

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Dos Palos High

Address: 1701 East Blossom St. Dos Palos, CA 93620-2706
Principal: Ms. Heather Ruiz, Principal
Phone: (209) 392-0300
Email: hruiz@dpol.net
Web Site: www.dpol.net
CDS Code: 24753172431203

Dos Palos Oro Loma Joint Unified

Superintendent: William Spalding
Phone: (209) 392-0200
Email: wspalding@dpol.net
Web Site: www.dpol.net



I DATA AND ACCESS

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

DataQuest

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

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Dos Palos Oro Loma Joint Unified
 Phone Number: (209) 392-0200
 Superintendent: William Spalding
 E-mail Address: wspalding@dpol.net
 Web Site: www.dpol.net

School Contact Information Most Recent Year

School Name: Dos Palos High
 Street: 1701 East Blossom St.
 City, State, Zip: Dos Palos, CA 93620-2706
 Phone Number: (209) 392-0300
 Principal: Ms. Heather Ruiz, Principal
 E-mail Address: hruiz@dpol.net
 Web Site: www.dpol.net
 County-District-School (CDS) Code: 24753172431203

School Description and Mission Statement (School Year 2016–17)

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 unique place with deep “Bronco” traditions, strong community support, and a staff dedicated to provide our students with the very best education. Our students are encouraged to take pride in our school and take advantage of the countless opportunities available to all students. The choices that students make during their time at Dos Palos High School will help them develop the knowledge, skills, and abilities that will help them grow as lifelong learners. We take pride in providing a positive school culture, and the expectation is for students to carry it on.

The Bronco spirit is a long standing tradition that covers well over 50 years. It is our commitment to maintain a high level of expectations for our students to achieve excellence. Our goal is to prepare every student who graduates from Dos Palos High School for a college or career path. We want to see success at its best.

The Mission of Dos Palos High School:
 Dos Palos High School is a school whose culture promotes an honest, respectful, accountable learning environment. Our aim is to foster acceptance and pride in the academic, athletic, and career settings. Dos Palos High School is a school whose culture promotes an honest, respectful, accountable learning environment. Our aim is to foster acceptance and pride in the academic, athletic, and career settings.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	186
Grade 10	182
Grade 11	155
Grade 12	147
Total Enrollment	670

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.7%
American Indian or Alaska Native	0.4%
Asian	0.3%
Filipino	0%
Hispanic or Latino	75.4%
Native Hawaiian/Pacific Islander	0.1%
White	20.9%
Two or More Races	0.1%
Socioeconomically Disadvantaged	89.9%
English Learners	9.6%
Students with Disabilities	10.9%
Foster Youth	0.1%

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.

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	28	31	32	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

NOTE: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	91.75%	8.25%
High-Poverty Schools in District	91.75%	8.25%
Low-Poverty Schools in District	.00%	.00%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

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

Month and year in which data were collected: August 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	All grade levels use the Glencoe Literature series	Glencoe	0%
Mathematics	Algebra I, Geometry, and Algebra II use College Preparatory Mathematics textbooks.	College Preparatory Mathematics Adopted 2015-2016	0%
Science	All grade levels use McDougal Littell.	McDougal Littell	0%
History-Social Science	All grade levels use the Prentice Hall texts. Grade 11 uses Houghton-Mifflin.	Prentice Hall and Houghton-Mifflin	0%
Foreign Language	All levels use the Prentice Hall texts.	Prentice Hall	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	McDougal Littell		0%

School Facility Conditions and Planned Improvements

Monthly classroom and building inspections are conducted. Documentation is collected by the maintenance department and repairs are made as needed. The campus is also inspected by the county health department once a year and follow up visits are conducted. All maintenance and technology requests are documented in School Dude, a data collection system. Requests are submitted and the work is completed by the appropriate department.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: August 2016

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

Overall Facility Rate

Month and year in which data were collected: August 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	-	✓	-

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], Science California Standards Tests) System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	43%	56%	18%	24%	44%	48%
Mathematics (grades 3-8 and 11)	8%	24%	10%	15%	34%	36%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	154	99.35%	55.84%
Male	77	76	98.70%	43.42%
Female	78	78	100.00%	67.95%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	121	120	99.17%	55.00%
Native Hawaiian or Pacific Islander				
White	30	30	100.00%	63.33%
Two or More Races				
Socioeconomically Disadvantaged	143	142	99.30%	54.23%
English Learners	--	--	--	--
Students with Disabilities	20	19	95.00%	10.53%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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.

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	154	99.35%	24.03%
Male	77	76	98.70%	19.74%
Female	78	78	100.00%	28.21%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	121	120	99.17%	27.50%
Native Hawaiian or Pacific Islander				
White	30	30	100.00%	10.00%
Two or More Races				
Socioeconomically Disadvantaged	143	142	99.30%	23.94%
English Learners	--	--	--	--
Students with Disabilities	20	19	95.00%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	34%	36%	42%	32%	29%	32%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	180	174	96.67%	41.95%
Male	91	86	94.51%	34.88%
Female	89	88	98.88%	48.86%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian				
Filipino				
Hispanic or Latino	135	131	97.04%	38.17%
Native Hawaiian or Pacific Islander	–	–	–	–
White	36	35	97.22%	51.43%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	157	153	97.45%	37.91%
English Learners	18	15	83.33%	6.67%
Students with Disabilities	19	17	89.47%	
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

Career Technical Education Programs (School Year 2015-16)

Dos Palos High School offers 40 sections of CTE courses; eight of those sections are Regional Occupational Program (ROP) courses. We offer courses that represent the following industries: Agriculture, Business, Construction, and Transportation/Automotive. Our four ultimate goals are: 1. Offer complete pathways from the Introductory to the Capstone level, 2. Increase the number of pathways to represent more industries, 3. Increase the number of courses that are articulated and the number of students who receive 2 + 2 credit, and 4. Provide certifications for course completion. We hope to achieve these goals within the next 3 years.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	632
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	24.50%

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.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	15.70%	15.70%	37.60%

NOTE: Percentages are not calculated 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.

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 for the school district and each school site.

Opportunities for Parental Involvement - (School Year 2016–17)

Opportunities for parent involvement include: Parent Academies, Aeries Parent Portal, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, District Advisory Committee, WASC focus groups, Migrant Education, Athletic Boosters, Ag Boosters, volunteering, classroom visitations, attending activities, advisory committees, workshops, academic planning, and parent/teacher conferences.

We continue offering Parent Academies. The goal of parent academies is to increase parent involvement and to empower parents to raise children who are successful in school and in life. Presentations target various topics such as: testing strategies, bully awareness and internet safety, college readiness, gang awareness, scholarship preparation, Common Core and CELDT assessments, drug abuse and mental health awareness, career awareness, senior seminar, and incoming freshmen seminar. Flyers are published in the local newspaper, social media, and monthly newsletters to advertise upcoming academies. Parents are encouraged to participate in all opportunities provided by the school and district. The school contact number for parents seeking more information is (209) 392-0301.

STATE PRIORITY: PUPIL ENGAGEMENT

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.60%	3.60%	1.90%	10.10%	9.10%	5.90%	11.40%	11.50%	10.70%
Graduation Rate	95.38%	96.45%	98.05%	87.50%	90.40%	94.05%	80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	96.79	97.74	85.92
Black or African American	100.00	100.00	78.04
American Indian or Alaska Native	.00	.00	78.06
Asian	100.00	100.00	93.32
Filipino	.00	.00	93.22
Hispanic or Latino	96.03	97.12	83.00
Native Hawaiian/Pacific Islander	.00	.00	84.88
White	100.00	100.00	90.52
Two or More Races	.00	.00	89.32
Socioeconomically Disadvantaged	97.14	97.48	77.59
English Learners	58.33	60.00	53.97
Students with Disabilities	92.31	87.50	66.10
Foster Youth			

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

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.71	11.27	10.61	11.52	10.51	11.62	4.36	3.80	3.65
Expulsions	0.71	0.43		0.24	0.12	0.04	0.10	0.09	0.09

School Safety Plan – Most Recent Year

School safety is the top priority to ensure that students, parents, and staff feel safe on the DPHS campus. The School Safety Plan is reviewed and revised at the beginning of each year and then follow up discussions are held throughout the year. A staff meeting is held within the first 20 days to review the plan. We rely on three sources to monitor the effectiveness of our plan: discipline for student safety, emergency drills, and monthly facility inspections for the physical structures. William's Compliance visits are conducted annually throughout the district

DPHS conducts quarterly fire and lock down drills, and reviews emergency procedures with students and staff regularly. Students are monitored on campus by the administrative team and campus security from 7:00am until the end of the school day. A part-time School Resource Officer serves the students and staff and assists with safety and student conduct. Weekly security meetings are conducted to discuss current matters on or off campus. DPHS and the Dos Palos Police Department work collaboratively to ensure the safety of our students.

Security/surveillance cameras are placed randomly throughout the campus. Campus activity is viewed by administrators, the security team, and the School Resource Officer. To provide another level of security and safety, all gates are locked during school hours. All visitors are required to check in at the Attendance Office before entering onto campus. Signage displaying the Education Code and Penal Code are posted as reminders. All visitors are required to wear a Visitor's Pass that identifies who they are and where they are going.

D. OTHER SARC INFORMATION

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	11	13	7	24	10	19	4	27	10	20	3
Mathematics	26	9	13	2	27	5	11	7	28	5	12	7
Science	21	7	8		22	6	9		23	7	8	
Social Science	20	12	4	9	20	15	11	7	22	15	12	6

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	2	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	0	N/A
Other		N/A

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$68395
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$67348
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

The Single Plan for Student Achievement drives the spending for Dos Palos High School. Goals are set based on the needs of our students. Categorical funds and other resources are designated for expenditures that directly relate to the goals. Our goals focus on: Math, ELA, English Learners, Technology, and Safety. Resources for the site budget include: Title I, Title II, EIA, Lottery, and Common Core. All programs are supported to help increase student achievement. Some expenses include, but are not limited to: instructional materials and supplies, tutorial services, technology, professional development, and salaries. Our Ag and CTE program receive additional funding through the Ag Incentive and Perkins grants.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41223	\$42063
Mid-Range Teacher Salary	\$62451	\$64823
Highest Teacher Salary	\$84592	\$84821
Average Principal Salary (Elementary)	\$90077	\$101849
Average Principal Salary (Middle)	\$100059	\$107678
Average Principal Salary (High)	\$103645	\$115589
Superintendent Salary	\$152982	\$169152
Percent of Budget for Teacher Salaries	29%	35%
Percent of Budget for Administrative Salaries	5%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts		
Foreign Language	1	
Mathematics	2	
Science		
Social Science	2	
All courses	7	

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

* Where there are student course enrollments.

Professional Development

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

The major areas of focus for staff professional development are math, English, English Learners, Common Core, and Instructional Rounds. Student achievement data is the primary source to determine our areas in need of growth. Dos Palos High School dedicates every Wednesday to staff meetings, professional development, collaboration, and trainings. Professional Development and/or trainings target: SDAIE strategies, classroom management, SchoolCity, Aeries, best instructional practices, Advanced Placement, Bronco Ambassadors, Common Core State Standards, and technology. Staff meetings are led by site/district/county administrators, teachers, and special presenters at least one Wednesday per month. Department meetings are held once a month for collaboration. Teachers also attend conferences and workshops offered outside of the district/county.