

Dos Caminos Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Dos Caminos Elementary School
Street	39174 Palm Tree Way
City, State, Zip	Palmdale, CA 93551
Phone Number	661.947.1849
Principal	
E-mail Address	MBatista@palmdalesd.org
Web Site	http://www.palmdalesd.org/Domain/366
CDS Code	19648570124156

District Contact Information	
District Name	Palmdale School District
Phone Number	661.947.7191
Superintendent	Raul Maldonado
E-mail Address	djnardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (School Year 2016-17)

Palmdale School District Mission

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

Palmdale School District Vision

Every Student Leaves Ready for Success in High School and Beyond: College, Career, and the Global World.

School Mission

Bilingual today, success for tomorrow!

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

School Vision

Dos Caminos Acts, Thinks and Communicates from the Inside Out!

Our Why: We believe a multi-cultural/multi-lingual education prepares the whole child for life long success.

Our How: We are a highly qualified, collaborative team that inspires our students with a rigorous and relevant education for global excellence!

Our What: Together with our families we create a community of empowered, confident and bi-literate 21st century citizens.

Palmdale School District Vision:

Every student leaves ready for success in High School and beyond: College, career, and the global world.

School Description

Dos Caminos is the second dual-language immersion school in the Palmdale School District. The full 50/50 dual immersion program is currently implemented in Kindergarten through Fifth grade and will grow by one grade level each year until the school is a K-8 in 2020.

Because of the unique requirements of the dual-language program, the administrator has been careful to choose a highly qualified staff. All of our teachers are CLAD or BCLAD certified, except two who are currently testing to receive their BCLAD certification. Dos Caminos just hired four new fifth grade teachers for the 2016-2017 school year and is continually seeking to add quality trained teachers to our school staff as we grow each year. Additionally, we have TIPS mentoring available to any staff members who are within their first three years of becoming a teacher and with the collaborative nature of our program, teachers with more experience mentor and support our newer teachers either to the profession or to the dual immersion program.

Dos Caminos has worked on building its parent involvement through School Site Council and ELAC. These groups worked on a Parent Involvement Policy this past year to help guide our efforts to involve our parents in the educational process. Dos Caminos Kindergarten through Fifth grade students will participate in the district math (K-8) and language arts LPM assessments to provide current benchmark data for use to drive instruction. Additionally, our 3rd and 4th grade students participated in our SBAC state testing in the spring of 2016. Students are being trained in taking on-line testing this year through the use of our computer lab and lap top carts made available to our students. The implementation of Professional Learning Communities also allows teachers to tailor instruction to students needs by creating Common Formative Assessments as a grade level and using those results to create Clinic groups for intervention and enrichment. Dos Caminos held pre-kindergarten meetings with parents last year to help them prepare their children for kindergarten and to educate the parents about its Biliteracy program and plans to do the same this year. In addition, to ensure parental involvement and support of students in the home Dos Caminos will host their 3rd year of Parenting Partners, two family nights focused on math and will implement a new parent training through CABE called Project 2-INSPIRE this spring. Additionally, using information gathered from a workshop survey sent in the spring of 2016, Dos Caminos will hold many other workshops and classes requested by our parents.

This is Dos Caminos' fourth full year in our semi-permanent facility having relocated to the new site in January of 2013. Currently Dos Caminos is using parts of the old Juniper site to fulfill our facility needs. Dos Caminos is using the cafeteria for lunch and as a multi-purpose room, the computer lab, library and gymnasium. Additionally, the old band room was converted to the Dos Caminos Family Learning Center where all parent meetings and trainings are held and is home to our full time parent liaison. Each classroom here at Dos Caminos has 2-4 student computers as well as a teacher computer and Smartboard and have received training in the use of this technology to help teachers to take advantage of this resource. Document cameras and projectors are also available in each classroom. Last year all staff computers were upgraded by the district which allowed us to move all the current staff computers to student stations within the classrooms and added several computers to our school library. It is our hope with the technology in this facility that we will create an environment to prepare students for 21st century learning. Our Kindergarten and First grade teams have all been trained and each have 5 iPads in association with the Footsteps 2 Brilliance application that students are using in and outside the classroom to work on the literacy skills. This year 2nd grade will be trained and will receive iPads for their classrooms as well. Additionally, the 1st grade team will be receiving training and 5 iPads for each of their classrooms as well. This year Dos Caminos is also using four laptop carts housing 80 laptops which are being utilized on a schedule with 1st through 5th grade classes. Spanish teachers in Kinder and 1st grade have been using Imagine Learning in Espanol for the past three years to support Spanish literacy skills, and this year the district provided the school with 75 licenses for Imagine Learning in English to be used with our EL students as an intervention. Teachers are using the program within their classrooms, in the computer lab or with the laptop carts. Dos Caminos also has three teachers, third, fourth and fifth grade, who applied and were chosen to be part of the cadres of Chromebook trained teachers in the district. Each of these teachers will have a class set of Chromebooks to be used with their students and have attended professional development throughout the year on the effective use of this technology tool. The district has now offered more applications for new chromebook cadres and teachers at Dos Caminos have been encouraged to apply for this opportunity to increase the number of classrooms using chromebooks.

All teaching staff at Dos Caminos are highly qualified teachers, except two who are in the final stages of completing their BCLAD certification. Interviews are held yearly by the principal to recruit desirable staff with appropriate certification to ensure that they will fit in to the school culture of high expectations and high levels of collaboration. Certificated employees are evaluated on a regular basis. Permanent employees receive a formal evaluation at least biannually, and probationary employees receive a formal evaluation semiannually. All formal evaluations are based upon classroom observations by the staff member's immediate supervisor as well as written reports of progress toward specific goals of the staff member. This process involves meeting frequently with the principal or assistant principal, discussing dual immersion strategies and curricular expectations, and taking part in formal classroom observations. The final part of the process is a final evaluation. During this process the teacher is given a performance rating and specific commendations or recommendations. Two of the teachers at Dos Caminos are in their first and second year of this profession and will be receiving support through the district's TIPS program having a mentor teacher working with them this year.

Dos Caminos also employs four part-time instructional assistants for the Kindergarten classrooms. These four assistants support students in both English and Spanish language within the respective classrooms. All four of our instructional assistants have met the requirements and are highly qualified personnel.

Through the district's plan for LCAP, Dos Caminos has a full time Assistant Principal and Learning Support Teacher this year to support the administrator and staff . Dr. Marlene Batista, the principal, is a bilingual administrator in her 12th year of school administration working for the Palmdale School District for the past six years. She holds a Masters Degree in Educational Administration and a Masters Degree in Education with an emphasis in Multi-lingual/Multi-Cultural Studies and a Doctorate in Educational Leadership. Dr. Beverly Martin, the assistant principal, is in her fourth year of school administration having come from seven years as a teacher at Golden Poppy Elementary where she also worked as the Administrative Intern for three years. Dr. Martin holds a Masters Degree in Curriculum and Instruction, a Master's Degree in Educational Leadership and Policy Studies, and a doctorate in Educational Leadership. Our Administrative Intern for this year will be Ms. Jackeline Tapia Ms. Tapia is a Spanish 4th grade teacher in her 2nd year at Dos Caminos but with 10-years of previous teaching experience before coming to Palmdale. She holds an Administrative Credential and will support Dr. Batista and Dr. Martin this year filling in when both are off campus. Finally, Dos Caminos currently has an new LST, Ms. Jacqueline Garcia. Ms. Garcia was previously a 2nd grade Spanish teacher at Dos Caminos with previous teaching experience at other schools in the district. We are excited to have Ms. Garcia join the administrative leadership team and to finally have a much needed bilingual support teacher for our staff. She will attend district trainings and meetings that will assist her in guiding our teachers to better instruction and assessment of their students. Ms. Garcia will also be leading the RTI team at Dos Caminos to create a streamlined intervention process for all students. The leadership team at Dos Caminos works closely with the Director of Biliteracy, Mr. Geoff Brown, in specific program design and implementation. In addition, Dr. Batista works closely with the administrator at Los Amigos to ensure that the programs are the same and equally rigorous. In addition to the administrative leadership team, a representative from each grade level serves as the school's leadership team. This team meets monthly with the principal and administrative team to discuss important topics and needs for the school and to help disseminate information and training to their teams. This year the staff and administrative team will be working with Norma Godina-Silva, a consultant from ICLE, who will be helping the staff use the CIR rubric looking specifically at rigor, relevance, and student engagement in the classroom. Dr. Batista and her administrative leadership team will then work with the school leadership team to develop a site focus for our school and each grade level and use the monthly meetings to develop the teacher leadership at Dos Caminos to then work with their grade level teams and impact student learning in a positive way. Dos Caminos is committed to the shared leadership concept and this team helps to facilitate this idea.

Dos Caminos is a community school that promotes and encourages parent participation and engagement within the school environment. Dos Caminos prides itself in high numbers of parent volunteers and parental support as well as a very active and strong PTO. We believe that when parents and the school work together great things can happen for our children and this has been proven through the success that Dos Caminos has had over the past six years!

Dos Caminos PTO president: Tina Magana (661) 947-1849

Dos Caminos ELAC Coordinator: Jackie Tapia (661) 947-1849

School Site Council: Dr. Marlene Batista (661) 947-1849 or mbcalcines@palmdalesd.org

Palmdale School District English Advisory Council (DELAC) Parent Workshops: Geoff Brown (661) 947-7191

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	114
Grade 1	115
Grade 2	107
Grade 3	115
Grade 4	112
Total Enrollment	563

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.9
Asian	0
Filipino	0.2
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0
White	5
Two or More Races	0.2
Socioeconomically Disadvantaged	74.4
English Learners	41
Students with Disabilities	4.4
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	17	27	810
Without Full Credential	0	3	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.0	5.0
All Schools in District	88.8	11.2
High-Poverty Schools in District	89.0	11.0
Low-Poverty Schools in District	61.9	38.1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

All students are provided with appropriate textbooks in each curriculum area.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Facilities department added four temporary bungalows this school year to house the new fifth grade classrooms due to the continued delays in construction of the new facilities for the school. Dos Caminos has been utilizing both the semi-permanent facility that houses K-3 and the administration offices as well as the old Juniper campus which houses the 4th and 5th grade classrooms, the Family Center, Cafeteria, computer lab and library. The school is hopeful that the refurbishing of the old Juniper campus will begin in the winter of 2017 and that the entire school will be able to move into the newly renovated site next door by the 2018-2019 school year. The new plans include beginning the refurbishing with the upper quad so that the 5th and 6th grade classrooms will have a permanent space in the 2017-18 school year and then continuing on to the lower quad so that the project is complete by the summer of 2018. With the passing of Measure PSD Dos Caminos is hopeful that additional projects like the updating of the cafeteria and the building of a computer/library in the old locker rooms will now be projects that can be planned for and completed in the coming years.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016					
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	39	41	29	31	44	48
Mathematics	32	41	19	19	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	114	100.0	42.1
	4	111	110	99.1	39.1
Male	3	65	65	100.0	41.5
	4	57	57	100.0	36.8
Female	3	49	49	100.0	42.9
	4	54	53	98.2	41.5
Hispanic or Latino	3	104	104	100.0	40.4
	4	99	98	99.0	34.7
Socioeconomically Disadvantaged	3	83	83	100.0	37.4
	4	88	87	98.9	35.6
English Learners	3	30	30	100.0	16.7
	4	22	21	95.5	9.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	114	114	100.0	44.7
	4	111	110	99.1	37.3
Male	3	65	65	100.0	44.6
	4	57	56	98.3	35.7
Female	3	49	49	100.0	44.9
	4	54	54	100.0	38.9
Hispanic or Latino	3	104	104	100.0	43.3
	4	99	98	99.0	35.7
Socioeconomically Disadvantaged	3	83	83	100.0	41.0
	4	88	87	98.9	33.3
English Learners	3	30	30	100.0	26.7
	4	22	21	95.5	9.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Dos Caminos prides itself in its very successful and active parental involvement. Parents comprise leadership roles within our School Site Council, English Language Advisory Council and our active PTO. Meetings are held monthly for these committees and parents are invited through flyers, information on the website and the school's Facebook Page, the school marquee, Peachjar, and weekly phone updates. Parents receive a Sunday Night Phone call each week from the principal that advises them of any important information about the school as well as a run down of the week's activities. Additionally a monthly calendar with all parent and student activities goes home at the end of each month for the following month. The teachers coordinate two to three Family Nights each year that encourage parents to come and learn how to support their children's education through games and activities that they can do at home in the areas of math and language arts. Dos Caminos also hosts a Multicultural Festival in May where each class performs dances from different countries to support the school's vision of creating Global Citizens. The PTO sponsors activities such as family movie nights, bingo nights and a highly successful Fall Festival each year that brings in a large number of families to the school.

Dos Caminos has a highly successful and busy Family Learning Center that acts as the hub for parent volunteers and is the heart of our school and home to our full time parent liaison. Dos Caminos has a bilingual Parent/Community Liaison who helps to coordinate volunteer services with the grade levels as well as supporting parents and families through support services, trainings, information and guidance. Each year Dos Caminos encourages parent involvement by sending home a Parent Workshop Survey asking parents to tell us what their needs and wants are. With this information the Parent Liaison works with the administration to ensure that courses are offered in line with parent needs each year. By listening to our parents and offering the supports they desire, in 2015-16 Dos Caminos met its goal of over 72% of parents attending three or more school activities during the year and had the highest number of PTO members in the entire district despite our smaller size. Parents are also encouraged to volunteer to help in classrooms and support the instruction of students. On a weekly basis there are between 10-15 parents helping out in classrooms and in the Family Center putting activities and packets together for teachers, making copies, helping students with reading site words and any other jobs given to them by the teachers. Dos Caminos believes in parent engagement and empowerment and this year started a level 2 Project 2INSPIRE class offered through CABE to parents who were graduates of the highly successful Parenting Partners courses from the previous year. The goal is for the graduates of Level 2 to continue to Level 3 and become mentors and facilitators of the program here at Dos Caminos next year, using their parental expertise to bring in and encourage more parental involvement from those parents who have not been as involved in the past. Dos Caminos has an open door to parents and family members and are always encouraged to be an active part of the school community by the teachers and administration. For information regarding parent involvement parents can look on the school website, contact the school office or check the Dos Caminos PTO website.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.5	1.1	2.7	6.4	5.6	5.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

A School Safety Plan and Emergency Preparedness Plan updated for the 2015-16 school year in February 2016, includes plans for earthquakes, fire, suspicious trespassers, bomb threats, chemical spills, fallen aircraft and air pollution are in effect. Evacuation plans have been updated and staff responsibility flowcharts have been distributed to all staff members. In October of 2015 a comprehensive disaster drill, "The Great Shakeout," was completed in coordination with the district and local emergency response agencies. Fire drills are held monthly throughout the year. Lockdown drills are held 3-4 times per year. Dr. Beverly Martin, assistant principal, is in charge of the Safety Committee at Dos Caminos.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	23
Percent of Schools Currently in Program Improvement	N/A	88.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16		
	Avg. Class Size	Number of Classes		Avg. Class Size	Number of Classes		Avg. Class Size	Number of Classes	
		1-20	21-32		1-20	21-32		1-20	21-32
K	29		4	34		5	1	29	0
1	30		4	31		7	1	29	0
2	30		4	29		8		27	0
3				29		8		29	0
4								28	0
									4
									0

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)	.40	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	1.0	N/A
Other	0.5	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$2,119.41	\$2,044.82	\$74.60	\$52,919.76
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	-12.3	-21.5
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-98.6	-27.5

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

Types of Services Funded (Fiscal Year 2015-16)

With a little more flexibility in funding last year due to the district support in paying two of the Instructional Assistants in Kindergarten as well as increasing their hours to 5.75, Dos Caminos was able to utilize their funds to support the other two educational assistants in Kindergarten. Dos Caminos feels strongly about early intervention and support and having this additional help in Kindergarten is imperative to properly preparing our students for the first grade. Additionally, classroom teachers were paid extra hours throughout the year to support K-3rd grade students having difficulty in both English and Spanish language arts with extra hours of tutoring services after school when staffing was available. Funding was also used to offer parents with classes and training that would help support their children at home. With an increase in funding for the 2016-17 school year, Dos Caminos plans to continue the tutoring for language arts and add math tutoring offered after school by teachers. After school support and enrichment classes were also added last school year allowing for students to participate in Lego Club, Chess Club, Art and Dance classes. This coming school year the school will be adding Lego Robotics, Folklorico and Salsa groups, and other enrichment opportunities that help create an environment that excites students and makes them feel a part of the school during and after the school day. With more teacher availability Dos Caminos will continue to offer support classes for students who are struggling in the areas of English, Spanish and Math.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. . Administration training focuses on the development of learning communities. This past year the Spanish teachers were offered training in Spanish grammar on Saturdays by consultants brought in through our Education Department. Additionally, all new teachers to Dos Caminos participate in Thinking Maps training during the summer utilizing a trainer that focuses on the transference skills between English and Spanish using the Thinking Maps. This summer a specialized training in the Guiding Principles of Dual Language was held for all DLI teachers in Palmdale offered through our Educational Services department. This was a refresher for many of our experienced DLI teachers and a great way to immerse our new DLI teachers into the culture and ideals/principles of DLI schools.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues. As part of our Dual Language program specific trainings geared towards Dual Language, conferences related to this field as well as professional development and collaboration with the other Dual Language school in the district are provided for teachers at Dos Caminos. Teachers are given collaboration days throughout the school year to work with their teams at the site and several collaboration days to work with their counterpart teams at the other Dual Language school in the fall and spring semesters to ensure that they are all working in line with the goals of the dual language programs in Palmdale.

Beginning in January 2015 teachers have been participating in Banking Wednesday time. This is a two hour block of time after school where teachers are involved in staff meetings, professional development, professional readings and discussions, grade level collaboration and vertical articulation with their colleagues. This uninterrupted time each week supports the school's professional learning communities and allows for consistent staff development and support.