

Dos Palos High 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.

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	Dos Palos High School
Street	1701 E. Blossom St.
City, State, Zip	Dos Palos, CA 93620-2706
Phone Number	(209) 392-0300
Principal	Marla Sansom
Email Address	msansom@dpol.net
School Website	www.dpol.net
Grade Span	9-12
County-District-School (CDS) Code	6025431

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Welcome to the Home of the Broncos!
School Name: Dos Palos High School
School Mascot: Broncos
School Colors: Royal Blue/Gold
School Motto: "Once a Bronco, Always a Bronco"

Dos Palos High School is a school whose culture promotes an honest, respectful, accountable learning environment. Our aim

2024-25 School Description and Mission Statement

is to foster acceptance and pride in academic, athletic, and career settings.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	181
Grade 10	154
Grade 11	145
Grade 12	148
Total Enrollment	628

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	51.9
Non-Binary	0.2
American Indian or Alaska Native	3.2
Black or African American	2.5
Filipino	0.2
Hispanic or Latino	85.2
Two or More Races	0.2
White	8.8
English Learners	17.4
Foster Youth	0.2
Homeless	2.5
Migrant	3
Socioeconomically Disadvantaged	89.8
Students with Disabilities	13.1

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)	28.50	90.70	100.20	86.81	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.35	6.80	5.93	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	1.33	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	0.50	1.59	2.70	2.39	18854.30	6.86
Total Teaching Positions	31.50	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)	28.50	88.79	100.40	87.56	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.11	3.00	2.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	5.99	6.90	6.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.90	0.85	11953.10	4.28
Unknown/Incomplete/NA	0.60	2.05	3.30	2.90	15831.90	5.67
Total Teaching Positions	32.20	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)	27.40	81.65	89.00	77.05	231142.40	100.00
Intern Credential Holders Properly Assigned	1.80	5.44	5.50	4.81	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	10.87	12.50	10.88	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.60	2.29	11746.90	4.23
Unknown/Incomplete/NA	0.60	2.02	5.70	4.96	14303.80	5.15
Total Teaching Positions	33.60	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	0.20	3
Misassignments	0.40	1.70	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.40	1.90	3.6

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	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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)	3.20	6.3	2.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	1.5	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 have access to textbooks and instructional materials. We go above and beyond state requirements to ensure that all textbooks and supplemental materials are the very best for our students and their learning experience.

Year and month in which the data were collected

August 2022

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, adopted ()2010 Glencoe Literature Course 4 (2010) Literature California Treasures (2010) Glencoe American Literature (2010) AP Language: The Language of Composition	Yes	0%
Mathematics	College Preparatory Mathematics, adopted (2015) Algebra I, Geometry, and Algebra II (2013)	Yes	0%
Science	Stemscopes, adopted in 2020 Applied Physics in the Universe Physics Houghton Mifflin Harcourt, adopted 2020 Science Dimension Living Earth (biology) Science Dimensions Chemistry	Yes	0%
History-Social Science	Houghton Mifflin, adoption (2004) American Government McDougal Littell, adoption (2000) World History	Yes	0%
Foreign Language	Spanish 1 Native: Nuevas Vistas Introducción (2006) Spanish 1 Non-Native: Avancemos 1 (2018) Spanish 2 Native: Nuevas Vistas Uno (2006) Spanish 2 Non-Native: Avencemos 2 (2018) Spanish 3: Realidades 3 (2011) AP Spanish Lit: Abriendo Puertas Ampliando Perspectivas (2013)	Yes	0%

	AP Spanish Lang: TEMA (2014)		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

Overall, DPHS received a Good rating of 92.05% from the School Facility Inspection Evaluation, 6.94% away from an Exemplary rating. Overall, DPHS was exemplary in the categories of Systems, External and Structural, Good in the categories of Cleanliness, Restrooms, and Safety, but Poor in Interior and fair in Electrical. Currently, DPHS is undergoing many changes on campus as we are adding solar paneling for better use of electricity, a new portable with bathrooms near the baseball and softball fields, and revamping our football field and track with turf. We recently completed a shade structure for students and a home economics kitchen for a new culinary class. The maintenance department is also working tirelessly to repaint areas of the campus and classrooms that are in need, maintain grounds and use water sufficiently for lawns and fields, and repair electrical in classrooms that may be exposed or not in use.

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			
Interior: Interior Surfaces			X	The following areas will be addressed: Damage to baseboard and tile. Drinking fountain rust. Ripped carpet. Exit sign missing. Fire extinguisher missing. Seat cover dispenser missing. Door does not close properly.
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)	45	57	26	24	46	47
Mathematics (grades 3-8 and 11)	7	14	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	139	136	97.84	2.16	57.35
Female	73	70	95.89	4.11	71.43
Male	66	66	100.00	0.00	42.42
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	121	120	99.17	0.83	59.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	10	83.33	16.67	--
English Learners	16	15	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	54.55
Socioeconomically Disadvantaged	126	123	97.62	2.38	56.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	0.00

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	139	137	98.56	1.44	13.87
Female	73	71	97.26	2.74	12.68
Male	66	66	100.00	0.00	15.15
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	121	121	100.00	0.00	14.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	10	83.33	16.67	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	18.18
Socioeconomically Disadvantaged	126	124	98.41	1.59	13.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	0.00

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)	15.38	19.00	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	283	279	98.59	1.41	19.00
Female	144	141	97.92	2.08	18.44
Male	138	137	99.28	0.72	18.98
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	244	242	99.18	0.82	18.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	22	91.67	8.33	31.82
English Learners	36	36	100.00	0.00	2.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	50	50	100.00	0.00	20.00
Socioeconomically Disadvantaged	252	249	98.81	1.19	18.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	32	96.97	3.03	3.13

2023-24 Career Technical Education Programs

Career Technical Education (CTE), is a program that offers a sequence of courses directly related to preparing students for employment in current or emerging occupations. Such programs are focused on training students in the high demand skills needed to gain employment. DPHS offers 9 pathways, Ag Mechanics, Animal Science, Ornamental Horticulture, Business Management, Residential & Commercial Construction, Education, Patient Care and Structural Repair & Refinishing. The Food Services pathway is in the introductory stages and was initiated in the 2021-22 school year. Nationally recognized CTSO's are offered to all students in a CTE pathway and include: FFA, Skills USA, and Virtual Enterprises. State recognized industry certifications and articulations, with Merced College, are offered to students throughout all pathways

CTE programs rely heavily on grant funding to support the program. Grants received are from the Agricultural Incentive Grant, Carl Perkins, Career Technical Education Incentive Grant (CTEIG), Collision Repair Education Foundation and the Strong Workforce Program (SWP) grant. Grants funds vary by year and pay for a variety of supplemental supplies, capital improvements, professional development and field trips.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	521
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.6
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	99.52
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	28.57

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
Grade 9	92.10%	91.60%	91.60%	88.20%	92.70%

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

Parents have multiple opportunities to be involved with Dos Palos High School. Parents are invited via newsletter, parent outreach communication (Parent Square) and social media platforms to participate in our quarterly School Site Council Meetings, English Learner Advisory Committee Meetings, District Advisory Committee Meetings, and other various meetings that happen during that specific month. Other opportunities for parent involvement are college nights (one being devoted to

2024-25 Opportunities for Parental Involvement

explaining how to apply to college and the other explaining how to apply for a FAFSA), Back to School Night in the fall where parents get to meet their child's teachers and see their classes, Open House in the Spring where parents can see the progress of their child, banquets held by every sport at the end of the season, Bronco Showcase which is an awards ceremony in the spring recognizing all top students and certificated students in various CTE pathways, Parent Academies showcasing what to look for if their teen is involved in gangs or drugs, and various other opportunities to gather information and provide feedback.

There are also boosters clubs that parents can take part in for their children. DPHS offers the following Boosters Clubs:

Band Boosters- This is to help raise funds for our growing Band and Color Guard. They put on fundraisers to help students travel and participate in many competitions and other activities.

Ag Boosters - This booster is established to help the FFA chapter at DPHS. The funds raised by the Ag Boosters is spent on helping students with their FFA projects, fair fees, competitions, and other various activities.

Athletic Boosters- Athletic Boosters raise funds for all athletics and help buy and replace equipment, uniforms, and other necessary items for all athletes on all teams.

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	1.6	0.6	0.7	7.6	3.8	2.7	7.8	8.2	8.9
Graduation Rate	97.7	98.8	97.2	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	144	140	97.2
Female	71	67	94.4
Male	72	72	100.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	122	120	98.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	12	11	91.7
English Learners	27	25	92.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	140	136	97.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	21	21	100.0

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	667	650	174	26.8
Female	317	311	100	32.2
Male	348	338	74	21.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	21	21	6	28.6
Asian	--	--	--	--
Black or African American	17	17	6	35.3
Filipino	--	--	--	--
Hispanic or Latino	566	553	140	25.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	60	56	21	37.5
English Learners	118	115	31	27.0
Foster Youth	--	--	--	--
Homeless	21	20	8	40.0
Socioeconomically Disadvantaged	605	590	158	26.8
Students Receiving Migrant Education Services	23	23	5	21.7
Students with Disabilities	92	87	35	40.2

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
5.56	8.76	6	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
0.43	0.97	0.45	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	6.00	0.45
Female	2.84	0.32
Male	8.91	0.57
Non-Binary	0.00	0.00
American Indian or Alaska Native	14.29	0.00
Asian	0.00	0.00
Black or African American	17.65	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.95	0.35
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.33	1.67
English Learners	6.78	0.00
Foster Youth	0.00	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	6.12	0.50
Students Receiving Migrant Education Services	4.35	0.00
Students with Disabilities	16.30	3.26

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 High School has a Comprehensive School Safety Plan that is reviewed and updated annually. The plan is reviewed with staff annually often at the beginning of each school year. Our DPHS School Site Council (SSC) approves our Safe School Plan on an annual basis. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive

2024-25 School Safety Plan

to create and maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. Dos Palos High School's Comprehensive Safety Plan was reviewed and updated in May by the School Safety Planning Committee and the law enforcement training and consulting firm, Knowledge Saves Lives. The plan with any changes is approved by the Dos Palos Oro-Loma Joint Unified School District Board of Trustees annually.

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	24	11	13	7
Mathematics	24	9	13	7
Science	25	4	12	3
Social Science	24	7	10	3

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	16	29	18	3
Mathematics	19	16	15	1
Science	20	11	12	
Social Science	19	13	12	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	18	26	13	3
Mathematics	19	16	11	
Science	19	13	10	1
Social Science	19	15	10	

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	209.33

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)	3
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	11853	3330	8523	85120
District	N/A	N/A	13576	\$89,207
Percent Difference - School Site and District	N/A	N/A	-45.7	-4.7
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-23.3	-2.9

Fiscal Year 2023-24 Types of Services Funded

The following services are available at DPHS and support as well as assist student learning: CTE courses in automotive repair, construction, welding, business, accounting, culinary, foundations in education, nursing, and medical. In addition, we offer music, art, Virtual Enterprise, ROP courses for nursing and business, and ELD support.

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	11.6
--	------

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	1
Fine and Performing Arts	1
Foreign Language	2
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

Over the last two years, the primary mode of enhancing teaching practices has been through monthly hour-long staff development sessions consisting of both grade level and content specific collaboration. These meetings are aimed at identifying effective teaching strategies for better meeting the learning needs of students. During the grade-level collaboration, teachers discuss both perceptual data and hard data acquired through benchmarks to address students' strengths and weaknesses. Teachers also meet as departments once a month for department meetings and are given a planning day once a quarter to address teaching practices and disaggregate data from benchmarks to better address learning strengths and

Professional Development

weaknesses. DPHS has recently moved to Illuminate to both administer and gather benchmark data in math, ELA, science and social science classes. This data is used to help guide and monitor student learning across all the curriculums. Departments use this data to develop lessons and units, create assessments, evaluate student learning and modify instructional planning and practices to better meet the needs of all students.

DPHS administrators and teachers work together to identify both strengths and weaknesses in student learning. Based on the most recent data, it was apparent that the math standards needed much more attention as that was a major weakness in both State testing and in benchmark data. DPHS has since focused attention on better serving our students in math overall by implementing local benchmarks and focusing on unpacking and understanding the Next Generation Science Standards by adopting a new curriculum on science and moving to an integrated three-year model. All science teachers are currently in a county-wide PLC in an effort to better teach the curriculum and standards. All teachers are encouraged to both look for and attend professional development that will help them with their content and their teaching practices. The district provided two opportunities for professional development this year that was offered to all teachers.

The District offers professional development in academic achievement, 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	4