

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Downtown College Prep

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Grades 9-12



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Principal's Comments

The mission of Downtown College Prep is to prepare underachieving students who will be the first in the family to graduate from college to thrive at a four-year university.

DCP-The Alameda is the first charter high school in Silicon Valley, and the only school that explicitly prepares underachieving students for college.

DCP-The Alameda is a small (400 students) academic school characterized by high standards, a demanding curriculum, a strict code of conduct, and a commitment to college success for all students. As a charter school, DCP has the ability to break away from the large, comprehensive urban school model to implement a rigorous college-prep program unlike any currently available to the students of downtown San Jose.

Our singular goal for every student: to matriculate at four-year colleges and be successful there. Committed to outcomes, we benchmark and measure specific objectives to ensure achievement of this goal. Our performance outcomes are designed to promote academic resilience and independence among students and families.

The performance metrics for students include:

- Completion of University of California entrance requirements
- Matriculation at four-year colleges and universities

DCP-The Alameda reflects the spirit of innovation and competition that drives Silicon Valley. We are a model for excellence in public education, affecting not only San Jose students but high schools throughout Silicon Valley and California.

DCP-The Alameda has graduated 314 students since 2004—77% are on track to earn a four-year degree.

Principal's Experience

JENNIFER ANDALUZ: Executive Director

Jennifer Andaluz is the co-founder and Executive Director of Downtown College Preparatory (DCP), Silicon Valley's first charter high school, and one of the only schools in California to focus explicitly on college success for underserved urban students.

Andaluz began her career as a history and English teacher in large urban public schools, and worked closely with administrators and teachers alike in school-wide initiatives designed to improve the academic performance of underachieving students. Her work in comprehensive schools culminated in a Hewlett-Annenberg grant that was used to attack grade and attendance disparities for students of color.

Since its opening in 2000 DCP has earned local, state, and national recognition for its student achievement. Our School: The Inspiring Story of Two Teachers, One Big Idea and The School that Beat the Odds written by Joanne Jacobs, former education editor of the San Jose Mercury News, tracks the early story of DCP, its founders and its innovative programs.

A graduate of UC Santa Cruz, Andaluz has worked in public education since 1993. She is a member of the American Leadership Forum Silicon Valley Class XV. In 2004 she was recognized for her leadership by the Santa Clara Valley YWCA at its 20th annual Tribute to Women and Industry awards. In 2006 she received the inaugural Silicon Valley/San Jose Business Journal Diversity Award for extending the promise of education through her ground-breaking work at DCP. Andaluz serves on the boards of MACLA: Movimiento de Arte Cultura Latino Americana and Rocketship Education.

ALICIA GALLEGOS: 2008 – 2009 Principal

Alicia went to Santa Clara University where she earned a B.S. in Political Science and minored in Spanish and Ethnic Studies. Immediately after SCU, she attended the Harvard Graduate School of Education where she earned a Master's degree in Education (Ed.M) with a focus in administration, planning, and social policy. Prior to DCP Alicia worked for the San Jose Public Library System and at the Harvard Graduate School Library. Alicia Gallegos, a San Jose native, became Interim Principal in 2006-2007. Ms. Gallegos worked as a teacher at Downtown College Prep from 2000-2002. She became a school administrator at Downtown College Prep after two years of teaching.

MICHAEL DE SOUSA: 2009 – 2010 Principal

Michael attended the University of California at Berkeley, where he earned a Bachelor's Degree in Molecular and Cellular Biology and a Master's in Education. His graduate work examined the use of structured classroom dialogues and their effect on students' critical thinking. Before arriving at DCP, Michael taught and led at the small innovative Alameda Community Learning Center, a 6-12 Charter School in Alameda, CA. In 2008 he was selected to be a Resident in a national program for urban school leadership called New Leaders for New Schools. During his residency, he worked as an Academic Dean at Leadership Public School in Hayward, CA. After 30 years in the East Bay and ten years in public education, Michael has moved to San Jose to serve as Principal of Downtown College Prep.

Major Achievements

- 96% of graduates accepted to 4-year colleges or universities – Jill, what was the %age last year?
- First time CAHSEE English pass rates: 83% - Pam can you get me this for ELA and math
- First time CAHSEE Math pass rate: 81%
- Recruited new Principal
- 2nd Year of Partnership with Montalvo Teaching Artists Fellows

Parental Involvement

DCP staff and parents collaborate to ensure that students succeed academically, promote student performance and school accountability. Parents lead the DCP Parent Committee, an elected advisory body that works with the school's leadership to address the role of the family in helping to meet the school's goals. Parents also participate in the DCP Parent Education classes Classes, academic events, school assemblies, community field trips, and volunteer throughout the campus. Parents are also involved in the hiring process, participating on interview committees for each new school position.

To inquire about parent involvement, please contact: Michael DeSousa, Principal (408) 271-1730

Parent Meetings

All DCP parents are expected to attend grade specific parent meetings throughout the year. These parent meetings are a time for parents to learn more about DCP, college, and how to support their student. They also have the opportunity to meet other parents and get answers to any questions they may have. Parents with more than one student at DCP, attend the meetings for the grade of each of their students. Meetings are held on Tuesday or Thursday from 6:00 p.m. to 7:00 p.m. unless otherwise notified.

Parent Involvement Opportunities at DCP

College Lab

Be a translator for 12th grade parents or volunteer to drive or chaperone college trips including the weeklong college trip for juniors.

Front Office

Help with report card mailers every six-week grading period.

Hiring Committee

Work with DCP teachers and staff to interview potential new teachers and staff. Usually occurs in the spring semester.

Mini Open House

Come spend one period of the day visiting different classrooms and learning more about the DCP program.

Mandatory Grade-Level Parent Meetings

Attend the meetings to inform yourself about how to support your child. Volunteer to call parents and remind them of upcoming parent meetings.

Parent Committee

Be a part of a group of parent leaders who will work together to motivate other parents to be active in their children's education and plan activities for the DCP community.

Parent College Trips

Visit local universities and colleges with other parents to learn more about the college experience and how you can help your student get to college and support his/her college education.

Student Field Trips

Help chaperone student field trips.

Parent Workshops

Attend workshops on topics related to your child's educational experience at DCP and in college.

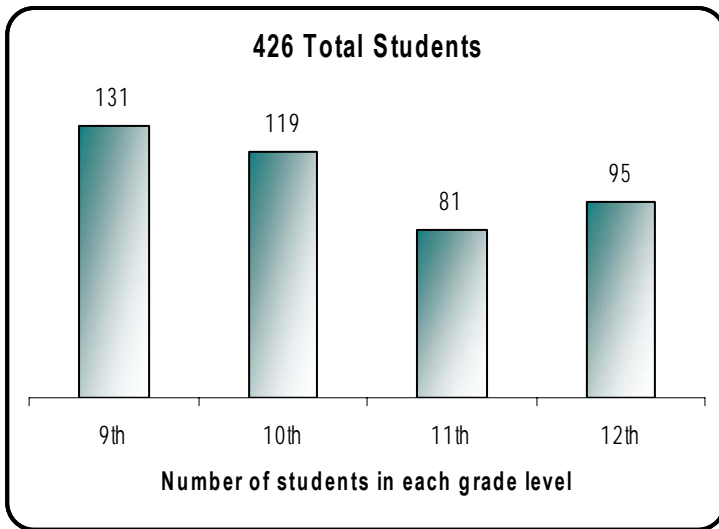
Open Classroom Policy

All parents are invited to spend time in classrooms during the school day. No appointment necessary.

For more information, please contact Michael DeSousa, Principal at (408) 271-1730

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



Student Enrollment by group	
African American	1.17 %
American Indian or Alaska Native	0.47 %
Asian	0.94 %
Filipino	0.23 %
Hispanic or Latino	96.01 %
Pacific Islander	%
White (Not Hispanic)	1.17 %
Multiple or No Response	%
Socioeconomically disadvantaged	69.00 %
English Learners	42.00 %
Students with disabilities	7.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	2006-2007				2007-2008				2008-2009			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	22.3	19	12		23.5	13	16	1	21.8	14	9	
Mathematics	22.1	16	7		24.0	8	11	1	23.2	9	11	
Science	23.3	4	8		26.4	2	10	1	23.1	4	11	
Social Science	24.8	2	9		24.7	2	9		23.5	6	10	

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Climate for Learning

Safety

Because of the clear behavior expectations and strong culture at DCP, students feel comfortable and safe being on campus. This sense of safety and community gives rise to close interpersonal relationships between students and staff. Even with the extended day, students are often here long after school closes. Students work with teachers and participate in other school activities/events. This allows students the opportunity to participate in activities they may otherwise not do.

Safety is of paramount importance to all. Many of our students come from neighborhoods and families where violence, especially gang violence, is a part of everyday life. Administrator, teachers, parents, and students work closely together to ensure that DCP is a safe, welcoming place. DCP is a closed campus and visitors must check-in at the front office. Students all wear the uniform in the same way that a sports team does: as a symbol of their commitment to the goals of the team and of their connection to one another.

Each member of the community plays an important role in maintaining a respectful and safe environment:

Staff/Teachers are always "on" and expect respectful behavior from all students at all times. Staff/Teachers learn to recognize signs of gang activity, affiliation, and appropriate response. Discipline Referrals are written at a high rate in order to provide parents with detailed information to be used to motivate students and families to confront sources of academic failure and to maintain a productive learning environment.

Administrators constantly meet with students and families regarding referrals. Administrators are present on campus in classrooms, on supervision, at events and other school sponsored activities. Administrators provide support for teacher and staff to maintain a safe and professional environment.

Students and Families commit to DCP's behavior expectations and communicate with teachers and staff about potential problems. Students and families renounce gang activity and affiliation and renounce violence of any kind.

The school has written student and staff handbooks that outline daily rules and regulations, as well as suspension and expulsion procedures. Meetings are offered for parents to discuss campus guidelines that are outlined in the DCP Student Handbook.

A supervision plan and safety plan for the school when the campus is open (8:30am-3:45pm) is in place. The event supervision plan is in place for events that take place outside of the school day.

DCP has a written school site safety plan, and conducts safety drills as mandated by law.

- Date safety plan updated: August 1, 2009
- Date safety plan last reviewed with staff October 28, 2009
- Date safety plan will be revised: Safety plan is revised every summer, and is given to staff at the start of the academic year

Homework

Homework is an important part of the DCP academic program. The purpose of homework is to reinforce the concepts taught in the classroom, to help students think about their work independently and to encourage resourcefulness. It is extremely important that students complete all homework and that students understand that homework is mandatory.

Homework is an essential part of Downtown College Prep's charter and mission. In order to ensure that all students are prepared to thrive in a four-year university, all students are assigned homework every day. In addition, students in grades 9-11 have a "homework checker" or planner to support organization and study habits.

Homework Center

Homework center meets Monday and Thursday from 4 -5 pm and on every other Wednesday during Advisory.

Discipline

Everything we do at Downtown College Prep is focused around our mission that all students will be accepted to four-year colleges and universities upon graduation. To that end, all student behavior must promote a college going culture while they are on campus.

DCP is committed to a safe and orderly learning environment. Students whose behaviors are counter-productive will be removed from the environment until they can participate in it more positively. Behavior which poses an immediate danger to the school or to members of the school community will be dealt with on a zero tolerance basis. Warnings will not be issued. Even one infraction will result in a suspension. No exceptions will be made. Students who commit transferable offenses will be put through the expulsion process where they will receive due process.

The student code of conduct is an important pillar of the DCP college-prep program: it sets the bar high for student behavior and attitude, and the consistent, fair, and thoughtful application of this policy helps students learn the types of behaviors that drive academic success. The staff is committed to maintaining a college prep environment that is professional, positive, and reflective of the school values of *ganás* (desire), *comunidad* (community) and *orgullo* (pride). The small student body allows the opportunity for strong interpersonal relationships between staff and students and allows the staff to notice and closely monitor student activity. DCP strives to hold students accountable for their actions and to coach students on making choices appropriate for a college prep environment.

DCP administrators, teachers, and other staff are constantly contacting families about issues related to academic performance, discipline, and attendance. Parents are notified promptly, and administrators consistently hold meetings with individual families and students to counsel and guide them.

DCP has a strictly enforced dress code, particularly as regards to the gang colors of red or blue, and to apparel that detracts from the academic environment. Students are not allowed to remain in class if their attire fails to meet the DCP uniform code standards. There is also a zero tolerance for drugs, alcohol, or serious violence. Students take the policy very seriously, and are very clear about the consequences for certain behaviors. The DCP Student Handbook outlines the rules and policies of the school including the school's zero tolerance, suspension, and expulsion policies. At Summerbridge, all incoming 9th graders are given explicit instructions on the rules and are given an intensive 5-week introduction to the culture of college prep. Family meetings are held for 9th and 10th grade families regarding the Student Handbook.

Students and families commit to DCP's behavior expectations and have open communication with DCP staff regarding behavior and academic expectations and potential problems. Students learn to be reflective about the intersection between behavior and academic performance and renounce gang activity and verbal or actual violence of any kind. Students and families participate in meetings and take responsibility for follow-up as necessary. Students and families attend events and parent meetings that promote the value of community and to discuss issues of college readiness with teachers and staff. Families are invited to visit classes as part of building a strong community and to motivate professionalism amongst students.

Teachers maintain a focused and academic atmosphere through coaching and strict discipline. Small classes are integral to the productive learning environment. The small student to teacher ratio fosters community and teachers are able to coach students on the high behavior expectations and enforce the rules of the school. Teachers give detentions for minor infractions and send students who are disrupting the learning environment to the Principal's office with a referral. This ensures that the amount of time teachers spend dealing with discipline in the classroom is minimal and that as much time as possible is spent on curriculum and learning.

Referrals are a catalyst to collaboration with families. All DCP staff writes detailed referrals whenever students exhibit behavior or attitude that undermines the college-prep vision of the school. These referrals are used constantly in outreach to parents, and often provide the clearest picture for parents of the academic habits and attitudes that are necessary for success, especially for DCP's target student.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	11%	15%		12.6%	13.6%	11.8%
Rate of Expulsions	.005%	0%		0.2%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Facilities

DCP moved to a completely remodeled beautiful facility in December of 2005. The building includes state of the art science labs, photo labs, conference rooms, multi-purpose room, a state-of-the-art computer lab, offices, and 20 classrooms for our student population of 400. We have just recently purchased more outside benches, picnic tables, trashcans and we are going green with motion-activated lights in all the rooms. Our lunches also reflect our efforts to be environmentally conscious. We use Revolution Foods and they serve organic, whole grain, fresh meals, and all napkins and utensils are recycled.

The bathrooms are monitored hourly and stay in a very clean and orderly state. If a mess is made or if there is a plumbing or other facilities situation that arises it is dealt with immediately. The grounds are maintained by the SJUSD gardeners and the fields, trees, shrubs etc. are all well cared for.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems Gas leaks, Mechanical/HVAC, Sewer		✓			There were 4 deficiencies in this area. They were for lightbulbs that need to be replaced, a bank that needs repair.
Interior Interior surfaces		✓			There was 1 deficiency in this area. A light cover in the faculty workroom is broken.
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical			✓		There were 9 deficiencies in this area. They were all for the need to replace burned out light bulbs.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There was 1 deficiency in this area. The drinking fountains outside office need to be cleaned.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of September 5, 2009

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	21	19	18	1503
Without Full Credential	5	14	3	77
Teaching Outside Subject Area of Competence	1	0	0	0
<p>This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.</p>				

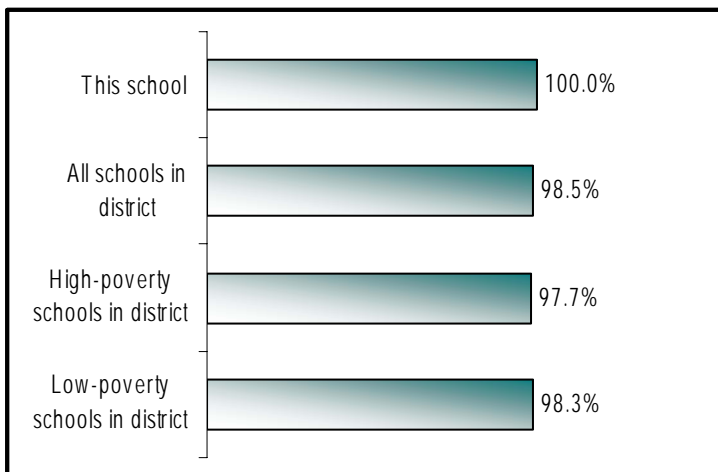


Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	1	5	0
Total Teacher Misassignments	1	5	0
Vacant Teacher Positions	1	0	1
<ul style="list-style-type: none"> Teacher misassignments (teachers assigned without proper legal authorization) Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). 			

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The *No Child Left Behind Act (NCLB)* requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Evaluating/Improving Teachers

The DCP Evaluation Process was created by a team of teachers, non-teaching staff, administrators, the Executive Director, and an external Human Resources consultant.

All teaching and non-teaching staff are evaluated yearly. The evaluation consists of a mid-year evaluation and a year-end summative evaluation. Teachers have at least one formal observation before the mid-year and one before the summative with at least two formal observations during each semester for beginning teachers. In addition, administrators conduct walkthroughs and meet with teachers regularly. Administrators also meet with support staff regularly.

The criteria used to evaluate teachers are the California Standards for the Teaching Profession and DCP specific criteria developed by the evaluation team. Teacher evaluations, as well as those for the rest of the staff, are confidential documents that are only seen by the administrator and the teacher/staff member.

The criteria and documents determined by the evaluation team are applicable for all future DCP school sites.

Professional Development

Downtown College Prep believes that relevant, timely staff development is essential if the school is to meet its mission. Consequently, the school has several strategies to promote professional development. One strategy is through the use of formal staff development days. DCP has five staff development days for all staff before the start of the school year. These are paid for all 10-month employees at a daily rate. DCP also has four staff development days to be in line with San Jose Unified's school year calendar.

During staff development days staff are trained on the school goals, the school's mission, the schoolwide discipline systems, instructional strategies to maximize learning for all students, and other areas of importance.

In addition to the formal staff development days, each week DCP teachers meet every Wednesday from 1:15-4:00. During these meetings, teachers engage in structured work around student achievement, curriculum, instruction, and assessment. These weekly meetings and collaborative time are essential to the school's success. At the beginning of the school year, the Principal presents the teaching staff with the School Goals for the year. These goals have been determined by meetings with departments the previous year and by student performance data.

New teachers receive additional supports. They meet regularly with the Academic Dean to discuss topics particular to being a first year teacher, such as classroom management, curriculum planning, and time management. DCP also offers an induction program so that new teachers can meet the requirements to clear their credential. This program involves new teachers meeting once a week with a support provider to review curriculum and student work. The support provider also conducts additional observations of the teacher in order to help him or her improve classroom practice.

DCP also provides teachers with targeted, individualized professional development. Conferences are paid for if the conference supports existing initiatives at the school site. Release days are given to help teachers incorporate new learnings into the curriculum. Teachers may also be given release time to observe or be observed by other teachers, in order to focus on a particular need.

Finally, the Academic Dean and other administrators work closely with teachers to provide support, feedback, and coaching, and to identify resources to promote teacher growth and development.

Substitute Teachers

In the past, DCP has had difficulty developing a substitute pool, making it difficult for teachers to take days off for trainings or illness. Consequently, in the 2008-2009 school year, DCP has contracted with a company to provide substitutes for its schools. This has eliminated problems finding qualified substitute teachers.

Curriculum

English

At DCP, reading and writing skills are at the core of all curriculum. Because the vast majority of DCP students enter the school reading and writing well below grade level, the 9th grade English curriculum focuses primarily on reading, writing and speaking strategies that provide a sturdy platform from which students can develop their ability to analyze and reflect.

Courses Offered:

- English I
- English II (part of the interdisciplinary Humanities Core)
- English III (part of the interdisciplinary Humanities Core)
- AP English Language
- Verbal Reasoning I

Math

For the DCP target student, high school math is often the gatekeeper class: matriculation at a four-year college is largely correlated to success in math. The school is committed to helping students fill the often gaping holes in their skill sets and become numerate, confident problem solvers who understand concepts rather than rely on rote methods to get answers.

Courses Offered:

- Algebra I
- Numeracy (Pre-Algebra)
- Algebra II
- Geometry
- Pre-Calculus

Social Studies

The History program at DCP engages students in the study of essential historical questions and historical thinking skills while focusing on promoting literacy. DCP 9th graders do not begin history until 2nd semester--instead, students begin the year with College Readiness, a course that is designed to support students in developing their college-ready skills as well as a vision of themselves as college-bound students.

Courses Offered:

- World History (part of the interdisciplinary humanities core)
- US History
- Government/Economics
- College Readiness

Science

Many DCP students come to high school with little or no background in the sciences. Because of this, the science curriculum at DCP has the responsibility of ensuring that students have a confident grasp of basic scientific concepts and information. In addition, the science program provides students with an opportunity to learn to "think like scientists," and to practice rigor, precision, and creativity as they solve problems.

Courses Offered:

- Biology
- Chemistry
- Integrated Science (9th grade)
- Environmental Science (12 grade)

Textbooks

DCP has purchased current textbooks for Algebra I, Algebra II, Geometry, Spanish I, Spanish II, Spanish III, World History, U.S. History, Biology, Chemistry. English teachers have identified the core texts for each grade level, and those books have been purchased and are a part of the DCP collection. Art teachers identify core texts to use for each art class and materials are purchased to supplement the art program.

Specialized Programs

Special Ed

DCP has a full-time RSP teacher who works with about 25 students in an inclusion program. We have an MOU with SJUSD for all additional services including a school psychologist, program specialist, and speech therapist.

At-risk students

We treat all of our students as high risk because we target low achieving middle school students who have a 2.0 or below and have not had successes in school.

English language learners

We also teach all of our students using the same strategies as we do for ELL. All lessons are differentiated in all classes.

Students with disabilities

We have a full-time Resource Teacher who works to support and serve students who have IEPs or who need IEPs or otherwise require modifications. We implement a push-in model.

After-school programs and Athletics

DCP offers a full range of athletics, a Gay Straight Alliance organization, Robotics Team, a Dance Club, Mock Trial, and Yearbook. Downtown College Preparatory (DCP) has been a member of the Christian Private School Athletic League (CPSAL) since the fall of 2002 as a competing varsity member. DCP Athletes embody the schools values of Ganas (desire), Orgullo (pride), and Comunidad (community) on and off the field making us an opponent every team enjoys to play. DCP athletes are students first and must have and maintain a 2.0 GPA or above to participate. Go Mighty Lobos! DCP competes in the following sports at the varsity level: boys & girl's soccer, girl's volleyball, and boy's & girl's basketball.

Tutoring

As part of our regular extended school day DCP offers a homework center on Mondays and Thursdays from 4:00 – 5:00 PM. Students have the opportunity to seek help from their teachers and to work on homework assignments in a quiet place.

College Guidance

College Guidance Counselor and Alumni Services Coordinator- DCP students and families receive intensive support in the college application and matriculation process from the College Lab. The College Lab itself is the hub of all application activity, and is filled with resources and technology for students, and is staffed by the College Guidance Counselor and the Alumni Service Coordinator. The College Guidance department offers a wide range of personal support services for students, especially seniors and second-semester juniors. Students receive coaching and assistance through the entire college search, application, choice, securing financial aid, and enrolling processes. The College Guidance counselor also supports timely response to deadlines and requests for further information. Each senior meets individually with the College Guidance Counselor in the fall to discuss his or her academic record and personal options and choices for where to go to college in order to select which colleges to apply to. Then, each student is personally overseen in the online CSU application process. Each application is reviewed for accuracy before submittal. This same process follows for those applying to the state university system and private colleges, with the addition of personal essay preparation help both from English teachers and personnel in the College lab. The College Guidance Counselor works with all families around **financial aid planning and support, including FAFSA, with specialized attention for students without permanent residency.**

Once students have started in college DCP has an Alumni Services Coordinator who works closely with alumni to help them manage challenges once they are in college, and advocate constantly with admissions offices to help our alumni gain admission and resources. The Alumni Services Coordinator also brings back information from our alumni to help refine the academic program.

School Finances (Fiscal Year 2007-08)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$10,141	\$2,745	\$7,396	\$50,776
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	6.71%	-32.14%	35.51%	-27.19%
State			\$5,512	\$65,905
Percent Different - School Site and State			34.18%	-22.96%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

Funding

Downtown College Pre-The Alameda must privately raise 12% of its annual budget through philanthropic gifts to sustain programs that are unique to DCP and necessary to fulfill our college-bound vision for all students.

Special remedial programs such as Numeracy and Verbal Reasoning are supported through a series of fund raising efforts.

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,165	\$42,065
Mid-Range Teacher Salary	\$74,634	\$67,109
Highest Teacher Salary	\$90,708	\$86,293
Average Principal Salary (Elementary)	\$110,863	\$107,115
Average Principal Salary (Middle)	\$114,513	\$112,279
Average Principal Salary (High)	\$123,169	\$122,532
Superintendent Salary	\$251,999	\$216,356
Percent of Budget for Teacher Salaries	37.80 %	39.40 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards

Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The **California Standards Tests (CST)** show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

The **CAPA and CMA** are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [<http://star.cde.ca.gov>]<http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>]<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	29	25	29	48	51	54	43	46	50
Mathematics	13	10	14	46	48	50	40	43	46
Science	22	33	39	42	50	52	38	46	50
History-Social Science	23	29	34	39	43	49	33	36	41

California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*		*
Asian	*	*	*	*
Filipino				
Hispanic or Latino	29	14	38	34
White (not Hispanic)	*	*	*	*
Male	25	15	38	40
Female	33	13	41	28
Economically Disadvantaged	28	13	41	36
English Learners	5	3	24	19
Students with Disabilities	5	0	*	17
Students Receiving Migrant Education Services	*	*		*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results for All Students—Three-Year Comparison

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	41.3	51.0	40.4	57.9	61.5	59.7	48.6	52.9	52.0
Mathematics	40.9	48.4	47.0	61.1	59.9	61.3	49.9	51.3	53.3

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

CAHSEE Results by Student Group—Most Recent Year.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	59.6	26.6	13.8	53.0	40.0	7.0
Male	57.8	31.1	11.1	47.9	41.7	10.4
Female	61.2	22.4	16.3	57.7	38.5	3.8
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	60.9	25.0	14.1	52.6	41.2	6.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	88.2	11.8	0.0	62.2	37.8	0.0
Socioeconomically Disadvantaged	62.2	24.3	13.5	50.6	41.6	7.8
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period

Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	1	4	4
Similar Schools	1	7	7

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			API Score
	2006-07	2007-08	2008-09	2009
All students at this school	173	6	-1	681
Hispanic or Latino	177	8	-8	679
White (Not Hispanic)				
Socioeconomically disadvantaged	188	-11	3	688
English Learners	119	39	-32	633
Students with Disabilities				

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.		

Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.0	8.1	7.3

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pfi/>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that

School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Dropout Rate (1-year)	1.1	1.7	0.9	2.7	2.9	2.4	3.5	4.4	3.9
Graduation Rate	92.7	88.0	100.0	90.8	85.6	86.1	83.4	80.6	80.2

Completion of High School Graduation Requirements

Group	Graduating Class of 2009	
	School	District
All Students		70.0%
African American		70.2%
American Indian or Alaska Native		68.0%
Asian		92.4%
Filipino		78.7%
Hispanic or Latino		55.7%
Pacific Islander		58.8%
White (not Hispanic)		82.5%
Socioeconomically Disadvantaged		65.8%
English Learners		32.4%
Students with Disabilities		42.3%



Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-2009 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

Note: "N/A" means that the student group is not numerically significant (less than 10).

Courses for University of California and/or California State University Admission

This table displays for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found on the Dataquest we site at <http://dq.cde.ca.gov/dataquest/>.

	Percent
Students Enrolled in Courses Required for UC/CSU Admission	80.2
Graduates Who Completed All Courses Required for UC/CSU Admission	92.2

Postsecondary Preparation

College Admission Test Preparation Program

This is part of the work of the College Lab

Workforce Preparation Programs

Because DCP's mission is to prepare students to thrive in a four-year university, it does not offer workforce preparation programs.

Drop Out Prevention Programs

DCP does not offer any drop out prevention programs per se, but the entire school is organized around student success, and there are a variety of measures in place in order to monitor student progress and assist students who seem to be getting off track.

The Dean of Students monitors student progress, and students who are not on track to graduate (as determined by the CSU Matrix) are retained. This absence of social promotion is an important support system for students. The school's small class size and personalized attention by teachers also promote student success. Students who are off track meet with the Dean of Students or another administrator, and individualized support systems are designed. Parents and families are included at the meetings, and monthly family meetings are used to educate families about a variety of topics including how to help students study and succeed, the requirements for promotion to the next grade level, and college entrance requirements.

DCP currently has developed an Advisory Program that further addresses the need to successfully retain students. DCP hired an Educational Pioneer Fellow to research and develop a program, staff was trained, and the program was implemented in 2008-09.

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	2	6.2



Career Technical Education Programs

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupational Center, Central County Occupational Center/Metropolitan Education District (CCOC/MetroEd). CCOC is a consortium of six school districts offering exciting and effective job training classes in one unique facility. High school advisors recommend students for CCOC placement. Students are bused to and from their home school daily, attending CCOC for three hours in conjunction with their regular high school studies. CCOC course offerings are primarily those that require special facilities and equipment normally not available or economically feasible at any one school. However, each of the comprehensive high schools in SJUSD has ROP courses offered on its campus. These courses vary by school and for up-to-date information, the school needs to be contacted.

Measure	School	District
Number of students participating in CTE	576	3,291
Percent of pupils completing a CTE program and earning a high school diploma		77%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education.		84%

Each high school's sequence of courses varies and changes according to staff availability, student enrollment, and employment trends. As an example, one high school in SJUSD, a technology magnet, has the following strands:

- Multimedia/Advanced Multimedia
- Drafting and Advanced Drafting
- Woods/Woods Advanced/Construction Class offered at CCOC

Currently, the following ROP courses are offered at SJUSD high schools (these courses are subject to variation year-to-year):

Broadway High School	Child Development
Gunderson High School	Video Production
	Multimedia Design Level 1 and 2
	Construction Technology
	Drafting Level 1 and 2
Leland High School	Animation
	Computer Applications
	Media Arts
Lincoln High School	Multimedia Design Level 1 and 2
	Commercial Photography
Pioneer High School	Multimedia Design Level 1 and 2
	Construction Technology
	Multimedia Design Level 1 and 2
San Jose High Academy	Multimedia Design/Yearbook
	Commercial Photography
	Computer Applications
Willow Glen High School	Commercial Photography
	Multimedia Design Level 1 and 2
	Multimedia Design/Yearbook

In addition to these career pathways, SJUSD also has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at San Jose High Academy and Leland High School. This is a nation-wide, highly-respected curriculum introducing high school students to engineering.

SJUSD has a Career/Vocational Counselor who presents CCOC opportunities to all sophomores and interested juniors and seniors in SJUSD. This is done through presentations at each comprehensive high school. In addition, the counselor is housed at CCOC and monitors the progress of each SJUSD student enrolled at CCOC. Each comprehensive high school offers extended counseling support to students for career and post-secondary planning.

Each school also has a College and Career Center which affords students the opportunity to explore college and careers by using district approved career guidance software. The software provides tools that assist students in exploring careers and education and training opportunities in order to make informed decisions about their futures. A Career Center Technician is available to train students in the use of the software and to assist them in their exploration and planning.

Housed in each College and Career Center is Central County Occupational Center High School Advisors Handbook. This handbook lists all of the courses offered to SJUSD students at the CCOC. The handbook also indicates career pathways for the classes offered at CCOC. Articulation agreements with local community colleges specifying college credits which may be earned by successful completion of CCOC courses are available in the handbook also.

CCOC currently offers courses to SJUSD students:

Automotive Technology

- Auto Body Repair and Refinishing
- Brakes and Alignment
- Engine Repair and Transmissions
- Truck Mechanics
- Tune-Up and Electrical Systems

Building Technology

- Air Conditioning/Refrigeration/Heating
- Carpentry
- Electrical Maintenance

Business Technology

- Managerial Accounting
- Office Assistant
- Small Business Management

Engineering/Industrial Technology

- Computer-Aided Drafting
- Computer Technology Careers
- Metals Technology/Welding
- Precision Machining

Health & Community Service

- Dental Assisting
- Forensic Investigation
- Health Occupations
- Law Enforcement
- Medical Assistant
- Medical Office Careers
- Probation & Legal Careers
- Veterinary Assistant

Hospitality

- Baking and Catering
- Culinary Arts

Visual Arts

- Animation
- Graphic Design
- Interior Design
- Multimedia
- Video Production

For additional information, contact the district office or speak with the school principal.

San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

(408) 535-6650 ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.