

Dos Palos Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Dos Palos Elementary School
Street	2149 Almond St.
City, State, Zip	Dos Palos, CA
Phone Number	(209) 392-0260
Principal	Megan Grijalva
Email Address	mgrijalva@dpol.net
Website	www.dpol.net
County-District-School (CDS) Code	6025431

Entity	Contact Information
District Name	Dos Palos Oro Loma Joint Unified
Phone Number	(209) 392-0200
Superintendent	Justin Miller
Email Address	jmillier@dpol.net
Website	www.dpol.net

School Description and Mission Statement (School Year 2019-20)

The mission of Dos Palos Elementary staff is to work together as a T.E.A.M, "Together, Everyone, Achieves, More". We know, it takes a village to raise a child and together we will strive to raise students to become responsible, contributing adults. Our motto at DPE is to, "Treat others the way you want to be treated" and every day together we strive for students to learn their A.B.C's:

- A. A: Always Safe
- B. B: Be Responsible and Respectful
- C. C: Care for Others (Treat others the way you want to be treated)

Dos Palos Elementary School is a TK to Second Grade Campus with approximately 560 students. When walking on to our campus you can quickly feel the caring culture of our staff. Our school is characterized by a strong sense of camaraderie and a commitment to provide nothing but the best for our students. With every decision made, student welfare is at the forefront.

DPE offers a Multi-tiered System of Supports with three tiers of intervention in academic content, social-emotional regulations, behavior, and attendance. We offer an intensive reading intervention program that utilizes Fountas and Pinnell Leveled Literacy Series. DPE is in our second year of PBIS implementation and is working on teaching our students classroom and campus expectations. Our full-time Counselor offers individual and group counseling to support struggling students and all staff monitors attendance on a daily basis. Our staff is committed to using student data to monitor students success and create goals based on this data. The purpose of our educational program is to prepare students to be lifelong learners so that they can now and in the future reach their fullest potential.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	215
Grade 1	175
Grade 2	176
Total Enrollment	566

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.2
Hispanic or Latino	82.3
Native Hawaiian or Pacific Islander	0.4
White	13.1
Two or More Races	0.2
Socioeconomically Disadvantaged	88.9
English Learners	37.6
Students with Disabilities	6.9
Foster Youth	0.7
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	23	23	99
Without Full Credential	4	4	6	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: August 2019

All students have access to textbooks and instructional materials. The district is planning to initiate the adoption process for science and history-social science in the upcoming school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill-Wonder 2016-2017	Yes	0%
Mathematics	HM Expression 2014-2015	Yes	0%
Science	Harcourt-California 2005-2006	No	0%
History-Social Science	Harcourt-Reflection 2007-2008	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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. In August of 2019, 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 a loose faucet. The FIT also revealed minor issues with a couple of classrooms, which have been recently fixed. During the Summer of 2019 work on grounds were completed and classrooms painted. During Winter Break the Cafeteria floor was replaced. We will also continue to make various improvements to the interior and exterior facilities. Any hazards found are immediately attended to.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	
Overall Rating	Good	

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents are encouraged to visit classrooms and our campus through various opportunities such as: Back to School Night, Parent Nights, Open House, School Site Council 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.0	6.8	1.0	9.2	8.0	7.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.5	0.3	0.7	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Dos Palos Elementary has a Comprehensive School Safety Plan in place that is reviewed and updated annually. The plan is reviewed with staff at the beginning of each school year. Our School Site Council (SSC) approves our Safety Plan on an annual basis. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to create and maintain a safe, clean, respectful and orderly school campus that encourages positive attitudes in students and staff. Dos Palos Elementary School's comprehensive safety plan was reviewed and updated in August of 2019 by the school's faculty. The plan with any changes is approved by the Dos Palos Oro-Loma Joint Unified School District Board of Trustees annually.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		8		22	1	9		21	3	7	
1	23		8		24		7		21	1	7	
2	25		7		23		8		25		7	
Other**	12	1			12	1			8	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6442	873	5569	78836
District	N/A	N/A	5732	\$71,218.00
Percent Difference - School Site and District	N/A	N/A	-2.9	10.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-29.6	7.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Supplemental funds are used to provide additional support services to students and 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.

Programs offered at Dos Palos Elementary School:

Academic:

1. Learning Lab (Literacy) using Fountas and Pinnel Leveled Literacy Series: Tier 2 Intervention
2. Imagine Learning ELA and Math Tier 1 Intervention
3. Science, Technology, Engineering, and Math (STEM) Lab
4. Library Visits Once a Week
5. ELD Support in Literacy Lab: Tier 2 Intervention Program
6. Learning Lab 1-1 Literacy Intervention: Tier 3 Intervention
7. ASSETS After School Program
8. Accelerated Reader Program and Enrichment

Social-Emotional

1. 1-1 and Group Counseling Services provided by Credential Counselor: Tier 2 Intervention
2. 2nd Step Program: Tier 1 Intervention

Behavioral

1. Positive Behavior and Intervention and Supports

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,498	\$46,208
Mid-Range Teacher Salary	\$69,574	\$72,218
Highest Teacher Salary	\$99,560	\$92,742
Average Principal Salary (Elementary)	\$112,000	\$134,864
Average Principal Salary (Middle)	\$122,343	\$118,220

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$128,000	\$127,356
Superintendent Salary	\$168,113	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		5	5

At DPE there is a large emphasis on Professional Development for both certificated and classified staff. Professional Development opportunities for staff have been provided on the topics of safety, curriculum alignment, literacy instruction development and opportunities to collaborate with grade level teachers. Data from the State Dashboard, ELPAC Assessments and Local Benchmarks are used to drive professional development.