

Enrique S. Camarena Elementary

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Enrique S. Camarena Elementary
Street	1650 Exploration Falls Drive
City, State, Zip	Chula Vista
Phone Number	(619) 591-5500
Principal	Jason Soileau
Email Address	jason.soileau@cvesd.org
School Website	https://camarenarobogriffins.blog/
County-District-School (CDS) Code	37-68023-0127431

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

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/Screen Beam 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 a flat screen TV. There is a Green Screen Video Room within the Library Media Center to provide opportunities for broadcast and video production. We have 10 resource rooms that provide space for our Resource Specialist Program (RSP), Speech Therapist(s), Limited English Proficient aide, Psychologist, part-time Counselor, and our counselor with the Military Family Liaison Counseling Program. Camarena is known for its Dual Immersion 90/10 program model. We currently have 2 DI classes in each grade level except for 5th and 6th where we have 1.5 classes per grade level.

We also offer English only programming here on campus and have an EO and a DI TK class, 3 EO Kinder and 4th grade classes, and 4 EO classes in grades 1-6.

Camarena's enrollment as of January 10, 2024 is 927 students.

Our Demographics Include:

English Learners -13.7 %

GATE - .1%

Military - 18.1%

Socio-Economically Disadvantaged - 35.9%

Students with Disabilities - 9.4%

LCAP Identified Students- 42.5%

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

2023-24 School Description and Mission Statement

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	151
Grade 1	125
Grade 2	130
Grade 3	121
Grade 4	125
Grade 5	134
Grade 6	145
Total Enrollment	931

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
Asian	5.5%
Black or African American	10%
Filipino	17%
Hispanic or Latino	48.3%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	9.3%
White	9.1%
English Learners	14.9%
Foster Youth	0.2%
Homeless	0.2%
Socioeconomically Disadvantaged	26.7%
Students with Disabilities	8.7%

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.

2020-21 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)	43.00	100.00	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	0.00	0.00	106.00	7.66	18854.30	6.86
Total Teaching Positions	43.00	100.00	1383.70	100.00	274759.10	100.00

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.

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)	42.00	95.45	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.27	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.27	33.90	2.36	11953.10	4.28
Unknown	0.00	0.00	109.80	7.63	15831.90	5.67
Total Teaching Positions	44.00	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.4
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

8/18/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: CR 305: AC Vent needs cleaning
Interior: Interior Surfaces		X		300B Work Room: Used for storage // Copy center : 1 stained ceiling tile 400B Boy's RR: Small crack on wall // *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard) 400B Copy Center: Scratch wall and hole by the window 400B Girl's RR: Small crack on wall // *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard) CR 310: chipped white board. CR 311: Tackboard seam trim is coming off across 80% of panels - please remove peeling material from molding CR 312: Tackboard seam trim is coming off across 80% of panels - please remove peeling material from molding CR 316: tiles stained // * Tackboard seam trim is coming off across 80% of panels - please remove peeling material from molding CR 411: * Tackboard seam trim is coming off across 80% of panels - please remove peeling material from molding CR 413: * Tackboard seam trim is coming off across 80% of panels - please remove peeling material from molding CR 414: * Tackboard seam trim is coming off across 80% of panels - please remove peeling material from molding // low sink water pressure // Upper bling not working (rolled up) - electric : needs lift to be repaired or replaced. CR 415: * Tackboard seam trim is coming off across 80% of panels - please remove peeling material from molding // Stained carpet front window CR 503: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3

School Facility Conditions and Planned Improvements

			<p>CR 701: Sagging tile with sensor // * String of Lights and Seasonal decorations (fire and safety concern - per district policy items are not allowed) Health Office: RR - ** Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in 1 Carrefree at least 2-3 coats.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>300B Girl's RR: *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard) 400A Boy's RR: Floor stains // *Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) 400A Staff RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in 1 Carrefree at least 2-3 coats. 403- 404 Left RR: Stains on floor // *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard) CR 304: Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 CR 305: AC Vent needs cleaning CR 403: Stains on color rug // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in 1 Carefree finish 2-3- coats Kinder Playtoy: Main Office: Ceiling clearance - Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1</p>
<p>Electrical</p>	<p>X</p>		<p>CR 501: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical</p>

School Facility Conditions and Planned Improvements

		<p>panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 CR 503: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 CR 703: Provide Clearance for Electrical Panel- A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 shall be maintained from the operating face of the panel to an aisle or corridor // Ceiling clearance - Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 CR 704: Provide Clearance for Electrical Panel- A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 shall be maintained from the operating face of the panel to an aisle or corridor</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>	<p>300B Boy's RR: 1 anchoring holes need a cap or caulking (HC Stall) // **Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard) 305-306 Left RR: *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard) 305-306 Right RR : *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard) 307-308 Left RR: *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard)</p>

School Facility Conditions and Planned Improvements

			<p>307-308 Right RR: *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard)</p> <p>401-402 Left RR: *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard)</p> <p>401-402 Right RR: *Terrazzo Floor - cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with use 3M Diamond Pads Restoring system and scotchgard)</p> <p>Admin Staff Women's RR: * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in 1 Carrefree at least 2-3 coats.</p> <p>CR 301: Mirror with scratches</p> <p>CR 401: Back splash to countertop needs caulking // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats // RR with</p> <p>CR 414: * Tackboard seam trim is coming off across 80% of panels - please remove peeling material from molding // low sink water pressure // Upper bling not working (rolled up) - electric : needs lift to be repaired or replaced.</p> <p>Health Office: RR - ** Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in 1 Carrefree at least 2-3 coats.</p> <p>Media Center Women's RR: Toilet needs caulking // * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in 1 Carrefree at least 2-3 coats.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>Admin Signal: used for storage - Remove Combustible Storage - Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. Remove material. Multiple communications rooms have storage. Remove storage from all utility rooms. Multiple electrical rooms noted to have combustible material stored inside. Remove stored combustible material from all electrical rooms. This shall be enforced throughout the campus. CFC, Section 315.3.3</p> <p>CR 503: Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3</p> <p>CR 601: Provide Clear Access to Fire Extinguisher - Are extinguishers shall be conspicuously located</p>

School Facility Conditions and Planned Improvements

				<p>where they will be readily accessible & unobstructed. Remove obstructions. Ensure signs are not blocking extinguishers. Ensure extinguishers are not obstructed from view. Provide extinguisher stickers where needed. CFC, Section 906.5-906.6</p> <p>CR 701: Sagging tile with sensor // * String of Lights and Seasonal decorations (fire and safety concern - per district policy items are not allowed)</p> <p>CR 703: Provide Clearance for Electrical Panel- A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 shall be maintained from the operating face of the panel to an aisle or corridor // Ceiling clearance - Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1</p> <p>CR 704: Provide Clearance for Electrical Panel- A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 shall be maintained from the operating face of the panel to an aisle or corridor</p> <p>Elevator Equipment: Storage of PPE Supplies - Hand Sanatizer (alcohol based - flammable)</p> <p>Main Office: Ceiling clearance - Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1</p> <p>Principal: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. CFC 604.1.1</p>
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Library/Media Center: Aluminum molding in glass
office falling off

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	67	54	53	47	46
Mathematics (grades 3-8 and 11)	54	55	41	43	33	34

2022-23 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 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.

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	538	533	99.07	0.93	66.79
Female	257	254	98.83	1.17	68.90
Male	281	279	99.29	0.71	64.87
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	75.86
Black or African American	56	56	100.00	0.00	46.43
Filipino	98	98	100.00	0.00	90.82
Hispanic or Latino	262	260	99.24	0.76	61.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	63.16
White	51	49	96.08	3.92	67.35
English Learners	67	66	98.51	1.49	27.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	156	99.36	0.64	47.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	27.66

2022-23 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 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.

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	538	533	99.07	0.93	55.16
Female	257	253	98.44	1.56	49.80
Male	281	280	99.64	0.36	60.00
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	75.86
Black or African American	56	55	98.21	1.79	40.00
Filipino	98	98	100.00	0.00	78.57
Hispanic or Latino	262	260	99.24	0.76	44.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	68.42
White	51	50	98.04	1.96	58.00
English Learners	67	67	100.00	0.00	22.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	156	99.36	0.64	36.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	23.40

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.66	50.38	36.97	34.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	133	100.00	0.00	50.38
Female	67	67	100.00	0.00	47.76
Male	66	66	100.00	0.00	53.03
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	63.64
Black or African American	13	13	100.00	0.00	46.15
Filipino	25	25	100.00	0.00	64.00
Hispanic or Latino	63	63	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	45.45
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	29.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	92.48%	91.73%	92.48%	89.47%	93.23%

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.

2023-24 Opportunities for Parental Involvement

Parents have the opportunity to participate in virtual and in person Parent Forums, PTA meetings, SSC and ELAC meetings. 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

Camarena communicates weekly with families via school Dojo and the school blog <https://camarenarobogriffins.blog/>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1003	993	155	15.6
Female	495	488	66	13.5
Male	508	505	89	17.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	56	55	4	7.3
Black or African American	103	100	25	25.0
Filipino	162	160	14	8.8
Hispanic or Latino	487	485	88	18.1
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	95	94	12	12.8
White	92	91	9	9.9
English Learners	165	165	29	17.6
Foster Youth	4	3	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	297	293	84	28.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	115	110	27	24.5

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.10	0.50	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.5	0
Female	0	0
Male	0.98	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0.97	0
Filipino	0	0
Hispanic or Latino	0.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.05	0
White	1.09	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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. We also conducted a School Lock Down Drill on August 29, 2023 and included the Jose Cortez (District Emergency Preparedness and Security Manager) and the CVPD to help determine our strengths and areas of improvement. 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 December 11, 2023. The Board of Education approval date for the CSSP is January 17, 2024.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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		6	
1	21	4	2	
2	22	1	6	
3	21	1	6	
4	26	1	5	
5	26	1	5	
6	23	2	4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	23		5	
1	22		6	
2	21	2	4	
3	19	5	2	
4	23	1	5	
5	25	1	5	
6	25	1	5	

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	6	0
1	21	3	3	0
2	22	1	5	0
3	20	4	2	0
4	21	2	4	0
5	22	1	5	0
6	24	1	5	0
Other	0	0	0	0

2022-23 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	1862

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	11,755.37	3,953.33	7,802.04	83,588
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-12.7	-2.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	16.8	-4.3

Fiscal Year 2022-23 Types of Services Funded

Professional Development as a school has focused on Teaching Practices from America's Best Urban Schools- Chapter 2- Planning for Understanding and Mastery, along with the use of Collaborative Discussions. Teachers use the research of John Hattie to determine the strategies that yield the greatest gains for students' academic performance. Teachers collaborate twice a month during their VAPA time to design standards-aligned lessons that incorporate these strategies and student progress is monitored.

We support our Library Tech position with additional funding through our school site council. Extra hours are used to support reading enrichment, technology supports, and interventions.

The district also funds technology techs three days a week to support our campus needs.

The campus also funds additional hours for our English Learner Instructional Aide so that she can support students in the lower grades with becoming English proficient.

The campus also funds additional time for our noon duty support aides. The aides support us with social/emotional advancement skills for students during lunch, recess, and transitions.

In classrooms, teachers provide small group, guided instruction and interventions that are implemented for students identified as at risk (SST process). 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. In school GATE instructional strategies and activities include but are not limited to: Literature Circles, Book Clubs, Stretch Articles, and Choice Menus. The school impact teacher funded by the district provides weekly support to students who are on the approaching potential list for reading/language arts.

The district also funds a part time counselor on our campus. The counselor works with staff to identify students that would benefit from small group support sessions.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

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 three full-time support teachers to enhance the educational program. These teachers provide instruction in the areas of PE, music, and art. 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.

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;

2022-2023/2023-2024

Student Monitoring of progress towards English language arts and Mathematics goals/benchmarks was held quarterly. Continued professional learning continued around social emotional learning and social justice. Year 2 of creating and implementing school wide expectations through PBIS.

Professional learning was centered around the book Teaching Practices from America's Best Urban Schools. Specific focus has been on planning for understanding and mastery of common core grade level concepts.

IReady math curriculum has been implemented school wide as a foundational math program.

Collaborative conversations continues to be a focus to development language and academic discussions.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement		21	23