

Camino Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Camino Elementary School
Street	3060 Snows Rd.
City, State, Zip	Camino, CA 95709
Phone Number	530.644.2204
Principal	Matt Smith
E-mail Address	msmith@caminoschool.org
Web Site	www.caminoschool.org
CDS Code	09618466005482

District Contact Information	
District Name	Camino Union School District
Phone Number	530.644.4552
Superintendent	Matthew W. Smith
E-mail Address	msmith@caminoschool.org
Web Site	www.caminoschool.org

School Description and Mission Statement (School Year 2016-17)

Camino Elementary School is a California and National Title 1 Distinguished School, in the Camino Union School District. Camino School is nestled amongst the Apple Hill Ranches, 7 miles east of Placerville in El Dorado County. In the Community of Camino, industry is largely agriculture and forestry based, but there is also a large representation of professionals, retirees, and those that choose to commute west toward the Sacramento area. The students of Camino School are a diverse mix of families, including a wide range of socioeconomic groups, and a strong Hispanic population representation. The school is well supported by an incredible Parent Teacher Organization, the Camino Community Action Committee, El Dorado County Ag in the Classroom, the Apple Hill Growers Association, El Dorado Winery Association, the Camino/Pollock Pines Rotary and other groups. Camino families tend to love the outdoors and appreciate a rural lifestyle, while still enjoying easy access to the urban and suburban conveniences.

Our school provides a very strong California State standards-based curriculum, and has fully implemented the new California Assessment of Student Performance and Progress (CAASPP) testing system. Along with our talented and highly qualified classroom teachers, we have highly skilled resource teachers to provide specialized instruction in computers, GATE, English language immersion, physical education, and special education. Camino has wonderful support staff throughout the campus, always striving to take care of our Camino family. All classrooms have computers and/or Chromebooks with access to the Internet. A credentialed specialist staffs a computer lab with 32 computers. In addition, there is a second computer lab available to all teachers to bring their entire class for projects, internet research and online services. A third mobile chromebook lab is shared by the middle school teachers and most teachers on campus are developing Chromebook mini-labs in their classrooms. Camino students have access to a variety of computer and internet based supplemental programs tailored to support elementary and middle school students. The school is in partnership with the El Dorado County Office of Education to support innovative teaching through the 21st Century Innovation Grants. School and district plans incorporate strategies to maintain our current technology, while still planning for access to new technology. The school district maintains a helpful and informative website at: www.caminoschool.org. and communicates regularly through Parent Link and school newsletters.

In June 2016, voters that reside in the Camino Union School District overwhelmingly supported (71.31%) the passing of Measure H, allowing CUSD to sell Bonds to support the improvement of our campus. The Bonds sold in October 2016, and the planning process for new student bathrooms, drop off lanes, parking and utility infrastructure, are well under way. Our goal is to have these projects completed by the end of summer 2017. We are very excited about our community supported improvements to the campus..."Thank You!"

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	62
Grade 1	53
Grade 2	50
Grade 3	48
Grade 4	54
Grade 5	41
Grade 6	44
Grade 7	32
Grade 8	32
Total Enrollment	416

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.4
Asian	0
Filipino	0
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	0.2
White	57.9
Two or More Races	6.3
Socioeconomically Disadvantaged	57.5
English Learners	22.1
Students with Disabilities	9.1
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	24	28	33
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August, 2016

Camino Union Elementary held a public hearing on September 13, 2016, and determined that the school 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. The table displays information collected in September, 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

All students are expected to meet the Camino School Technology standards. Technology standards are taught in conjunction with the instructional program in classrooms. We provide a 32-seat computer lab which is staffed by a full-time computer teacher providing instruction and support in basic core academic programs, digital citizenship, computer literacy, keyboarding, word processing and spreadsheet skills. Every classroom, the library, and all offices are connected into a wide-area network with access to the Internet and electronic mail. We also have a second computer lab with 30 computers where teachers have the opportunity to bring their entire class for projects and instruction. The Middle School part of campus is sharing a mobile 30-chromebook cart. Also older student computers in the regular classrooms have been replaced by Chrome book mini-labs. There are at least five computers/chromebooks/tablets in every classroom connected to the network. In all 4th-8th grade classrooms, there are at least five Internet connected workstations for student use and a 30-chromebook mobile lab shared between classrooms. The school is developing Chromebook/Tablet mini-labs in all classrooms as well. Camino students and their parents must sign an internet use agreement prior to utilizing computers on the campus or their Google accounts. Internet filtering is provided to greatly reduce the risk of inappropriate content. The District technology vision is that curriculum must meet state testing and accountability standards and all student software for academics must be adaptive for long term individualized growth.

In 2016, the library collection consists of over 10,000 fiction and nonfiction books. The Library Clerk just processed another 500+ books in the 15/16 school year. The Library Plan, as part of the Site Council developed Site Plan, includes plans for a small digital library. Through the allocation of general funds, Parent Teacher Organization support, book fairs, and grants, we have been investing heavily and building our collection. In addition, our library provides access to research software, Chromebooks and the Internet. Staffed by a library clerk, this resource is available to all classroom teachers and students.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Rinehart Adopted 2002 Houghton Mifflin_ A Legacy of Literature Adopted 2002 SRA/McGraw - Hill Adopted 2002	Yes	0
Mathematics	TK-5th, Pearson EnVision Math Adopted 2014 6th-8th, Houghton Mifflin Big Ideas Math Adopted 2014	Yes	0
Science	Prentice Hall - Focus Adopted 2007 Scott Foresman Adopted 2007	Yes	0
History-Social Science	Glencoe/McGraw Hill-Discovering Our Past Adopted 2006 Harcourt School Publishers Adopted 2006 Prentice Hall Adopted 2006 Scott Foresman Adopted 2006	Yes	0
Foreign Language	NA		
Health	NA		
Visual and Performing Arts	NA		

School Facility Conditions and Planned Improvements (Most Recent Year)

Camino School is located on a beautiful 40-acre site in a mixed conifer forest at the 3,200-foot elevation. Camino Elementary was originally constructed in 1952 and is comprised of 25 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 3 computer labs, and 2 playgrounds. Camino School boasts large athletic fields, a school garden, an amazing nature trail and many other amenities not offered by other schools. All classroom spaces are utilized to their fullest extent. The facilities enable the school to provide plenty of space for all educational programs including regular classrooms, library, special education, Title I, English Learner resource program, after-school enrichment and extension programs, and staff rooms. While most of the facility was built in the early 1950's, regular maintenance and some modernization has kept rest rooms, flooring, walls, roofs, plumbing and electrical systems in adequate service. However, it is requiring a greater effort every year to keep our facilities adequate. The District is working hard to secure funds from a variety of sources to upgrade and replace our aging facility infrastructure.

The administration and maintenance staff are committed to maintaining a safe environment that is conducive to learning. Vandalism and graffiti are immediately addressed before students and staff are aware. Staff collects garbage and cleans the campus daily. Students are involved in campus beautification and cleanup efforts. Community volunteers, our Charter School, and an active agriculture/garden program regularly improve our campus environment. Cleaning Process: The principal works daily with the custodial/maintenance staff of 3 full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Student restrooms are regularly cleaned twice a day, and whenever circumstances require more cleaning. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in adequate repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. School stakeholders work hard to maintain a comprehensive Facility Master Plan. The plan contains a priority list of projects to be completed as funding permits. The FMP is posted on the school district web site for review.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12-2-15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Elementary Campus is old; infrastructure needs upgrade; repairs are made regularly to keep systems in good working order.
Interior: Interior Surfaces			X	Elementary Campus is old; Some ceiling grid separating, some ceiling tiles sagging
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Elementary Campus is old; some carpets & flooring need replacing. Elementary bathrooms are old and need replacing.
Electrical: Electrical			X	Elementary Campus is old; infrastructure needs upgrade; inadequate number of electrical receptacles
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Elementary Campus is old; bathroom infrastructure needs upgrade;
Safety: Fire Safety, Hazardous Materials	X			Very strong inspection history.
Structural: Structural Damage, Roofs			X	Elementary Campus is old; portable roofs patched yearly. Rain gutters repaired regularly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Elementary Campus is old; Cracks in asphalt on playground; old single pane windows; Elementary parking lot needs replacing.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12-2-15				
Overall Rating	Exemplary	Good	Fair	Poor

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	47	46	47	44	48
Mathematics	39	37	38	38	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	51	51	100.0	51.0
	4	54	54	100.0	31.5
	5	44	43	97.7	48.8
	6	43	43	100.0	39.5
	7	33	33	100.0	63.6
	8	31	31	100.0	54.8
Male	3	24	24	100.0	37.5
	4	28	28	100.0	32.1
	5	14	14	100.0	57.1
	6	28	28	100.0	28.6
	7	19	19	100.0	47.4
	8	18	18	100.0	44.4
Female	3	27	27	100.0	63.0
	4	26	26	100.0	30.8
	5	30	29	96.7	44.8
	6	15	15	100.0	60.0
	7	14	14	100.0	85.7
	8	13	13	100.0	69.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	18	18	100.0	33.3
	4	20	20	100.0	20.0
	5	17	16	94.1	31.3
	6	14	14	100.0	28.6
	7	12	12	100.0	75.0
White	3	26	26	100.0	65.4
	4	31	31	100.0	41.9
	5	21	21	100.0	61.9
	6	25	25	100.0	44.0
	7	19	19	100.0	57.9
	8	19	19	100.0	79.0
Socioeconomically Disadvantaged	3	32	32	100.0	40.6
	4	28	28	100.0	28.6
	5	32	31	96.9	45.2
	6	31	31	100.0	38.7
	7	15	15	100.0	66.7
	8	13	13	100.0	23.1
English Learners	4	11	11	100.0	9.1
Students with Disabilities	4	11	11	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	51	51	100.0	51.0
	4	54	54	100.0	31.5
	5	44	43	97.7	23.8
	6	43	43	100.0	25.6
	7	33	33	100.0	48.5
	8	33	33	100.0	48.5
Male	3	24	24	100.0	45.8
	4	28	28	100.0	35.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	14	14	100.0	28.6
	6	28	28	100.0	25.0
	7	19	19	100.0	36.8
	8	19	19	100.0	36.8
Female	3	27	27	100.0	55.6
	4	26	26	100.0	26.9
	5	30	29	96.7	21.4
	6	15	15	100.0	26.7
	7	14	14	100.0	64.3
	8	14	14	100.0	64.3
Hispanic or Latino	3	18	18	100.0	27.8
	4	20	20	100.0	20.0
	5	17	16	94.1	6.3
	6	14	14	100.0	7.1
	7	12	12	100.0	41.7
	8	12	12	100.0	41.7
White	3	26	26	100.0	65.4
	4	31	31	100.0	41.9
	5	21	21	100.0	35.0
	6	25	25	100.0	36.0
	7	19	19	100.0	52.6
	8	19	19	100.0	52.6
Socioeconomically Disadvantaged	3	32	32	100.0	46.9
	4	28	28	100.0	21.4
	5	32	31	96.9	16.1
	6	31	31	100.0	19.4
	7	15	15	100.0	40.0
	8	15	15	100.0	40.0
English Learners	4	11	11	100.0	9.1
Students with Disabilities	4	11	11	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	66	55	54	71	59	61	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	75	74	98.7	54.1
Male	32	32	100.0	56.3
Female	43	42	97.7	52.4
Hispanic or Latino	26	25	96.2	36.0
White	40	40	100.0	65.0
Socioeconomically Disadvantaged	45	44	97.8	43.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.6	16.3	25.6
7	18.2	12.1	63.6

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Camino Elementary School greatly benefits from its supportive parents who are actively involved in their students' academic progress. Camino School actively solicits participation by parents and community members in the School Site Council, Parent Teacher Organization, Title I Advisory Committee, English Learner Advisory Committee, School Board Sub-Committees, and other groups. Please contact the school office for information about any of these support groups. There are many parents who volunteer in classrooms, on the grounds, and in other capacities. Also, parents and staff participate in many community groups such as the Camino/Pollock Pines Rotary, Camino Community Action Committee, Apple Hill Growers Association, and Camino/Pollock Pines Chamber of Commerce.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.9	2.3	2.2	5.9	2.4	3.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Camino Union School District has a comprehensive safety plan in place. An Emergency Operations Plan is shared with emergency agencies and includes maps and instructions for all systems as well as a summary of all safety related policies. This plan was updated in August of 2016. Each classroom has an Emergency Clipboard, updated each year, with emergency contacts and procedures. The District/School Management Team meets weekly, addressing all safety issues. Fire drills, shelter in place, and duck and cover drills are practiced regularly. School-wide expectations for student conduct along with consistent enforcement by all school staff ensures a safe, orderly environment for student learning. School-wide, research-based curriculum, from "Positive Action", "Time to Teach", "Love and Logic" and "Community Matters", are used to ensure student awareness and improvement in personal behaviors that promote school safety. Administrators, teachers and aides conduct playground supervision. All efforts to ensure building safety, cleanliness and adequacy have been successful.

We are proud of the safety record of our buses. Most Camino students ride our buses, driven by experienced, licensed drivers. Camino recently participated in the AB923 School Bus Replacement Grant through the El Dorado County Air Quality Management District to replace two aging buses. Here at Camino, student safety is of primary importance!

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	2		19	2	2		19	1	1	
1	21	1	1		20	2			20	1	1	
2	22	1	3		24		2		21		2	
3	26		2		23		3		24		2	
4	26		2		23		2		27		2	
5	14	2	1		25		2		20.5	1	1	
6	24	1	1		16		2		22		2	
Other									18	2		

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	2013-14				2014-15				2015-16			
	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	19	4			32		2	1	27	2	2	
Mathematics	19	4			32		2	1	27	2	2	
Science	19	4			32		2	1	27	2	2	
Social Science	19	4			32		2	1	27	2	2	

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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.20	N/A
Social Worker		N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	.80	N/A
Resource Specialist		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,924	\$2,072	\$7,852	\$65,952
District	N/A	N/A	\$7,852	\$65,952
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	38.3	8.1

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding, Camino Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, Part A (Basic Grant); Title II, Part A (Teacher Quality); Title VI, Part B (REAP, Small Rural School Achievement).

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,109	\$41,085
Mid-Range Teacher Salary	\$60,008	\$59,415
Highest Teacher Salary	\$83,390	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$107,000	\$116,069
Percent of Budget for Teacher Salaries	41%	33%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 1 full staff professional development day, 2 start of school in-service days, and 16 early student release days annually where staff members are offered time for professional collaboration and training opportunities in curriculum, teaching strategies, and methodologies. Grade Level groups are working in teams to develop Professional Development plans for their specific needs. Camino School is being supported through the EDCOE 21st Century Innovations Grant to develop specialized differentiation programs to help close the "Achievement Gap". Camino District is also part of the EDCOE CTEIG consortium to bring EDUHSD Career Pathway programs down to the feeder school level. The District is in year two of their 3 year Educator Effectiveness Plan.

The Camino Union School District EEP allocation is based on 24.72 certificated full time equivalent (FTE) and is currently listed at a total of \$36,253 to be allocated and spent over three years.

On or before July 1, 2018, Districts must report detailed expenditure information to CDE.

The professional development priorities for Camino Union School District are:

- Math content standards
- Math curriculum materials training
- English Language Arts/English Language Development standards
- English Language Arts/English Language Development materials selection and training
- Multi-tiered Systems of Support (RTI and PBIS)
- Classroom Technology Integration and One-to-One Computing
- Effective Teaching and Learning Practices including new teachers and administrators

The use of the Educator Effectiveness funds will target the identified priorities over the course of three years. We will utilize training provided through the El Dorado County Office of Education whenever possible to minimize costs.