

Camino Real Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Camino Real Elementary School
Street	4655 Camino Real
City, State, Zip	Jurupa Valley, CA 92509-5419
Phone Number	951.360.2714
Principal	Erika Pham
Email Address	erika_pham@jusd.k12.ca.us
Website	www.jurupausd.org/schools/CaminoRealElementary
County-District-School (CDS) Code	33670906106835

Entity	Contact Information
District Name	Jurupa Unified School District
Phone Number	951.360.4100
Superintendent	Mr. Elliott Duchon
Email Address	info@jUSD.k12.ca.us
Website	www.jurupausd.org

School Description and Mission Statement (School Year 2019-20)

Camino Real Elementary School's Mission is to enhance experiences for all students. Everyday, when students walk on campus, they are challenged to be the best student they can be.

Camino Real houses approximately 815 students in grades TK-6. It boasts the highest assessment scores within the Jurupa Unified School District and is a Title 1 Academic Achievement Award winning school.

Most of Camino's students come from moderate-income homes. Approximately 15% of our students are bused to and from school, while others walk with their parents. Forty percent of our student population participates in the federal Free and Reduced Lunch program. Camino itself, is comprised of 33 classrooms, a multipurpose room, library, and main office. Students in grades TK-3 maintain a 25:1 student to teacher ratio and grades 4-6 maintain a 32:1 student to teacher ratio.

Camino Real serves a diverse student population, of which ten languages are spoken in the homes. About eighty students are identified as English learners, receiving ELD instruction and access to core programs in structured English immersion and mainstream classrooms deemed appropriate for their levels of English fluency. In addition, Camino Real has over 100 GATE (gifted and talented) students who received differentiated instruction within the classroom, as well as after school enrichment classes.

Camino Real boasts a high level of parent and community involvement. We have an active PTA which conducts fundraising to support educational experiences for our students, coordinate parent volunteers, and provide activities which extend and enhance learning experiences and foster school spirit. Our Fifth/Sixth Grade Booster Club provides support for sixth grade students to participate in science camp and other culminating activities in their final year at Camino Real. Camino's GATE Booster provides extended learning opportunities for students who partake in their events. Our School Site Council and ELAC committees meet regularly as representatives of the community and school staff to learn about and give input into school programs and the development of the School Plan.

This year Camino Real became a full-inclusion school - where general and special education students are in the general education setting together. The goal of this initiative is to provide all students with the most beneficial educational setting and support needed to achieve and succeed.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	110
Grade 1	110
Grade 2	113
Grade 3	98
Grade 4	120
Grade 5	130
Grade 6	123
Total Enrollment	804

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.1
Asian	3
Filipino	0.5
Hispanic or Latino	65.2
Native Hawaiian or Pacific Islander	0.6
White	22.9
Two or More Races	1.9
Socioeconomically Disadvantaged	47.9
English Learners	10.2
Students with Disabilities	6.6
Foster Youth	0.2
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	34	33	819
Without Full Credential	0	0	3	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (K-6) McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr. 6) McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6) Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science, (K-6) Houghton Mifflin Harcourt Publishers (2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our custodial staff, consisting of one daytime custodian and two evening custodians, perform basic cleaning operations in every classroom on a regular basis. In the fall of 2003 we added a shade structure with tables on our playground to provide a cool place for students to rest on hot days. We also added a new bus loop to help ease congestion and improve safety in our parking lot. Safety is maintained through the coordination and efforts of several different agencies, including the local fire department, Keenan and Associates (Administrator of Workers' Compensation), Industrial Indemnity (Liability Insurance Carrier), the district safety committee, and our own school custodians.

Camino Real Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: Safe school programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. This plan will be updated every year and approved by our School Site Council by March.

Camino Real practices monthly fire drills. Disaster drills are held twice a year. Our site has emergency water and food supplies, blankets, first aid supplies, radios, flashlights, and tools recommended for disaster use.

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 overall rating

Year and month of the most recent FIT report: 11/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	53	36	38	50	50
Mathematics (grades 3-8 and 11)	41	43	24	25	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	472	465	98.52	1.48	53.12
Male	250	244	97.60	2.40	47.54
Female	222	221	99.55	0.45	59.28
Black or African American	14	14	100.00	0.00	28.57
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	92.31
Filipino	--	--	--	--	--
Hispanic or Latino	323	318	98.45	1.55	50.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	99	98.02	1.98	61.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	265	260	98.11	1.89	47.69
English Learners	85	85	100.00	0.00	40.00
Students with Disabilities	37	37	100.00	0.00	8.11
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	472	465	98.52	1.48	42.58
Male	250	244	97.60	2.40	39.34
Female	222	221	99.55	0.45	46.15
Black or African American	14	14	100.00	0.00	21.43
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	61.54
Filipino	--	--	--	--	--
Hispanic or Latino	323	318	98.45	1.55	38.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	99	98.02	1.98	52.53
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	265	260	98.11	1.89	38.08
English Learners	85	85	100.00	0.00	35.29
Students with Disabilities	37	37	100.00	0.00	8.11
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.6	30.2	38.1

Note: 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.

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 2019-20)

Camino Real Elementary School offers multiple opportunities for parental involvement.

Camino Real and our PTA strive for involvement and recognition in the Jurupa Community through a number of community service events and enrichment opportunities. PTA supports the school through fundraising, which pays for transportation cost for field trips, as well as providing funds for PBIS, AVID; school-wide events like the Fall Picnic, assemblies, and Red Ribbon Week.

The Fifth/Sixth Grade Booster Club and GATE Booster Club are made up of parents and teachers. These clubs support a myriad of culminating activities for students in their final years at Camino. The members of the Booster Clubs support fundraising and accounting for student attendance at Sixth Grade Science Camp and GATE field trips and activities.

Our ELAC and School Site Council are very active parent involvement groups who advises the principal on programs and services for English Learners, safety, AVID, the school site plan, and the overall success of Camino. ELAC acts in an advisory capacity, although It is not a decision making body, is the voice of our English learner community.

The level of parental involvement at Camino Real is very high and our parent groups work throughout the year to improve, expand, and enhance experiences for all Camino students.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	1.4	1.9	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Riverside County Fire Department, as well as the JUSD Safety Committee holds regular safety inspections. The Site Safety Plan is reviewed and modified annually by the Site Safety Coordinator and approved through the School Site Council. Copies of the Safety Plan are housed in the school office, as well as the district office. The school Safety Plan was most recently reviewed and updated in November of 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	21	3	3		23		5		22		5	
1	23		4		22	1	4		18	1	5	
2	23		5		24		4		23		5	
3	27		4		23		5		25		4	
4	28		5		24	2	4		30		4	
5	27	1	4		30		4		27	1	4	
6	25	2	4		26	2	4		23	2	4	
Other**					20	1						

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 2018-19)

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9632	1693	7939	94406
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-10.6	4.5
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	21.7	16.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to local and state funds, Camino Real Elementary School receives special state and federal funds for programs such as our Title I, Title III, and Local Control Funding Formula (LCFF) program.

A variety of services are offered to at-risk students in the form of Early Literacy Intervention (grades 1-3) and Reading Intervention (grades 4-6) by our two categorically funded Literacy Specialist Teachers. Staff Development, as well as materials and supplies that supplement our base programs are funded through LCFF and Title 1.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,878	\$51,374
Mid-Range Teacher Salary	\$79,746	\$80,151
Highest Teacher Salary	\$106,973	\$100,143
Average Principal Salary (Elementary)	\$126,881	\$126,896
Average Principal Salary (Middle)	\$129,964	\$133,668
Average Principal Salary (High)	\$147,669	\$143,746
Superintendent Salary	\$253,634	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Camino Real Elementary School and the Jurupa Unified School District realize the importance of ongoing staff development. Our well-trained teachers put their expertise to use with pride; this translates to student learning in a happy environment where teachers are not only valued but are also our greatest resource. We are proud of the fact that 100% of the teachers at Camino Real Elementary School are fully credentialed. A majority of our teachers hold masters degrees and special certificates, many have been master teachers, trainers or mentors, and all continue to participate in ongoing staff development.

Staff development is held regularly to address instructional needs and keep teachers abreast of teaching strategies and programs, which are research-based and proven to be effective in increasing student academic performance. Currently, all teachers are working in grade level collaborative groups to address the implementation of Common Core Standards within the classroom. Teacher leaders present updates at monthly faculty meetings. In addition, the district Instructional Coaches present updates on new curriculum during after-school optional workshops. All teachers attended professional development workshops to address the new Common Core Standards in Math and NGSS Science.

The Jurupa Unified School District is committed to providing high-quality, research-based professional development to all of its teachers, responding to requirements set by CDE. Staff development continues to focus in the areas of California Common Core State Standards for ELA/ELD (RCOE, provider); Positive Behavior Interventions and Support (PBIS – JUSD Special Education Department, provider); Balanced Math Program (Leadership and Learning Center training, provider); ELA, NGSS Science, and Mathematics Units of Study (Leadership and Learning Center Rigorous Curriculum Design consultants and Jurupa writing committee teachers, California Science Project, providers); Language! intervention teacher training (Voyager Learning consultants, provider); Transitional Kindergarten teacher training (JUSD Education Services Professional Development Program, provider); state adopted ELD standards, My Math and Reading ELA/ELD new textbook training (McGraw-Hill consultants, providers); and GATE teacher training (Dr. Susan Daniels, The Summit Center, provider); an introduction to Chromebook student use through Google Apps for Educators (GAPE, JUSD Technology Department and Coaches, presenters); and Growth Mindset lesson design (JUSD Coaches, presenters). These trainings provided teachers with the skill and tools necessary for implementing high-quality instruction to a range of students in our TK-12 classrooms.