

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Dos Palos Elementary

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

Principal: Megan Grijalva, Principal

Phone: (209) 392-0260

Email: mgrijalva@dpol.net

Web Site: www.dpol.net

CDS Code: 24753176025431

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

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

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 that by working together with our families and the local 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 2017-18)

Grade Level	Number of Students
Kindergarten	225
Grade 1	169
Grade 2	183
Grade 3	4
Total Enrollment	581

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

Student Group	Percent of Total Enrollment
Black or African American	1.7%
American Indian or Alaska Native	0.5%
Asian	0.3%
Filipino	0.3%
Hispanic or Latino	81.9%
Native Hawaiian/Pacific Islander	0.2%
White	13.4%
Two or More Races	0.2%
Socioeconomically Disadvantaged	89%
English Learners	38.9%
Students with Disabilities	8.8%
Foster Youth	1.2%

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		20		
Without Full Credential		6		
Teaching Outside Subject Area of Competence (with full credential)		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 McGraw-Hill (Wonders) materials for ELA.	McGraw-Hill	0%
Mathematics	All grade levels use the Houghton Mifflin math texts and/or workbooks.	Houghton Mifflin Math	0%
Science	Harcourt: California Science	Harcourt: California Science	0%
History-Social Science	Harcourt: Reflections	Harcourt: Reflections	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

Dos Palos Elementary is one of the oldest facilities in our school district. Considering this, our maintenance and custodial staff keep the campus safe and clean for our students and our staff. Classrooms are in adequate condition and there are enough classrooms to accommodate all of our students. On September 2, 2018 our site was visited by the Williams team and a Facility Inspection Tool (FIT) was completed and provided to our district. Results included, minor issues in our restrooms such as loose faucet. During the summer of 2018 four of our restrooms were renovated and updated. The FIT also revealed minor issues with two water fountains, which have been recently fixed. During the summer of 2018 DPE's playground black top and classroom wings were re-cemented (surfaced).

Also during the summer, 4 classroom interiors were painted. We will continue to paint the interior of the remaining classrooms. We will also continue to make various improvements to interior and exterior facilities. Any hazards found are immediately attended to.

School Facility Good Repair Status

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

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

Month and year in which data were collected: August 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: August 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)		–		24%		50%
Mathematics (grades 3-8 and 11)		–		12%		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	--	--	--	--
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 (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	--	--	--	--
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: 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.

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			

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)

Parents are encouraged to visit classrooms and our campus through various opportunities such as: Back to School Night, Parent Nights, Open House, School Site Meetings, ELAC Meetings, Conferences, events and volunteer opportunities. Parents can also communicate with their teachers through email, scheduled meetings, or phone. In addition, our Aeries communication system provides an outlet for parents to text teachers directly. Teachers and the school also use the Aeries communication to send home dialers, emails, and text messages to communicate and remind families about upcoming events, schedule changes, or other pertinent information. Dos Palos Elementary also has an active Facebook page to communicate positive news and events that occur in and out of the classroom. Parents can direct message the Principal through this outlet. Our recently established Parent Club is another great way for parents to be involved in their child's academic experience. All parents are welcome and encouraged to join at any point through out the school year.

Any parent who has questions about the above information or is interested in volunteering is encouraged to come in or contact the office. Dos Palos Elementary staff is committed to providing the best opportunity for student success. We understand that it is vital that parents play an intricate role in this process. If parents have ideas and thoughts on how we can make our school a better program for our students we encourage them to share their ideas.

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	7.19	6.02	6.83	11.62	9.22	8.03	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.04	0.48	0.35	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

Dos Palos Elementary has safety plans to address child abuse reporting procedures, disaster procedures, suspensions, dress code, classroom expectations, rules and procedures, bully prevention and violence prevention. The safety plan is updated yearly and discussed with faculty. To update and evaluate the safety plan a committee made up of teachers, classified staff, administration and parents is established. Please contact the site administrator for a copy of the Comprehensive School Safety Plan.

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 (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	24	1	9	
1	25		8	
2	24		7	
3				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	26		8	
1	23		8	
2	25		7	
3				
Other**	12	1		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	22	1	9	
1	24		8	
2	23		7	
3				
Other**	12	1		

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

** "Other" category is for multi-grade level classes.

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)		N/A
Other	1	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)

Title I funds are used primarily to fund our support staff and are aligned with our School Site Plan and LCAP initiatives. Categorical funds are used to primarily supplement curriculum and instruction. Specifically these funds are used to support intervention programs, improve school culture, technology, English language arts, mathematics, and English Language Development.

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/>.

Professional Development

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

Currently, all staff participates in a contracted three days of professional development that is provided by our district. The focus for these days are based on student achievement data. During the 2018-19 summer teachers had the opportunity to attend a week long training on guided reading. Professional Development is also available on Wednesday through PLC's (after school workshops). Teachers also have the opportunity to attend professional development through the county office, CTA and other entities. Teachers who are not fully credentialed are assigned a mentor who provides individual coaching and mentoring on a weekly basis. During implementation, teacher-principal meetings occur, student performance data reporting occurs monthly and scores are reviewed with grade level teams and individual teachers.