

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19

Dos Palos High

Address: 1701 East Blossom St. Dos Palos, CA 93620-2706
Principal: Mr. Jason Von Allman, Principal
Phone: (209) 392-0300
Email: jvonallman@dpol.net
Web Site: www.dpol.net
CDS Code: 24753172431203

Dos Palos Oro Loma Joint Unified

Superintendent: Justin Miller
Phone: (209) 392-0200
Email: jmiller@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/guardians 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 county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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: Justin Miller
 E-mail Address: jmiller@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: Mr. Jason Von Allman, Principal
 E-mail Address: jvonallman@dpol.net
 Web Site: www.dpol.net
 County-District-School (CDS) Code: 24753172431203

School Description and Mission Statement (School Year 2018-19)

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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	182
Grade 10	158
Grade 11	174
Grade 12	160
Total Enrollment	674

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.6%
American Indian or Alaska Native	0.4%
Asian	0.4%
Filipino	0.1%
Hispanic or Latino	78.3%
Native Hawaiian/Pacific Islander	0.4%
White	16%
Two or More Races	0.1%
Socioeconomically Disadvantaged	81.9%
English Learners	7.4%
Students with Disabilities	9.6%
Foster Youth	0.3%

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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	32	29	30	
Without Full Credential	1	3	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2019

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

Current Data shows that the facilities at Dos Palos High are in an overall "fair" state as noted by the Williams Report. 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: November 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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: November 2018

	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] 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	64%	55%	25%	24%	48%	50%
Mathematics (grades 3-8 and 11)	24%	12%	14%	12%	37%	38%

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.

NOTE: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	172	167	97.09%	55.09%
Male	85	81	95.29%	44.44%
Female	87	86	98.85%	65.12%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	134	131	97.76%	53.44%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.77%	63.33%
Two or More Races				
Socioeconomically Disadvantaged	141	136	96.45%	52.94%
English Learners	42	42	100.00%	30.95%
Students with Disabilities	20	19	95.00%	0.00%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: 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 Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	172	165	95.93%	12.12%
Male	85	79	92.94%	11.39%
Female	87	86	98.85%	12.79%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	134	129	96.27%	12.40%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.77%	13.33%
Two or More Races				
Socioeconomically Disadvantaged	141	135	95.74%	8.15%
English Learners	42	40	95.24%	2.50%
Students with Disabilities	20	19	95.00%	0.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth				

NOTE: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: 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 Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education (CTE) Programs (School Year 2017-18)

Dos Palos High School offers 42 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, Medical 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 a more diverse industries,
3. Increase the number of courses that are articulated and the number of students who receive 2 + 2 credit,
4. Provide certifications for course completion through either trade schools or community colleges. We are presently expanding our dual enrollment. We hope to achieve these goals within the next 3 years.

Career Technical Education (CTE) Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	583
Percent of pupils completing a CTE program and earning a high school diploma	97.6%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	84%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.26%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	37.58%

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 2017-18)

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
5			
7			
9	15.00%	20.80%	36.40%

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 2018-19)

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.

A Dos Palos High Parent Club was initiated this past year. This group meets with school personnel monthly as part of the club activities.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.9%	0.7%	0.0%	5.9%	5.3%	2.3%	10.7%	9.7%	9.1%
Graduation Rate	98.1%	99.3%	98.7%	94.1%	94.2%	94.2%	82.3%	83.8%	82.7%

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	97.39	93.06	88.72
Black or African American	100.00	75.00	82.15
American Indian or Alaska Native	.00	.00	82.81
Asian	100.00	100.00	94.93
Filipino	.00	.00	93.45
Hispanic or Latino	95.90	94.16	86.54
Native Hawaiian/Pacific Islander	.00	.00	88.56
White	100.00	90.32	92.12
Two or More Races	.00	.00	91.15
Socioeconomically Disadvantaged	97.89	93.21	88.64
English Learners	44.44	50.00	56.74
Students with Disabilities	94.74	95.45	67.12
Foster Youth	.00	.00	74.08

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	10.61	10.64	7.53	11.62	9.22	8.03	3.65	3.65	3.51
Expulsions	0.00	1.38	0.82	0.04	0.48	0.35	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

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 7:00 am until the end of the school day. A full time district 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	23	14	14	5
Mathematics	27	6	12	5
Science	17	13	3	1
Social Science	24	12	5	12

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	24	11	16	4
Mathematics	28	6	7	10
Science	17	11	9	
Social Science	24	9	12	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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	23	12	17	3
Mathematics	27	6	10	7
Science	17	11	8	2
Social Science	27	6	7	13

* 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 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	672
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non - teaching)	.5	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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$70733
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11548	\$71392
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 2017-18)

The Single Plan for Student Achievement drives the planning and spending for Dos Palos High School. Goals are set based on the needs of our students. These goals are generated through data collection deciphering of that data. 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, Career Tech Incentive Grant and Perkins grants.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44158	\$45681
Mid-Range Teacher Salary	\$66898	\$70601
Highest Teacher Salary	\$96615	\$89337
Average Principal Salary (Elementary)	\$99185	\$110053
Average Principal Salary (Middle)	\$102868	\$115224
Average Principal Salary (High)	\$106552	\$124876
Superintendent Salary	\$164817	\$182466
Percent of Budget for Teacher Salaries	28%	33%
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 (AP) Courses (School Year 2017-18)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All courses	11	19.9%

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.