer medication to students, the following is required: A signed statement from a licensed physician that includes:

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

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

NOTE: *Non-prescription* medications may only be given according to the policy stated for prescription medications.

#### **Emergency Epinephrine Auto-Injectors**

DCP shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to staff volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

#### **Self-Administration of Medication**

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or asthma medication, the Charter School shall obtain both a written statement from the physician, surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

DCP may elect in Observation of the student self-administering the medication. Determination of the student's capability to have in his or her possession all necessary equipment and supplies. Determination of the student's capability to adhere to standard precautions and appropriate handling of syringes, needles, lancets, and other medical equipment. Determination of the student's capability to maintain safety and privacy. Development of an individualized school healthcare plan (ISHP) by the school nurse or other designated personnel if the student's health condition and status require monitoring and supervision. Development of a Section 504 Plan or a written agreement with the student that includes: Procedures for reporting to designated school personnel any problems with medication, supplies or equipment, or if and when the student needs assistance. A monitoring system for tracking self-medicating student outcomes.

Information for the student of what constitutes responsible behavior and that any act of inappropriate behavior with regard to self-administration of medication, such as sharing medications with peers, may result in the school administrator informing the parent or guardian and revoking the privilege of self-administration. Provision for the student to keep on his or her person a copy of the authorized health care provider and parent or guardian written statements. Recommendation that the student carry photo identification.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the student's medical professional.

### **Concussion/Head Injuries**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

### **Opioid Information Sheet**

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

### **Sudden Cardiac Arrest Prevention and Automated External Defibrillators**

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below:

<https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf>.

### **Blood-borne Pathogens**

DCP meets state and federal standards for dealing with blood- borne pathogens and other potentially infectious materials in the workplace. DCP has a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Animal Dissections**

Students at DCP may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student

shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

### **Counseling Services**

DCP offers counseling services to students on campus. **Counseling services are not guaranteed and DCP may** refer students and families to local agencies for additional support if the needs cannot be met on campus. In cases where the student is in danger of hurting self or others, DCP staff will work with local experts or emergency services to ensure that the crisis is de-escalated and that the student is transferred to an appropriate and safe facility when necessary. DCP students may be referred by a staff or family member for any of the following examples:

- Drastic changes in mood
- Difficult time paying attention in class
- Abrupt drop in grades
- Experiencing the loss of a loved one
- Evidence of unhealthy or risky behavior
- Anxiety or depression
- Changes in the family structure due to divorce or housing

The scope of school-based counseling services is not appropriate for meeting all counseling or mental health needs and parents and students may need to seek services outside of school depending on the level or intensity of presenting need. Mental health services available through DCP and in the community are listed below.

### **How the Counseling Process Works:**

1. **Making a Referral:** A staff, family member, or any student may request services by completing an online or paper form through the front office. Once a referral is made a variety of metrics are used to determine what, if any services, the student may receive at DCP.
2. **Engaging Student:** Adults making a referral on the behalf of a student, should be discussing the services directly with the student. Students need to agree to receiving counseling support, so referring students without their knowledge may make it harder for the student to trust the process.
3. **Availability of Services:** Students are seen based on the availability of a site counselor, but are often prioritized by staff or the counselor if the student needs immediate assistance. Counselors can see only a certain number of students per day and cannot take more students until they have closed their cases.
4. **Parental Consent:** A site counselor may see the student without parental consent for the first session if the student is 12 years or older. A legal guardian will be contacted to discuss the continuation of services and may be asked to participate in one or more counseling sessions with the student.
5. **Counseling Duration:** A student will receive a fixed amount of counseling appointments on site, usually around 10-12. The counselor may work with the student to end or expand services beyond the agreed upon sessions. The counselor may also recommend that the student receive services outside the school through a hospital or local agency.
6. **Students with Disabilities:** DCP will provide services to students with disabilities who require counseling services consistent with the student's Section 504 Plan or IEP.

### **Crisis Response**

In the event of a student exhibiting behaviors that require a crisis response, a school counselor or emergency service provider may provide crisis assessment or support without parental consent in line with crisis response procedures. Parents who have questions about mental health crisis procedures are encouraged to contact the school and speak with the administrator or counselor directly.

### **Child Abuse Reporting**

DCP is committed to following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, DCP's

child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of DCP must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

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

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

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

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

### **Smoke/Tobacco Free Campus**

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

### **Sexual Health Education**

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### **Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

#### **Available on Campus:**

- **School-based counseling services** – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached by calling your school site's front office. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact your school's principal to request an evaluation.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the School Operations Manager.

#### **Available Nationally:**

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

### **Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at your school front office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

### **School Bus and Passenger Safety**

A copy of the complete Policy is available upon request at the main office.

### **Visitors Policy**

DCP encourages community members who are interested in learning more about DCP or becoming a part of DCP's development or community to schedule a visit. Parents/Guardians are always welcome at DCP and do not need to schedule an appointment to visit the school, unless the parent has previously been disruptive to the educational environment. Visitors are expected to comply with all applicable requirements and

procedures outlined in the Volunteer, Visitation and Removal Policy, which shall be provided upon request.

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

**All Visitors should be aware that DCP campuses have a no tolerance policy in regards to gang related or gang affiliated dress or behavior. DCP does not hesitate to notify the appropriate authorities.**

#### **Parents and Guardians**

- Parents are encouraged to visit DCP throughout the year to become familiar with the DCP college prep environment and to keep track of their student's progress. Parents are welcome to visit their student's classes or other school events during the school day. To ensure student safety, parents must sign in at the front office and receive a visitor's pass.
- An appointment is not required to visit DCP. If you would like to speak with a specific administrator or staff member, it is suggested you make an appointment in order to ensure the staff member's availability. Parents may not interrupt staff members in the course of their duties (e.g. supervising drop off/pick up) for extended conversations and are encouraged to make an appointment for this purpose.
- If parents are interested in visiting classes, make an appointment with the teacher prior to visiting; parents are encouraged to contact an administrator to arrange for a classroom tour.
- Please note that classroom visits may not be permitted if they are disruptive to the student learning (e.g., during exams).
- Visits may be limited to a 20-minute period when or no more than once per week to limit disruption

#### **Other adult visitors**

- If you would like time to speak with an administrator, please make an appointment at least one day prior to the visit. We cannot guarantee administrators will be available at unscheduled times.
- Check in at the front office.
- Wear a visitor's badge and be escorted to your destination.

#### **Non-DCP Student Visitors**

- All non-DCP student visitors who are not part of the recruitment program may not be on the school campus during any part of the school day. If at any time any student visitor is disrupting the learning environment or in any way disturbing the community, the student will be asked to leave.
- Students who are interested in attending DCP may visit DCP during the school day only as part of the recruitment program. Students are allowed to participate in the shadow program where they will accompany a DCP student throughout the school day to determine if attending DCP is an appropriate decision. If a shadowing student disrupts the learning environment in any way, a parent will be called to pick up the student.

#### **To shadow a student at DCP:**

- The parent/guardian of the non-DCP student must make an appointment in advance by contacting the School Operations Manager.
- The student must wear khaki or black pants and a black, white, or gray polo or button-down shirt.
- DCP will provide lunch for the shadow.
- Shadow days vary from school sites. Please contact the front office to schedule a shadow day.

#### **Telephone Policy**

DCP values its ability to provide a rigorous academic program for its students without any disruption or distraction. To avoid unnecessary interruptions to students and teachers during the course of a class, DCP shall not interrupt classes and pull students to answer telephone calls from parents/guardians, unless in the event of an emergency. DCP staff shall answer calls, take messages, and notify students of such messages during non-classroom hours (e.g., breaks, lunch time, before or after school). This policy does not in any way



prohibit parent/guardian rights to contact DCP during school hours to request and schedule meetings with teachers or administrators.

## **Extra-Curricular Activities**

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

Participation in extra-curricular activities also are an important part of the path to college. Most college applications ask about students' activities during their time in school, because the things that students do in their free time reveal a lot about them in ways that grades and test scores do not. Students' accomplishments outside the classroom show what they're passionate about and that they have qualities valued by colleges. Colleges want to know about a student's performance not only within the classroom, but also their interests and strengths outside of the classroom. Participation in extra-curricular activities help demonstrate and showcase these strengths, interests, and pursuits.

### **Clubs**

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

### **Athletics**

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

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

### **Academic Requirements for Participation in Extracurricular Activities:**

- Maintain at least a 2.0 GPA at each grading period. If the student does not have a 2.0 at the grading period, they are not eligible to play until the next grading period.
- May not have any F's during the season. If at any time a student is carrying a F, they are not eligible to participate in games until that F has been brought up to a C or better.

Note: Students may still attend practices and be a part of a team while improving their grades to be eligible to play in games. Students are responsible for turning in homework on time. On game days, students may miss classes and are responsible for finding out what the homework is and turning it in on time.

## Parent & Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available on the Charter School website or upon request in the main office.

### Home Visits

DCP understands the value of home visits when on-boarding new families or special circumstances when families cannot come to campus. When possible, on a case by case basis, we will reach out to families to offer a home visit.

## Staff, Student and Family Commitment to College Downtown College Prep School-Parent Compact

### Teacher and Staff Commitments:

*We commit to the success of our students in the following ways:*

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

We understand that keeping these commitments will help our students get to college.

### Student Commitments:

*I commit to College Success! I will dedicate myself to:*

- show **PRIDE** by showing up, working hard and trying my best.
- arrive at school and my classes on time, in dress code, and with the necessary materials.
- maintain excellent attendance.
- put in extra time if I need to complete missing work or if I need additional help.
- greet new community members with a firm handshake, eye contact, and a smile.
- show **DESIRE** to do whatever it takes to graduate from a four-year college or university.

- complete all of my work, both in class and out of class.
- ask for help from classmates or teachers when I need it, during school and after school.
- ask questions and focus on learning during classes.
- explore my strengths and areas for growth to meet my academic and personal goals.
- show **COMMUNITY** by treating teachers, students, and all adults with respect.
- accept the consequences and tell the truth if I choose to disrespect the DCP community.
- adhere to the behavior expectations outlined in the DCP handbook.
- share my story of growth and goals with members of my community.
- demonstrate a **GROWTH MINDSET** by asking questions, taking healthy risks, learning from mistakes, and working to get smarter.

I understand that keeping these commitments will help me get to college. If I break one, I could lose privileges and/or face disciplinary consequences as articulated in the policies and processes in the Student Handbook.

### **Family Commitments:**

*I (parent and/or guardian) commit to College Success for my student! I/We will dedicate myself/ourselves to...*

- make sure my student attends school, arrives on time, with the necessary materials, and in uniform.
- call the school by 9:00 a.m. that day to notify the school, on the rare day when my child must be absent
- schedule doctor, dentist, and other appointments outside of school hours. If this is not possible, I will have my student attend school for as much of the day as possible when there is an appointment.
- ensure that my student completes all programs or classes and attends all meetings that are mandatory.
- always help my student in the best way I know how, and do whatever it takes for him/her to learn.
- make sure my student seeks and receives support when needed.
- review the electronic portal such as Powerschool and seek help at the front office if I am not able to access or view my student's grades.
- use the online portal "Powerschool" to regularly check student's grades and progress.
- provide a quiet place for my student to study, review homework every night, and use the agenda
- allow my student to remain after school if needed to complete missing work or receive extra academic help.
- support the school policies and disciplinary consequences if my student has chosen to disrespect the DCP community.
- read/listen to all school/central office communication - email, text, phone, mail, etc.
- make myself available to the school to support my student, the DCP community and its mission.
- attend parent meetings, exhibitions, and conferences.
- communicate regularly with the school and contact my student's teachers or the school when I have questions.
- expect my student to be in dress code and follow the uniform policy
- expect my student to follow all DCP rules in order to protect our community and all individuals in the classroom.
- **support the college success mindset and work in partnership with the school so my student can be eligible to apply to a 4-year college/university**

I understand that the above agreements will help lead to college success for my/our student and family. I have read the above Commitment to College, and by signing, I agree to these commitments.

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

## Volunteering at DCP

Volunteers help enrich the student's education and provide extra assistance for teachers and school staff. Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

### Security Requirements for Volunteers

All visitors, including volunteers, must comply with all procedures outlined in the Volunteer, Visitation and Removal Policy, which includes signing in at the Charter School office, and receiving a "Visitor Badge" as identification. They must also sign out when leaving the DCP premises. This is for the safety of the students and staff as well as in case of an emergency.

### TB Test Result

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

### Background Check

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

## Uniform Complaint Procedures

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs; and/or

- School Safety Plans.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
  - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Principal of the Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Chief Executive Officer (CEO)/Chief Operating Officer (COO)/Director of Student Services (DSS)  
Downtown College Prep  
1400 Parkmoor Ave, Ste 206  
San Jose, CA 95126  
[complaints@dcp.org](mailto:complaints@dcp.org)

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge on the Charter School website or in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Principal

## Statewide Testing Notification Template

*To meet state and federal obligations to inform parents of the year's statewide assessments, including a parent's right to exempt their child, local educational agencies and schools can insert this template language into a parent handbook or other annual parent notification document.*

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Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

### **CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math**

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**Who takes these tests?** Students in grades 3–8 and grade 11.

**What is the test format?** The Smarter Balanced assessments are computer-based.

**Which standards are tested?** The California Common Core State Standards.

### **CAASPP: California Alternate Assessments (CAAs) for ELA and Math**

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**Who takes these tests?** Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

**What is the test format?** The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

**Which standards are tested?** The California Common Core State Standards through the Core Content Connectors.

### **CAASPP: California Science Test (CAST)**

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**Who takes the test?** Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

**What is the test format?** The CAST is computer-based.

**Which standards are tested?** The California Next Generation Science Standards (CA NGSS).

### **CAASPP: California Alternate Assessment (CAA) for Science**

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**Who takes the test?** Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

**What is the test format?** The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

**Which standards are tested?** Alternate achievement standards derived from the CA NGSS.

## CAASPP: California Spanish Assessment (CSA)

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**Who takes the test?** The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.

**What is the test format?** The CSA is computer-based.

**Which standards are tested?** The California Common Core State Standards en Español.

## ELPAC

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**Who takes the test?** Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

**What is the test format?** Both the Initial and Summative ELPAC are computer-based.

**Which standards are tested?** The 2012 California English Language Development Standards.

## Alternate ELPAC

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**Who takes the test?** Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

**What is the test format?** Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

**Which standards are tested?** Alternate achievement standards derived from the 2012 California English Language Development Standards.

## Physical Fitness Test

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**Who takes the test?** Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

**What is the test format?** The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

**Which standards are tested?** The Healthy Fitness Zones, which are established through the FITNESSGRAM®.



## Appendix 1: Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the list of offenses and procedures for suspensions and expulsions for non-charter schools. A copy of the respective Suspension and Expulsion Policy and Procedures for each DCP school are available at each Charter School office upon request, and/or on each school website:

- DCP Alum Rock High School: [Website Link](#)
- DCP Alum Rock Middle School: [Website Link](#)
- DCP El Primero: [Website Link](#)
- DCP El Camino: [Website Link](#)

## Appendix 2: Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Across the Bridge Foundation DBA Downtown College Preparatory Charter School (“DCP”) believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, DCP prohibits any acts of discrimination, harassment, sexual harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law, or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, DCP will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, address, and report on such behaviors in a timely manner. DCP staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, DCP will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom DCP does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. DCP will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. DCP complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Director of Student Services ext. 103  
Chief Operating Officer, ext 102  
Downtown College Prep  
1400 Parkmoor Ave, Ste 206 San Jose, CA 95126  
408-271-8120  
[complaints@dcp.org](mailto:complaints@dcp.org)

### Definitions

#### Prohibited Unlawful Harassment

Verbal conduct such as epithets, derogatory jokes or comments or slurs

Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis

Retaliation for reporting or threatening to report harassment

Deferential or preferential treatment based on any of the protected characteristics listed above

#### Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et Seq.*; 34 C.F.R. § 106.1 *et Seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by DCP.

DCP is committed to providing a work and educational environment free of sexual harassment and considers such harassment

to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment educational, or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

Physical assaults of a sexual nature, such as:

Rape, sexual battery, molestation or attempts to commit these assaults.

Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student<sup>4</sup> or students in fear of harm to that student's or those students' person or property.

Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.

Causing a reasonable student to experience a substantial interference with the student's academic performance.

Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by DCP.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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<sup>4</sup> "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Electronic act** means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager, of a communication including, but not limited to, any of the following:

A message, text, sound, video, or image.

A post on a social network Internet Web site including, but not limited to:

Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.

Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

An act of “Cyber sexual bullying” including, but not limited to:

The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

“Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in DCP’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that DCP investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

### **Bullying and Cyberbullying Prevention Procedures**

DCP has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **Cyberbullying Prevention Procedures**

DCP advises students:

To never share passwords, personal data, or private photos online.

To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

To consider how it would feel receiving such comments before making comments about others online.

DCP informs Charter School employees, students, and parents/guardians of DCP’s policies regarding the use of technology in and out of the classroom. DCP encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

#### **Education**

DCP employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. DCP advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at DCP and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to

actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

DCP's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

DCP informs DCP employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **Professional Development**

DCP annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other DCP employees who have regular interaction with students.

DCP informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by DCP, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

DCP encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for DCP's students.

### **Grievance Procedures**

#### **Scope of Grievance Procedures**

DCP will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;

- Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

- Submitted to the DCP UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, DCP will utilize the following grievance procedures in addition to its UCP when applicable.

#### **Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Director of Student Services ext. 103  
Chief Operating Officer, ext 102  
Downtown College Prep  
1400 Parkmoor Ave, Ste 206 San Jose, CA 95126  
408-271-8120  
[complaints@dcp.org](mailto:complaints@dcp.org)

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. DCP will investigate and respond to all oral and written reports of misconduct prohibited by this Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy, or other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

DCP acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

DCP prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to DCP's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or DCP's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. DCP will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of DCP to provide the supportive measures.

## Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of DCP, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

### Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

A statement that DCP prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

### Emergency Removal

DCP may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with DCP's policies.

DCP may remove a respondent from DCP's education program or activity on an emergency basis, in accordance with DCP's policies, provided that DCP undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

### Informal Resolution

If a formal complaint of sexual harassment is filed, DCP may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If DCP offers such a process, it will do the following:

Provide the parties with advance written notice of:

The allegations;

The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

Obtain the parties' advance voluntary, written consent to the informal resolution process.

DCP will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

### Investigation Process

The decision-maker will not be the same person(s) as the Coordinator or the investigator. DCP shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date,

time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate. Prior to completion of the investigative report, DCP will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

#### Dismissal of a Formal Complaint of Sexual Harassment

If the investigation reveals that the alleged harassment did not occur in DCP's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable DCP policy.

DCP may dismiss a formal complaint of sexual harassment if:

The complainant provides a written withdrawal of the complaint to the Coordinator;

The respondent is no longer employed or enrolled at DCP; or

The specific circumstances prevent DCP from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

If a formal complaint of sexual harassment or any of the claims therein are dismissed, DCP will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

#### Determination of Responsibility

The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

DCP will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

The allegations in the formal complaint of sexual harassment;

All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

The findings of facts supporting the determination;

The conclusions about the application of DCP's code of conduct to the facts;

The decision and rationale for each allegation;

Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and

The procedures and permissible bases for appeals.

#### Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action, up to and including expulsion from DCP or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by DCP in response to a formal complaint of sexual harassment.

#### Right of Appeal

Should the reporting individual find DCP's resolution unsatisfactory, the reporting individual may within five (5) business days of notice of DCP's decision or resolution, submit a written appeal to the DCP Board President, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

The complainant and the respondent shall have the same appeal rights and DCP will implement appeal procedures equally for both parties.

DCP will notify the other party in writing when an appeal is filed.

The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

#### **Recordkeeping**

All records related to any investigation of complaints under this Policy are maintained in a secure location.

DCP will maintain the following records for at least seven (7) years:

Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.

Records of any appeal of a formal sexual harassment complaint and the results of that appeal.



Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.  
All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.  
Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

TITLE IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form  
***(Additional pages can be added & attached if necessary)***

Your Name: \_\_\_\_\_ Date: \_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize DCP to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: \_\_\_\_\_  
Signature of Complainant

Print Name

To be completed by DCP:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

## Appendix 3: Professional Boundaries: Staff/Student Interaction Policy

**Purpose:** It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in current ethics-related rules and regulations so that staff will better understand the prohibitions and behavior boundaries incumbent upon them.

The rules of conduct set forth in this policy are not intended to serve as an exhaustive list of requirements, limitations, or prohibitions on staff conduct and activities. Rather, they are intended to:

Alert staff to some of the more sensitive and often problematic matters involved in staff-student relationships;  
Specify boundaries related to potentially sexual situations and conduct that is contrary to accepted norms of behavior and in conflict with duties and responsibilities of staff; and  
Provide staff with clear guidance in conducting themselves in a manner that reflects high standards of professionalism.

It is important for the School to maintain a school-wide culture in which students and staff understand their responsibility to report misconduct without fearing retaliation from students, staff, or administration. In order to prevent abuse and/or exploitation, students and staff must know that the administration will support them when they report possible misconduct.

Although this policy gives clear direction regarding appropriate conduct between staff and students, each staff member is obligated to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One helpful standard that can be quickly applied when assessing whether your conduct is appropriate is to ask yourself, "Would I be doing this if the student's family, or my colleagues or family, were standing next to me?"

**Boundaries.** For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a staff/student relationship is deemed an abuse of power and a betrayal of public trust.

**Corporal Punishment.** Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to property. For clarification purposes, the following examples are offered for direction and guidance:

Examples of PERMITTED actions (NOT corporal punishment)

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills; and
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

- Hitting, shoving, pushing, or physically restraining a student as a means of control (unless it is used for a situation or circumstance described above);
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment; and
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

**Examples of Other Acceptable and Unacceptable Behaviors.** Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student's or parent's point of view. The objective of the following lists of acceptable and unacceptable behavior is not to restrain positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behavior to their daily activities. Although good-natured, heartfelt interaction with students certainly fosters learning, student/staff

interactions must always be guided by appropriate boundaries regarding activities, locations, and intentions.

**Duty to Report.** When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate the situation as appropriate. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

**Unacceptable Staff/Student Behaviors.** The following non-exhaustive list of behavior shall be considered in violation of this policy:

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from school.
- Making, or participating in sexually inappropriate comments.
- Sexual jokes, or jokes/comments with sexual innuendos.
- Seeking emotional involvement with a student for your benefit.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
  
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

**Unacceptable Behaviors without Parent and Supervisor Permission.** The following behavior should only be exercised when a staff member has parent and supervisor permission:

- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at the school with the door closed.
- Allowing students in your home.
- Sending emails, text messages, or letters to students if the content is not about school activities.
- Intentionally being alone with a student on campus or away from the school.

**Cautionary Behaviors.** Staff members should only engage in the following behavior when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to, or immediately after, the occurrence.

- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.

**Acceptable and Recommended Behaviors.**

- Getting a parent's written consent for any after-school activity.
- Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (any communication should be limited to using school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Informing your supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or co-workers.
- Asking another staff member to be present if you will be alone with any type of special needs student.

- Asking another staff member to be present when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if your actions are worth your job and career.

## Appendix 4: Suicide Prevention Policy

### Resolution Re: Downtown College Prep's Commitment to Suicide Prevention for Children and Youth

#### Downtown College Prep Board of Directors Meeting

September 19, 2018

The meeting of the Board of Downtown College Prep ("DCP") was called to order on September 19, 2018 pursuant to notice and a quorum was present for the transaction of business.

WHEREAS, DCP operates public charter schools committed to protecting the health and well being of all students;

WHEREAS, DCP recognizes that physical, behavioral, and emotional health are integral components of a student's educational outcomes;

WHEREAS, suicide is a leading cause of death for youth and young adults ages 10-24 years of age;

WHEREAS, certain students are at a higher risk for suicide than others, including, but not limited to:

- Youth bereaved by suicide
- Youth with a history of suicide or suicidal intent
- Youth with disabilities, mental illness, and/or substance use disorders
- Youth experiencing homelessness or in out of home settings such as foster care
- Lesbian, gay, bisexual, transgender, intersex and or questioning youth

WHEREAS, children and teenagers spend a significant amount of their young lives in school, and the personnel who interact with them on a daily basis are in a prime position to recognize warning signs of suicide and provide referrals and intervene as appropriate; and

WHEREAS the State of California legislature has enacted California Assembly Bill 2246 requiring Local Education Agencies to create resolutions specifying their suicide prevention, intervention and postvention policies in secondary schools

**NOW THEREFORE LET IT BE RESOLVED**, by the Board of Directors at DCP that absent any applicable federal , state, or local law, regulation, ordinance or court decision, DCP schools shall:

1. Require the Central Office of DCP to designate a lead for suicide prevention planning and coordination of the implementation of this Board Policy

2. Require each school principal to oversee and to designate a lead for suicide prevention planning, coordination and policy implementation. All staff members shall report students they believe to be at an elevated risk for suicide to the principal or designee.
3. Provide annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resource regarding youth suicide prevention to all staff. The professional development will include additional information regarding groups of students at elevated risk for suicide, how to identify appropriate mental health services and when and how to refer youth and their families to school site and community based resources as available.
4. Provide additional annual professional development to staff designated or assigned as school site leads in the areas of suicide prevention coordination and suicide risk assessment. The professional development will include information relevant and appropriate for the certification of the employee so designated.
5. Affirm that school employees should only act within the scope and authorization of the employee's credential. Nothing in this policy shall be construed as authorizing or encouraging a DCP employee to support student mental health or respond to crisis unless the employee is specifically employed to do so and holds the necessary credential to do so.

I, Maria Arellano, hereby certify that I am the current and duly empowered Secretary of Downtown College Prep Board of Directors, that the foregoing resolution was duly adopted by the Board of Directors of Downtown College Prep at the meeting held on September 19, 2018, that the resolution is in full force and effect, that the same has not been modified or rescinded, and that it is not contrary to any provision of the Articles of Incorporation or the Bylaws of DCP.

Maria Arellano Board  
Secretary