

2023-24 School Contact Information

School Name	Camellia Basic Elementary School
Street	6600 Cougar Drive
City, State, Zip	Sacramento, CA 95828
Phone Number	916.395.4520
Principal	Autumn Moua
Email Address	Autumn-Moua@scusd.edu
School Website	camellia.scusd.edu
County-District-School (CDS) Code	34-67439-6033823

2023-24 District Contact Information

District Name	Sacramento City Unified School District

2023-24 School Description and Mission Statement

In May 1997, Camellia was recognized as a “Magnet School of Merit” by the Magnet Schools of America Association. Only 42 schools nationwide were awarded this honor.

In 1999, 2003, 2006, 2007 and 2008 Camellia was recognized as an “Achieving School” by the Sacramento City Unified School District.

In 2000, 2001, and 2002 Camellia Basic was named an “Exemplary School” by the Sacramento City Unified School District. It is the highest honor a school can achieve from the SCUSD Board of Education.

In 2002, 2006, 2018, 2020 Camellia Basic was recognized as a California Distinguished School. This honor is the highest recognition given by the California Board of Education.

In 2003, 2004, 2005, 2006, 2007, and 2008 California State Superintendent Jack O’Connell recognized Camellia Basic as a California Achieving School. This honor recognizes the highest performing schools in the state that receive Title 1 funding.

In 2003 and 2004, U. S. Secretary of Education Ron Payne recognized Camellia Basic as a National Achieving School. Only two schools in the state were recognized with this honor. This award recognizes the highest performing Title I schools in the state of California.

In 2003 and again in 2010 the U. S. Department of Education recognized Camellia Basic as a National Blue Ribbon School. In 2010, Camellia was one of only 21 schools in California to receive the honor.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	50
Grade 2	48
Grade 3	46
Grade 4	59
Grade 5	59
Grade 6	53
Total Enrollment	395

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
Asian	62.8%
Black or African American	2.5%
Filipino	2.3%
Hispanic or Latino	21.3%
Native Hawaiian or Pacific Islander	3.3%
Two or More Races	5.3%
White	2.5%
English Learners	24.8%
Foster Youth	0.3%
Homeless	0.3%
Socioeconomically Disadvantaged	89.9%
Students with Disabilities	9.6%

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with Encf*1203.01 14.16 reW* nBTq4717(o)8()6.		

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district has crafted a high-quality professional learning program that is focused on Literacy (including 8(c)8(u)professional l

Practice of Statistics ONLINE 2021-2022
IB MYP Mathematics 2 Oxford Univ Press 2023-2024
IB MYP Mathematics 3 Oxford Univ Press 2023-2024
IB MYP Mathematics 4 & 5 Oxford Univ Press 2023-2024
IB Mathematics: applications and interpretation. Oxford Univ
Press 2019-2020

	AP Chinese - Integrated Level 2 CHENG & TSUI CO 2017 AP Chinese - Integrated Level 3 CHENG & TSUI CO 2017 Hmong 1, 2, 3 Hmong Book Center 2014 American Sign Language 1, 2 and ONLINE (?) Allyn & Bacon 2011 & 2022		
Health	Thinking About Psychology: Text & ONLINE Worth Publishing 2023-2024 AP Myers' Psychology: Text & ONLINE BFW 2023-2024 IB Sports Exercise and Health Oxford Univ Press 2017		0%
Visual and Performing Arts	AP Musician's Guide to Theory & Analysis W.W. Norton & Company, Inc. 2020-2021 IB Visual Arts Course Book Oxford Univ Press 2018 IB Theory of knowledge Oxford Univ Press 2021 Experience clay (American Legion) Davis 2019 Exploring visual design: the elements & principles - Davis 2014 ? Film art : an introduction McGraw Hill 2010 ? Theatre : art in action Glencoe/McGraw-Hill 2006 ? The visual experience Davis 2009 ? Universal Transitional Kindergarten Creative Curriculum Boxes and ONLINE Teaching Strategies 2022-2023		0%

School Facility Conditions and Planned Improvements

Camellia Elementary received a Facility Inspection Tool (FIT) overall rating score of "poor" on their most recent inspection.

The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe, and functional. The district Operations Department takes great pride in following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

Year and month of the most recent FIT report

2/1/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	
Interior: Interior Surfaces			X	00B RR:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			00C Kit: 00C Rm 2:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials				

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.



B. Pupil Outcomes

2023-24 School Safety Plan

Section 10.....Component I: Social Climate

Component II: Physical Climate/Campus

Section 11.....Site Level Incident Command System (ICS) roles and ICS Team

a. Emergency Phone Tree

Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus

Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps

Section 15... ..Site Level Family Reunification Plans

a. Reunification Logs

Section 16.....Site Level Provisions for Students/Staff with Special Needs

a. Site Evacuation for Persons With Special Needs

Section 17.....School Site Safety Committee Member List and Approval of CSSP

Section 18... ..Staff / School Handbook

Section 19.....Site Map (Please Label All Rooms)

Section 20.....OPTIONAL-Additional Site-Specific Safety Information

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	16	4	2	
2	16	2	4	
3	21	2	4	
4	31		4	
5				

Professional Development

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to culturally responsive high-quality instruction and support through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, Educational Technology, Physical Education, the Visual and Performing Arts, and Social-Emotional Learning. The learning opportunities afforded through district professional learning deeply aligns with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

This table displays the number of school days dedicated to staff development and continuous improvement.

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Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3