

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Dos Palos High

Address: 1701 East Blossom St. Dos Palos, CA 93620-2706

Principal: Mrs. 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: Jack Mayer

Phone: (209) 392-0200

Email: jmayer@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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Dos Palos Oro Loma Joint Unified
 Phone Number: (209) 392-0200
 Superintendent: Jack Mayer
 E-mail Address: jmayer@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: Mrs. 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 – Most Recent Year

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 is to:

- Create a learning environment where ALL students are challenged to their fullest potential
 - Prepare students to become knowledgeable, contributing members of our society
- We value a learning program that is responsive to the individual needs of a diverse population that:
- Provides equal access for ALL students
 - Encourages personal responsibility for learning

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	184
Grade 10	164
Grade 11	152
Grade 12	156
Total Enrollment	656

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.6%
American Indian or Alaska Native	0.3%
Asian	0.5%
Filipino	0%
Hispanic or Latino	75.8%
Native Hawaiian/Pacific Islander	0.2%
White	20.7%
Two or More Races	0%
Socioeconomically Disadvantaged	89.6%
English Learners	14%
Students with Disabilities	9.9%
Foster Youth	0.5%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	25	28		
Without Full Credential	2	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	1	

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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97.95%	2.05%
High-Poverty Schools in District	97.95%	2.05%
Low-Poverty Schools in District	0%	0%

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

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

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: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	All grade levels us 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 – Most Recent Year

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 – Most Recent Year

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: January 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	-	-	✓	Repair is in progress on the roof beams in the cafeteria and band room that have cracks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 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); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	43%	18%	44%
Mathematics (grades 3-8 and 11)	8%	10%	33%

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 Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	147	145	98.6%	22%	35%	32%	10%
Male	147	72	49%	36%	40%	21%	3%
Female	147	73	49.7%	8%	30%	44%	18%
Black or African American	147	4	2.7%	--	--	--	--
American Indian or Alaska Native	147	1	0.7%	--	--	--	--
Asian							
Filipino							
Hispanic or Latino	147	109	74.1%	23%	38%	32%	7%
Native Hawaiian or Pacific Islander							
White	147	31	21.1%	16%	26%	35%	23%
Two or More Races							
Socioeconomically Disadvantaged	147	129	87.8%	24%	36%	33%	7%
English Learners	147	7	4.8%	--	--	--	--
Students with Disabilities	147	15	10.2%	80%	13%	7%	0%
Students Receiving Migrant Education Services	147	6	4.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	147	145	98.6%	67%	25%	8%	1%
Male	147	72	49%	76%	18%	6%	0%
Female	147	73	49.7%	58%	32%	10%	1%
Black or African American	147	4	2.7%	--	--	--	--
American Indian or Alaska Native	147	1	0.7%	--	--	--	--
Asian							
Filipino							
Hispanic or Latino	147	109	74.1%	69%	21%	9%	1%
Native Hawaiian or Pacific Islander							
White	147	31	21.1%	55%	42%	3%	0%
Two or More Races							
Socioeconomically Disadvantaged	147	129	87.8%	71%	23%	6%	0%
English Learners	147	7	4.8%	--	--	--	--
Students with Disabilities	147	15	10.2%	100%	0%	0%	0%
Students Receiving Migrant Education Services	147	6	4.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	46%	34%	36%	39%	32%	29%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29%	Native Hawaiian or Pacific Islander	–
All Students at the School	36%	White	38%
Male	37%	Two or More Races	
Female	34%	Socioeconomically Disadvantaged	33%
Black or African American	–	English Learners	0%
American Indian or Alaska Native		Students with Disabilities	0%
Asian	–	Students Receiving Migrant Education Services	–
Filipino		Foster Youth	–
Hispanic or Latino	35%		

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.

Career Technical Education Programs (School Year 2014-15)

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 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	340
Percent of pupils completing a CTE program and earning a high school diploma	95%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	19%

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	95.27%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	28.22%

STATE PRIORITY: OTHER PUPIL OUTCOME

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	42%	38%	45%	40%	36%	45%	57%	56%	58%
Mathematics	43%	44%	44%	41%	43%	42%	60%	62%	59%

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.

California High School Exit Examination Results for All Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55%	28%	17%	58%	35%	7%
All Students at the School	55%	29%	16%	56%	37%	7%
Male	61%	24%	16%	53%	38%	9%
Female	50%	33%	17%	59%	36%	5%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	59%	27%	14%	59%	34%	8%
Native Hawaiian or Pacific Islander						
White	39%	39%	23%	41%	52%	7%
Two or More Races						
Socioeconomically Disadvantaged	58%	27%	15%	60%	34%	6%
English Learners	100%			100%		
Students with Disabilities	94%	6%		100%		
Students Receiving Migrant Education Services	52%	26%	22%	52%	33%	15%
Foster Youth						

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7			
9	24.2%	13.7%	44%

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 - Most Recent Year

Opportunities for parent involvement include: Parent Academies, 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.

In 2014-2015, we offered 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. The presentations will 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. Please call 392-0301 for information on dates and location.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	5.4%	4.6%	3.6%	12.5%	10.1%	9.1%	13.1%	11.4%	11.5%
Graduation Rate	93.88%	95.38%	96.45%	86.41%	87.5%	90.4%	78.87%	80.44%	80.95%

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	98.79	96.74	84.6
Black or African American	100	83.33	76
American Indian or Alaska Native	0	0	78.07
Asian	0	0	92.62
Filipino	0	0	96.49
Hispanic or Latino	97.22	97.52	81.28
Native Hawaiian/Pacific Islander	0	0	83.58
White	100	96.08	89.93
Two or More Races	0	0	82.8
Socioeconomically Disadvantaged	100.74	98.05	81.36
English Learners	88.24	77.27	50.76
Students with Disabilities	105.26	92	61.28
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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.72	8.71	11.27	12.76	11.52	10.51	5.07	4.36	3.8
Expulsions	0.14	0.71	0.43	0.21	0.24	0.12	0.13	0.1	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 full time School Resource Officer was hired in 2013. 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 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	7	14	7	25	11	13	7	24	10	19	4
Mathematics	27	6	12	5	26	9	13	2	27	5	11	7
Science	21	8	6	2	21	7	8		22	6	9	
Social Science	20	12	8	5	20	12	4	9	20	15	11	7

* 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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	315
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)		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 2013-14)

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		\$64,910
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$65,267
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 2014-15)

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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,237	\$40,379
Mid-Range Teacher Salary	\$59,443	\$62,323
Highest Teacher Salary	\$78,173	\$81,127
Average Principal Salary (Elementary)	\$90,077	\$99,192
Average Principal Salary (Middle)	\$95,294	\$91,287
Average Principal Salary (High)	\$98,709	\$112,088
Superintendent Salary	\$148,526	\$159,821
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	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 Courses (School Year 2014-15)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science		N/A
Social Science	2	N/A
All courses	8	1.8%

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

* Where there are student course enrollments.

Professional Development - Most Recent Three Years

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, Safe School 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.