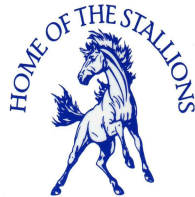


SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Dos Palos Elementary

Address: 2149 Almond St. Dos Palos, CA 93620-2305

Principal: Mrs. Kandy Ballinger-Biscay, Principal

Phone: (209) 392-0260

Email: kbiscay@dpol.net

Web Site: www.dpol.net

CDS Code: 24753176025431

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 Elementary
 Street: 2149 Almond St.
 City, State, Zip: Dos Palos, CA 93620-2305
 Phone Number: (209) 392-0260
 Principal: Mrs. Kandy Ballinger-Biscay, Principal
 E-mail Address: kbiscay@dpol.net
 Web Site: www.dpol.net
 County-District-School (CDS) Code: 24753176025431

School Description and Mission Statement – Most Recent Year

Our Mission Statement:

The mission of Dos Palos Elementary staff is to help children, parents, and each other in becoming united as a team, so together, we can empower our young students' socially, emotionally, and academically. We are pleased that you are a part of the DPE family and we anticipate your involvement and cooperation in making this year successful.

Our Vision:

The vision of Dos Palos Elementary is by working together with our families and local the community, we will create a safe, technologically rich, and challenging learning environment that will develop our young students into critical thinkers, strong communicators who can work creatively and collaboratively. Together, we accept the responsibility to assist students as they become educated, responsible, productive citizens.

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

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	221
Grade 1	178
Grade 2	166
Total Enrollment	565

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

Student Group	Percent of Total Enrollment
Black or African American	3%
American Indian or Alaska Native	7.1%
Asian	0.4%
Filipino	0%
Hispanic or Latino	78.4%
Native Hawaiian/Pacific Islander	0%
White	10.4%
Two or More Races	0.4%
Socioeconomically Disadvantaged	85%
English Learners	45.5%
Students with Disabilities	8%
Foster Youth	1.6%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential		23		
Without Full Credential		2		
Teaching Outside Subject Area of Competence (with full credential)		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	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 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 use the HM Medallion materials for ELA.	HM Medallion	0%
Mathematics	All grade levels use the Houghton Mifflin math texts and/or workbooks.	Houghton Mifflin Math	0%
Science	Harcourt: California Ciencias	Harcourt: California Ciencias	0%
History-Social Science	Harcourt: Reflecciones	Harcourt: Reflecciones	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	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 – Most Recent Year

The William's Compliance team came out to DPE on August 23, 2013. Minor issues such as leaking gutters, missing black top, and uneven pavement were also noted. Our maintenance department and our custodians have been notified and are working to remedy any issues at our site.

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	✓	-	-
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)			
Mathematics (grades 3-8 and 11)			

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 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)									

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

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.

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 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			

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

Our parents play a vital role in developing and approving our annual school plan. They also help make decisions about how to spend special-purpose funds to support the goals of the current year. Parents serve on our School Site Council, English Language Advisory Committee, and participate in making important school decisions. Many also support their children's teachers by volunteering in the classroom and/or volunteering in our Parent Center helping to make journals, packets, Kindergarten Round-Up packets, putting together student awards, and generally helping teachers with specific needs. Last year alone, our parent volunteer coordinator organized parents to provide over 1,200 hours of volunteer services for our staff and students. Parents also show their support by attending parent conferences, Back-to-School Night, Awards Assemblies, All Sports Day, All Sports Day Awards, and Open House. Currently, our school site is meeting every trimester to assist parents in new Common Core Curriculum.

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	6.5	4.63	8.13	12.76	11.52	10.51	5.07	4.36	3.8
Expulsions	0	0	0	0.21	0.24	0.12	0.13	0.1	0.09

School Safety Plan – Most Recent Year

School Safety for all students, staff, and visitors is fundamental to a learning environment. School safety is a necessary component of school culture that is created and maintained through awareness, training, and assessment in all areas of teacher-visitor interactions, facilities maintenance, and school safety activities.

The School Safety plan is discussed and reviewed at School Site Council meetings, and staff meetings throughout the year. Safety is monitored from three sources; student behavior in Aeries, adult visitor sign-in sheets, and physical structures through quarterly reports and William's Compliance visits.

Dos Palos Elementary conducts monthly fire drills, two code-red drills annually, earthquake, and evacuation drills quarterly, and reviews emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. Our staff monitors children on campus from 7:15 a.m. until they are safely off campus at the end of the school day. We ensure a safe campus by monitoring and responding to student behavior and by listening to parent concerns.

**Please note: suspensions noted below may include students involved in multiple incidents.

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	Yes	Yes	Yes
Met Graduation Rate	N/A	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 4	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 (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		6		24	1	8		26	1	8	
1	30		6		25		7		25		7	
2	28		6		25		8		23		7	
Other	30		1									

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	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 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)

A portion of our classified staff is funded through Title I and EIA money. We also ensure we align purchases from Title I with our goals in our School Site Plan. Our goals are related to Math, English Language Arts, Technology, and maintaining a Safe School Environment.

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/>.

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.

Los maestros de la Escuela Primaria Dos Palos están altamente entrenados. Para el año escolar 2013-14, nuestro distrito ha proporcionado un extenso entrenamiento con los Estándares Estatales Comunes para todos los maestros en las materias de Arte del Idioma inglés, matemáticas y tecnología. Nosotros también estamos implementando el uso de las rondas educativas guiadas por MCODE. También continuamos con continuos talleres para el personal, incluyendo entrenamientos en lectura LitConn, 6 + 1 Rasgos de escritura, entrenamiento comprensivo GLAD, y estrategias Bonnie Bishop para el apoyo de la instrucción para asistir a los estudiantes a que aprendan nuevos materiales académicos. Continuamos desarrollos de personal para cubrir las estrategias de enseñanza para estudiantes aprendiendo inglés, repaso de información estudiantil y estrategias para la administración en el salón. Nuestro personal se junta para llevar a cabo entrenamientos o colaboración académica los miércoles por la tarde. Para el año escolar 2013-14, los desarrollos profesionales se llevarán a cabo en-casa y por fuentes profesionales para aquellos individuos que cualifiquen para asistir. Nosotros también estamos trabajando en unión con la Oficina de Educación del Condado de Merced.