Downtown College Prep - Alum Rock

Mr. David Aaron Herrera, Principal

 Principal, Downtown College Prep - Alum Rock

About Our School

Starting DCP Alum Rock has truly been an shared effort with parents, students, teachers, and other staff. I'm proud that in our first year, we were the highest performing new charter middle school in the state of California. Our students also made reading gains that earned us recognition from Achive3000 as the school with the highest reading gains in the Western United States.

During the 2012-2013 school year, we focused specifically on the instructional design for mathematics. We investigated several software programs to support student learning in math, and also examined blended learning practices nationally. Also, in light of the transition to the Common Core Standards, we have placed a greater focus on conceptual understanding and authentic opportunities for students to apply their problem-solving skills to real-life situations. I'm proud to report that we one-third of our sixth grade students were able to complete two years of math curriculum this year and will take algebra in the fall of 2013. In addition, our algebra proficiency rates for the 2012-2013 school year placed us as the fourth highest achieving school in San Mateo and Santa Clara counties for Latino algebra proficiency. Given that this was the first year that we had 8th grade students taking the algebra exam, we are particularly proud of this achievement.

We also focused on incorporating Design Thinking and community service as two integral components of our instructional model. Students engaged in a design thinking project centered on diabetes in partnership with the Biomedical Engineering Society at San Jose University. Eighth grade students learned about diabetes, interviewed insulin pump users, nutritionists, and medical professionals. Students then chose to either develop designs for an improved insulin pump or to develop a method of reducing type II diabetes.

Parent involvement also continued to be a significant aspect of the DCP Alum Rock culture. Parents established a PTO and raised sufficient funds to support after school sports, an in-school arts program, college field trips, and an awards dinner. Many parents logged well over 100 hours of volunteer time throughout the year.

We are looking forward to the continued growth of our school, and welcome visitors to see what DCP Alum Rock has to offer.

Contact

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San Jose, CA
95122

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View Larger Map
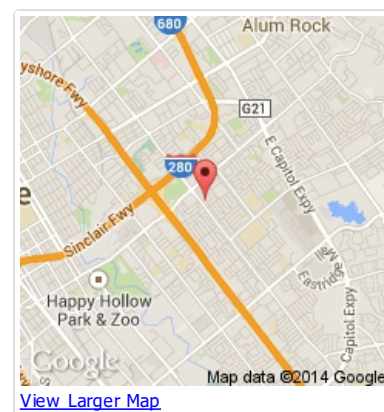
Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Downtown College Prep - Alum Rock
Street	1250 South King Rd.
City, State, Zip	San Jose, Ca, 95122
Phone Number	408-942-7000
Principal	Mr. David Aaron Herrera, Principal
E-mail Address	dherrera@dcp.org
County-District-School (CDS) Code	43104390123257

District	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Web Site	http://www.sccoe.org
Superintendent First Name	Xavier
Superintendent Last Name	De La Torre
E-mail Address	xavier_delatorre@sccoe.org

Last updated: 2/3/2014

School Description and Mission Statement (School Year 2012-13)

DCP prepares students who will be the first in their families to go to college to thrive at four-year universities. DCP has a singular goal for every student: **DCP graduates will enroll in and graduate from a four-year college.** DCP recognizes that its students need a rigorous curriculum that builds college-ready skills and a school culture that develops their college aspirations. DCP's academic programs are designed to promote academic resilience and independence among students in order to prepare them for the challenge of college. DCP Alum Rock Middle School opened in Fall 2011 and was the highest performing new middle school in California in its first year. DCP Alum Rock Middle School students demonstrate accelerated achievement across academic performance bands. Through DCP's signature literacy model, blended learning strategies, and college readiness courses, students develop a passion for learning and a college-going mindset which serves as the foundation of their path to college. By 2014-15, DCP Alum Rock will serve 400 students in grades 6-8 The middle school is a feeder school to DCP Alum Rock High School. This campus offers an opportunity to deepen best practices and innovate in new areas toward the goal of ensuring students are performing at or above grade level prior to entering high school. Downtown College Prep Alum Rock – High School DCP Alum Rock High School is DCP's newest high school and is an extension of the DCP Alum Rock Middle School family. In 2014-15, DCP Alum Rock will serve grades 9-10 and will grow to serve 600 students in grades 9-12 by 2016. DCP Alum Rock students are pioneers in the founding of this new school. Having experienced middle school at DCP, the high school students possess a very strong commitment to learning and academic growth. They are actively involved in the leadership of their community serving as peer mediators and tutors. This school offers an opportunity to be part of an innovative, start-up community committed to ensuring its founding classes are prepared to matriculate to competitive universities across CA and the United States.

Last updated: 2/3/2014

Opportunities for Parental Involvement (School Year 2012-13)

DCP believes that parents play an important role in students' academic progress. Thus DCP's goal is to work collaboratively with the parents to create an excellent learning environment. To this end, DCP parents and site leadership developed a parent volunteer policy requesting that each family volunteer at least 30 hours every school year. Families can appoint any adult (family friends or relatives) to volunteer on their behalf. Volunteer hours are met by helping in the classroom or front office, helping to recruit students for the next year, helping with recess or lunch, volunteering with projects at night or on weekends, and helping with student groups such as basketball or soccer teams. The use of community volunteers allows DCP to among other things, create a culture of community, demonstrate to students that their parents are involved and care about their education, and enable parents to feel they are part of the movement to get every student to and through college.

Last updated: 2/3/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
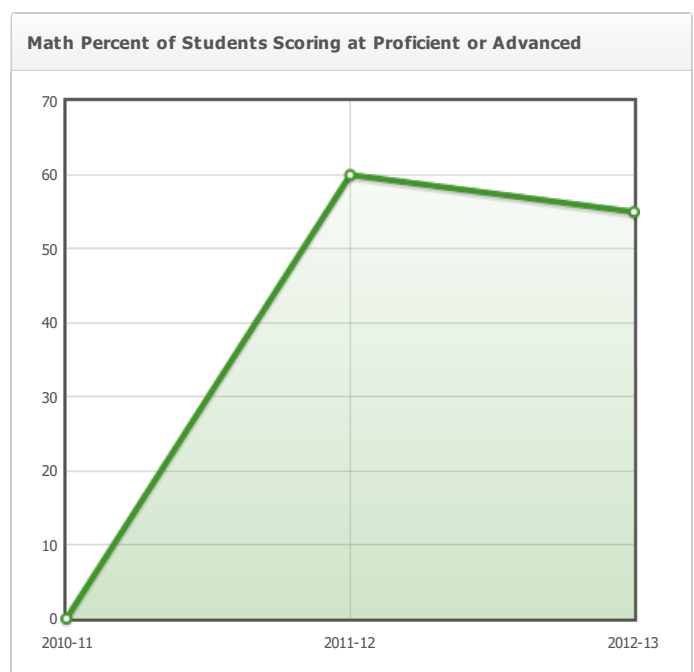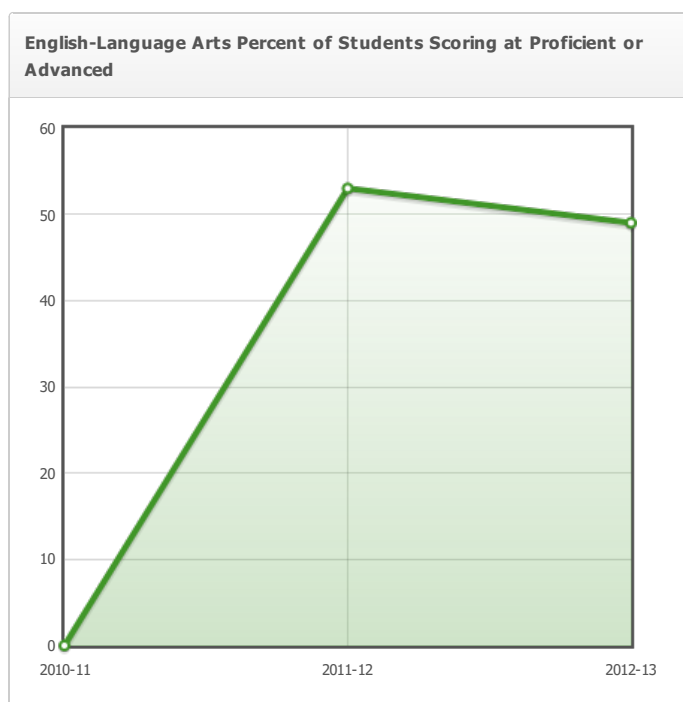
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.
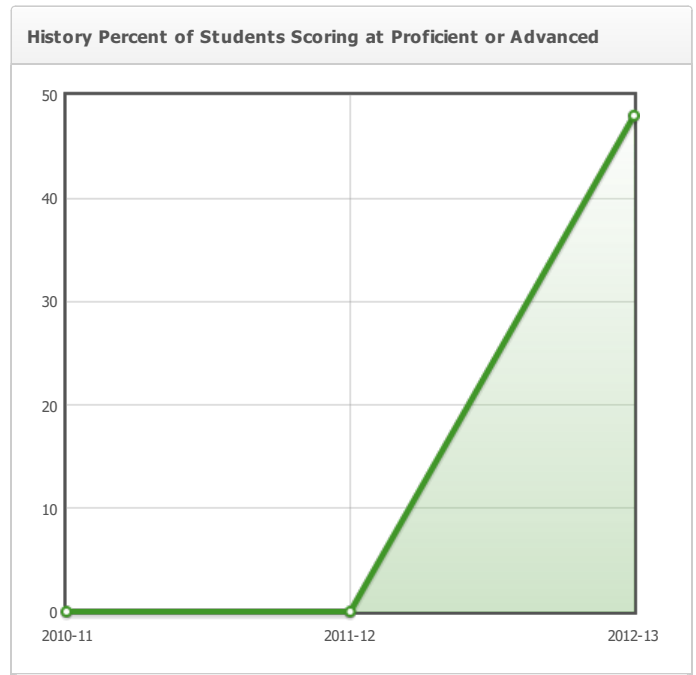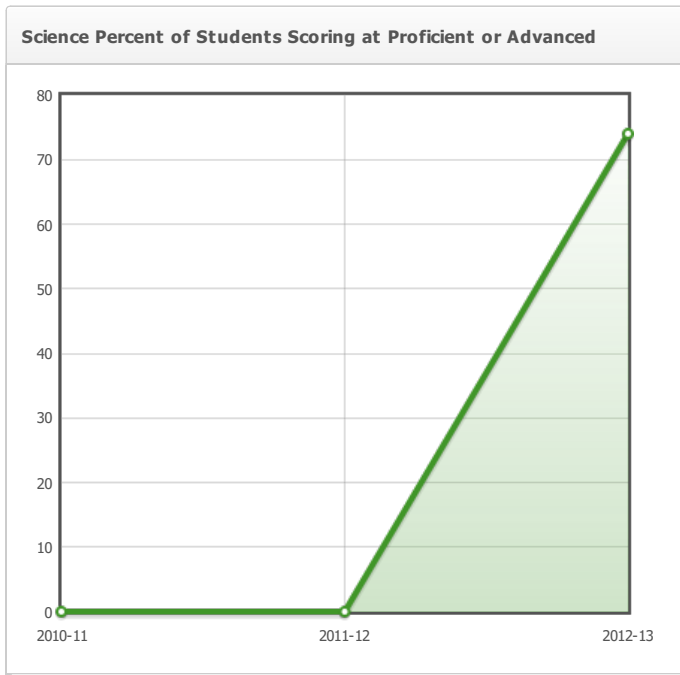
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
Subject	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
English-Language Arts	N/A	53%	49%	55%	58%	57%	54%	56%	55%
Mathematics	N/A	60%	55%	55%	57%	58%	49%	50%	50%
Science	N/A	N/A	74%	51%	65%	63%	57%	60%	59%
History-Social Science	N/A	N/A	48%	30%	46%	44%	48%	49%	49%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced

History Percent of Students Scoring at Proficient or Advanced

Last updated: 2/3/2014

Standardized Testing and Reporting Results by Student Group — Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	58%	61%	44%
All Students at the School	49%	55%	74%	48%
Male	46%	51%	83%	56%
Female	52%	60%	67%	42%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	47%	52%	70%	46%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	50%	55%	72%	49%
English Learners	13%	23%	40%	17%
Students with Disabilities	10%	20%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.
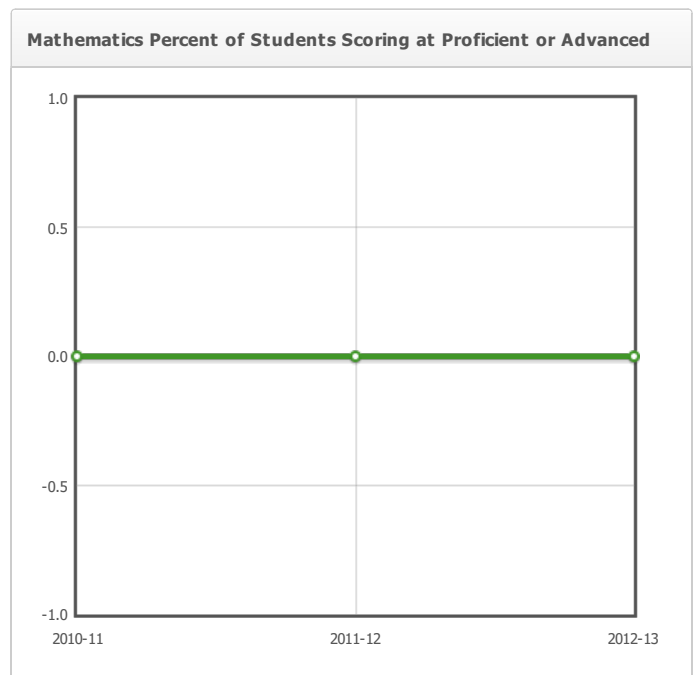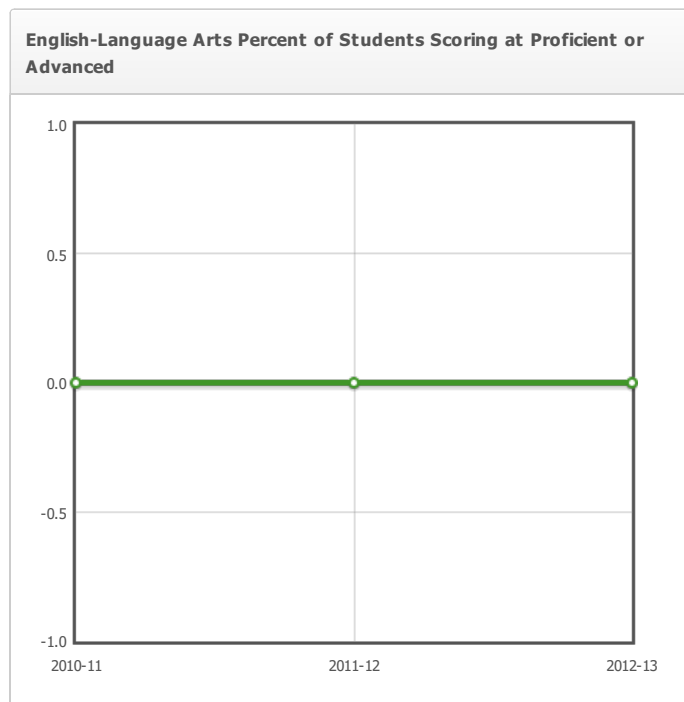
Last updated: 2/3/2014

California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	37%	39%	45%	59%	56%	57%
Mathematics	N/A	N/A	N/A	32%	40%	47%	56%	58%	60%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 2/3/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	22%	23%	53%	29%	17%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 2/3/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.4%	18.4%	21.4%

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.

Last updated: 1/30/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent 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 ten 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	2010-11	2011-12	2012-13
Statewide			5
Similar Schools			9

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School		B	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			-7
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			-7
English Learners			-46
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	250	787			4,655,989	790
Black or African American	1				296,463	708
American Indian or Alaska Native	0				30,394	743
Asian	10				406,527	906
Filipino	1				121,054	867
Hispanic or Latino	227	774			2,438,951	744
Native Hawaiian or Pacific Islander	4				25,351	774
White	5				1,200,127	853
Two or More Races	2				125,025	824
Socioeconomically Disadvantaged	225	785			2,774,640	743
English Learners	159	744			1,482,316	721
Students with Disabilities	22	565			527,476	615

Last updated: 1/30/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

• Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/30/2014

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	35.0%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 5	1
Grade 6	95
Grade 7	109
Grade 8	60
Total Enrollment	265
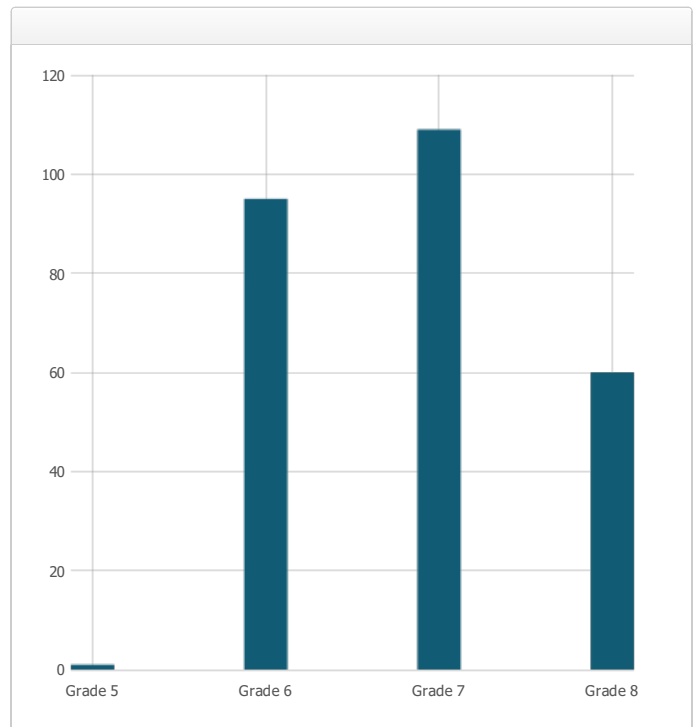
Last updated: 1/30/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.0
Asian	3.8
Filipino	0.4
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	1.5
White	1.9
Two or More Races	0.8
Socioeconomically Disadvantaged	87.2
English Learners	60.8
Students with Disabilities	8.7
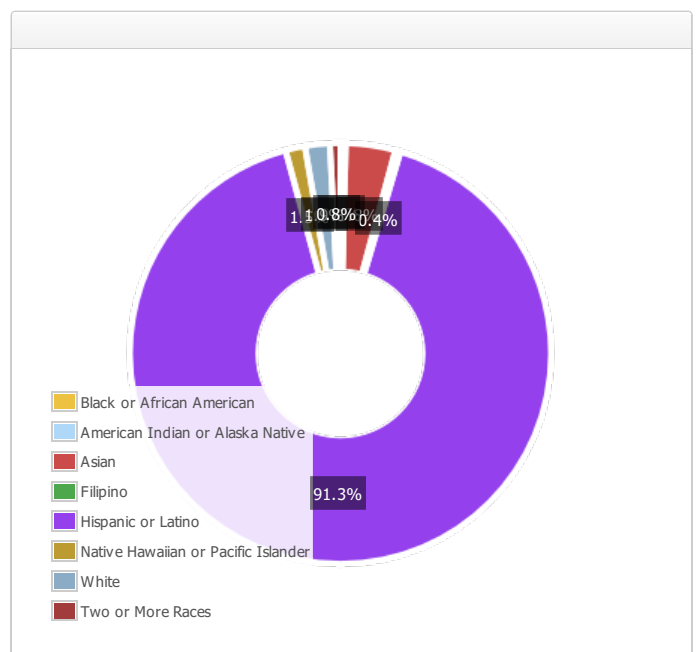
Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Elementary)

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6										32.0		8	4
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/30/2014

Average Class Size and Class Size Distribution (Secondary)

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English					30.0	0	4	0	35.0		2	6
Mathematics					36.0	0	4	1	34.0		2	3
Science					30.5	0	2	0	34.0		2	3
Social Science					30.0	0	2	0	34.0		2	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2014

School Safety Plan (School Year 2012-13)

Emergency Preparedness: The school has a site emergency plan, which specifies responses to varied emergency situations including, assault and fighting, blood borne pathogen, bomb threats, campus unrest, chemical spills, shooter on campus, earthquake, explosions, utilities failure, fallen aircraft, fire, hostage situation, medical, severe weather et cetera. Emergency team roles and responsibilities are described in the plan and are reviewed annually. Roles include the school site responsible official, the school site safety coordinator and the central office responsible official. Other roles include team leaders for the site communications, assembly area, first aid, food & water, search & assessment, student release, traffic & security, utilities and hazards teams. Emergency drills are held periodically and as required for fire, earthquake and code red/lockdown scenarios. **Student & Staff Safety:** DCP aims to provide a safe learning and working place for its students and staff. Different policies govern the behavior of both students and staff to ensure the safety of both. These include mandatory reporting policies, policies against various types of harassment and intimidation and suspension and expulsion policies for students whose behavior impact the safety of other students or staff. Training is also provided.

Last updated: 1/31/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions		5.00	31.00			
Expulsions		0.00	2.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions

Expulsions
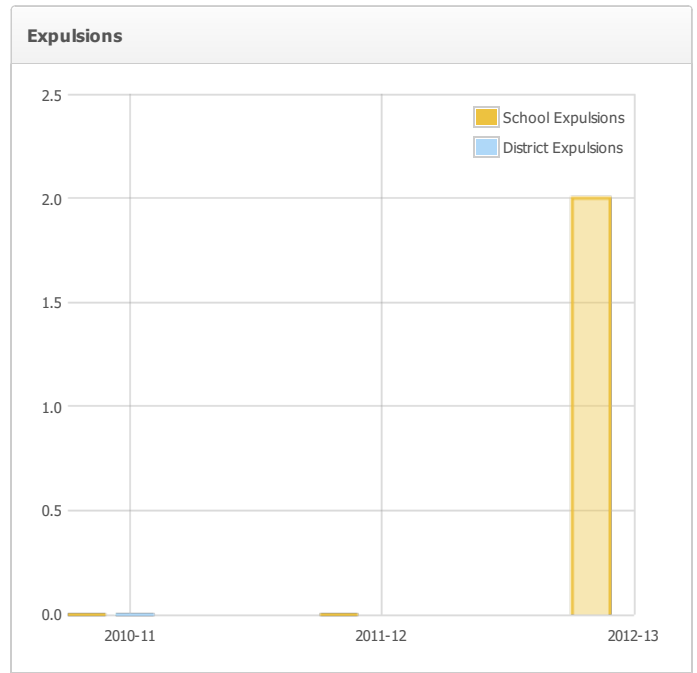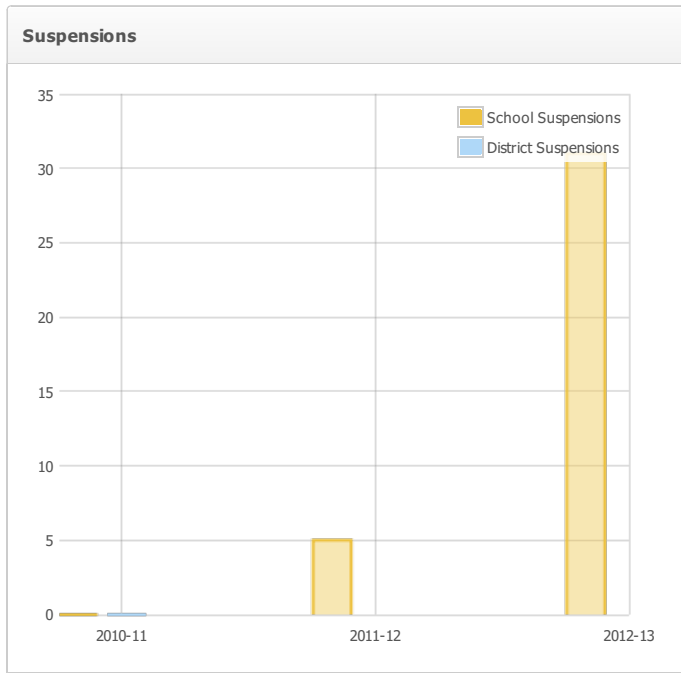
Last updated: 1/30/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Summary of Facilities Condition: DCP leases a facility from the Alum Rock Unified School District. DCP shares the site with KIPP Heartwood and collaborates with both the District and KIPP to keep the facility clean and well maintained. The district is responsible for keeping the exterior walls and roof of the buildings in good order, condition and repair. DCP and KIPP are responsible for routine maintenance and repair of the non-structural portions of the facility to keep them in a good, clean, and safe condition.

In 2012-2013, most of the repairs were to the HVAC system.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

| System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2013-14)

Overall Rating	Good

*Last updated: 1/30/2014*

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential		6	13	
Without Full Credential		1	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	
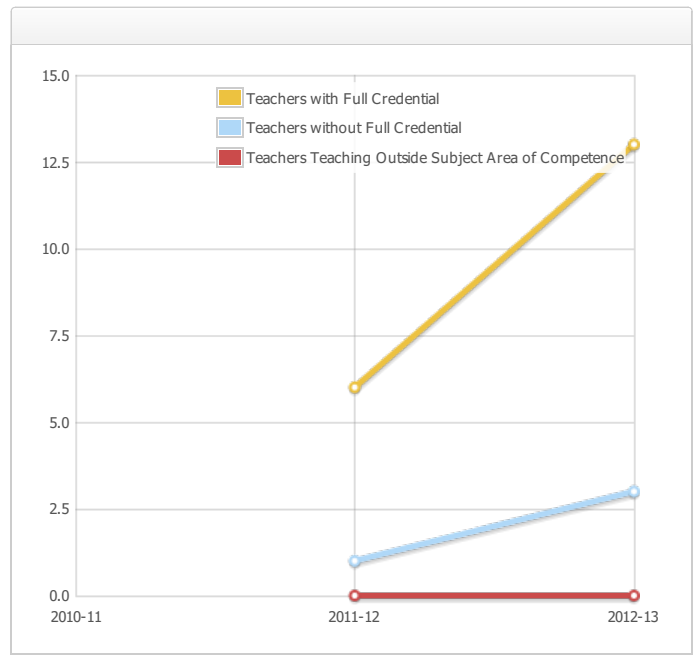
Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
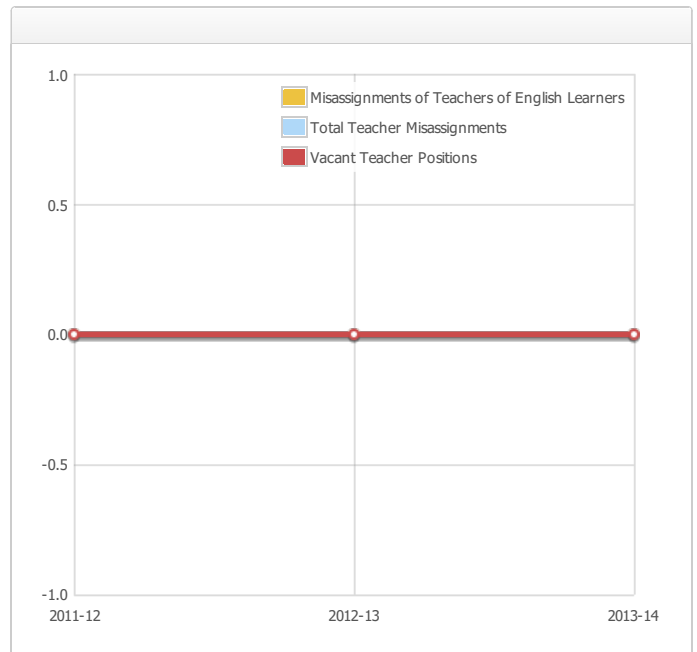
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	3.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/30/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt McDougal (Littell	Yes	0.0
Mathematics	Glencoe/McGraw Hill	Yes	0.0
Science	Interactive Science (Pearson)	No	0.0
History-Social Science	History Alive! (TCI)	Yes	0.0
Foreign Language	Holt: Nuevas Vistas (Spanish)	No	0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/31/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,874	$1,690	$6,184	$55,934
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

Features of our Program: All students complete the A-G courses necessary to apply to college. In addition, we have blended learning/Computer-based learning and provide 1:1 and small group tutoring. Students also receive emotional and academic support from teacher advisors and counselors. We also have Advanced Placement classes and electives such as art, environmental science and global dance. Furthermore, our college lab staff and teachers work with our students to create individualized college plans. Additionally, DCP offers coaching and support while in college including scholarships, mentoring and emotional support. DCP also offers extracurricular activities such as clubs (Human Rights, Animation, Computer Programming, Robotics, Leadership, Slam Poetry, Chess et cetera), sports (Soccer, Basketball, Volleyball and Cross Country).

Last updated: 1/30/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

Principal Salary Chart
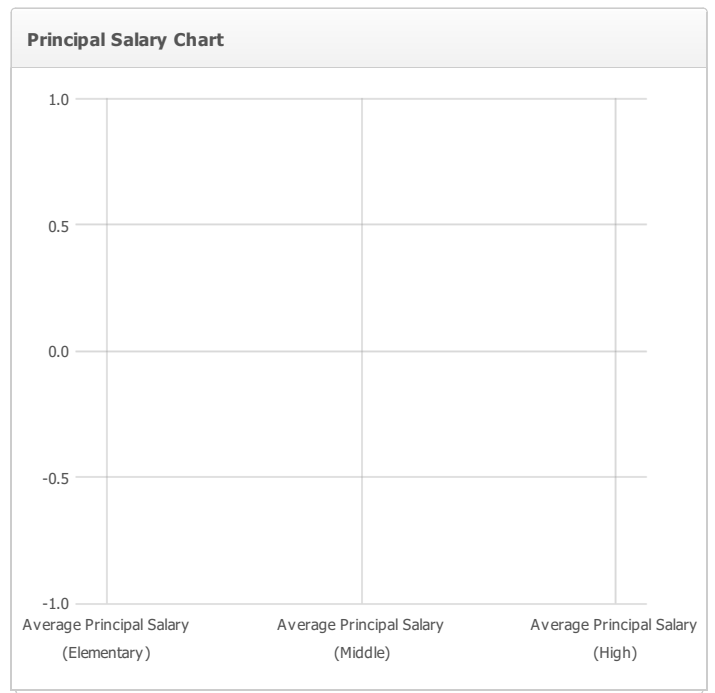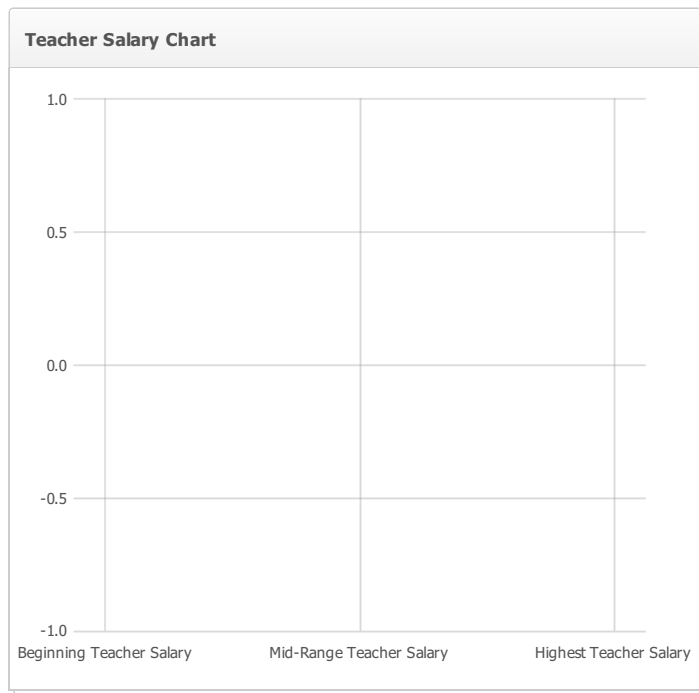
Last updated: 1/30/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 UC Admissions Information Web page.

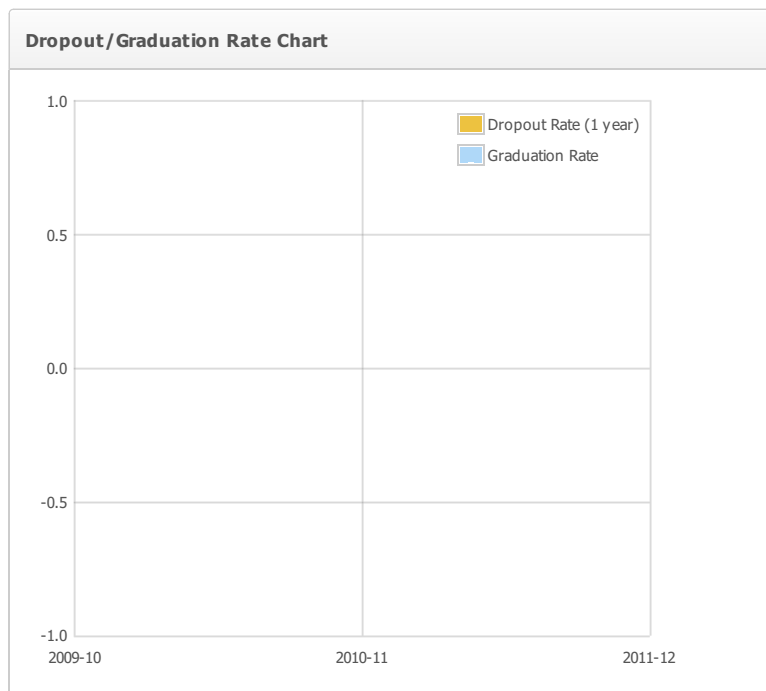**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page.

Dropout Rate and Graduation Rate

	School			District			State		
Indicator	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
Dropout Rate							16.6	14.7	13.1
Graduation Rate							74.72	77.14	78.73

Dropout/Graduation Rate Chart

Last updated: 1/30/2014

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

UC/CSU Course Measure	Percent

2012-13 Students Enrolled in Courses Required for UC/CSU Admission	14.5
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Last updated: 1/30/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

At DCP, the school site teachers and staff collaborate with site administrators to develop the conditions under which all staff members become the models and nurturers of the school's culture and values. The staff also works with the site administrators and relevant Central Office staff to periodically take the pulse of the school climate including culture. Therefore, professional development at DCP includes not just practical teaching or classroom management strategies or operational strategies but also how to relate to one another and how to deal with conflict issues harmful to DCP's culture. DCP dedicates 10 days to professional development from August to June. The period starts in August with 4-5 days of orientation, with the first day dedicated to new teachers only. During the orientation the staff get the opportunity to, connect with the DCP mission and impact, get updates on the strategic plan or the strategic planning process, understand the role of administrators, understand how to support students and families on the path to college, and gain fundamental knowledge of resources such as the Reader's Workshop Program to support student literacy and love of reading. During the school year, professional development continues through an additional 5 professional development days, weekly staff meetings and weekly department meetings. In addition, trainings are provided for ongoing initiatives such as data analysis and use, techniques and strategies to incorporate technology in the classroom. Teachers also observe each other, collaborate and provide peer to peer coaching. Veteran teachers provide a mentoring role that supplements the Beginning Teachers Support & Assessment (BTSA) program and individual managers or principal support. Teachers and other staff also have opportunities to pursue individualized professional growth opportunities at or outside of DCP. Each staff member and the respective manager are responsible for identifying those opportunities.

Last updated: 1/31/2014