

# Dos Palos Elementary School

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Dos Palos Elementary School
<b>Street</b>	2149 Almond St.
<b>City, State, Zip</b>	Dos Palos, CA
<b>Phone Number</b>	(209) 392-0260
<b>Principal</b>	Priscilla Gomez
<b>Email Address</b>	pgomez@dpol.net
<b>School Website</b>	<a href="https://dpe.dpol.net/">https://dpe.dpol.net/</a>
<b>Grade Span</b>	K-2
<b>County-District-School (CDS) Code</b>	6025431

### 2024-25 District Contact Information

<b>District Name</b>	Dos Palos Oro Loma Joint Unified
<b>Phone Number</b>	(209) 392-0200
<b>Superintendent</b>	Andrew Schwab
<b>Email Address</b>	ASchwab@dpol.net
<b>District Website</b>	www.dpol.net

### 2024-25 School Description and Mission Statement

The mission of Dos Palos Elementary staff is to work together as a T.E.A.M, "Together, Everyone, Achieves, More". We know that it takes a village to raise a child and together we will strive to raise students to become responsible, contributing adults. Our motto at DPE is to, "Treat others the way you want to be treated" and every day together we strive for students to learn their A.B.C's:

A: Always Safe  
 B: Be Responsible and Respectful

## 2024-25 School Description and Mission Statement

C: Care for Others

Dos Palos Elementary School is a TK to Second Grade Campus with approximately 600 students. When walking on to our campus you can quickly feel the caring culture of our staff. Our school is characterized by a strong sense of camaraderie and a commitment to provide nothing but the best for our students. With every decision made, student welfare is at the forefront.

DPE offers a Multi-tiered System of Support (MTSS) with three tiers of intervention in academic content, social-emotional regulations, behavior, and attendance. We offer an intensive reading intervention program. DPE is in our fourth year of PBIS implementation and is working on teaching our students' classroom and campus expectations while adding distance learning protocols. Our full-time school psychologist offers individual and group counseling to support struggling students and all staff monitors attendance on a daily basis. Our staff is committed to using student data to monitor student's success and create goals based on this data. The purpose of our educational program is to prepare students to be lifelong learners so that they can now and in the future reach their fullest potential.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	267
Grade 1	159
Grade 2	174
<b>Total Enrollment</b>	<b>600</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.3
Asian	0.3
Black or African American	0.8
Hispanic or Latino	83.8
Two or More Races	1.5
White	11.7
English Learners	37.8
Foster Youth	0.7
Homeless	1.8
Migrant	3
Socioeconomically Disadvantaged	88.2
Students with Disabilities	10.2

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.50	87.93	100.20	86.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	6.90	6.80	5.93	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	5.17	4.30	3.77	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.20	1.09	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	2.70	2.39	18854.30	6.86
<b>Total Teaching Positions</b>	29.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.00	100.00	100.40	87.56	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	2.62	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.90	6.06	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.90	0.85	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	3.30	2.90	15831.90	5.67
<b>Total Teaching Positions</b>	28.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	88.89	89.00	77.05	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.50	4.81	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.70	12.50	10.88	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.70	2.60	2.29	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	3.70	5.70	4.96	14303.80	5.15
<b>Total Teaching Positions</b>	27.00	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
<b>Permits and Waivers</b>	1.00	0.00	1
<b>Misassignments</b>	0.50	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.50	0.00	1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	1
<b>Total Out-of-Field Teachers</b>	0.00	0.00	1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.60	0	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

All students at Dos Palos Elementary have access to up-to-date textbooks and instructional materials that align with state standards and support their academic growth. In addition, the district is preparing to begin the adoption process for new history-social science instructional materials in the 2025-2026 academic year to ensure students receive the most current and engaging curriculum in this subject area.

**Year and month in which the data were collected** January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill-Wonder 2016-2017	Yes	0%
<b>Mathematics</b>	Great Minds Eureka Math 2018-2019	Yes	0%
<b>Science</b>	STEMScopes 2022-2023	Yes	0%
<b>History-Social Science</b>	Harcourt-Reflection 2007-2008	No	0%
<b>Foreign Language</b>	NA		
<b>Health</b>	NA		
<b>Visual and Performing Arts</b>	NA		

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

## School Facility Conditions and Planned Improvements

Dos Palos Elementary is one of the oldest facilities in our district, yet it remains a welcoming and safe environment for students and staff thanks to the dedication of our maintenance and custodial team. Their consistent efforts ensure that the campus remains clean, well-maintained, and safe.

Our classrooms are in good condition and provide adequate learning spaces to accommodate all students. Regular inspections and maintenance are conducted to address any facility needs promptly and ensure a positive learning environment for every student.

**Year and month of the most recent FIT report** August 2021

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)					46	
<b>Mathematics</b> (grades 3-8 and 11)					34	

### 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

### 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 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
<b>Science</b> (grades 5, 8 and high school)			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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

### 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

At Dos Palos Elementary, we believe that parent engagement is essential to student success. We welcome and encourage parents to visit our classrooms and campus through a variety of events and activities, including Back to School Night, Parent Nights, Open House, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, parent-teacher conferences, school events, and volunteer opportunities.

Parents can stay connected with teachers via email, scheduled meetings, or phone calls. Our Aeries communication platform, ParentSquare, offers an additional way for parents to communicate directly with teachers through messages. In return, teachers and school staff use ParentSquare to send reminders, important updates, and event announcements through calls, emails, and text messages.

To celebrate and share positive news, Dos Palos Elementary also maintains an active social media presence. Parents are encouraged to follow our page for updates on classroom highlights and school events. They can even send direct messages to the principal through this platform for any questions or feedback.

Additionally, our newly established Parent Club provides another wonderful opportunity for families to get involved. All parents are welcome to join at any time during the school year and participate in shaping their child's school experience.

For parents interested in volunteering or seeking more information, we invite you to stop by the office or reach out to us. The staff at Dos Palos Elementary is dedicated to fostering a positive partnership with families and ensuring the best possible learning environment for our students. We value your ideas and feedback and encourage you to share any suggestions on how we can continue to improve our school programs.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	652	628	162	25.8
Female	316	305	81	26.6
Male	336	323	81	25.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	553	531	125	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	71	70	27	38.6
English Learners	262	249	53	21.3
Foster Youth	--	--	--	--
Homeless	25	22	5	22.7
Socioeconomically Disadvantaged	579	558	146	26.2
Students Receiving Migrant Education Services	25	25	3	12.0
Students with Disabilities	76	75	21	28.0

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
0.17	0.17	0.46	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
0	0	0	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	0.46	0.00
Female	0.00	0.00
Male	0.89	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	0.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.41	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.63	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

Dos Palos Elementary has a Comprehensive School Safety Plan (CSSP) designed to ensure a safe and secure learning environment for all students and staff. The safety plan is reviewed, updated, and discussed annually at the start of each school year with faculty, including a student representative where applicable.



## 2024-25 School Safety Plan

The plan was last reviewed and updated in February 2023 by the external safety consulting firm Knowledge Saves Lives (KSL) to ensure it meets best practices and safety standards. The School Site Council (SSC) carefully reviews and approves the updated safety plan each year before it is submitted to the Dos Palos Oro-Loma Joint Unified School District Board of Trustees for final approval in January of each year. Key components of the CSSP include detailed procedures for emergency drills, such as fire, earthquake, and lockdown drills, which are practiced regularly to prepare staff and students for various scenarios. The plan also outlines protocols for campus supervision, visitor management, and communication during emergency situations. Our commitment is to maintain a safe, clean, respectful, and well-organized campus where students and staff feel secure and empowered to foster positive attitudes and academic success.

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	7	
1	20	5	2	
2	22		8	
Other	14	2		

### 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		10	
1	24		7	
2	22		6	
Other	7	1		

## 2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		7	
1	22		7	
2	24		7	
Other	15	1		

## 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	0

## 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## 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
<b>School Site</b>	12332	2925	9407	85777
<b>District</b>	N/A	N/A	13576	\$89,207
<b>Percent Difference - School Site and District</b>	N/A	N/A	-36.3	-3.9
<b>State</b>	N/A	N/A	\$10,771	\$87,655
<b>Percent Difference - School Site and State</b>	N/A	N/A	-13.5	-2.2

## Fiscal Year 2023-24 Types of Services Funded

Supplemental funds are used to provide additional support services to students and supplement curriculum and instruction. Specifically these funds are used to support intervention programs, improve school culture, technology, English language arts, mathematics, and English Language Development.

Programs offered at Dos Palos Elementary School:

### Academic:

1. Learning Lab (Literacy) using UFLI Phonics - University of Florida Literacy Institute: Tier 2 Intervention
2. i-Ready ELA and Math Tier 1 Intervention
3. Science, Technology, Engineering, and Math (STEM)
4. Library Visits Once a Week
5. ELD Support in Literacy Lab: Tier 2 Intervention Program
6. Learning Lab 1-1 Literacy Intervention: Tier 3 Intervention
7. ASSETS After School Program
8. Accelerated Reader Program and Enrichment

### Social-Emotional

1. 1-1 and Group Counseling Services provided by Credential School Psychologist: Tier 3 Intervention
2. 1-1 Check-Ins and Group Social Skills Lessons provided by ICC Staff: Tier 2 Intervention
3. 2nd Step Program: Tier 1 Intervention

### Behavioral

1. Positive Behavior and Intervention and Supports

## 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
<b>Beginning Teacher Salary</b>	\$57,200	\$54,930
<b>Mid-Range Teacher Salary</b>	\$86,944	\$85,386
<b>Highest Teacher Salary</b>	\$117,940	\$111,172
<b>Average Principal Salary (Elementary)</b>	\$137,842	\$136,564
<b>Average Principal Salary (Middle)</b>	\$136,084	\$141,339
<b>Average Principal Salary (High)</b>	\$140,890	\$153,241
<b>Superintendent Salary</b>	\$188,551	\$224,537
<b>Percent of Budget for Teacher Salaries</b>	24%	29%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

At Dos Palos Elementary, professional development is a key focus for both certificated and classified staff. Ongoing training opportunities are provided to enhance staff knowledge and skills in areas such as school safety, curriculum alignment, social-emotional well-being for both staff and students, literacy instruction, and collaborative practices with grade-level teams. Professional development initiatives are guided by data from the California State Dashboard, ELPAC assessments, local benchmark results, and teacher feedback collected through input surveys. This data-driven approach ensures that professional development meets the specific needs of our school community and supports continuous improvement in student outcomes.

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

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