

Westside High School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14



Westside High



Contact Information (School Year 2013-14)

22368 So. Sixth Street

South Dos Palos, CA 93665

(209) 392-0280

Principal:

Mrs. Frank Lemos, Principal

Contact E-mail Address:

flemos@dpol.net

County-District-School (CDS) Code: 24753172430015

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	24753172430015

School Contact Information (School Year 2013-14)

Name	Westside High
Street	22368 So. Sixth Street
City, State, Zip	South Dos Palos, CA 93665
Phone Number	(209) 392-0280
Principal	Mrs. Frank Lemos, Principal
E-mail Address	flemos@dpol.net

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

Westside High School offers a variety of programs for students who, for many reasons, are not being successful in or are unable to attend the regular high school. It has been designed to provide a student with a small school environment to continue his/her education while working to develop the skills, habits, and attitudes that will allow him/her to be successful in pursuing life goals. It is the belief of the Dos Palos Oro Loma Joint Unified School District that all students who wish to pursue an education have the right to do so provided that they are willing to attend regularly and are willing to display acceptable behavior in the educational setting. Since students learn in many different ways and have different learning abilities, they should be offered a variety of learning atmospheres and modes of instruction. It is the intent of Westside High School to meet those needs by developing a highly individualized curriculum for our students.

Expected School Wide Learning Results (ESLR's)

Effective Communicators who:

- Write logically
- Converse appropriately and interpret effectively in written and verbal form

Life Long Learners who:

- Pursue personal, academic and career goals
- Continue to acquire new knowledge
- Learn and maintain healthy habits

Critical Thinkers who

- Identify and analyze information effectively
- Make informed decisions
- Utilize problem solving skills
- Access and apply technology to solve problems and make decisions

Good Citizens who:

- Show respect to self and others through communication and actions
- Demonstrate ability to follow rules and a code of ethics

Competent Employees who:

- Have a goal and explore available opportunities in the area of interest
- Are prepared for the work environment

Opportunities for Parental Involvement (School Year 2012-13)

Dos Palos - Oro Loma is proud to have community centered schools. The schools are firmly involved in community activities and the community strongly supports the local schools and programs. Westside High School strongly promotes parent involvement and provides many opportunities for parents to participate in their child's education. We have implemented a Parent/Student orientation on the first day of school. Also we have a Back to School night in the fall and an Open house night in the Spring. We also have implemented an awards day for the 1st semester and the 2nd semester and parents are encouraged to attend. We continue with the monthly SSC and ELAC meetings where flyers are sent home of the information and the yearly calendar is in the handbook.

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	16%	N/A	8%	39%	37%	37%	54%	56%	55%
Mathematics	N/A	N/A	N/A	33%	31%	29%	49%	50%	50%
Science	13%	N/A	7%	35%	41%	40%	57%	60%	59%
History-Social Science	9%	0%	8%	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	8%	N/A	7%	8%
Male	3%	N/A	N/A	13%
Female	15%	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
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	6%	5%	N/A	11%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	17%	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	7%	7%	7%	6%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

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	19%	7%	8%	37%	45%	40%	59%	56%	57%
Mathematics	13%	27%	23%	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	92%	8%	N/A	77%	23%	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	91%	9%	N/A	83%	17%	N/A
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	0%	0%	0%
7	100%	0%	0%
9	100%	0%	0%

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	B	B	
Similar Schools	B	B	

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	30		B
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			

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	19	506	1,649	689	4,655,989	790
Black or African American	1	0	55	599	296,463	708
American Indian or Alaska Native	0	0	8		30,394	743
Asian	0	0	5		406,527	906
Filipino	1	0	4		121,054	867
Hispanic or Latino	11	444	1,235	680	2,438,951	744
Native Hawaiian or Pacific Islander	0	0	1		25,351	774
White	6	12	338	729	1,200,127	853
Two or More Races	0	0	0		125,025	824
Socioeconomically Disadvantaged	17	482	1,569	691	2,774,640	743
English Learners	4	9	719	638	1,482,316	721
Students with Disabilities	6	6	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	Yes	No
API	N/A	No
Graduation Rate	N/A	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	2013-2014	2010-2011
Year in Program Improvement	Year 1	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 7	8
Grade 8	9
Grade 9	1
Grade 10	13
Grade 11	15
Grade 12	23
Total Enrollment	69

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

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Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	57.7
Native Hawaiian/Pacific Islander	0
White	36.5
Two or More Races	0.00
Socioeconomically Disadvantaged	88.5
English Learners	28.8
Students with Disabilities	13.5

Average Class Size and Class Size Distribution (Secondary)

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	12	3	0	0	15.3	3	0	0	29	3	0	0
Mathematics	13	6	0	0	15.6	5	0	0	17	5	0	0
Science	12	1	0	0	16.5	2	0	0	18	2	0	0
Social Science	15	1	0	0	15.5	2	0	0	18	2	0	0

* 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)

Recent events on school campuses around the country continue to remind us of the need to be diligent in our quest to make our schools safe. To that end we accomplished several tasks that further secure our schools. We continue to implement and monitor the comprehensive safety plan that was adopted in the 2007-2008 school year. The data from the monitoring of the safety plan is included in this report. The school district hosted a joint meeting between the Dos Palos City Council and the School Board to discuss gang activity and the safety of students in our community. All our schools have surveillance cameras installed and providing 24/7 surveillance.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	20	40	48	0		
Expulsions	0	1	3	0		

* 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)

We have submitted to the Maintenance Department and the District Office our site plan for the next 5 years. This includes all construction and classroom improvements. We feel that the site is one of the oldest in the district but has been modified and kept up well over time. The consistent improvements allows the staff to present the campus as a friendly and inviting educational institution. we have improved the entry for increased security at the entrance and exit of the site. We have improved the interior classes by updating all student classromm computers and improved all teaching stations.

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/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 (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	4	4	4	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence	0	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	1	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	100	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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

Note: Cells 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	Adequate	California Content Standards Aligned	0%
Mathematics	Adequate	California Content Standards Aligned	0%
Science	Adequate	California Content Standards Aligned	0%
History-Social Science	Adequate	California Content Standards Aligned	0%
Foreign Language	N/A	N/A	0%
Health	Adequate	California Content Standards Aligned	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$61,950
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$63,166
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

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)

All continuation students will have an individual student study plan that will be reviewed by all teachers. When each student comes into the school they will have an IEP developed by the teachers. These plans will be reviewed with the students and parents every 6 weeks and a report will be sent home to parents. Parents will be encouraged and invited to meet with staff and their student every time the plan is reviewed either by phone or in person.

All EL students will be pulled out to meet daily with the CELDT aide for extra help above and beyond the required ELD instruction. They will have ELD for a minimum of 30 minutes per day. During the day teachers will teach core subjects along with the focus lessons using SDAIE techniques to all students.

First and second period will have a focus lesson specifically targeting state standards with rigor and content up to 15 minutes and the rest of the class time will be planned for independent work in core subjects using core standards prepared in co-operation with the district wide improvement plan. Assessments will be developed using the school city, our District software.

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

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	8.7	4	12.5	8.7	4	12.5	16.6	14.7	13.1
Graduation Rate				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	30	168	418,598
Black or African American	1	2	28,078
American Indian or Alaska Native			3,123
Asian		2	41,700
Filipino			12,745
Hispanic or Latino	17	112	193,516
Native Hawaiian/Pacific Islander			2,585
White	12	51	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	3	14	31,683
English Learners	11	58	93,297
Students with Disabilities	27	164	217,915

Career Technical Education Programs (School Year 2012-13)

5. Career information and college preparation needs to be presented to students in all classes. Students will have career education across all courses and grade levels. All seniors will complete a senior project.

- ? Research Paper
- ? Fifteen hours of work on a project with a supervisor
- ? Fifteen minute multimedia presentation with visual aides
- ? A community service project is recommended.

Every student will complete:

- ? Letter of Application
- ? Business Letter
- ? Résumé
- ? Thank You Letter
- ? Seniors will be required to participate in an exit interview

Continue Career activities such as, job shadowing, fieldtrips, guest speakers, college counseling, MCOE Industry Days, Career Days, College Fairs, College presentations & visitations, mock interviews and career assessments.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	30
Percent of pupils completing a CTE program and earning a high school diploma	90
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	

* 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.

The Dos Palos Oro Loma Unified School District currently provides a number of professional growth and staff development opportunities. As we focus upon standards implementation and achievement results we must coordinate our resources and provide a comprehensive program that ensures collaboration among our staff and the elements of our staff development plan.

We have collaborated and developed our plan for the year to include;

- Computer literacy including School City Mandated Reporting
- Bullying, gangs, Drug awareness and Identification
- Common Core in Language arts and Math
- Health related issues and identifying signs
- Visitations to Model Alternative education schools
- Peer observations and educational Rounds

An effective staff development program allows all staff members and stakeholders the opportunity to grow, learn and become a more efficacious employee. This renewal is critical to a healthy, high performing organization. We have utilized surveys for staff, students, and parents for needs based questions for further directions.