

Camino Elementary School

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)

School Contact Information	
School Name	Camino Elementary School
Street	3060 Snows Rd.
City, State, Zip	Camino, CA 95709
Phone Number	530.644.2204
Principal	Matt Smith
E-mail Address	msmith@caminoschool.org
Web Site	www.caminoschool.org
CDS Code	09618466005482

District Contact Information	
District Name	Camino Union School District
Phone Number	530.644.4552
Superintendent	Matthew W. Smith
E-mail Address	msmith@caminoschool.org
Web Site	www.caminoschool.org

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

Camino Elementary School is a California and National Title 1 Distinguished School, in the Camino Union School District. Camino School is nestled amongst the "Apple Hill" Ranches, 7 miles east of Placerville in El Dorado County. In the community of Camino, industry is largely agriculture and forestry based, but there is also a large representation of professionals, retirees, and those that choose to commute west toward the Sacramento area. The students of Camino School are a diverse mix of families, including a wide range of socioeconomic groups, and a strong Hispanic population representation. The school is well supported by an incredible Parent Teacher Organization, the Camino Community Action Committee, El Dorado County Ag in the Classroom, the Apple Hill Growers Association, El Dorado Winery Association, the Camino/Pollock Pines Rotary and other groups. Camino families tend to love the outdoors and appreciate a rural lifestyle, while still enjoying easy access to the urban and suburban conveniences.

Our school provides a very strong California State standards-based curriculum, and has fully implemented the new California Assessment of Student Performance and Progress (CAASPP) testing system. Along with our talented and highly qualified classroom teachers, we have highly skilled resource teachers to provide specialized instruction in computers, GATE, English language immersion, physical education, and special education. Camino has wonderful support staff throughout the campus, always striving to take care of our Camino family. All classrooms have computers and/or Chromebooks with access to the Internet. Camino students have access to a variety of computer and internet based supplemental programs tailored to support elementary and middle school students. School and district plans incorporate strategies to maintain our current technology, while still planning for access to new technology. The school district maintains a helpful and informative website at: www.caminoschool.org. and communicates regularly through auto-calling systems and school newsletters.

In June 2016, voters that reside in the Camino Union School District overwhelmingly supported (71.31%) the passing of "Measure H", allowing CUSD to sell Bonds to support the improvement of our campus. The Bonds sold in October 2016, and the planning process focused on new student bathrooms, drop off lanes, parking and utility infrastructure. Our goal is to have these projects completed by the end of summer 2018. In addition to the "Measure H" Bond projects, the school is utilizing Prop 39 Energy Efficiency Grant funding to modernize thermostats, HVAC units, and lighting on campus. We are also actively pursuing state facility, modernization and hardship funding, in the hopes that our aging portables and cafeteria can be replaced or modernized. We are very excited about our community supported improvements to the campus..."Thank you"!

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	40
Grade 2	56
Grade 3	46
Grade 4	47
Grade 5	50
Grade 6	43
Grade 7	40
Grade 8	37
Total Enrollment	413

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	2.4
Asian	0
Filipino	0
Hispanic or Latino	35.1
Native Hawaiian or Pacific Islander	0
White	55.2
Two or More Races	7
Socioeconomically Disadvantaged	41.4
English Learners	23.2
Students with Disabilities	9.9
Foster Youth	2.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	28	26	30
Without Full Credential	0	1	1	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: September 2017

Camino Union Elementary held a public hearing on September 12, 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 September, 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

All students are expected to meet the Camino School Technology standards. Technology standards are taught in conjunction with the instructional program in classrooms. We provide a 32-seat computer lab which is staffed by a full-time computer teacher providing instruction and support in basic core academic programs, digital citizenship, computer literacy, keyboarding, word processing and spreadsheet skills. Every classroom, the library, and all offices are connected into a wide-area network with access to the Internet and electronic mail. We also have a second computer lab with 30 computers where teachers have the opportunity to bring their entire class for projects and instruction. The Middle School part of campus is sharing two mobile 30-chromebook carts. Also older student computers in the regular classrooms have been replaced by Chrome book mini-labs. There are at least five computers/chromebooks/tablets in every classroom connected to the network. The school is developing Chromebook/Tablet mini-labs in all classrooms as well. Camino students and their parents must sign an internet use agreement prior to utilizing computers on the campus or their Google accounts. Internet filtering is provided to greatly reduce the risk of inappropriate content. The District technology vision is that curriculum must meet state testing and accountability standards and all student software for academics must be adaptive for long term individualized growth.

In 2017, the library collection consists of over 10,000 fiction and nonfiction books. The Library Plan, as part of the Site Council developed Site Plan, includes plans for a small digital library. 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, Chromebooks and the Internet. Benchmark leveled text kits were added to the library for teacher access. Staffed by a library clerk, the library is available to all classroom teachers and students.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Rinehart - 7th & 8th grade Adopted 2002 Benchmark - K-6th grade Adopted 2017	Yes	0
Mathematics	TK-5th, Pearson EnVision Math Adopted 2014 6th-8th, Houghton Mifflin Big Ideas Math Adopted 2014	Yes	0
Science	Prentice Hall - Focus Adopted 2007 Scott Foresman Adopted 2007	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Glencoe/McGraw Hill-Discovering Our Past Adopted 2006 Harcourt School Publishers Adopted 2006 Prentice Hall Adopted 2006 Scott Foresman Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Camino School is located on a beautiful 40-acre site in a mixed conifer forest at the 3,200-foot elevation. Camino Elementary was originally constructed in 1952 and is comprised of 25 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 3 computer labs, and 2 playgrounds. Camino School boasts large athletic fields, a school garden, an amazing nature trail and many other amenities not offered by other schools. The County Office of Education also operates Regional Special Education programs and State Pre-School in the Winnie Wakely building on our campus. 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 and extension programs, and staff rooms. While most of the facility was built in the early 1950's, regular maintenance and some modernization has kept rest rooms, flooring, walls, roofs, plumbing and electrical systems in adequate service. However, it is requiring a greater effort every year to keep our facilities adequate. The District is working hard to secure funds from a variety of sources to upgrade and replace our aging facility infrastructure. The Camino Community passed "Measure H" in June 2016, to fix and replace aging infrastructure throughout our campus, and specifically to replace the Elementary School student bathrooms and parking area.

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 beautification and cleanup efforts. Community volunteers, our Charter School, and an active agriculture/garden program regularly improve our campus environment. Cleaning Process: The principal works daily with the custodial/maintenance staff of 3 full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Student restrooms are regularly cleaned twice a day, and whenever circumstances require more cleaning. 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 adequate 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. School stakeholders work hard to maintain a comprehensive Facility Master Plan. The plan contains a priority list of projects to be completed as funding permits. The FMP is posted on the school district web site for review.

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: 12-4-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Elementary Campus is old; infrastructure needs upgrade; repairs are made regularly to keep systems in good working order.
Interior: Interior Surfaces			X	Elementary Campus is old; Some ceiling grid separating, some ceiling tiles sagging
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	Elementary Campus is old; some carpets & flooring need replacing. Elementary bathrooms are old and need replacing.
Electrical: Electrical			X	Elementary Campus is old; infrastructure needs upgrade; inadequate number of electrical receptacles
Restrooms/Fountains: Restrooms, Sinks/Fountains			X	Elementary Campus is old; bathroom infrastructure needs upgrade;
Safety: Fire Safety, Hazardous Materials	X			Very strong inspection history.
Structural: Structural Damage, Roofs			X	Elementary Campus is old; portable roofs patched yearly. Rain gutters repaired regularly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Elementary Campus is old; Cracks in asphalt on playground; old single pane windows; Elementary parking lot needs replacing.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12-4-17				
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
English Language Arts/Literacy (grades 3-8 and 11)	47	46	47	46	48	48
Mathematics (grades 3-8 and 11)	37	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
All Students	263	258	98.1	45.74
Male	122	120	98.36	39.17
Female	141	138	97.87	51.45
Hispanic or Latino	102	98	96.08	27.55
White	141	140	99.29	58.57
Two or More Races	16	16	100	50
Socioeconomically Disadvantaged	143	140	97.9	33.57
English Learners	70	67	95.71	19.4
Students with Disabilities	34	33	97.06	15.15

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	263	256	97.34	37.89
Male	122	120	98.36	31.67
Female	141	136	96.45	43.38
Hispanic or Latino	102	101	99.02	24.75
White	141	136	96.45	50
Two or More Races	16	15	93.75	20
Socioeconomically Disadvantaged	143	140	97.9	27.14
English Learners	70	69	98.57	15.94
Students with Disabilities	34	33	97.06	12.12

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)	55	54	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	10	36	34
7	14.6	31.7	46.3

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 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, School Board Sub-Committees, and other groups. Please contact the school office for information about any of these support groups. There are many parents who volunteer in classrooms, on the grounds, and in other capacities. We have multiple levels of Volunteers that support varied school activities throughout the year. If you are interested, please contact the school office for volunteer requirements. Also, parents and staff participate in many community groups such as the Camino/Pollock Pines Rotary, Camino Community Action Committee, Apple Hill Growers Association, and Camino/Pollock Pines Chamber of Commerce. Camino School is proud to be a major participant in our surrounding community, and our community is very proud of Camino School.

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
Suspensions	2.3	2.2	3.3	2.4	3.0	3.2	3.8	3.7	3.6
Expulsions	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)

Camino Union School District has a comprehensive safety plan in place. An Emergency Operations Plan is shared with emergency agencies and includes maps and instructions for all systems as well as a summary of all safety related policies. This plan was updated in August of 2017. Each classroom has an Emergency Clipboard, updated each year, with emergency contacts and procedures. The District/School Management Team meets weekly, 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 ensures a safe, orderly environment for student learning. School-wide, research-based curriculum, from "Positive Action", "Time to Teach", "Love and Logic" and "Community Matters", are used to ensure 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. Camino recently participated in the AB923 School Bus Replacement Grant through the El Dorado County Air Quality Management District to replace two aging buses. 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
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	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+
K	19	2	2		21	1	2		18	1	2	
1	20	2			21	1	1		20	2		
2	24		2		21	1	2		19	3		
3	23		3		24		2		23		2	
4	23		2		27		2		24		2	
5	25		2		21	1	1		25		2	
6	16	13	1		19	2	14		21	3	10	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
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	.20	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	.80	N/A
Resource Specialist	.8	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	\$9,924	\$2,072	\$7,852	\$65,952
District	N/A	N/A	\$7,852	\$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	38.3	8.1

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

Types of Services Funded (Fiscal Year 2016-17)

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, Part B (REAP, Small Rural School Achievement).

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 offers 1 full staff professional development day, 2 start of school in-service days, and 16 early student release days annually where staff members are offered time for professional collaboration and training opportunities in curriculum, teaching strategies, and methodologies. Grade Level groups are working in teams to develop Professional Development plans for their specific needs. Camino School is working to develop specialized differentiation programs to help close the "Achievement Gap". Camino District is also part of the EDCOE CTEIG consortium to bring EDUHSD Career Pathway programs down to the feeder school level. The District is in year three of their 3 year Educator Effectiveness Plan.

The Camino Union School District EEP allocation is based on 24.72 certificated full time equivalent (FTE) and is currently listed at a total of \$36,253 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.