



Camino Elementary School

2010 - 2011 School Accountability Report Card

Camino Union Elementary School District

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Principal**

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School Profile

Camino Elementary is an elementary school in the Camino Union Elementary School District. Camino School is located in the foothill area, east of Placerville in El Dorado County. The students of Camino School represent a diverse mix of families, including a wide range of socioeconomic groups. Approximately 21% of our population is Hispanic. Our enrollment increased this year by 5.4% to 449 students.

Our school provides a strong standards-based curriculum in a caring, family-oriented, small-town environment. Along with talented classroom teachers, highly skilled resource teachers provide specialized instruction in computers, English language immersion, physical education, and special education.

All classrooms have computers with access to the Internet. A credentialed specialist staffs a computer lab with 32 computers. All Camino students have access to a subscription research and information service through the Internet tailored to elementary and middle school students. In addition, there is a new state-of-the-art computer lab for teachers to bring their entire class for projects, internet research and online services such as Accelerated Reader, Accelerated Math and Study Island. The school district maintains a useful website at: www.caminoschool.org

Student Enrollment by Ethnic Group

2009-10

	Percentage
African American	-
American Indian	0.5%
Asian	0.5%
Filipino	-
Hispanic or Latino	21.4%
Pacific Islander	-
White	73.9%
Two or More	3.8%
None Reported	-

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Camino Elementary at (530) 644-4552.

Parent Involvement

Camino Elementary School greatly benefits from its supportive parents who are actively involved in their students' academic progress. Camino School actively solicits participation by parents and community members in the School Site Council, Parent Teacher Organization, Title I Advisory Committee, English Learner Advisory Committee and other groups. There are many parents who volunteer in classrooms, on the grounds, and in other capacities.

Enrollment by Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2007-08	2008-09	2009-10
K	50	46	48
1st	50	44	46
2nd	45	48	44
3rd	44	55	43
4th	56	42	52
5th	58	58	43
6th	41	59	56
7th	45	41	60
8th	61	45	34

Discipline & Climate for Learning

At Camino, the focus is on learning! Systems are in place to ensure that the needs of all students are assessed and diagnosed.

Programs are in place to educate all students so that they can meet District and State standards. Staff and parent volunteers work hard to ensure that there is a safe physical and emotional environment that fosters learning. To that end, all teachers provide a classroom management plan that ensures that no student stops a teacher from teaching or another student from learning. With excellent teaching, clear expectations, and the support of the administration, Camino students spend a high percentage of their school time on learning.

Camino School's Culture program is based on the six Character Pillars of success. Students strive to live their lives based on these six pillars of trustworthiness, fairness, respect, caring, responsibility, and citizenship at Camino School. Staff members recognize positive student behavior by giving students Camino Cards which are redeemed throughout the year for school incentives.

A character education program called Positive Action has been implemented. A new play structure, a playground upgrade, and a new program, "Peaceful Playgrounds," have had a dramatic, positive effect on student playground behavior. A revised student leadership program has brought improvement in student motivation and accountability. Regular awards assemblies, the 7-8 PRIDE program, and an advisory program further enhance students' pride in themselves and their school. Camino School is committed to providing a safe place for all students to come and learn each day. In order to do so, clear communication is required on the part of the school and the community. All students and parents receive a handbook that includes school-wide discipline and behavior policies. There are rewards for positive behavior and clear consequences for behaviors, which violate school rules. The discipline plan varies from the early grade levels to the upper grade levels, and includes parent involvement, counseling where appropriate, and a progressive discipline system. Tardiness and truancies are followed up with letters and phone calls to parents, and if necessary, students and their families are referred to the County School Attendance Review Board.

Questions regarding the information presented in this report may be directed to the Superintendent, Eric Bonniksen at 644-4552, ext. 213.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	16	12	19	16	12	19
Suspension Rate	3.6%	2.7%	4.5%	3.6%	2.7%	4.5%
Expulsions	2	0	0	2	0	0
Expulsion Rate	0.4%	0.0%	0.0%	0.4%	0.0%	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from 4 NCLB-compliant instructional aides. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	08	09	10	1-20 Students			21-32 Students			33+ Students		
	08	09	10	08	09	10	08	09	10	08	09	10
By Grade Level												
K	20	23	24	2	-	-	-	2	2	-	-	-
1	20	22	23	2	-	-	-	2	2	-	-	-
2	18	21	22	2	1	-	-	1	2	-	-	-
3	20	21	22	2	-	-	-	2	2	-	-	-
4	28	21	26	-	-	-	2	2	2	-	-	-
5	29	29	22	-	-	-	2	2	2	-	-	-
6	21	30	28	1	-	-	1	2	2	-	-	-
7	-	-	30	-	-	-	-	-	2	-	-	-
8	-	-	17	-	-	2	-	-	-	-	-	-
K-3	18	20	-	3	1	-	-	-	-	-	-	-
By Subject Area												
English	25	15	-	2	10	-	6	-	-	-	-	-
Mathematics	25	16	-	1	5	-	3	3	-	-	-	-
Science	26	22	-	1	3	-	3	1	-	-	-	-
Social Science	27	22	-	1	2	-	3	2	-	-	-	-

Teacher Assignment

Camino Union Elementary recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Camino Elementary had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	26	24	24	24
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2009-10 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 1 full staff development day and 8 half days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Learning Teams were established during the 10-11 school year to help facilitate classroom embedded professional development.

Counseling & Support Staff

It is the goal of Camino Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Camino School recognizes that all students have individual needs that must be met if they are to be successful learners. Therefore, all teachers and support staff are the first line of support for students. Several educational programs are provided that address students' special needs. A Title I program provides support for students who are at risk of not meeting standards in reading and mathematics. Camino School boasts a strong program for English Language Learners. All certificated staff is credentialed to serve English Learners. Bilingual aides and a bilingual secretary are available to serve the students and community. Three special education staff and a Section 504 process provide individualized education programs for students with physical or learning disabilities. A school nurse, a counselor, and a school psychologist monitor and assess students and provide guidance to teachers and parents in promoting student success.

The Student Study Team meets regularly to ensure that all students and their parents are receiving appropriate programs to meet student needs.

Camino School provides a Gifted and Talented Education (GATE) program.

We are proud of the success of our sports teams, which include basketball, flag football, volleyball, cross-country, and track. Our teams often win County Championships. Even more important are the sportsmanship, teamwork, and friendships that arise out of sports participation. The counselor to pupil ratio is 1:449.

The table lists the support service personnel available at Camino Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Assistant Principal	1	.7
Athletic Director	1	As Needed
Band/Music Director	1	.3
Bilingual Instructional Assistant	2	As Needed
Categorical Specialist	1	1.0
Computer Teacher	1	1.0
Computer Technician	1	.15
Counselor (K-6)	1	.12
District Nurse	1	.15
GATE Teacher	1	.20
Health Service Assistants	1	.38
Instructional Aides	2	.7
Library Clerk	1	.45
Speech Therapist	1	.7

Curriculum and Instruction

The Board of Trustees has adopted rigorous curriculum standards aligned with state standards. Curriculum, instruction, classroom planning, assessment, and professional development are organized to improve student achievement of standards. All teachers are fully credentialed and engage annually in professional development. Instructional practice is monitored and communicated through a range of local assessments, classroom tests and assessments, teacher observations, report cards, and STAR testing. Teachers are responsive to the individual strengths, needs, interests, and learning styles of all students.

Camino School publishes a "Parent Guide to Standards, Assessment and Accountability" in English and Spanish at every grade level. These guides provide parents with easy to read information about what is taught and expected of each student in all subjects, a description of how student achievement is measured and communicated, and how parents can help their children to be successful at school. There is a strong effort to minimize interruptions to instruction. On average students receive 10,800 annual minutes of instruction in English language and literature, 10,800 minutes of instruction in mathematics, and 7,200 minutes in each of the subjects of science, history/social science, and the arts. Actual number of minutes of instruction varies, but is generally higher due to integration of curriculum across subject areas.

A variety of programs are offered to serve students with special needs. One resource specialist and two instructional aides provide special education programs, working with parents and staff to write and carry out an individualized education program (IEP) for each identified student. These programs support teaching and learning in regular classrooms by providing small group and individualized instruction in the classroom and on a pullout basis. We are fortunate that the county educational program for severely handicapped students is adjacent to our campus, and these students are welcomed and included in our school. This is a powerful experience for students from both schools.

Camino School is respected for offering an exemplary program for English language learners. All teachers maintain credentials that qualify them to teach English language learners, and some of our staff speak fluent Spanish. All students are assessed for their English proficiency and receive programs to meet their needs including English language immersion, and content area English language. Support for students includes courses during, before, and after school; small group instruction within a class or on a pullout basis; and individualized instruction. State approved and district adopted instructional materials are provided in English. Supplementary materials are available in the primary language. Parent information is translated into Spanish.

A Title I program provides assistance to students who are below the District standard in reading and mathematics. Multiple assessments are used to identify and prescribe instruction to improve skills for these students. Teachers have developed several innovative before- and after-school programs for students not meeting standards in reading and mathematics. Home-school transportation is provided for these programs.

Instructional Materials

Camino Union Elementary held a public hearing on September 14, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Camino Union School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home.

All materials currently in use have been selected by the staff with parent input, and approved by the Board of Trustees according to state adoption requirements. Teachers are provided training in the use of new materials.

All students are expected to meet the Camino School Technology standards. Technology is taught in conjunction with the instructional program in classrooms, and in our Computer Lab which contains 33 computers, staffed by a full-time computer teacher providing instruction and support in basic core academic programs, computer literacy, keyboarding, word processing and spreadsheet skills. We have added a second computer lab with 30 state-of-the-art computers where teachers have the opportunity to bring their entire class for projects.

Every classroom, the library, and all offices are connected into a wide-area network with access to the Internet and electronic mail. There are at least three computers in every classroom connected to the network. In all 4th-8th grade classrooms, there are four state-of-the-art Internet connected workstations for student use. Camino students and their parents must sign a use agreement prior to utilizing computers on the campus. Internet filtering is provided to greatly reduce the risk of inappropriate content. A state-approved technology plan developed in 2010 guides the integration of technology into the curriculum.

In 2010-11, the library collection consists of approximately 10,000 fiction and nonfiction books. Our goal is to reach 11,500 books. Through the allocation of general funds, Parent Teacher Organization support, book fairs, and grants, we have been investing heavily and building our collection. In addition, our library provides access to research software and the Internet.

Staffed by a library clerk, this resource is available to all classroom teachers and students. A physical education teacher also provides high quality PE programs.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Placerville, California, which contain numerous computer workstations.

Physical Fitness

In the spring of each year, Camino Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

***2009-10 scores were not released by the CDE at the time of publication.**

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
8th	History/Social Science	Glencoe/McGraw Hill-Discovering our Past	2006	Yes	0.0%	
K-3	History/Social Science	Harcourt School Publishers	2006	Yes	0.0%	
6th-7th	History/Social Science	Prentice Hall	2006	Yes	0.0%	
4th-5th	History/Social Science	Scott Foresman	2006	Yes	0.0%	
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%	
6th-8th	Mathematics	Prentice Hall	2008	Yes	0.0%	
6th-8th	Reading/Language Arts	Holt Rinehart	2002	Yes	0.0%	
K-5	Reading/Language Arts	Houghton Mifflin- A Legacy of Literature	2002	Yes	0.0%	
4th	Reading/Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%	
6th-8th	Science	Prentice Hall- Focus	2007	Yes	0.0%	
K-5	Science	Scott Foresman	2007	Yes	0.0%	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	59	66	75	59	66	75	46	50	52
Mathematics	61	61	74	61	61	74	43	46	48
Science	53	59	68	53	59	68	46	50	54
History/Social Science	44	70	65	44	70	65	36	41	44

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	75	74	68	65
School	75	74	68	65
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	48	62	43	*
Pacific Islander	*	*	*	*
White	83	78	74	70
Males	68	72	64	67
Females	81	75	74	67
Socioeconomically Disadvantaged	64	66	54	47
English Learners	36	58	*	*
Students with Disabilities	57	65	*	*
Migrant Education	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The table to the right displays the school's API ranks and actual API point changes by student group for the past three years.

The table below displays, by student group, the most recent Growth API at the school, district, and state level.

	Growth API		
	School	District	State
All Students	886	880	767
Hispanic or Latino	800	795	715
White	909	903	838
Socioeconomically Disadvantaged	841	837	712
English Learners	792	792	691

API School Results			
	07-08	08-09	09-10
Statewide	7	8	8
Similar Schools	7	9	9
All Students at the School			
Actual API Change	26	36	28
Hispanic or Latino			
Actual API Change	69	39	3
White			
Actual API Change	19	34	36
Two or More Races			
Actual API Change	-	-	0
Socioeconomically Disadvantaged			
Actual API Change	67	56	23
English Learners			
Actual API Change	-	-	2

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

School Facilities and Safety

Camino School is located on a beautiful 40-acre site in the pine trees at the 3,200-foot elevation. Camino Elementary was originally constructed in 1953 and is comprised of 29 classrooms, 2 gyms, 2 multipurpose rooms, 1 cafeteria, 1 library, 1 staff lounge, 2 computer labs, and 2 playgrounds. Recent modernization projects include two new kindergarten classrooms, replacement of old paving, new ramps, and an energy retrofit. Deferred Maintenance Extreme Hardship funding provided new roofs, HVAC, fire alarms, and septic repairs in the summer of 2008. Camino School boasts two gymnasiums, outstanding athletic fields, a library, 2 computer labs, a kindergarten playground, and many other amenities not offered by other schools.

Cleaning Process: The principal works daily with the custodial staff of 2 full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

All classroom spaces are utilized to their fullest extent. The facilities enable the school to provide plenty of space for all educational programs including regular classrooms, library, special education, Title I, English Learner resource program, after-school enrichment programs, and staff rooms. While most of the facility was built in the 1950s, regular maintenance and modernization has kept rest rooms, flooring, walls, roofs, plumbing and electrical systems in adequate service.

The administration and maintenance staffs are committed to maintaining a safe environment that is conducive to learning. Vandalism and graffiti are immediately addressed before students and staff are aware. Staff collects garbage and cleans the campus daily. Students are involved in campus cleanup efforts. Parent volunteers and an active garden program regularly improve our campus environment.

Camino Union School District has a comprehensive safety plan in place. This plan that is shared with emergency agencies includes a Classroom Emergency Clipboard, an Emergency Operations Plan, maps and instructions for all systems, and a summary of all safety related policies. This plan was updated in July 2010.

The District/School Management Team meets weekly, seeking and addressing all safety issues. Fire drills, shelter in place and duck and cover drills are practiced regularly. School-wide expectations for student conduct along with consistent enforcement by all school staff ensure a safe, orderly environment for student learning. A school-wide, research-based curriculum, Positive Action, is used to insure student awareness and improvement in personal behaviors that promote school safety. Administrators, teachers and aides conduct playground supervision. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

We are proud of the safety record of our buses. Most Camino students ride our buses, driven by experienced, licensed drivers. Here at Camino, student safety is of primary importance!

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 1/11/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$60,170
District	\$60,170
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,352
Percentage of Variation	4.91%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$41,387	\$38,905
Mid-Range Teachers	\$53,863	\$56,504
Highest Teachers	\$74,851	\$71,750
Elementary School Principals	-	\$92,053
Middle School Principals	\$88,293	\$95,666
High School Principals	-	\$94,401
Superintendent	\$124,080	\$111,055
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.1%	38.9%
Administrative Salaries	8.5%	6.8%

District Expenditures

Camino Union Elementary spent an average of \$7961 to educate each student (based on 2008-09 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,961
From Restricted Sources	\$1,842
From Unrestricted Sources	\$6,119
District	
From Unrestricted Sources	\$6,119
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	7.71%

District Revenue Sources

In addition to general state funding, Camino Elementary receives state and federal funding for the following categorical funds and other support programs:

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title VI, Subpart 1 (REAP Flexibility)
- Title VI, Subpart 1 (Small Rural School Achievement)
- Economic Impact Aid

Data Sources

Data within the SARC was provided by Camino Union Elementary School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

