

George Christian Education Center

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	George Christian Education Center
Street	22368 S. 6th St.
City, State, Zip	S.Dos Palos, CA. 93665
Phone Number	209-392-0280
Principal	Kevin Jones
Email Address	kjones@dpol.net
School Website	George Christian Education Center
Grade Span	9-12
County-District-School (CDS) Code	24-75317-2430015

2024-25 District Contact Information

District Name	Dos Palos Oro Loma Joint Unified School District.
Phone Number	209-392-0200
Superintendent	Andrew Schwab
Email Address	aschwab@dpol.net
District Website	dpol.net

2024-25 School Description and Mission Statement

Westside High School offers a variety of programs for students who, for many reasons, are not being successful in or are unable to attend the comprehensive high school. The school has been designed to provide a student with a small school environment to continue his/her education while working to develop the skills, habits, and attitudes that will allow him/her to be successful in pursuing life goals. It is the belief of the Dos Palos Oro Loma Joint Unified School District that all students who wish to pursue an education have the right to do so provided they are willing to attend regularly and are willing to display acceptable behavior in the educational setting. Since students learn in many different ways and have different learning abilities, they should be offered a variety of learning atmospheres and modes of instruction. It is the intent of Alternative Education to

2024-25 School Description and Mission Statement

meet those needs by developing a individualized curriculum for our students.

MISSION STATEMENT- To create a learning environment where ALL students value their lives and their education by reaching their full potential through knowledge and accountability for success in the 21st Century with skills towards being college and career ready by having access towards academic proficiency.

VISION STATEMENT We strive to provide an equal educational opportunity for each student to succeed to his/her highest potential offering intellectual and social development for all students in order to take advantage of their individual abilities and encourage the respect of self and others to help students become responsible, productive, and contributing members of society.

The goal is to have students on track to return to the comprehensive site, be on track to graduate from GCEC, and college and career ready.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	16
Grade 11	26
Grade 12	35
Total Enrollment	78

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	51.3
Non-Binary	2.6
American Indian or Alaska Native	6.4
Black or African American	5.1
Hispanic or Latino	73.1
White	15.4
English Learners	16.7
Foster Youth	1.3
Homeless	1.3
Migrant	9
Socioeconomically Disadvantaged	96.2
Students with Disabilities	21.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	100.00	100.20	86.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	5.93	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.30	3.77	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.20	1.09	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	2.70	2.39	18854.30	6.86
Total Teaching Positions	5.00	100.00	115.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.40	86.22	100.40	87.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.90	6.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	13.78	0.90	0.85	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	3.30	2.90	15831.90	5.67
Total Teaching Positions	3.90	100.00	114.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.80	57.11	89.00	77.05	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	4.81	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.50	10.88	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	13.03	2.60	2.29	11746.90	4.23
Unknown/Incomplete/NA	1.40	29.86	5.70	4.96	14303.80	5.15
Total Teaching Positions	4.90	100.00	115.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.50	0.6
Total Out-of-Field Teachers	0.00	0.50	0.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	40.00	38.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	71.60	57.3	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westside High School adheres to the district's adopted curriculum..

Year and month in which the data were collected August 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe-McGraw Hill (2009)	Yes	0%
Mathematics	College Preparatory Mathematics (CPM) 2015-2016	Yes	0%
Science	10th McDougal Littell/Biology 11th Odysseyware/Science/Earth Science	Yes	0%
History-Social Science	10th Holt McDougal/Modern World History 11th Holt McDougal /The Americans 12th Magruder's/American Government	Yes	0%
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Our campus is one of the oldest in the district and yet it is well maintained and is adequate for our students. Staff consistently review and immediately address identified deficiencies in our facilities..

Year and month of the most recent FIT report August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	7	3	26	24	46	47
Mathematics (grades 3-8 and 11)	0	0	14	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	40	30	75.00	25.00	3.33
Female	--	--	--	--	--
Male	30	22	73.33	26.67	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	26	81.25	18.75	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	14	11	78.57	21.43	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	30	76.92	23.08	3.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	7	58.33	41.67	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	40	30	75.00	25.00	0.00
Female	--	--	--	--	--
Male	30	22	73.33	26.67	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	26	81.25	18.75	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	11	78.57	21.43	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	39	30	76.92	23.08	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	7	58.33	41.67	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	0.00	1.69	12.93	14.75	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	59	74.68	25.32	1.69
Female	33	24	72.73	27.27	4.17
Male	45	35	77.78	22.22	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	58	46	79.31	20.69	2.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	15	10	66.67	33.33	--
English Learners	19	15	78.95	21.05	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	57	76.00	24.00	1.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	11	55.00	45.00	0.00

2023-24 Career Technical Education Programs

Westside High School does not have an ROP Program but we offer some basic skills opportunities to our students: Computer and technology skills, Journalism, Industrial Arts, Mechanical drawing, Medical Terminology, Medical Health, Food service, ASB Leadership and Community Service.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	92
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	15.38
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Dos Palos-Oro Loma JUSD is proud to promote community-centered schools. The schools are firmly involved in community activities and the community strongly supports the local schools and programs. Westside High School establishes parent involvement and provides many opportunities for parents to participate in their child's education. Parent outreach activities include: a parent/student orientation on the first day of school, mandatory quarterly and semester parent conferences for all students, a Back to School night in the fall, an Open house night in the Spring and an awards day for the 1st semester and the

2024-25 Opportunities for Parental Involvement

2nd semester. Parents are also able to attend monthly SSC and ELAC meetings. Instructional practices and curriculum are aligned with the comprehensive high school.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	26.2	27.3	9.3	7.6	3.8	2.7	7.8	8.2	8.9
Graduation Rate	71.4	63.6	90.7	91.2	94.6	95.7	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	43	39	90.7
Female	27	25	92.6
Male	15	13	86.7
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	29	26	89.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	42	38	90.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	122	110	95	86.4
Female	53	48	45	93.8
Male	67	60	48	80.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	83	68	81.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	17	15	15	100.0
English Learners	26	24	17	70.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	118	107	92	86.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	24	22	91.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
9.56	12.5	12.3	4.19	5.56	4.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.47	0	0.82	0.41	0.49	0.29	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.30	0.82
Female	7.55	1.89
Male	14.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	23.53	0.00
English Learners	7.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.71	0.85
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	25.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive Safety Plan has been reviewed by staff and SSC in September 2023 and revised in September 2023 and again in November. 2023 at School Site Council/ELAC Meeting.

The key components are how to handle all emergency issues that may occur and it describes the role of all staff and students

2024-25 School Safety Plan

including the First Responders in our area.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	12	1	
Mathematics	5	9		
Science	2	16		
Social Science	5	12	1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	12		
Mathematics	4	12		
Science	2	12		
Social Science	6	9	1	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	9		
Mathematics	6	7		
Science	1	2		
Social Science	1	11		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	78

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	21,911	3,396	18,515	83,185
District	N/A	N/A	9,669	\$89,207
Percent Difference - School Site and District	N/A	N/A	62.8	-7.0
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	52.9	-5.2

Fiscal Year 2023-24 Types of Services Funded

All continuation students have an individual student study plan that is reviewed by the Counselor and all teachers. When each student comes into the school they have an Individualized Education Plan developed by the Counselor/ teachers.

These plans are reviewed with the students and parents every 9 weeks and a report is sent home to parents.

All English Learners are pulled out to meet daily with the ELL specialist for extra help above and beyond the required ELD

Fiscal Year 2023-24 Types of Services Funded

instruction. In addition, counseling services are provided 2 times per month..

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & 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	\$57,200	\$54,930
Mid-Range Teacher Salary	\$86,944	\$85,386
Highest Teacher Salary	\$117,940	\$111,172
Average Principal Salary (Elementary)	\$137,842	\$136,564
Average Principal Salary (Middle)	\$136,084	\$141,339
Average Principal Salary (High)	\$140,890	\$153,241
Superintendent Salary	\$188,551	\$224,537
Percent of Budget for Teacher Salaries	24%	29%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Dos Palos Oro Loma Joint Unified School District currently provides a number of professional growth and staff development opportunities. Professional development opportunities include academic achievement activities, social emotional learning, student engagement, and data driven practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement		5	4