

# Camino Polytechnic

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Camino Polytechnic
<b>Street</b>	3060 Snows Rd.
<b>City, State, Zip</b>	Camino, CA 95709-9578
<b>Phone Number</b>	530.644.2204
<b>Principal</b>	Deborah Atkins
<b>E-mail Address</b>	datkins@caminoschool.org
<b>Web Site</b>	<a href="http://www.caminoschool.org">http://www.caminoschool.org</a>
<b>CDS Code</b>	09618460123125

<b>District Contact Information</b>	
<b>District Name</b>	Camino Union School District
<b>Phone Number</b>	530.644.4552
<b>Superintendent</b>	Matt Smith
<b>E-mail Address</b>	msmith@caminoschool.org
<b>Web Site</b>	www.caminoschool.org

### School Description and Mission Statement (School Year 2017-18)

Camino Polytechnic, a Science and Natural Resources Charter School will provide an academically rigorous standards-based curriculum using natural resource based education as an integrating context for learning across the curriculum. The school will uniquely use its surroundings and community to make the educational program relevant, team-focused and community-oriented. Students will learn in an environment where what they do complements and extends what they learn. Camino Poly is a one-to-one student to computer ratio school, where Chrome technology is used throughout the classrooms. The natural resources based focus, allows Camino Poly students to learn California Standards based content through integrated relevant themes. Camino Poly students challenge their problem-solving and critical thinking skills within school and community natural resource contexts. They develop and practice life skills, such as cooperation, team work, community-service and interpersonal communication through their integrated projects. Camino Poly students gain an appreciation and understanding of our community, it's natural surroundings, and how they are interrelated. The school maintains a website at [www.caminoschool.org](http://www.caminoschool.org). The Camino Poly staff uses research-based techniques for increasing active learning and student engagement. Regular collaboration between staff, students, and parents, encourages differentiated instructional strategies, creative and effective assessments as an instructional tools, and balanced curriculum designed to meet the academic, cultural, and social needs of our Camino Poly students.

Vision - Camino Polytechnic, a Science and Natural Resources Charter School, will provide an academically rigorous standards-based curriculum using science or natural resources based themes. The school will uniquely use contemporary real-life local problems to make the educational program relevant and team-focused. Students will learn the importance of being self-motivated, self-regulated, and self-directed to function at their highest level and achieve their goals.

Mission - Camino Polytechnic students will learn through a science focus on standards-based content that will improve problem-solving and critical thinking skills. Camino Polytechnic students will develop life skills, such as cooperation, team-work, community service, and interpersonal communication, and discover how their learning is real-world relevant. Camino Polytechnic students will interact with learning in a hands-on format, and use field trips to provide authentic learning experiences in the real world.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	2
Grade 1	1
Grade 2	1
Grade 3	7
Grade 4	16
Grade 5	21
Grade 6	11
Grade 7	23
Grade 8	8
<b>Total Enrollment</b>	<b>90</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	2.2
Asian	0
Filipino	0
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	1.1
White	71.1
Two or More Races	15.6
Socioeconomically Disadvantaged	15.6
English Learners	0
Students with Disabilities	12.2
Foster Youth	0

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	6	5	5	30
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

Year and month in which data were collected: August 2017

Camino Polytechnic, a Science and Natural Resources Charter School, held a public hearing in September 2017, and determined that the school 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 collected in August, 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt Rinehart Adopted 2002  Houghton Mifflin- A Legacy of Literature Adopted 2002  SRA/McGraw-Hill Adopted 2002	Yes	0.0%
<b>Mathematics</b>	Charter Homeschool K-5: McGraw-Hill My Math Charter Homeschool 6-8: McGraw-Hill California Math  Charter 4-5: Pearson enVisionMATH Charter 6-8: Houghton-Mifflin Big Ideas Math  Adopted 2014	Yes	0.0%
<b>Science</b>	Prentice Hall-Focus Adopted 2007  Scott Foresman Adopted 2007	Yes	0.0%
<b>History-Social Science</b>	Glencoe.McGraw Hill-Discovering our Past Adopted 2006  Harcourt School Publishers Adopted 2006  Scott Foresman Adopted 2006	Yes	0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Camino Polytechnic, a Science and Natural Resources Charter School, consists of 6 classrooms located on the Camino Union School District campus, a beautiful 40-acre site in the pine trees at the 3,200-foot elevation. Camino Polytechnic shares 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 2 computer labs, 2 playgrounds, large athletic fields, a school garden and many other amenities not offered by other schools. 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, after-school enrichment programs and staff rooms. Regular maintenance and modernization has kept rest rooms, flooring, walls, roofs and plumbing in good working service.

The administration and maintenance staff 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.

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 is available at the district office for review. 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.

The Camino Community passed "Measure H" in June 2016, to fix and replace aging infrastructure throughout the campus.

**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Portables on Campus are old; infrastructure needs upgrade; repairs are made regularly to keep systems in good working order
<b>Interior:</b> Interior Surfaces			X	Portables on Campus are old; some ceiling grid separating and ceiling tiles sagging
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation			X	Portables on Campus are old; some carpets need replacing
<b>Electrical:</b> Electrical			X	Portables on Campus are old; infrastructure needs upgrade.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains			X	Use Elementary School bathrooms...infrastructure needs upgrade
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Very strong safety inspection history.
<b>Structural:</b> Structural Damage, Roofs			X	Portables on Campus are old; roofs patched yearly
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Cracks in asphalt on playground.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor

**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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	48	48	47	46	48	48
<b>Mathematics (grades 3-8 and 11)</b>	43	38	38	38	36	37

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	84	82	97.62	47.56
<b>Male</b>	49	48	97.96	39.58
<b>Female</b>	35	34	97.14	58.82
<b>White</b>	56	54	96.43	50
<b>Two or More Races</b>	17	17	100	47.06
<b>Socioeconomically Disadvantaged</b>	19	19	100	42.11
<b>Students with Disabilities</b>	12	10	83.33	20

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	82	97.62	37.8
Male	49	47	95.92	42.55
Female	35	35	100	31.43
White	56	55	98.21	40
Two or More Races	17	16	94.12	37.5
Socioeconomically Disadvantaged	19	19	100	26.32
Students with Disabilities	12	11	91.67	9.09

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	63	86	59	61	60	56

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.

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8	38.1	33.3
7	4.5	40.9	36.4

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.

## 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)

Camino Polytechnic, a Science and Natural Resources Charter School, greatly benefits from its supportive parents who are active in and out of the classroom. The school has a strong base of parent volunteers during the year, who are committed participants in our student success plan. The school also has many programs in which parents, who are specialists in various fields, will co-teach units with the classroom teacher.

Camino Polytechnic has it's own elected Site Council for parents to serve on and help guide program development. Parents can also serve with our Camino Parent Teacher Organization (PTO) that serves both schools in the District. Contact Information: Parents or community members who wish to participate in Camino Polytechnic leadership teams, school and district committees, school activities, or become a volunteer, may contact the school office at (530) 644-2204.

### 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	2.6	6.7	3.0	2.4	3.0	3.2	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Camino Polytechnic, a Science and Natural Resources Charter School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in August of 2017. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school, and during lunch and recess, by certificated staff, classified staff, and school administration. Parent volunteers help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the front office before coming on campus, to receive a visitor badge indicating visit destination and purpose.

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!

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		Not In PI
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	9	1						11	1			
<b>2</b>				7	1							
<b>3</b>	14	1										
<b>4</b>				14	1			19	1			
<b>5</b>	21		1	20	1			19	1			
<b>6</b>	3	1		12	5	5						
<b>Other</b>	5	1		8	1							

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	NA	NA
<b>Counselor (Social/Behavioral or Career Development)</b>	NA	N/A
<b>Library Media Teacher (Librarian)</b>	NA	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	.6	N/A
<b>Psychologist</b>	.2	N/A
<b>Social Worker</b>	NA	N/A
<b>Nurse</b>	.2	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>	1	N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,968	\$569	\$6,399	\$65,952
District	N/A	N/A	\$6,399	\$68,482
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	12.7	8.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

Many shared services are provided to Camino Polytechnic through the Camino Union School District. Camino Polytechnic is located on the same campus as the Camino Elementary School.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,492	\$42,598
Mid-Range Teacher Salary	\$61,808	\$62,232
Highest Teacher Salary	\$85,892	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Superintendent Salary	\$114,490	\$117,868
Percent of Budget for Teacher Salaries	43%	32%
Percent of Budget for Administrative Salaries	5%	7%

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

**Professional Development (Most Recent Three Years)**

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 encourages staff to seek out areas of training and interest and provides funding. The District has recently adopted their Educator Effectiveness Plan and our Charter staff will be benefiting from those opportunities.

The Camino Union School District EEP allocation is based on 5.78 certificated full time equivalent (FTE) and listed at a total of \$8,477 to be allocated and spent over three years.

On or before July 1, 2018, Districts must report detailed expenditure information to CDE.

The professional development priorities for Camino Union School District are:

- Math content standards
- Math curriculum materials training
- English Language Arts/English Language Development standards
- English Language Arts/English Language Development materials selection and training
- Multi-tiered Systems of Support (RTI and PBIS)
- Classroom Technology Integration and One-to-One Computing
- Effective Teaching and Learning Practices including new teachers and administrators

The use of the Educator Effectiveness funds will target the identified priorities over the course of three years. We will utilize training provided through the El Dorado County Office of Education whenever possible to minimize costs.