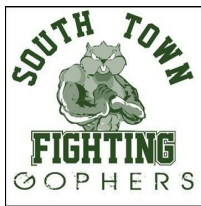


SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Westside High

Address: 22368 South Sixth St. South Dos Palos, CA 93665

Principal: Mrs. Frank Lemos, Principal

Phone: (209) 392-0280

Email: flemos@dpol.net

Web Site: www.dpol.net

CDS Code: 24753172430015

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: Westside High
 Street: 22368 South Sixth St.
 City, State, Zip: South Dos Palos, CA 93665
 Phone Number: (209) 392-0280
 Principal: Mrs. Frank Lemos, Principal
 E-mail Address: flemos@dpol.net
 Web Site: www.dpol.net
 County-District-School
 (CDS) Code: 24753172430015

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

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

Expected School Wide Learning Results (ESLR's)

Effective Communicators who:

- Write logically
- Converse appropriately and interpret effectively in written and verbal form

Life Long Learners who:

- Pursue personal, academic and career goals
- Continue to acquire new knowledge
- Learn and maintain healthy habits

Critical Thinkers who

- Identify and analyze information effectively
- Make informed decisions
- Utilize problem solving skills
- Access and apply technology to solve problems and make decisions

Good Citizens who:

- Show respect to self and others through communication and actions
- Demonstrate ability to follow rules and a code of ethics

Competent Employees who:

- Have a goal and explore available opportunities in the area of interest
- Are prepared for the work environment

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

Grade Level	Number of Students
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	5
Grade 11	18
Grade 12	16
Total Enrollment	39

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

Student Group	Percent of Total Enrollment
Black or African American	5.1%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	64.1%
Native Hawaiian/Pacific Islander	0%
White	25.6%
Two or More Races	0%
Socioeconomically Disadvantaged	94.9%
English Learners	5.1%
Students with Disabilities	10.3%
Foster Youth	2.6%

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	5	5	5	
Without Full Credential	0	0	0	
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	0	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: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Adequate	California Content Standards Aligned	0%
Mathematics	Adequate	California Content Standards Aligned	0%
Science	Adequate	California Content Standards Aligned	0%
History-Social Science	Adequate	California Content Standards Aligned	0%
Foreign Language	N/A	N/A	0%
Health	Adequate	California Content Standards Aligned	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

We have submitted to the Maintenance Department and the District Office our site plan for the next 5 years. This includes all construction and classroom improvements. We feel that the site is one of the oldest in the district but has been modified and kept up well over time. The consistent improvements allows the staff to present the campus as a friendly and inviting educational institution. We have improved the entry for increased security at the entrance and exit of the site. We have improved the interior classes by updating all student classroom computers and improved all teaching stations and begun to recycle old outdated desks for new ones. We have upgraded all security cameras as well as all 2-way radios in each class. The site has reviewed the evacuation procedures as well as lock down process and evacuation procedures.

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: January 2017

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: January 2017

	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)	14%	24%	18%	24%	44%	48%
Mathematics (grades 3-8 and 11)	0%		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 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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.

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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.

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	21	95.45%	23.81%
Male	11	11	100.00%	9.09%
Female	11	10	90.91%	40.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	14	13	92.86%	23.08%
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	20	20	100.00%	20.00%
English Learners				
Students with Disabilities	--	--	--	--
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 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
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	22	21	95.45%	
Male	11	11	100.00%	
Female	11	10	90.91%	
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	14	13	92.86%	
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races				
Socioeconomically Disadvantaged	20	20	100.00%	
English Learners				
Students with Disabilities	--	--	--	--
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)	15%	–	10%	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	11	10	90.91%	10.00%
Male	–	–	–	–
Female	–	–	–	–
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	–	–	–	–
Native Hawaiian or Pacific Islander				
White	–	–	–	–
Two or More Races				
Socioeconomically Disadvantaged	–	–	–	–
English Learners	–	–	–	–
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

Career Technical Education Programs (School Year 2015-16)

5. Career information and college preparation needs to be presented to students in all classes. Students will have career education across all courses and grade levels. All seniors will complete a senior project.

- ? Research Paper
- ? Fifteen hours of work on a project with a supervisor
- ? Fifteen minute multimedia presentation with visual aides
- ? A community service project is recommended.

Every student will complete:

- ? Letter of Application
- ? Business Letter
- ? Résumé
- ? Thank You Letter
- ? Seniors will be required to participate in an exit interview

Continue Career activities such as, job shadowing, fieldtrips, guest speakers, college counseling, MCOE Industry Days, Career Days, College Fairs, College presentations & visitations, mock interviews and career assessments.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	
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	

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	.00%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

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
7	0%	0%	0%
9	0%	0%	0%

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)

Dos Palos - Oro Loma is proud to have community centered schools. The schools are firmly involved in community activities and the community strongly supports the local schools and programs. Westside High School strongly promotes parent involvement and provides many opportunities for parents to participate in their child's education. We have implemented a Parent/Student orientation on the first day of school. We also have mandatory quarterly and semester parent conferences for all students. Also we have a Back to School night in the fall and an Open house night in the Spring. We also have implemented an awards day for the 1st semester and the 2nd semester and parents are encouraged to attend. We continue with the monthly SSC and ELAC meetings where flyers are sent home of the information and the yearly calendar is in the handbook. We have implemented direct instruction and all curriculum is directly in line with the comprehensive high school. We have recently went to an all on-line unit recovery program which is paperless and user friendly for all students at home as well as at school.

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	10.10%	9.10%	5.90%	10.10%	9.10%	5.90%	11.40%	11.50%	10.70%
Graduation Rate	87.50%	90.40%	94.05%	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	100.00	97.74	85.92
Black or African American	.00	100.00	78.04
American Indian or Alaska Native	.00	.00	78.06
Asian	.00	100.00	93.32
Filipino	.00	.00	93.22
Hispanic or Latino	100.00	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	100.00	97.48	77.59
English Learners	66.67	60.00	53.97
Students with Disabilities	66.67	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	15.15	14.06	24.68	11.52	10.51	11.62	4.36	3.80	3.65
Expulsions	0.00	0.00	1.30	0.24	0.12	0.04	0.10	0.09	0.09

School Safety Plan – Most Recent Year

Recent events on school campuses around the country continue to remind us of the need to be diligent in our quest to make our schools safe. To that end we accomplished several tasks that further secure our schools. We continue to implement and monitor the comprehensive safety plan that was adopted in the 2007-2008 school year and has been revised yearly as staff changes as well as district policies and priorities.. The data from the monitoring of the safety plan is included in this report. The school district hosted a joint meeting between the Dos Palos City Council and the School Board to discuss gang activity and the safety of students in our community. All our schools have surveillance cameras installed and providing 24/7 surveillance. We have addressed the issue of updating the entire system with the district.

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	2013-2014	2010-2011
Year in Program Improvement*	Year 2	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	15	3			7	4			10	4		
Mathematics	15	5			3	4			10	4		
Science	13	2			10	2			12	2		
Social Science	15	2			10	3			12	3		

* 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	0	40
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	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)

All continuation students will have an individual student study plan that will be reviewed by all teachers. When each student comes into the school they will have an IEP developed by the teachers. These plans will be reviewed with the students and parents every 6 weeks and a report will be sent home to parents. Parents will be encouraged and invited to meet with staff and their student every time the plan is reviewed either by phone or in person.

All EL students will be pulled out to meet daily with the CELDT aide for extra help above and beyond the required ELD instruction. They will have ELD for a minimum of 30 minutes per day. During the day teachers will teach core subjects along with the focus lessons using SDAIE techniques to all students.

First and second period will have a focus lesson specifically targeting state standards with rigor and content up to 30 minutes and the rest of the class time will be planned for independent work in core subjects using core standards prepared in co-operation with the district wide improvement plan. Assessments will be developed using the school city, our District software. Staff has been trained in Common Core as well as the New State Standards for ELL. The staff is given the opportunity to select at least one PD in their area and attend. They then will return to present to the staff what strategies they found helpful. weekly class observations are performed and weekly staff meetings are held to discuss issues as well as success. The implementation of I-Ready has given staff direction for learning based on individual test results. the students are directed to intervention in these areas at least twice a week. All data is shared at parent conferences where parents are given copies of the results.

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		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

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 Dos Palos Oro Loma Unified School District currently provides a number of professional growth and staff development opportunities. As we focus upon standards implementation and achievement results we must coordinate our resources and provide a comprehensive program that ensures collaboration among our staff and the elements of our staff development plan.

We have collaborated and developed our plan for the year to include;

- Computer literacy including School City
- Mandated Reporting
- Bullying, gangs, Drug awareness and Identification
- Common Core in Language arts and Math
- Health related issues and identifying signs
- Visitations to Model Alternative education schools
- Peer observations and educational Rounds

An effective staff development program allows all staff members and stakeholders the opportunity to grow, learn and become a more efficacious employee. This renewal is critical to a healthy, high performing organization. We have utilized surveys for staff, students, and parents for needs based questions for further directions.