

Dos Caminos Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/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 <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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Dos Caminos Elementary School
Street	3635 Appian Way
City, State, Zip	Camarillo, CA 93010-4099
Phone Number	(805) 383-5310
Principal	Robert Waggoner
Email Address	rwaggoner@pleasantvalleysd.org
School Website	https://dcs.pleasantvalleysd.org/
Grade Span	P-5
County-District-School (CDS) Code	56-72553-6055404

2025-26 District Contact Information

District Name	Pleasant Valley School District
Phone Number	(805) 389-2100
Superintendent	Dr. Danielle Cortes
Email Address	dcortes@pleasantvalleysd.org
District Website	www.pleasantvalleysd.org

2025-26 School Description and Mission Statement

School Description

During the 2023-2024 school year, Dos Caminos began the transition to a Dual Language Immersion (DLI) school. Cohort 1 began with Preschool, Transitional Kindergarten and Kindergarten. Second grade has been added to the DLI Implementation this school year. DCS currently has grades, TK-5 through Fifth grade, including Special Day classes in grades Kindergarten through 2nd grade.

Dos Caminos continues to benefit from Title I funds which provide 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

2025-26 School Description and Mission Statement

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 students are supported the the AVID program.

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. 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. Our counselors open the DCS Wellness Center during recess and lunch. 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: We are dedicated to fostering a bilingual community where students thrive in English and Spanish. Through our Dual Language Immersion Program, we ensure that every child succeeds academically, socially, and emotionally. We inspire excellence to lead with confidence in a multilingual world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	56
Grade 2	51
Grade 3	46
Grade 4	31
Grade 5	49
Total Enrollment	337

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.6
Asian	4.5
Black or African American	1.5
Filipino	1.2
Hispanic or Latino	68
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.5
White	17.5
English Learners	14.5
Homeless	1.8
Socioeconomically Disadvantaged	63.8
Students with Disabilities	21.4

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.

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)	13.5	77.14	296.8	88.26	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.2	1.26	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	11.43	4.6	1.39	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.5	3.14	11953.1	4.28
Unknown/Incomplete/NA	2	11.43	19.9	5.93	15831.9	5.67
Total Teaching Positions	17.5	100	336.3	100	279044.8	100

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.

2022-23 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)	10.5	72.41	284.5	86.77	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.9	0.6	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.9	12.4	3.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.3	2.25	11746.9	4.23
Unknown/Incomplete/NA	3	20.69	21.5	6.58	14303.8	5.15
Total Teaching Positions	14.5	100	327.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	11.5	69.7	296.8	89.38	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.3	0.7	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	12.12	10.3	3.13	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.4	1.05	12112.8	4.34
Unknown/Incomplete/NA	3	18.18	19	5.73	13705.8	4.91
Total Teaching Positions	16.5	100	332	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.00	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5	7.6	15.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials (School Year 2025-26)

The school district held a public hearing on October 16, 2025 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

Year and month in which the data were collected

October, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adopted in 2016	0
Mathematics	Eureka Math Adopted in 2014	0
Science	Amplify (K-5) Adopted 2022	0
History-Social Science	Studies Weekly Adopted in 2020	0

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

School Facility Conditions and Planned Improvements

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, kitchen, and two playgrounds.

School Facility Conditions and Planned Improvements

Cleaning Process

Two 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.

Year and month of the most recent FIT report

11/18/25

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	57	58	57	47	48
Mathematics (grades 3-8 and 11)	45	43	47	48	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	126	97.67	2.33	57.14
Female	67	65	97.01	2.99	58.46
Male	62	61	98.39	1.61	55.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	79	76	96.20	3.80	47.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	91.67
White	27	27	100.00	0.00	59.26
English Learners	12	11	91.67	8.33	27.27
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	69	97.18	2.82	49.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	27.27

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	129	127	98.45	1.55	43.31
Female	67	65	97.01	2.99	41.54
Male	62	62	100.00	0.00	45.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	79	77	97.47	2.53	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	75.00
White	27	27	100.00	0.00	55.56
English Learners	12	12	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	70	98.59	1.41	41.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	22.73

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	37.5	26	43.07	42.1	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	50	98.04	1.96	26.00
Female	29	28	96.55	3.45	25.00
Male	22	22	100.00	0.00	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	34	33	97.06	2.94	15.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.00	0.00	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	98%	100%	100%	98%	96%

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.

2025-26 Opportunities for Parental Involvement

Parent and Family Involvement

Dos Caminos offers a wide range of opportunities for parent and caregiver involvement. First and foremost, our thriving PTA supports numerous activities for students and families. PTA members assist the school by fundraising to support programs, provide resources, and enhance school culture.

Parents and caregivers are invited to participate in events such as Back-to-School Night and Open House. In addition, our School Site Council and English Language Advisory Committee (ELAC) provide opportunities for parent involvement and shared decision-making on important matters affecting our campus.

We also host family fundraiser nights at local restaurants, which bring families together and strengthen our school community. Parents and caregivers are encouraged to attend field trips, volunteer on campus, and play an active role in the Dos Caminos community. A parent liaison is available to support conferences and other communication needs for our Spanish-speaking families.

Additionally, we stay connected with families through our Facebook and Instagram pages, as well as the Dos Caminos website.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	359	351	35	10.0
Female	177	173	11	6.4
Male	182	178	24	13.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	15	1	6.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	243	239	29	12.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	1	4.5
White	67	64	4	6.3
English Learners	55	52	7	13.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	238	234	33	14.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	82	82	14	17.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.31	0.57	0.56	2.51	2.56	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.00	0.00
Male	1.10	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.22	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Safe School 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 through the Gatekeeper program and receive a badge, unauthorized visitors are not permitted on campus. Dos Caminos uses the Gatekeeper/Crisis Go visitor management security system.

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.

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	19	2	1	0
1	23	0	1	0
2	19	1	1	0
3	27	0	1	0
4	29	0	1	0
5	28	0	1	0
6	0	0	0	0
Other	20	2	3	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	0
1	17	1	1	0
2	17	1	1	0
3	21	0	1	0
4	29	0	1	0
5	25	0	2	0
6	0	0	0	0
Other	17	2	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	1	2	
1	19	1	2	
2	14	2	1	
3	24		1	
5	33			
Other	26		3	

2024-25 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	376:1

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	.2
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1
Other	.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$ \$18,354	\$8,483	\$9,872	\$109,098
District	N/A	N/A	\$9,905	\$106,927
Percent Difference - School Site and District	N/A	N/A	-0.3	2.0
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-12.1	7.0

Fiscal Year 2024-25 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 WIN Time and Title 1 Program functions to accomplish this task. Dos Caminos intervention teachers are funded by Title 1. These teachers 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,350	\$61,597
Mid-Range Teacher Salary	\$93,897	\$98,902
Highest Teacher Salary	\$118,089	\$126,340
Average Principal Salary (Elementary)	\$135,010	\$158,383
Average Principal Salary (Middle)	\$138,209	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$227,300	\$288,332
Percent of Budget for Teacher Salaries	34.13%	31.29%
Percent of Budget for Administrative Salaries	6.56%	5.38%

Professional Development

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 California State Standards utilizing adopted curricula. All Dos Caminos teachers are participating in Guided Language Acquisition and Design (GLAD) professional development with goal of full staff certification.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4