

# Dos Caminos Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Dos Caminos Elementary School
<b>Street</b>	39174 Palm Tree Way
<b>City, State, Zip</b>	Palmdale, CA 93551
<b>Phone Number</b>	661.947.1849
<b>Principal</b>	Marlene Batista
<b>E-mail Address</b>	MBatista@palmdalesd.org
<b>Web Site</b>	<a href="http://www.palmdalesd.org/Domain/366">http://www.palmdalesd.org/Domain/366</a>
<b>Grades Served</b>	K-8
<b>CDS Code</b>	19648570124156

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

## **School Description and Mission Statement (Most Recent Year)**

### **Palmdale School District Mission Statement**

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

### **Dos Caminos School Mission Statement**

Bilingual today, success for tomorrow!

The Dos Caminos learning community seeks to give all of its students:

Diversity and dual language  
 Opportunities, helping students to  
 Seek bil-literal proficiency and to value

Cultural differences while  
 Achieving high standards and being good role  
 Models with  
 Integrity and providing students with teachers who  
 Nurture the love  
 Of learning for  
 Success!

Dos Caminos is the newest dual-language immersion school in the Palmdale School District. The full 50/50 dual immersion program is currently implemented in Kindergarten through fourth grade and will grow by one grade level each year until the school is a K-8. There are 20 full classrooms with approximately 575 students in a semi-permanent facility that will house the school until Dos Caminos moves into its permanent site which will be the newly renovated old Juniper Intermediate School next door.

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. Dos Caminos hired four new fourth grade teachers for the 2015-2016 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 by creating a School Site Council and ELAC as well as consolidating their SAC to the SSC. 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 added a Family Learning Center this year with a full time Parent Liaison to offer more classes, trainings, meetings and volunteering opportunities for our parent community as well as a place for our parents to consider their home base on the school site. Dos Caminos Kindergarten through Fourth grade students will participate in the district math (K-8) and language arts assessments to provide current benchmark data for use to drive instruction. Additionally, 3rd and 4th grade students will participate in the CAASP testing program in the spring of 2016. 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 each year. In addition, two family nights will be held this year to help parents to support their children at home.

Dos Caminos moved in to its semi-permanent facility in January of 2013. Each classroom has 3-4 student computers as well as a teacher computer and Smartboard and have received training in the use of this technology to help teachers take advantage of this resource. Document cameras and projectors are also available in each classroom. It is our hope with the technology in this facility that we will create an environment that prepares students for 21st century learning.

Additionally, the school has two carts with 40 laptop computers and full use of the computer lab at the old Juniper campus. Two teachers at our school have been accepted into the Google Chrome cadres this year and are participating in trainings during the year and utilizing a class set of Chromebooks with their classrooms. It is our hope that more teachers will continue to participate in this program offering more students the opportunity to use chromebooks as part of their program.

All teaching staff at Dos Caminos are highly qualified teachers. 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. Certified 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, 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. 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.

Dos Caminos has a full time Assistant Principal and Learning Support Teacher on it's administrative team. Marlene Batista, the principal, is a bilingual administrator in her 11th year of school administration with five of those working for the Palmdale School District. She holds a Masters Degree in Education Administration and a Masters Degree in Education with an emphasis in Multi-lingul/Multi-Cultural Studies and completed her Doctorate in Educational Leadership in 2015. Roxanne Dashti, the assistant principal, is in her second year of administration having worked as a teacher for 8 years in the Palmdale School District and having been an Administrative Intern for the past two years. She holds a Masters Degree in Educational Leadership and has been a wonderful addition to the staff and administrative team. Currently the school has an opening for a full time that has not been filled yet and his hoping to do so for the coming school year with an experienced educator who is preferably bilingual and familiar with dual language programs. The leadership team works closely with the Director of Academic Achievement- Target Populations, Mr. Geoff Brown, in specific program design and implementation. In addition, Ms. Batista works closely with the administrator at Los Amigos to ensure that the programs are the same and equally rigorous. Dos Caminos is committed to the shared leadership concept and works with its school staff and leadership team, which includes the administrative team and a teacher from each grade level team, to ensure that decisions are made as a team with all students and staff in mind. This team meets monthly and helps the administrative team by discussing important topics and needs for the school and helps to disseminate information and training to their teams.

Dos Caminos is a community school that promotes and encourages parent participation and engagement within the school environment. Dos Caminos prides iteself 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 fiveyears!

Dos Caminos PTO president: Hang Bardill (661) 947-1849

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

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

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

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	114
Grade 1	115
Grade 2	116
Grade 3	115
<b>Total Enrollment</b>	<b>460</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.1
Asian	0.2
Hispanic or Latino	89.3
White	4.8
Two or More Races	0.2
Socioeconomically Disadvantaged	73.9
English Learners	47
Students with Disabilities	3.9
Foster Youth	0.4

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	13	17	17	664
Without Full Credential	0	0	3	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	88.5	11.5
<b>All Schools in District</b>	76.4	23.6
<b>High-Poverty Schools in District</b>	76.4	23.6
<b>Low-Poverty Schools in District</b>	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** September 2015

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
<b>Science</b>	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
<b>History-Social Science</b>	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
<b>Foreign Language</b>	7-8: Pearson Learning 2011	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Facilities department added four permanent bungalows this school year to house the new fourth grade classrooms. Due to 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 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 spring of 2016 and that the entire school will be able to move into the newly renovated site next door by the 2018-2019 school year.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: March 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	39	30	44
<b>Mathematics</b>	32	19	33

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 Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	113	111	98.2	32	30	26	13
Male	3		59	52.2	37	32	25	5
Female	3		52	46.0	25	27	27	21
Black or African American	3		2	1.8	--	--	--	--
American Indian or Alaska Native	3		4	3.5	--	--	--	--
Hispanic or Latino	3		100	88.5	33	32	24	11
White	3		5	4.4	--	--	--	--
Socioeconomically Disadvantaged	3		87	77.0	34	31	26	8
English Learners	3		60	53.1	33	32	25	10
Students with Disabilities	3		5	4.4	--	--	--	--
Students Receiving Migrant Education Services	3		2	1.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	113	111	98.2	36	32	23	9
Male	3		59	52.2	36	36	22	7
Female	3		52	46.0	37	29	23	12
Black or African American	3		2	1.8	--	--	--	--
American Indian or Alaska Native	3		4	3.5	--	--	--	--
Hispanic or Latino	3		100	88.5	36	33	23	8
White	3		5	4.4	--	--	--	--
Socioeconomically Disadvantaged	3		87	77.0	39	33	22	6
English Learners	3		60	53.1	35	40	18	7
Students with Disabilities	3		5	4.4	--	--	--	--
Students Receiving Migrant Education Services	3		2	1.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)									

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.

## 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 (Most Recent Year)

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, 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 also sponsors activities such as family movie nights and a highly successful Fall Festival each year that brings in a large number of families to the school. In 2014-15 Dos Caminos met its goal of over 70% 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 small size. Parents are also encouraged to volunteer to help in classrooms and support the instruction of students. On a daily basis there are between over 20 parents helping out in classrooms and workrooms 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. Last year Dos Caminos hired a bilingual Parent/Community Liaison who helped to coordinate volunteer services with the grade levels as well as supporting parents and families through support services, information and guidance. We were excited about the addition of our Family Learning Center this year that has become the hub for parent volunteers and the heart of our school and home to our full time parent liaison. 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	2.81	2.45	1.08	7.14	6.41	5.58	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.05	0.04	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

A School Safety Plan and Emergency Preparedness Plan updated for the 2014-15 school year in Sept. 2015, 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. Ms. Roxanne Dashti, 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2013-2014	2004-2005
<b>Year in Program Improvement*</b>	Year 1	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	24
<b>Percent of Schools Currently in Program Improvement</b>	N/A	88.9

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		4		29		4		34		5	1
1	29		4		30		4		31		7	1
2					30		4		29		8	
3									29		8	

Note: 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 2014-15)**

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	.5	N/A
Other	0	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 2013-14)**

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	\$67,409
Percent Difference: School Site and District	N/A	N/A	-12.3	-20.2
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-98.4	-25.2

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

**Types of Services Funded (Fiscal Year 2014-15)**

With limited funding last year Dos Caminos was able to utilize their funds to support the four 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, the four educational assistants were paid extra hours throughout the year to support K-3rd grade students having difficulty in both English and Spanish language arts with two hours of tutoring services per grade level per language. 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 2015-16 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 are also in the works for this school year and as funding increases the school will look to see how else they can offer struggling students the support needed to ensure that all students are at grade level and working to standards.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	6%

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.

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.