

Dos Caminos Dual Immersion School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Dos Caminos Dual Immersion School
Street	39066 Palm Tree Way
City, State, Zip	Palmdale, CA 93551
Phone Number	661.947.1849
Principal	Dr. Sarah M. Zepeda
Email Address	smzepeda@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4460
County-District-School (CDS) Code	19648570124156

2023-24 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website	www.palmdalesd.org

2023-24 School Description and Mission Statement

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 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.

School Description

Dos Caminos is a dual-language immersion school in the Palmdale School District. The full 50/50 dual immersion program is currently implemented in Kindergarten through eighth grade.

Dos Caminos is continually seeking to add quality trained teachers to our school staff as we grow each year. Due to the unique requirements of the dual-language program, the administrator is careful to choose highly qualified staff members. All of our teachers are CLAD or BCLAD certified.

2023-24 School Description and Mission Statement

Dos Caminos has worked on building its parent involvement through School Site Council (SSC) and English Language Advisory Committee (ELAC) and the African American Parent Advisory Committee (AAPAC). These groups review and revise our Parent Involvement Policy each year to help guide our efforts to involve our parents in the educational process.

Dos Caminos Kindergarten through eighth grade students participate in the district math (K-8) and language arts LPM assessments to provide current benchmark data used to drive instruction.

The implementation of Professional Learning Communities (PLC) allows teachers to tailor instruction to students needs by creating Common Formative Assessments (CFAs) as a grade level and beginning in the 3rd grade, these results are used to create CLINIC groups for intervention and enrichment.

Dos Caminos holds pre-kindergarten meetings with parents to help them prepare their children for kindergarten and to educate the parents about its 50/50 Dual Language program.

This is Dos Caminos School has been renovated and includes two maker space rooms for Science Lab, Automation & Robotics, and Youth Cinema Project. Each classroom is equipped with Promethean Boards and iPads and stands, an upgrade to the existing smart boards. Additionally, Dos Caminos' students in K-2 have access to iPad stations within their classroom, students in grades 3 through 8 have access to Chromebooks or laptops. All students have access to a digital library of books and each teachers has a desktop computer, an ipad and a microphone assigned to them.

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. First and second year teachers are assigned a mentor and receive support through the district's Teacher Induction Program (TIPS) program.

Dos Caminos has a Principal, Assistant Principal, Administrative Intern and Literacy Coach. Dr. Sarah Zepeda is the principal and is in her 21st year in education. She holds a Masters Degree in Curriculum and Instruction, a Masters Degree in Humanities, a Doctorate Degree in Education Leadership and a bilingual certification. Mrs. Dionne Pomerleau is the assistant principal and is in her 20th year in education. She holds a Masters Degree in Education Administration, and she has been an administration for five years. Our Administrative Intern is Ms. Kelley Brown. She has been in education for 32 years. She holds a Masters Degree in Education Leadership, multiple subject credential, a single subject credential in English, and a GATE certification. Mrs. Kimberlee Wharton is our Literacy Coach and is part of the administrative leadership team. Mrs. Wharton leads the RTI team at Dos Caminos. This year our Literacy Coach and other Dual Language School LSTs will be working with our district-level Dual Language LST, Nancy Olguin and Kathy Meiser. As a team they look specifically at rigor, relevance, and student engagement in the classroom through a coaching model. The leadership team at Dos Caminos works closely with the Director of Access & Equity, Mrs. Sonia Salcedo, in specific program design and implementation through monthly Dual Oversight Committee meetings. The curriculum model is Teaching for Biliteracy.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	98
Grade 2	107
Grade 3	100
Grade 4	90
Grade 5	87
Grade 6	120

Grade 7	74
Grade 8	69
Total Enrollment	833

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8%
Male	49.2%
American Indian or Alaska Native	0.5%
Asian	0.1%
Black or African American	3.2%
Hispanic or Latino	91.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.1%
White	3%
English Learners	29.1%
Foster Youth	0.2%
Homeless	0.6%
Migrant	3.2%
Socioeconomically Disadvantaged	80.8%
Students with Disabilities	8.5%

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.30	75.36	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	5.29	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.20	17.86	73.80	8.18	12115.80	4.41
Unknown	0.50	1.46	50.10	5.56	18854.30	6.86
Total Teaching Positions	34.90	100.00	902.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.70	78.51	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.03	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.10	17.47	58.20	6.46	11953.10	4.28
Unknown	0.30	0.96	27.30	3.03	15831.90	5.67
Total Teaching Positions	35.30	100.00	902.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.90	0.00
Misassignments	0.80	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.80	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	6.20	6.10
Total Out-of-Field Teachers	6.20	6.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	2.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) TK - On My Way - Scholastic/2023 K-5 ELD: Benchmark Advance/2017 6-8 ELD: English3D/ 2017	Yes	0
Mathematics	Math K-8: Eureka/Engage New York Math /2015 (SDC - Big Ideas)	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	34	29	28	47	46
Mathematics (grades 3-8 and 11)	20	21	14	16	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	549	539	98.18	1.82	33.58
Female	276	273	98.91	1.09	39.56
Male	273	266	97.44	2.56	27.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	29.41
Filipino	0	0	0	0	0
Hispanic or Latino	506	497	98.22	1.78	33.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	56.25
English Learners	162	155	95.68	4.32	7.74
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	452	445	98.45	1.55	28.54
Students Receiving Migrant Education Services	16	16	100.00	0.00	12.50
Students with Disabilities	61	58	95.08	4.92	8.62

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	549	543	98.91	1.09	21.36
Female	276	275	99.64	0.36	20.36
Male	273	268	98.17	1.83	22.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	29.41
Filipino	0	0	0	0	0
Hispanic or Latino	506	501	99.01	0.99	20.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	31.25
English Learners	162	159	98.15	1.85	5.66
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	452	447	98.89	1.11	16.78
Students Receiving Migrant Education Services	16	16	100.00	0.00	0.00
Students with Disabilities	61	57	93.44	6.56	3.51

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.85	16.05	13.34	13.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	162	100.00	0.00	16.05
Female	90	90	100.00	0.00	18.89
Male	72	72	100.00	0.00	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	156	156	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	46	100.00	0.00	2.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	131	100.00	0.00	12.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	93

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play a vital role at Dos Caminos School. Our parent committees include School Site Council (SSC), English Language Advisory Committee (ELAC), and African American Parent Advisory Council (AAPAC). School administrators also host Coffee with Administration where each month we focus on a specific topic such as English learners, campus safety, state testing, etc. We also offer evening workshops for parents. Topics include Parent Portal, Navigating Google classroom, and Spanish resources. Dos Caminos has a very active PTA (Parent-Teacher Association). There are many events and activities that support the social emotional well being of our students. Events such as Family Fitness Night, Holiday Craft Night, and Wellness Workshops help parents stay socially connected. PTA also hosts the Father-Daughter Dance, Mother-Son Dance, Father-Son Bowling Night, and Mother-Daughter Painting Party. Our partnerships with PTA helps to build a strong family-school community that benefits all our students. At Dos Caminos, we make every effort to ensure that parents remain engaged and have access to important information quickly via Parent Square.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	875	859	116	13.5
Female	442	433	53	12.2
Male	433	426	63	14.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	1	1	0	0.0
Black or African American	30	27	2	7.4
Filipino	0	0	0	0.0
Hispanic or Latino	801	788	105	13.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	12	3	25.0
White	25	25	5	20.0
English Learners	282	276	44	15.9
Foster Youth	6	6	1	16.7
Homeless	7	6	3	50.0
Socioeconomically Disadvantaged	708	697	96	13.8
Students Receiving Migrant Education Services	27	27	1	3.7
Students with Disabilities	94	91	15	16.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.33	2.29	1.60	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.11	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.6	0
Female	1.36	0
Male	1.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.67	0
Filipino	0	0
Hispanic or Latino	1.37	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4	0
English Learners	1.06	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.69	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.06	0

2023-24 School Safety Plan

A School Safety Plan and Emergency Preparedness Plan was updated for the 2023-24 school year in March of 2023 and is currently being reviewed for approval for the 2023-2024 school year. It 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 2022 a modified disaster drill, "The Great Shakeout," was completed in coordination with the district and local emergency response agencies, and practiced again in October 2023. Fire drills, lock-down drill and drop & cover drills are held monthly throughout the year. The Assistant Principal is our Site Safety Representative and leads the monthly Safety Committee Meetings to discuss and make decisions regarding strategies to improve the safety of the entire school community; a Closed Campus policy is strictly enforced. Our district continues to use of the online app CrisisGo to streamline School Safety procedures and increase the access to time-sensitive safety information to those that need it as quickly and efficiently as possible. The Safety Committee has set two action goals for the year and has gotten input from parent groups as well as student and staff input and it has been approved by our School Site Council. These action goals are: Staff, students, and parents know and understand safety protocols for potential emergency situations on campus; and: Continue with and expand upon campus wide implementation of PBIS and CKH practices to contribute to a school culture of safe behaviors and positive relationships.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		32	
1	27		32	
2	25		32	
3	24		32	
4	25		32	
5	28		24	
6	21	7	24	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	31	
1	25		32	
2	25		32	
3	23		32	
4	21	8	24	
5	30		24	
6	20	5	21	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	32	0
1	25	0	32	0
2	27	0	32	0
3	25	0	32	0
4	30	0	24	0
5	29	0	24	0
6	23	18	24	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	416.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0.1
Other	4.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,301	\$644	\$9,657	\$101,726
District	N/A	N/A	\$4,552	\$97,605
Percent Difference - School Site and District	N/A	N/A	71.9	4.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	23.7	12.7

Fiscal Year 2022-23 Types of Services Funded

Dos Caminos offers enrichment and remediation through extended learning opportunities such as clinic time and small group instruction as well as after school tutoring for students struggling in the areas of English, Spanish, and Mathematics. After-school enrichment classes include: folklorico dance, middle school dance team, reading club, PLTW launch for K-5, Biliteracy Pathway, Yearbook Club, Science Olympiads, Lego Club, Intramural and Interscholastic Sports classes. Gifted and Talented Education (GATE) students receive a differentiated curriculum according to their Individual GATE Plans (IGPs) determined through collaborative goal setting effort involving the student, parent, and teacher. We have a resource specialists, one sixth grade and one eighth grade special day class teacher, special education aides, a Literacy Coach, a speech therapist, a school psychologist, and four kindergarten aides to support the Dual Immersion Program. Title one funding provides additional educational opportunities and academic materials school-wide.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,172	\$54,215
Mid-Range Teacher Salary	\$83,295	\$86,843
Highest Teacher Salary	\$116,624	\$111,440
Average Principal Salary (Elementary)	\$128,005	\$140,851
Average Principal Salary (Middle)	\$132,060	\$147,065
Average Principal Salary (High)	\$122,519	\$142,189
Superintendent Salary	\$251,125	\$252,466
Percent of Budget for Teacher Salaries	26.83%	33.16%
Percent of Budget for Administrative Salaries	5.13%	5.15%

Professional Development

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.

Training is also offered during the summer months on content specific and professional areas such as Teacher Leaders, English Language Arts, mathematics workshops, AVID strategies and intervention programs. Administration training focuses on the development of professional learning communities such as PLC+. This past year all Dos Caminos teachers are receiving training in the implementation of priority standards through Collaborative Education Inc. Additionally, all new teachers to Dos Caminos participate in Thinking Maps training that focuses on the transference skills between English and Spanish using the Thinking Maps. Teachers are trained in the Teaching for Biliteracy Program and collaborate with grade level partners with all dual language schools in the district. Dos Caminos also participates in inquiry-driven instructional workshops provided by the Los Angeles County Office of Education which includes social studies and language arts. In addition, teachers participated in Constitution Day Conference.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	28	28