Enrique S. Camarena Elementary

1650 Exploration Falls Drive • Chula Vista • (619) 591-5500 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

School Description

Camarena Elementary School is the second newest of 46 schools in the Chula Vista Elementary School District. The 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 1-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. We have 10 resource rooms that provide space for our Resource Specialist Program (RSP), Speech Therapist, Limited English Proficient aide, Psychologist, and our counselor with the Military Family Liaison Counseling Program.

Camarena's current enrollment is 1,082 students.

We are proud of our diverse learning community. Our student ethnicity breakdown is as follows:

African American - 10%
Asian - 3%
Filipino - 20%
Hispanic - 45%
Other - 1%
Two or More Races - 7%
White - 14%

Specific subgroups are as follows:

English Learners - 18%
GATE - 9%
Socio-Economically Disadvantaged - 29%
Students with Disabilities - 7%

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, 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	120
Grade 1	140
Grade 2	144
Grade 3	154
Grade 4	147
Grade 5	163
Grade 6	146
Total Enrollment	1,014

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	0.1
Asian	3.6
Filipino	19.8
Hispanic or Latino	46.4
Native Hawaiian or Pacific Islander	0.3
White	13.3
Two or More Races	7
Socioeconomically Disadvantaged	24.6
English Learners	21.5
Students with Disabilities	5.9
Foster Youth	0.1

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			
Enrique S. Camarena Elementary	15-16	16-17	17-18
With Full Credential	41	41	44
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Enrique S. Camarena Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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 supportive 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 are integrating 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: January 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
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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)				
Year and month in which data were collected: 5/5/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			400B Boy's RR: crack along top of terazzo 400B Girl's RR: crack along top of terazzo 400B Work Room: walls scratched…countertop stained and dirty CR 305: tack board stained CR 310: drinking fountain low…cove base board loose…door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) CR 314: tack board next to upper windows loose and coming unglued 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 410: cove base loose Rm 201: cove base loose…outlet loose…back splash to countertop needs caulking…tile floor dirty…ceiling tile stained…storage cabinet not secured…boys RR vent dirty
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rm 201: cove base loose…outlet loose…back splash to countertop needs caulking…tile floor dirty…ceiling tile stained…storage cabinet not secured…boys RR vent dirty
Electrical: Electrical	X			CR 502: ceiling tile stained…ELECTRIC PANEL COVERED UP…file cabinets not secured General Areas: 500 Bldg exterior: back of Bldg GFCI cover missing and two outlets loose…300-400 Bldg: tar seeping on door frame
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 310: drinking fountain low…cove base board loose…door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) 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 504: ceiling tile stained…back splash to countertop delaminating and needs caulking Rm 201: cove base loose…outlet loose…back splash to countertop needs caulking…tile floor dirty…ceiling tile stained…storage cabinet not secured…boys RR vent dirty

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 5/5/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			CR 303: unmarked spray bottle on sink countertop CR 307: Lysol spray under sink CR 403: plug in air freshner CR 502: ceiling tile stained...ELECTRIC PANEL COVERED UP...file cabinets not secured CR 601: cove base loose...plug in air freshner CR 603: plug in air freshner
Structural: Structural Damage, Roofs	X			CR 312: ceiling tile stained General Areas: 500 Bldg exterior: back of Bldg GFCI cover missing and two outlets loose...300-400 Bldg: tar seeping on door frame
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			400A Staff RR: door does not close all the way CR 306: door does not close properly CR 310: drinking fountain low...cove base board loose...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) 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 Electrical / Signal: door does not close all the way Playground: water fountain leaks...also fountain not draining properly Resource Rm. 300C: film on window peeling off

Overall Rating	**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, 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	62	64	67	62	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	63	69	62	62	48	48
Math	55	62	48	49	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	16	31.3	38.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	152	149	98.0	63.8
Male	74	72	97.3	63.9
Female	78	77	98.7	63.6
Filipino	23	23	100.0	78.3
Hispanic or Latino	72	71	98.6	53.5
White	24	22	91.7	81.8
Two or More Races	12	12	100.0	66.7
Socioeconomically Disadvantaged	45	44	97.8	40.9
English Learners	22	22	100.0	27.3
Students with Disabilities	11	11	100.0	72.7

* 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. 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	617	615	99.68	68.62
Male	320	318	99.38	61.64
Female	297	297	100	76.09
Black or African American	56	56	100	62.5
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	92
Filipino	114	114	100	81.58
Hispanic or Latino	277	276	99.64	59.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	93	98.94	72.04
Two or More Races	42	42	100	80.95
Socioeconomically Disadvantaged	180	180	100	50.56
English Learners	161	160	99.38	56.25
Students with Disabilities	49	48	97.96	12.5
Foster Youth	--	--	--	--

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	617	614	99.51	61.73
Male	320	318	99.38	63.21
Female	297	296	99.66	60.14
Black or African American	56	56	100	39.29
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	96
Filipino	114	114	100	78.07
Hispanic or Latino	277	275	99.28	53.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	94	93	98.94	64.52
Two or More Races	42	42	100	71.43
Socioeconomically Disadvantaged	180	179	99.44	43.58
English Learners	161	159	98.76	55.35
Students with Disabilities	49	47	95.92	17.02
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Contact person: Jonathan Strout, Principal
eMail: jonathan.strout@cvesd.org
Phone number: (619) 591-5500

Parents and community members have ample opportunities to participate in the education of Camarena Students. Parents are encouraged to visit our campus any time during normal school hours. Please communicate with your child's teacher or the main office to schedule an appointment.

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)

Various other opportunities are often available for parents to support the learning of their child at Camarena including volunteering to support in the classroom and with extension activities such as field trips.

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
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 5, 2017.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.5	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	n/a
Counselor (Social/Behavioral or Career Development)	n/a
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	1
Psychologist	.6
Social Worker	n/a
Nurse	.4
Speech/Language/Hearing Specialist	.4
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	n/a

* 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	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	23	23	24				8	8	5			
1	23	24	23				6	6	6			
2	23	24	24				7	6	6			
3	23	23	22			1	7	7	6			
4	30	30	26			2	5	5	3			
5	31	31	30				4	5	6			
6	30	31	29				4	4	5			

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

Professional Development provided for Teachers

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.

Our 2015-16 professional development focused on Visible Learning. We sent a team of 6 to the Visible Learning Conference in San Antonio in July and the administration attended a Visible Learning Workshop in Orange County in the fall. Our teachers have worked together in teams to design instruction with clear learning targets, success criteria, and multiple ways to seek proof of learning.

Our 2016-17 professional development focused on developing a culture of shared leadership and a focus on a balanced literacy program. Through the use of the professional learning cycle and a focus on guided reading, we have worked as a school to create a common language and criteria for instruction in the realm of guided instruction in English Language Arts.

Our 2017-18 professional development is focused on high impact language development strategies and using accountable talk across all grade levels and all curricula using a professional learning cycle.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,672	$48,678
Mid-Range Teacher Salary	$70,414	$78,254
Highest Teacher Salary	$93,793	$96,372
Average Principal Salary (ES)	$124,057	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$265,166	$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,161.23	$1,893.80	$6,267.42	$68,822.00
District	♦	♦	$166,094,33	$72,171
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-11.3	-1.3
Percent Difference: School Site/ State			9.2	-5.6

*   Cells with ♦ do not require data.

Types of Services Funded

In classrooms, teachers provide small group guided instruction and interventions that are implemented for students identified as at risk (SST process). The RSP Teacher provides support in school's RTI / SST process through push-in and pull out services throughout the school year. GATE students receive enrichment through after school classes taught by teachers and parent volunteers. Jumpstart reading and math programs are available after school for at risk students as well.

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.