



# Dos Caminos Elementary School

3635 Appian Way • Camarillo, CA 93010-4099 • (805) 482-9894 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Pleasant Valley School District

600 Temple Ave.

Camarillo, CA 93010

(805) 482-2763

[www.pleasantvalleysd.org](http://www.pleasantvalleysd.org)

#### District Governing Board

Beckie Cramer

**President**

Pat FitzGerald

**Clerk**

Suzanne Kitchens

**Board Member**

Bob Rust

**Board Member**

Ron Speakman

**Board Member**

#### District Administration

Dr. Angelica Ramsey

**Superintendent**

Carol Bjordahl

**Assistant Superintendent,  
Administrative Services**

Chris Johnston

**Assistant Superintendent, Business  
Services**

Dr. Veronica Ortega

**Assistant Superintendent,  
Educational Services**

### School Description

During the 2019-20120 school year, Dos Caminos has enrolled approximately 350 students in our Preschool through Fifth grade classrooms, including Special Day classrooms in grades Kindergarten through 2nd grade.

Dos Caminos continues to benefit from Title I funds which provide for instructional assistants and credentialed teachers to assist in the classroom with added small group instruction and ELD support for our second language learners. Our Title 1 Teachers and Title 1 funded Instructional Assistants work to create one-on-one and small group environments for our students. Teachers work closely with our Title 1 Teachers to design lessons specifically targeted to meet the needs of our students. Furthermore, our 3rd -5th grade students have started the AVID program this year at Dos Caminos.

Dos Caminos continues to focus on engaging, standards aligned lessons that utilize the latest in educational technology. Dos Caminos offers its students a Makerspace classroom plus a fully functioning library. Additionally, every Kindergarten through 2nd grade classroom is provided with at least 6 student iPads. Furthermore, we have a 1:1 ratio in 1st through 5th grade of Chromebooks to students. Students at Dos Caminos are creating, collaborating, communicating, and thinking critically using technology.

Dos Caminos has continued its efforts to teach about wellness to our students. Each classroom has been furnished a planter box to teach students about the educational and personal rewards of gardening of plants ranging from vegetables to drought tolerant California native plants. We also have a recycling program and an outdoor classroom to enable students to learn and create in outdoor environment.

### DCS Vision Statement: Excellence for all.

DCS Mission Statement: Dos Caminos prepares and motivates students to be independent and responsible lifelong learners.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	65
Grade 2	54
Grade 3	45
Grade 4	46
Grade 5	41
<b>Total Enrollment</b>	<b>332</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.3
Asian	3
Filipino	4.2
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	0.6
White	31.6
Two or More Races	5.7
Socioeconomically Disadvantaged	47.6
English Learners	20.2
Students with Disabilities	28.3
Foster Youth	0.3
Homeless	1.5

## 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

Teacher Credentials for Dos Caminos	17-18	18-19	19-20
With Full Credential	20	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Pleasant Valley School	17-18	18-19	19-20
With Full Credential	♦	♦	280
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Dos Caminos Elementary School

Indicator	17-18	18-19	19-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Instructional Materials (School Year 2019-20)

The school district held a public hearing on October 17, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 17, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Adopted in 2016  Fountas & Pinnell (primary hour) Adopted 2016  Lucy Calkins Writing Adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

#### School Facilities

Dos Caminos Elementary was originally constructed in 1964 and is comprised of 20 permanent classrooms, five portable classrooms, one multipurpose room, a Maker Space, a staff lounge, and two playgrounds.

#### Cleaning Process

Two part-time custodians (equivalent to 1.5 FTE) ensure that the cleaning of the school is maintained to provide for a clean and safe school.

#### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 08/27/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	asphalt is cracked and in need of resurfacing
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
<b>ELA</b>	46	43	62	64	50	50
<b>Math</b>	38	34	49	51	38	39

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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
<b>5</b>	12.2	12.2	17.1

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	131	131	100.00	42.75
Male	71	71	100.00	45.07
Female	60	60	100.00	40.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	73	100.00	32.88
White	42	42	100.00	52.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	32.26
English Learners	33	33	100.00	30.30
Students with Disabilities	35	35	100.00	22.86
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	131	131	100.00	33.59
Male	71	71	100.00	38.03
Female	60	60	100.00	28.33
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	73	100.00	20.55
White	42	42	100.00	52.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	25.81
English Learners	33	33	100.00	15.15
Students with Disabilities	35	35	100.00	20.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

#### Parent Involvement

Dos Caminos offers a variety of opportunities for parent involvement. First and foremost, we have a thriving PTA that facilitates a number of activities for our students and families. Our PTA has approximately 150 members who help the school by raising funds to support programs, fund field trips, and provide supplemental resources. This year, we have invited parents to such events as Movie Nights, Game Nights, monthly PTA meetings and more. Parents are also invited to attend a variety of parent education events, Back-to-School Night, and Open House. In addition, our School Site Council and ELAC (English Language Advisory Committee) provide parent support and ongoing decision making regarding important items that affect our campus. Furthermore, we have family fundraiser nights that bring families together at local restaurants. Parents attend field trips, volunteer regularly on site, and are an important part of our Dos Caminos community. An on-site translator assists with conferences or other communication needs for our Spanish speaking families. And, with the rise of social media, we are also reaching out to our parents through a PTA Facebook page, Instagram, and Twitter, as well as our Dos Caminos Web Site.

### 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.

### School Safety Plan

The safety of students and staff is a primary concern of Dos Caminos Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated in the fall and spring of each year. All revisions are communicated to both the classified and certificated staff. The school's Emergency Operations Plan (EOP) includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by campus supervisors and teachers, as well as during lunch and break periods. There is a designated area for student drop off and pick up. Dos Caminos is a closed campus. Visitors must sign in at the office and receive a badge, unauthorized visitors are not permitted on campus.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	0.6	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	2.0	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	

\*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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	4	1		20	3	1		20	3	2	
1	18	2	4		17	2	4		13	7	2	
2	23		4		23		4		19	1	4	
3	22		4		25		4		23		4	
4	23		4		23		4		30		2	
5	31		4		21	2	2		29		4	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

#### Staff Development

As part of the cycle of continuous improvement, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Professional development is ongoing and based on teacher surveys, principal observation, and on examining ways to best support the planning, instruction, and assessment of California State Standards and adopted curricula. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are also provided with time to assess student achievement and work collaboratively to design instruction that is aligned to Common Core State Standards utilizing adopted curricula. The district offered three or more staff development days a year for the past three years.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,656	\$45,741
Mid-Range Teacher Salary	\$78,561	\$81,840
Highest Teacher Salary	\$97,945	\$102,065
Average Principal Salary (ES)	\$112,994	\$129,221
Average Principal Salary (MS)	\$118,124	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$191,700	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	36%
Administrative Salaries	7%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,127	\$1,998	\$7,129	\$88,777
District	N/A	N/A	\$7,607	\$76,695.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.5	0.8
School Site/ State	-54.7	-6.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



**Types of Services Funded**

Dos Caminos has a variety of interventions in place to provide support for our students with the goal of improving student achievement. Primarily, the Dos Caminos Title 1 Program functions to accomplish this task. Dos Caminos credentialed teachers and Instructional Assistants (IAs) are funded by Title 1. These teachers and Instructional Assistants work with students in small group environments and one-on-one with research-based instructional strategies. Our Title 1 Program also provides a parent workshop series on such topics as early literacy, technology and math to help provide our parents with the knowledge and tools to assist their children. In addition, PVSD has provided a Reading Specialist for Dos Caminos as a .50 employee to assist students struggling with reading. Furthermore, we offer after school math tutoring to targeted students during the school year. In addition, our school and our PTA fund a variety of other programs that provide enrichment for our students at Dos Caminos.

**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).

**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.