

Dos Palos High School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Dos Palos High

Contact Information (School Year 2013-14)

1701 East Blossom St.

Dos Palos, CA 93620-2706

(209) 392-0300

Principal: Heather Ruiz

Contact E-mail Address: hruiz@dpol.net

County-District-School (CDS) Code: 24753172431203

Dos Palos Oro Loma Joint Unified

Contact Information (School Year 2013-14)

(209) 392-0200

www.dpol.net

Superintendent: Brian Walker

Contact E-mail Address: bwalker@dpol.net



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Dos Palos Oro Loma Joint Unified
Phone Number	(209) 392-0200
Web Site	www.dpol.net
Superintendent	Brian Walker
E-mail Address	bwalker@dpol.net
CDS Code	24753172431203

School Contact Information (School Year 2013-14)

Name	Dos Palos High
Street	1701 East Blossom St.
City, State, Zip	Dos Palos, CA 93620-2706
Phone Number	(209) 392-0300
Principal	Heather Ruiz
E-mail Address	hruiz@dpol.net

School Description and Mission Statement (School Year 2012-13)

The Mission of DPHS is to:

- Create a learning environment where ALL students are challenged to their full potential
- Prepare students to become knowledgeable, contributing members of our society

We value a learning program that is responsive to the individual needs of a diverse population that:

- Provides equal access for ALL students
- Encourages personal responsibility for learning

Opportunities for Parental Involvement (School Year 2012-13)

Opportunities for parent involvement include: School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Migrant Education, classroom visits, Athletic Boosters, Ag Boosters, Band Boosters, volunteering, attending activities, Career Technical Education Advisory Committee, workshops, Academic Planning, and parent/teacher conferences.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	40%	44%	44%	39%	37%	37%	54%	56%	55%
Mathematics	15%	12%	7%	33%	31%	29%	49%	50%	50%
Science	30%	47%	47%	35%	41%	40%	57%	60%	59%
History-Social Science	28%	32%	36%	26%	25%	26%	48%	49%	49%

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	37%	29%	40%	26%
All Students at the School	44%	7%	47%	36%
Male	35%	6%	52%	42%
Female	54%	8%	41%	30%
Black or African American	13%	N/A	N/A	18%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	40%	7%	45%	31%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	62%	9%	56%	57%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	38%	7%	45%	34%
English Learners	3%	N/A	5%	N/A
Students with Disabilities	7%	N/A	N/A	3%
Students Receiving Migrant Education Services	27%	7%	N/A	31%

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.

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			writing			Mathematics		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
9									
10									
11									
12									

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39%	48%	42%	37%	45%	40%	59%	56%	57%
Mathematics	41%	51%	43%	38%	49%	41%	56%	58%	60%

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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

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.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	60%	20%	20%	59%	35%	7%
All Students at the School	58%	21%	21%	57%	36%	7%
Male	65%	14%	21%	57%	37%	7%
Female	49%	29%	22%	58%	34%	8%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	61%	21%	17%	59%	35%	7%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	41%	17%	41%	48%	41%	10%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	67%	19%	14%	64%	28%	9%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	11.5%	35.3%	44.9%

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	2	3
Similar Schools	4	2	6

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-24	43	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-18	24	-5
Native Hawaiian or Pacific Islander			
White	-26	92	-27
Two or More Races			
Socioeconomically Disadvantaged	-22	28	-1
English Learners	-57	74	-29
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	467	684	1,649	689	4,655,989	790
Black or African American	15	534	55	599	296,463	708
American Indian or Alaska Native	1		8		30,394	743
Asian	1		5		406,527	906
Filipino	1		4		121,054	867
Hispanic or Latino	348	672	1,235	680	2,438,951	744
Native Hawaiian or Pacific Islander	0		1		25,351	774
White	99	746	338	729	1,200,127	853
Two or More Races	0		0		125,025	824
Socioeconomically Disadvantaged	451	684	1,569	691	2,774,640	743
English Learners	188	598	719	638	1,482,316	721
Students with Disabilities	55	397	193	453	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	No
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	166
Grade 10	169
Grade 11	174
Grade 12	124
Total Enrollment	633

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.3
Asian	0.2
Filipino	0.2
Hispanic or Latino	73.5
Native Hawaiian/Pacific Islander	0
White	20.9
Two or More Races	0.00
Socioeconomically Disadvantaged	97.6
English Learners	39.3
Students with Disabilities	12.6

Average Class Size and Class Size Distribution (Secondary)

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Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.4	30	15	0	25.7	4	20	3	22	7	14	7
Mathematics	20.8	14	14	2	30.2	3	6	11	27	6	12	5
Science	20.9	7	9	0	24.4	4	10	1	21	8	6	2
Social Science	24.7	9	14	6	24.7	7	8	4	20	12	8	5

* 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.

School Safety Plan (School Year 2012-13)

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 at the beginning of each year and then follow up discussions are held throughout the year. 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 7:00am until the end of the school day. We also keep close communication with the Dos Palos Police Department.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	143	120	200			
Expulsions	5	3	2			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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.

School Facility Good Repair Status (School Year 2013-14)

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

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/Vermine Infestation		—	—	
Electrical: Electrical		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	Restrooms will be repainted and old valves will be replaced.
Safety: Fire Safety, Hazardous Materials	—		—	Fire Exit signs mst be posted in each classroom/building.
Structural: Structural Damage, Roofs	—		—	The roof at the end of Wing 1 needs to be repaired. Damage was caused by fire.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	39	28	24	
Teachers without Full Credential	1	2	3	
Teachers Teaching Outside Subject Area of Competence		0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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	100	0
High-Poverty Schools in District	100	0
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	316.5
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	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

Note: Cells shaded in black or 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	All grade levels us the Glencoe Literature series	Glencoe	0%
Mathematics	All grade levels use the McDougal Littell math texts.	McDougal Littell	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%
Science Laboratory Equipment (grades 9-12)	McDougal Littell		0%
Visual and Performing Arts	N/A	N/A	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,720	\$4,576	\$1,144	\$59,900
District	N/A	N/A	N/A	\$61,950
Percent Difference - School Site and District	N/A	N/A	N/A	-3.31
State	N/A	N/A	\$5,537	\$63,166
Percent Difference - School Site and State	N/A	N/A	-79.34	-5.17

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Title I and EIA money is used to fund classified staff salaries. We align purchases from Title I and EIA with our goals in our Single Plan for Student Achievement. Our goals focus on: math, ELA, English Learners, technology, and safety.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,985	\$38,578
Mid-Range Teacher Salary	\$56,030	\$59,798
Highest Teacher Salary	\$73,686	\$78,044
Average Principal Salary (Elementary)	\$84,907	\$95,442
Average Principal Salary (Middle)	\$88,063	\$98,080
Average Principal Salary (High)	\$91,218	\$106,786
Superintendent Salary	\$140,000	\$150,594
Percent of Budget for Teacher Salaries	0.38%	0.37%
Percent of Budget for Administrative Salaries	0.05%	0.06%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	5.5	1.5	5.4	8.7	4	12.5	16.6	14.7	13.1
Graduation Rate	93.44	97.94	93.88	89.5	95.07	86.41	74.77	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Graduating Class of 2012

Group	School	District	State
All Students	138	168	418,598
Black or African American	1	2	28,078
American Indian or Alaska Native			3,123
Asian	2	2	41,700
Filipino			12,745
Hispanic or Latino	95	112	193,516
Native Hawaiian/Pacific Islander			2,585
White	39	51	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	11	14	31,683
English Learners	47	58	93,297
Students with Disabilities	137	164	217,915

Career Technical Education Programs (School Year 2012-13)

DPHS offers 31 sections of CTE courses. 8 sections are regional occupational programs. The CTE advisory committee meets two times a year to discuss plans for the CTE program. Members of the committee are local business employers, site staff, and district staff.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	356
Percent of pupils completing a CTE program and earning a high school diploma	80
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	65.17
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	41.38

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science		N/A
Social Science	2	N/A
All courses	7	11

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

Dos Palos High School dedicates every Wednesday to staff meetings, professional development, collaboration, and trainings. Trainings include: SDAIE strategies, classroom management, SchoolCity, Aeries, best instructional practices, Advanced Placement, Safe School Ambassadors, Common Core State Standards., and technologyh. Staff meetings are led by the site administrator, at least one Wednesday per month. Department meetings are held once a month for collaboration.