

# Dos Caminos Elementary School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

#### Published During 2013-14

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Additional Information

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

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
<b>School Name</b>	Dos Caminos Elementary School
<b>Street</b>	39175 Palm Tree Way
<b>City, State, Zip</b>	Palmdale, CA 93551
<b>Phone Number</b>	661.947.1849
<b>Principal</b>	Marlene Calcines
<b>E-mail Address</b>	MBCalcines@palmdalesd.org
<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>Web Site</b>	www.palmdalesd.org
<b>Superintendent</b>	Pauline Winbush, Interim
<b>E-mail Address</b>	djnardi@palmdalesd.org

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

This section provides information about the school, its programs and its goals.

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#### **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 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 first grade and will grow by one grade level each year until the school is a K-8. There are 8 full classrooms with 240 students in a semi-permanent facility that will house the school until 2014-15 at which point Dos Caminos will move to its permanent site which will be the newly renovated old Juniper Intermediate School next door. Dos Caminos is one of two schools in the Palmdale School District not currently identified and Program Improvement.

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 first grade teachers for the 2012-2013 school year and is continually seeking to add quality trained teachers to our school staff as we grow each year. Additionally, we have BTSA 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 Kindergarten through First grade students will participate in the district math (K-8) and language arts assessments to provide current benchmark data for use to drive instruction. 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 Bilingual program and plans to do the same this year. In addition, three 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 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. It is our hope with the technology in this facility that we will create an environment to prepare students for 21st century learning.

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. 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, 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.

Due to its small size Dos Caminos has only a Principal as the administrative and teacher support. Marlene Batista Calcines, the principal, is a bilingual administrator in her 8th year of school administration although this is only her second year working for the Palmdale School District. She holds a MastersDegree in Education Administration and a Masters Degree in Education with an emphasis in Multi-lingul/Multi-Cultural Studies and is currently working towards her Doctorate in Educational Leadership. Mirna Panus is the Administrative Intern. She is a bilingual kindergarten teacher. She has been an educator for 8 years with the Palmdale School District, and holds a Masters Degree in School Administration as well as a BA in Bilingual Elementary Education. The leadership team works closely with the Director of Biliteracy, Mr. Geoff Brown, in specific program design and implementation. In addition, Ms. Calcines 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 and works with its small school staff to ensure that decisions are made as a team with all students and staff in mind.

In line with the mission of the Palmdale School District 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 so too does Dos Caminos share the same mission with the addition of guaranteeing all students a rigorous bilingual academic education.

Dos Caminos Motto: Being bilingual and biliterate today leads to global success in the world of tomorrow!

Dos Caminos PTA volunteer coordinator: Maria Galindo (661) 947-1849

Dos Caminos ELAC Coordinator: Maricela Sarmiento (661) 947-1849

School Site Council: Marlene Calcines (6610) 947-1849 or mbcalcines@palmdalesd.org

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

### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Dos Caminos prides itself in it's very successful and active parental involvement. Parents comprise leadership roles within our School Site Council, English Language Advisory Council and our active PTA. Meetings are held monthly for these committees and parents are invited through flyers, information on the website, the school marquee 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 go 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 coordinated its first Multicultural Festival in May where each class performed dances from different countries to support the school's vision of creating Global Citizens. The PTA 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 2012-13 Dos Caminos met it's goal of over 65% of parents attending three or more school activities during the year. Parents are also encouraged to volunteer to help in classrooms and support the instruction of students. On a daily basis there are between 10-20 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. Dos Caminos has a 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 PTA website.

### III. Student Performance

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts									
Mathematics									
Science									
History-Social Science									

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42	43	48	38
All Student at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**IV. Accountability**

**Academic Performance Index**

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

**Academic Performance Index Ranks - Three-Year Comparison**

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

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

API Rank	2010	2011	2012
Statewide			
Similar Schools			

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

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

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

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School			14,833	744	4,655,989	790
Black or African American			2,305	695	296,463	708
American Indian or Alaska Native			89	727	30,394	743
Asian			115	850	406,527	906
Filipino			218	854	121,054	867
Hispanic or Latino			10,548	746	2,438,951	744
Native Hawaiian/Pacific Islander			23	773	25,351	774
White			1,121	795	1,200,127	853
Two or More Races			248	722	125,025	824
Socioeconomically Disadvantaged			12,561	731	2,774,640	743
English Learners			5,679	714	1,482,316	721
Students with Disabilities			1,946	590	527,476	615

## Adequate Yearly Progress

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

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

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

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

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	N/A	Yes
Met Participation Rate: Mathematics	N/A	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	25
Percent of Schools Currently in Program Improvement	---	92.6

## V. School Climate

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

Grade Level	Number of Students
Kindergarten	121
Grade 1	117
Total Enrollment	238

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.0	White	4.2
American Indian or Alaska Native	0.8	Two or More Races	1.3
Asian	0.4	Socioeconomically Disadvantaged	74.4
Filipino	0.0	English Learners	45.4
Hispanic or Latino	88.2	Students with Disabilities	2.1
Native Hawaiian/Pacific Islander	0.0		

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

Grade Level	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				30	0	4	0	30		4		
1								29		4		
2												
3												
4												
5												
6												
Other												

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

A School Safety Plan and Emergency Preparedness Plan updated for the 2012-13 school year in Sept. 2012, 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 2012 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 twice per year.

## Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions		0.00	3.33		17.14	15.98
Expulsions		0.00	0		0.43	.08

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: Dec 2013				
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 Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	0	4	8	812
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.4	0.6
Low-Poverty Schools in District	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.

## VIII. Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.25	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	.25	---
Resource Specialist	.5	---
Other	0	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## IX. Curriculum and Instructional Materials

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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012-June

Core Curriculum Area	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	K-6: Scott Foresman-Addison Wesley enVision Math California 2009 7: Prentice Hall Pre-Algebra California Edition 2009 8: Prentice Hall Algebra California Edition 2009	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

## X. School Finances

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

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	---	---	\$85.08	\$65,654
Percent Difference: School Site and District	---	---	0%	0%
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	0%	0%

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,094	\$41,451
Mid-Range Teacher Salary	\$63,873	\$67,655
Highest Teacher Salary	\$76,393	\$85,989
Average Principal Salary (Elementary)	\$107,083	\$108,589
Average Principal Salary (Middle)	\$108,445	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$218,093	\$182,548
Percent of Budget for Teacher Salaries	36.6%	41.8%
Percent of Budget for Administrative Salaries	5.1%	5.5%

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

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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.

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.