

Cameron Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Cameron Elementary School
Street	1225 East Cameron Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 931-1740
Principal	Karla Contreras, Ed.D.
E-mail Address	kcontreras@wcusd.org
Web Site	http://cameron.wcusd.org
CDS Code	19-65094-6023428

District Contact Information	
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
E-mail Address	chinman@wcusd.org
Web Site	http://www.wcusd.org/

School Description and Mission Statement (School Year 2018-19)

MISSION STATEMENT

The mission of Cameron School, in partnership with parents and the community, is to provide all students access to a high-quality, well-rounded curriculum rich in meaning and rigor that inspires: Post-secondary and career participation, critical thinking and problem-solving, technological literacy, and positive contributions to society.

VISION STATEMENT

Cameron Elementary School is dedicated to promoting students who are: self-starters, life-long learners, responsible citizens, cooperative, and effective communicators. Together, in partnership, we accept the challenge of preparing our students to reach their greatest potential, committed to intellectual achievement, social-emotional growth, and cultural diversity.

SCHOOL DESCRIPTION

Cameron Elementary School is an International Baccalaureate World School serving students from Transitional Kindergarten through fifth grade. Our school goals include having a 10% increase of students meeting or exceeding standards at each grade level in reading and math, having all English Learners (ELs) advance at least one performance band level on the English Language Performance Assessment of California (ELPAC), and to maintain a 97% cumulative attendance rate. To assist in meeting these goals, Cameron has the following programs in place:

- International Baccalaureate Primary Years Programme,
- Kinder through 4th-grade reading intervention program taking place during the school day,
- Extended school day opportunities for intervention and enrichment,
- Saturday School Program to provide intervention and enrichment, as well as help students improve their school attendance,
- One to one technology for kindergarten through fifth-grade students which includes multiple software licenses to provide supplemental materials and adaptive intervention,
- Capturing Kids' Hearts to create a positive learning environment.

Cameron staff strives to address the needs of the largest subgroups through different means. Students in need of specialized instruction are mainstreamed as much as possible into the general education setting. The Special Education teachers work collaboratively with the General Education teachers to plan instructional opportunities aligned with the core curriculum. Modifications are made to make the core curriculum accessible to students. The Teacher On Special Assignment (TOSA) has annual welcome meetings with foster youth to ensure they have all the necessary resources and supports to be successful at Cameron. Moreover, she monitors their academic progress and makes recommendations for intervention as needed to help address any achievement gaps.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	113
Grade 1	46
Grade 2	80
Grade 3	70
Grade 4	71
Grade 5	94
Total Enrollment	474

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.0
Asian	12.2
Filipino	3.4
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.6
White	4.4
Socioeconomically Disadvantaged	73.2
English Learners	16.5
Students with Disabilities	11.8
Foster Youth	2.1

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	28	25	424
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Pearson Scott Foresman, enVision Math (2015)	Yes	0%
Science	Macmillan/McGraw Hill, California Science (2008)	Yes	0%
History-Social Science	Pearson Scott Foresman, California History-Social Science (2006) <ul style="list-style-type: none"> Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. New materials from the list have not been evaluated and piloted. Instructional staff adapts materials in alignment with 2016 standards and framework. 	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Much attention is paid to keep the campus clean and safe. Custodians, as well as maintenance and grounds crews, are responsible for inspection and repair of any safety items on a regular basis. No emergency facility conditions exist. The school is well maintained by our custodians and district support staff consisting of grounds and maintenance. The campus provides adequate space for the 470 students currently enrolled. There are 26 classrooms and 8 student restrooms. The school has central air/heat, wiring to connect all computers to the main server, and Internet access in all the classrooms and buildings. The school has both a well-maintained cafeteria and multi-purpose room. The school's playground facilities were updated in the fall of 2017 with new playground equipment installed in the primary playground and rubber surfaces placed under both the primary and kindergarten playground structures. A shade was also placed on top of the kindergarten playground equipment. Solar panels were installed in 2018 on two parts of 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: January 2019		
System Inspected	Repair Status	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	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	42.0	42.0	52.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	35.0	30.0	38.0	38.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	255	98.84	41.96
Male	129	126	97.67	38.10
Female	129	129	100.00	45.74
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	19	19	100.00	42.11
Filipino	--	--	--	--
Hispanic or Latino	209	207	99.04	40.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	195	193	98.97	36.27
English Learners	47	47	100.00	38.30
Students with Disabilities	39	37	94.87	8.11
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	254	98.45	29.92
Male	129	125	96.9	32.8
Female	129	129	100	27.13
Black or African American	--	--	--	--
Asian	19	19	100	63.16
Filipino	--	--	--	--
Hispanic or Latino	209	207	99.04	26.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	195	192	98.46	28.65
English Learners	47	47	100	36.17
Students with Disabilities	39	37	94.87	5.41
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.0	29.0	21.0

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Cameron Elementary IB World School supports and encourages parent involvement. All families receive copies of the grade level home-school compact and parent involvement policy. Cameron Elementary School has active parent participants in various groups such as the School Site Council which approves annual budgets, revises site level plans and provides governance for schoolwide programs; the English Language Advisory Committee which provides feedback on programs that affect English Learners; and in the site's Parent Teacher Association which sponsors study trips, assemblies, Red Ribbon Week Celebrations, Family Reading Nights, Fundraiser Activities and Drives, Book Fairs, Family Gathering Events, and the monthly Cougar Store incentive program.

To promote parent involvement in their children's education, Cameron Elementary School has a Special Education Parent Liaison who helps parents navigate the special education process. We have a Foster Youth Liaison who monitors foster students and facilitates meetings between all the stakeholders in the child's education. Moreover, we schedule full day parent meetings once a month for either Individual Education Plan meetings, Student Study Team meetings, Foster Youth Welcome meetings, or Parent Conferences to offer a variety of meeting times that can accommodate parent/guardian's schedules.

If you are interested in becoming involved, please contact Vicki White at (626) 931-1740.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	0.4	0.2	2.2	1.7	1.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Cameron Elementary School Safety Plan was created in collaboration between parents, students, and staff. The plan was reviewed and updated with the staff on October 10, 2018. It was discussed with approximately 25 students on December 18, 2018. Finally, it was reviewed and approved by School Site Council on December 18, 2018. The Safety Plan is available for public review in the front office and encompasses school and district level data, Board Policies pertaining to various safety issues, and explicit instructions/protocols on how the school staff should respond in case of various types of emergencies. The plan includes what role each staff member would have with directions on how he/she should respond. Moreover, the Safety Plan includes the proposed dates of emergency practice drills which are held monthly to ensure that students are also versed on what to do in an emergency.

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	2015-16				2016-17				2017-18			
	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	22	1	2		22	2	2		24	1	4	
1	21		3		24		3		23		2	
2	21	1	2		21		3		25		3	
3	23		4		24		3		22		3	
4	32		2		31		3		22		3	
5	27	1	2	1	25	1	3		26	1	3	
Other					9	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,693	\$1,082	\$6,611	\$79,576
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	2.2	1.2
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-7.5	3.9

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 2017-18)

Cameron receives School Concentration funds from the state government and Title I funds from the federal government. To support English Learners, foster students, homeless students, students with disabilities, and students not meeting academic standards, Cameron offers various intervention programs both after school and through our Saturday School Program. The focus for the intervention programs is to provide intensive instruction in English language arts and/or mathematics. During the school day, intensive reading intervention is provided to students in kindergarten through fourth grade who are reading below grade level.

To provide extended learning opportunities, funding is also allocated to provide enrichment to all students through either after school clubs or during the school day through the IB World language and IB Art program. All Cameron Elementary students participate in art and Spanish once a week. Other funded enrichment programs include participation in at least one field trip at each grade level. Because students have social-emotional and physical needs, Cameron Elementary School has implemented the Capturing Kids' Hearts program which focuses on creating a safe, nurturing, engaging, and collaborative learning environment for students. Cameron participates in the 100 Mile Club which promotes student activity and healthy living by encouraging all students to walk at least 100 miles throughout the year for which they can earn special recognition.

Parent participation is an important factor that impacts student achievement; therefore, funds are allocated to encourage and support parent participation in school activities. Funds pay for substitute teachers that release teachers during the school day to have Welcome meetings for foster youth and their guardians, IEP meetings for parents/guardians of students with disabilities, and SST meetings for parents/guardians of students who demonstrate academic struggles. The services and supports funded by Cameron site funds are inclusive of all students - students with disabilities, English learners, foster youth, etc.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,682	\$47,547
Mid-Range Teacher Salary	\$78,802	\$74,775
Highest Teacher Salary	\$97,502	\$93,651
Average Principal Salary (Elementary)	\$123,918	\$116,377
Average Principal Salary (Middle)	\$127,896	\$122,978
Average Principal Salary (High)	\$149,527	\$135,565
Superintendent Salary	\$252,299	\$222,853
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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)

Cameron school staff participate in a variety of staff development activities. Considering that more than half of the student population is below grade level in reading and math based on multiple measures, the focus of professional development has been to enhance instructional practices which correlate with improving student achievement in the areas of reading, writing, and mathematics. During the 2016-17 school year, the total number of days for professional development was 4 full days, 28 release collaboration meetings, and 32 after school meetings. In the 2017-18 school year, the total number of days for professional development was 6 full days, 28 release collaboration meetings, and 32 after school meetings on our early release days. For our current school year 2018-19, the total number of days estimated for professional development is 8 full days, 30 release collaboration meetings, and 34 after school meetings. Every Wednesday is a shortened day to provide after-school time for staff development sessions and grade-level collaboration. Teachers work together in and across grade level activities to enhance instructional programs, review benchmarks and other student achievement data. Each grade level meets during the school day for 90 minutes weekly to collaborate, review and update each of the IB units of study. During this time, the IB Coordinator provides both professional development and mentoring to the individual grade levels. During the summer and throughout the school year, teachers have the opportunity to attend conferences that align with site goals. Staff development is provided by multiple presenters ranging from site Teacher on Special Assignment (TOSA), district Reading TOSAs, district Technology TOSA, site IB Coordinator, site principal, Special Education support staff, and curriculum presenters. During implementation, teachers receive regular student performance data, in-class coaching from the principal and/or support staff, and individual or small group meetings.

The focus for staff professional development has been the following:

- The ongoing implementation of the International Baccalaureate Primary Years Programme;
- Implementation of the pilot Eureka math curriculum and i-Ready diagnostic/instructional software,
- The ongoing development of a special education program that addresses the needs of students with disabilities,
- The ongoing implementation of Benchmark Advance English language arts curriculum within the IB units of study,
- School-wide implementation of Thinking Maps' "Write from the Beginning and Beyond,"
- The ongoing implementation of Capturing Kids' Hearts to create a positive and inclusive school climate and culture,
- The implementation of the K-4 Reading Initiative to provide targeted intervention/enrichment to students at their individual level of need,
- Technology resources, hardware, instructional tools, etc., to assist teachers in providing digital literacy lessons for students,
- The implementation of computer software instructional programs which augment student learning and achievement, and
- The engagement of English Language learners through best instructional practices to fill the gaps in their academic achievement.