



# Enrique S. Camarena Elementary

1650 Exploration Falls Drive • Chula Vista • (619) 591-5500 • Grades K-6

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<https://camarenarobogriffins.blog/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Chula Vista Elementary School District

84 East J Street  
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#### District Governing Board

Kate Bishop  
**Member**

Leslie Ray Bunker  
**President**

Eduardo Reyes, Ed.D.  
**Clerk**

Francisco Tamayo  
**Vice President**

Lucy Ugarte  
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#### District Administration

Francisco Escobedo, Ed.D.  
**Superintendent**

Jeffrey Thiel, Ed.D.  
**Assistant Superintendent, Human  
Resources Services and Support**

Oscar Esquivel  
**Deputy Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.  
**Assistant Superintendent,  
Innovation and Instruction Services  
and Support**

### School Description

Camarena Elementary School opened in July, 2013 and is located in the Winding Walk community of Eastlake. The school facility consists of two 2-story buildings that contain 32 classrooms and three one-story buildings that contain 12 additional classrooms for a total of 44 classrooms. Every classroom contains a flat screen TV and Apple TV for projection from teacher and student digital devices. Classrooms have white board paint across one wall from floor to 8 feet to allow for student brainstorming and exploration of ideas. The Library Media Center is an open space with two flat screen TVs on either side of the space. There is a Green Screen Video Room within the Library Media Center to provide opportunities for broadcast and video production. Additionally, a Maker Space within the Library Media Center has been established this year. We have 10 resource rooms that provide space for our Resource Specialist Program (RSP), Speech Therapist(s), Limited English Proficient aide, Psychologist, and our counselor with the Military Family Liaison Counseling Program.

Camarena's enrollment as of January 25, 2021 is 990 students.

#### Our Demographics Include:

English Learners - 16.4%

GATE - 7.7%

Military - 25.1%

Socio-Economically Disadvantaged - 22.2%

Students with Disabilities - 7.5%

Mission: To make Camarena the model neighborhood school for learning in the 21st century.

### Values

Camarena students and staff will ...

- 1.be models of character demonstrating integrity, perseverance, and leadership as members of a community where they are valued for their individual strengths.
- 2.be voracious learners, inspired to explore and know the world around them.
- 3.be clear thinkers through structured social learning, the interplay of ideas, deep reflection, and evidence based opinions.
- 4.be fully literate (including digital literacy) integrating their knowledge in all academic arenas.
- 5.be excellent collaborators and communicators who listen critically and empathetically to one another and speak with clarity and effectiveness enhanced by multimedia.
- 6.explore their passions and interests every day, publish what they are learning, and create products that exemplify their unique talents and skills.
- 7.embrace technology to facilitate the acquisition of the best knowledge and information, the development of products and presentations, and to make connections with experts and co-learners anytime, anywhere.
- 8.embrace languages through a Dual Immersion program and foreign language opportunities.

## 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	148
Grade 2	152
Grade 3	155
Grade 4	156
Grade 5	137
Grade 6	164
Total Enrollment	1,036

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.7
Asian	4.4
Filipino	20.3
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	0.3
White	12.5
Two or More Races	6
Socioeconomically Disadvantaged	27.7
English Learners	18.1
Students with Disabilities	6.7
Foster Youth	0.2

## 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 Enrique S. Camarena	18-19	19-20	20-21
With Full Credential	46	44	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Enrique S. Camarena Elementary

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 2020-21)**

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supporting instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers integrate technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: February 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Brace The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace 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)**

Camarena Elementary construction was completed in July 2013 in time for our school opening. We have 44 classrooms, a library media center, Multipurpose room, YMCA classroom, and main office.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 11/14/2018**

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	300B Boy's RR: Dirty vents; wall faucet is dripping 305-306 Right RR : Toilet needs caulking 400B Boy's RR: Paint peeling top of terrazzo 400B Girl's RR: Paint peeling along terrazzo 400B Work Room: walls scratched...countertop stained and dirty; nicks on walls 401-402 Left RR: Loose toilet seat; floor stains 401-402 Right RR: Loose toilet seat Admin Storage: Bookcases not mounted to wall CR 305: tack board stained CR 310: drinking fountain water pressure low...cove base board loose...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open); chipped white board & bottom black plastic is loose. CR 311: Tack board lifting CR 312: ceiling tile stained; tack board loose CR 314: tack board next to upper windows loose and coming unglued; while board dents CR 315: Stains on rug CR 401: back splash to countertop needs caulking...tack board has paint stains...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) CR 403: Stains on color rug CR 407: Small rug stains CR 408: carpet stained; they smell an electrical burn odor sometimes through the vent CR 409: Loose tack board CR 410: cove base loose; low sink water pressure CR 411: Stains on rug; water fountain pressure low CR 413: Loose tack board trim; stains on rug

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 415: tack board trim coming unglued; white board has some nicks CR 501: ceiling tile stained; paper towel dispenser has fallen off the wall; scratched wall CR 503: Stain on rug; scratched ceiling tile; scratched wall; dirty vent CR 504: ceiling tile stained...back splash to countertop delaminating and needs caulking; dirty vent CR 601: cove base loose; dirty vent; stuffy room; ceiling tile pushed in CR 602: Stuffy room; warped ceiling tile CR 603: plug in air freshner; dirty vent Kitchen: Air conditioner not working properly; dirty vent Library/Media Center: Spot on rug Media Center Boy's RR: Mirror stains; toilet leaks, broken soap dispenser Media Center Girl's RR: Stains on bathroom door Media Center Women's RR: Light out; toilet needs caulking Principal: Small hole on wall Resource Rm. 300D: Dirty walls Resource Rm. 400E: file cabinet not secured; wall damage Rm 201: cove base loose...outlet loose...back splash to countertop needs caulking...tile floor dirty...ceiling tile stained...boys RR vent dirty; ceiling tile pushed up Staff RR 400B: Small bookcase is broken Stage: right side and left side hand rail loose
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	400A Girl's RR: Door dirty CR 414: tack board trim coming unglued; low sink water pressure; dirty window seals CR 503: Stain on rug; scratched ceiling tile; scratched wall; dirty vent CR 604: Dirty vent Kitchen: Air conditioner not working properly; dirty vent Rm 201: cove base loose...outlet loose...back splash to countertop needs caulking...tile floor dirty...ceiling tile stained...boys RR vent dirty; ceiling tile pushed up

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	CR 408: carpet stained; they smell an electrical burn odor sometimes through the vent CR 502: Dirty vent Custodian/ Electrical: Blocked electrical box General Areas: 500 Bldg exterior: back of Bldg GFCI cover missing and two outlets loose...300-400 Bldg: tar seeping on door frame Media Center Women's RR: Light out; toilet needs caulking Stage Storage: Lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	403- 404 Left RR: Stains on floor 403-404 Right RR: Loose toilet seat; floor stains CR 310: drinking fountain water pressure low...cove base board loose...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open); chipped white board & bottom black plastic is loose. CR 313: Sink water pressure low CR 316: Sink water pressure low CR 401: back splash to countertop needs caulking...tack board has paint stains...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) CR 411: Stains on rug; water fountain pressure low CR 414: tack board trim coming unglued; low sink water pressure; dirty window seals CR 416: ceiling tile stained; air freshener plug CR 504: ceiling tile stained...back splash to countertop delaminating and needs caulking; dirty vent Media Center Boy's RR: Mirror stains; toilet leaks, broken soap dispenser Media Center Women's RR: Light out; toilet needs caulking Rm 201: cove base loose...outlet loose...back splash to countertop needs caulking...tile floor dirty...ceiling tile stained...boys RR vent dirty; ceiling tile pushed up
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	CR 303: unmarked spray bottle on sink countertop CR 403: Stains on color rug CR 502: Dirty vent CR 601: cove base loose; dirty vent; stuffy room; ceiling tile pushed in CR 603: plug in air freshner; dirty vent

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	CR 312: ceiling tile stained; tack board loose General Areas: 500 Bldg exterior: back of Bldg GFCI cover missing and two outlets loose...300-400 Bldg: tar seeping on door frame
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	400A Staff RR: door does not close all the way CR 306: door does not close properly CR 310: drinking fountain water pressure low...cove base board loose...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open); chipped white board & bottom black plastic is loose. CR 401: back splash to countertop needs caulking...tack board has paint stains...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) CR 404: door into work room does not stay proped open Playground: water fountain leaks...also fountain not draining properly Resource Rm. 300C: film on window peeling off
<b>Overall Rating</b>	<b>Good</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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	77	N/A	64	N/A	50	N/A
Math	70	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	53	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.



**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Contact person: Principal Debra McLaren, Ed.D.

eMail: [debra.mclaren@cvesd.org](mailto:debra.mclaren@cvesd.org)

Phone number: (619) 591-5500

Due to COVID19 on-site school parent participation was not available. However, parents had the opportunity to participate in virtual Parent Forums, PTA meetings, SSC and ELAC meetings. Military parents also had the opportunity to participate in Monday, Military Mingle socials.

During a normal school year, parents and community members have ample opportunities to participate in campus affairs. Parents support the school prepping materials for teachers, chaperoning on field trips, coaching after school sports programs and supporting with safety during the morning and after school arrival and dismissal times.

Parents have the opportunity to participate formally in one or more of the following committees that typically meet each month during the school year:

English Learner Advisory Committee (ELAC)

Parent and Teacher Association (PTA)

School Site Council (SSC)

School Safety and Wellness Committee

**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 (School Year 2020-2021)**

Camarena Elementary School is committed to providing a safe environment for students, staff, and visitors. We work closely with safety officials - police, fire, emergency medical services, and public health - in order to ensure our school is well prepared for an emergency. We have developed a comprehensive school safety plan that covers a variety of emergencies that could occur. Staff members receive ongoing training to help ensure the safety of all students. Monthly fire drills and quarterly earthquake drills are held to ensure that all students, staff and visitors are aware of procedures during these emergencies. All visitors check in at the front office and wear a visitor's pass while on site. The School Site Council approved the School Safety Plan on October 14, 2019.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	0.0	0.7	0.8	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	5

\*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		6		23	1	5		21	1	5	
1	24		6		21	5	2		25		6	
2	23		7		22	1	6		22	1	6	
3	21	2	5		21	2	5		22		7	
4	29		5		28		4		22	2	5	
5	28		6		27		6		27	1	4	
6	28		6		30		6		27	1	5	
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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Staff participate in District professional development opportunities in the areas of Math, Language Arts and the implementation of Common Core State Standards. In addition to our classroom teachers, Camarena employs six part-time program support teachers to enhance the educational program. These teachers provide instruction in the areas of visual arts, dance, music, and digital photography. While these teachers are providing instruction in these areas, classroom teachers are given the opportunity to collaborate and review instructional practices, as well as receive professional development in identified areas of need.

2018-19 professional development focused on guided instruction. Student performance data as well as weekly classroom observations by administration to determine student needs. To further the work, the Instructional Leadership Team agreed and recommended the implementation of Socratic Seminar.

2019-20 professional development focused on collaborative conversations K-2 and collaborative discussions 3-6. Teachers used a variety of strategies to support student opportunities for learning by holding academic conversations. Strategies and Techniques included discussion cards, checklists, and discussion rubrics. Teachers created writing prompts each quarter to check for student understanding of content, vocabulary and writing techniques. Teachers reviewed math data during collaborations each week and identified which students were not averaging 85% or more on the assessment given each quarter. This supported teachers in identifying and re-teaching math concepts, procedures and skills students had not learned with mastery.

Professional development (PD) delivery: PD has been provided via a variety of methods including, but not limited to:

- \* on site staff meetings;
- \* reciprocal teacher observation;
- \* professional texts and readings;
- \* professional development provided by the district;
- \* resource teacher modeled and/or coached, as needed through January 2019, when she was promoted to a position at the district office; and,
- \* feedback and modeling provided by administration

Teacher support during implementation:

- \* Teachers are encouraged to implement these new instructional strategies and observed through the lens of safe practice.
- \* Teachers receive instructional feedback via regular walkthroughs or regularly scheduled observations by administration, and are encouraged not only to consider next steps but to share their findings within their grade levels and system-wide.
- \* Biweekly observation findings are shared during professional development meetings and in grade-level collaboration.
- \* Quarterly student monitoring, regular observations of student learning and teacher practice are discussed with each teacher where we share strategies and next steps for instructional plans for growth for each child.
- \* A compilation of student progress is shared regularly with staff for consideration of adjustments in their practice.
- \* Quarterly instructional conferences are held with teachers to discuss instructional suggestions/strategies and techniques and open up to questions or feedback they may seek.

2020-2021

Due to COVID19 all professional development was provided on the CVESD Teacher Portal as a menu of options to meet the differentiated needs of teachers. Virtual school wide professional development was offered throughout the school year on Culturally Responsive Teaching.

Student Monitoring of progress towards English language arts and Mathematics goals/benchmarks was held quarterly.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

\* 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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10,541.36	3,034.18	7,507.18	77,321
District	N/A	N/A	190,145,679	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-5.5
School Site/ State	-3.2	-8.5

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

#### Types of Services Funded

Professional Development as a school has focused on High Impact Language Strategies and Collaborative Discussions. Teachers use the research of John Hattie to determine the strategies that yield the greatest gains for students' academic performance. Teachers collaborate once a week to design standards-aligned lessons that incorporate these strategies and student progress is monitored at the end of each quarter.

In classrooms, teachers provide small group, guided instruction and interventions that are implemented for students identified as at risk (SST process). Read to Succeed and Extended Day reading and math programs are available after school for at risk students, based on eligibility as determined by the district. English learners receive 30 minutes of designated instruction in English on a daily basis. Though GATE is not a required expenditure, students receive enrichment within the school day and in after school programs. In school GATE instructional strategies and activities include but are not limited to: Literature Circles, Book Clubs, Stretch Articles, and Choice Menus.

#### 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.