

# El Camino Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

| Entity                                   | Contact Information         |
|--|-----------------------------|
| <b>School Name</b>                       | El Camino Elementary School |
| <b>Street</b>                            | 1525 West 5th Street        |
| <b>City, State, Zip</b>                  | Ontario, CA 91762           |
| <b>Phone Number</b>                      | 909-986-6402                |
| <b>Principal</b>                         | Gianna Roca                 |
| <b>Email Address</b>                     | gianna.roca@omsd.net        |
| <b>Website</b>                           | www.elcamino.omsd.net       |
| <b>County-District-School (CDS) Code</b> | 36-678196036230             |

| Entity         | Contact Information               |
|----------------|-----------------------------------|
| District Name  | Ontario-Montclair School District |
| Phone Number   | (909) 459-2500                    |
| Superintendent | Dr. James Q. Hammond              |
| Email Address  | info@omsd.net                     |
| Website        | https://www.omsd.net              |

## School Description and Mission Statement (School Year 2019-20)

The mission of El Camino Elementary School, a progressive community of educators and learners, is to empower every student with knowledge and skills to become a productive member of society through a dynamic educational environment. At El Camino Elementary is a school in the Ontario-Montclair School District. We are committed to working collaboratively with families, community members, teachers and staff to ensure that our El Camino students receive the skills needed to be college and career ready. We currently serve a diverse population of approximately of 480 students from preschool to sixth grade. This consist of 86.9% socioeconomically disadvantaged, 24.7% English Language Learners, 26.3% students with disabilities, and 0.7 % foster youth. Additionally, El Camino is an integrated school that serves both mild to moderate students who participate in the district’s Autism Program and general education students.

El Camino Elementary School continues to support the “whole child” approach, academically, behaviorally and socio-emotionally. We participate in the school-wide implementation of Positive Behavior Interventions and Supports (PBIS). PBIS focuses on creating and sustaining school-wide and classroom behavior management systems, as well as individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavior expectations and then reinforce the positive behaviors displayed by students through recognition. We implement specific interventions to reshape behaviors and support individual students with their social/emotional/behavioral needs. This includes silent mentoring, PBIS class, Check-in Checkout, and other restorative practices. At El Camino, we also teach empathy and acceptance for others through PBIS, in addition to our Peer Buddy program in which general education students serve as companions or partners to students with special needs within our Autism Program, working with them on social skills. We are dedicated to making sure that ALL students have the tools and resources they need to be successful. The dedication of our staff to teach our students how to serve as positive and contributing members of our society has been recognized by the county when our school was recently awarded a Civic Learning Award, as well as our school receiving PBIS gold recognition for the second year in a row.

C continues to be committed to providing 21st century learning. We use technology as a tool for the classroom and throughout our campus, implementing one-to-one devices in Kindergarten through sixth grades. We have a school library that is available for all students. In order to encourage reading, we implement a Reading Counts incentive program. Different incentive programs to encourage reading, as well as providing awards to students who meet their lexile level reading goal at each trimester. We continue to be committed to building a strong literacy program to foster student’s love of reading and increase the level of reading among our students.

El Camino Elementary has implemented a Multi-Tiered System of Support to ensure that ALL students are successful in achieving state academic success. Our primary grades (K-3) are implementing a systematic reading intervention program 5 days per week, and our upper grades are implementing targeted instruction to students in homogenous group 5 days per week. All grade levels are also implementing Math intervention 4 days a week, targeting specific math skills. We then monitor our students’ progress every six weeks in order to determine the need for further intervention, as well as using the data to drive instruction. We provide our English Learners with explicit and targeted instruction to develop their English proficiency through daily Designated ELD, as well as Integrated ELD.

At El Camino Elementary, our students learn that they ALL will and can earn a college degree. We have adopted and implement the Advancement Via Individual Determination or AVID theory. 87% of our teachers are AVID trained; however, all of our teachers integrate AVID strategies into their daily practices and lessons. Our students continue to have multiple opportunities to enhance their learning by participating in Robotics classes, Coding classes, band, Chess club, Young Authors, GATE classes, sports programs and other enrichment activities. Students also have the opportunity to take different field trips to enhance their learning. Student achievement and effective teaching go hand in hand and these are the most important things we do each day to ensure that ALL students are successful.

### Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 69                 |
| Grade 1                 | 61                 |
| Grade 2                 | 50                 |
| Grade 3                 | 63                 |
| Grade 4                 | 58                 |
| Grade 5                 | 71                 |
| Grade 6                 | 42                 |
| <b>Total Enrollment</b> | <b>414</b>         |

### Student Enrollment by Group (School Year 2018-19)

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 3.1                         |
| American Indian or Alaska Native | 1                           |
| Asian                            | 2.4                         |
| Filipino                         | 0.7                         |
| Hispanic or Latino               | 87.2                        |
| White                            | 5.6                         |
| Socioeconomically Disadvantaged  | 91.5                        |
| English Learners                 | 22.9                        |
| Students with Disabilities       | 30.2                        |
| Foster Youth                     | 0.5                         |
| Homeless                         | 6.8                         |

## 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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 23             | 25             | 26             | 963              |
| Without Full Credential  | 2              | 1              | 0              | 4                |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 9                |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: August 2019

| Subject               | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016<br>K-6 Wonders (McGraw-Hill) - Adopted 2016  | Yes                        | 0%   |
| Mathematics           | TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program<br><br>K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.<br><br>*TK mathematics materials are from the most recent state adoption. | No                         | 0%   |
| Science               | TK- Big Day Houghton-Mifflin- Adopted 2016<br>K-5 California Inspire Science (McGraw Hill) - Adopted 2019<br>6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019  | Yes                        | 0%   |

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|----------------------------|--|
| <b>History-Social Science</b>     | TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016<br>K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006*<br>6-8 My World Interactive (Pearson) - Adopted 2018<br><br>*K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards. | Yes                        | 0%   |
| <b>Health</b>                     | K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984  | No                         | 0%   |
| <b>Visual and Performing Arts</b> | TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008<br>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008<br>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008<br>6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008   | Yes                        | 0%   |

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

El Camino Elementary School was constructed in 1955 with 24 permanent classrooms. Over the years, portable classrooms have been added to accommodate the growth of the student population. An additional portable was purchased by the PTSO and El Camino's categorical funds for parent meetings. There is also a Multipurpose Building, staff lounge, staff workroom, resource support program room, speech room, and several small rooms used as offices and for student testing or counseling. All of the preschool and kindergarten classrooms have access to restrooms. There are boys' and girls' restrooms for both primary and upper grades, and adult restrooms in the office. All restrooms function properly. During the 2006-07 school year, local bond funds, Measure M, and state matching funds were used to construct the multipurpose room. Drinking fountains and bathrooms were also modernized with those funds.

There is a primary grade playground, upper-grade playground, and a pre-school/kindergarten playground. Each playground is clean and adorned with shade trees, shrubs, and flowers. Additionally, there is a large field for soccer and softball. Adjacent to the school is Gibbs Park, which is available for all school groups. Proctors supervise children while at recess and lunch. Gates are locked and all visitors must register with the front office before entering the premises. Signs have been placed at all gates directing visitors to check in with office personnel, at which time they sign in and wear a visitor's badge while on campus. Preschool students are escorted to their classroom where they must be signed in and out. Students who either arrive late or leave early or are picked up late after dismissal are also signed out. At all times, the safety of children is the most important focus of the school so that all students and parents feel safe.

The district maintenance department maintains an active facilities inspection and repair system to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency repairs are given the highest priority in order that the educational process continues without interruption or problem.

The three custodians, as well as the entire El Camino staff, are keenly aware of the need to provide a clean, safe, and orderly campus for staff, students, and parents. The custodians are supervised on-site by the Elementary Administrator, and also through the district’s director of Maintenance and Operations. They have developed cleaning schedules that reflect daily, weekly, monthly cleanings as well as deep-cleaning opportunities such as during winter, spring and summer breaks. Additionally, the site regularly submits and monitors work orders as needed to repair or replace any damaged or broken equipment.

The last state inspection mandated under the Williams Settlement was completed in October 2019. The report on this inspection was forwarded to the Superintendent of Schools.

**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

**Year and month of the most recent FIT report:** October 30, 2019

| <b>System Inspected</b>   | <b>Rating</b> | <b>Repair Needed and Action Taken or Planned</b>  |
|---|---------------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good          | None  |
| <b>Interior:</b> Interior Surfaces                                      | Good          | Repair torn tackable service on S wall center area; replace cove base at NW door; replace ceiling tile with hole in center of room; replace ceiling tiles as needed; deficiencies addressed |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good          | No storage in front of all electrical panels 36" required; remedied at the time of inspection   |
| <b>Electrical:</b> Electrical   | Good          | Install single gang blank plate at SE corner at ceiling and blank plate on S wall center area and replace broken receptacle plate on E wall near mop sink room; deficiencies addressed      |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good          | Replace push button on exterior drinking fountain SE of room 31; deficiency addressed   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good          | Extinguisher sign-off in six rooms were not current; deficiency addressed   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good          | None  |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | Replace broken peephole on south door of room 42; door in MPR kitchen sticks and is hard to open; deficiencies addressed  |
| <b>Overall Rating</b>   | 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 46             | 34             | 43               | 44               | 50            | 50            |
| Mathematics (grades 3-8 and 11)                    | 26             | 28             | 31               | 36               | 38            | 39            |

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 2018-19)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | 182              | 182           | 100.00         | 0.00               | 34.07                   |
| Male                                | 97               | 97            | 100.00         | 0.00               | 26.80                   |
| Female                              | 85               | 85            | 100.00         | 0.00               | 42.35                   |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                 | --                      |
| Asian                               | --               | --            | --             | --                 | --                      |
| Filipino                            | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                  | 154              | 154           | 100.00         | 0.00               | 33.77                   |
| Native Hawaiian or Pacific Islander |                  |               |                |                    |                         |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| White   | 11               | 11            | 100.00         | 0.00               | 27.27                   |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 170              | 170           | 100.00         | 0.00               | 34.12                   |
| English Learners                              | 55               | 55            | 100.00         | 0.00               | 25.45                   |
| Students with Disabilities                    | 23               | 23            | 100.00         | 0.00               | 8.70                    |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | 14               | 14            | 100.00         | 0.00               | 28.57                   |

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 2018-19)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | 182              | 181           | 99.45          | 0.55               | 28.18                   |
| Male                                | 97               | 96            | 98.97          | 1.03               | 23.96                   |
| Female                              | 85               | 85            | 100.00         | 0.00               | 32.94                   |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                 | --                      |
| Asian                               | --               | --            | --             | --                 | --                      |
| Filipino                            | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                  | 154              | 154           | 100.00         | 0.00               | 26.62                   |
| Native Hawaiian or Pacific Islander |                  |               |                |                    |                         |
| White                               | 11               | 10            | 90.91          | 9.09               | 20.00                   |
| Two or More Races                   | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged     | 170              | 169           | 99.41          | 0.59               | 28.99                   |
| English Learners                    | 55               | 55            | 100.00         | 0.00               | 20.00                   |
| Students with Disabilities          | 23               | 23            | 100.00         | 0.00               | 8.70                    |



| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | 14               | 14            | 100.00         | 0.00               | 14.29                   |

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  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject                               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 2018-19)**

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 11.9   | 14.9   | 16.4  |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

El Camino Elementary engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- 1) Providing parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- 2) Providing parent information workshops during the school year and providing additional information in newsletters, Coffee with the Principal, and/or on the school website; and by communicating with parents through the use of direct mail, family involvement nights, and telephone messages.
- 3) Providing parents with materials and training to help them work with their children to improve their children's achievement.
- 4) Providing Parent-Teacher Conferences for all parents of students performing below expectations; and providing instructional resources that would assist parents in working with their children and understanding educational topics.
- 5) Providing all parents of students performing below expectations the opportunity to attend literacy and numeracy workshops that would assist parents in working with their children and understanding educational topics.
- 6) Conducting meetings involving parents and program participants to discuss development and assessment needs of individual children.
- 7) Inviting program members to participate in parent night meetings held during school year.
- 8) Distributing information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.
- 9) Providing information to parents using newsletters, phone messages, and/or the school website; and maintain parental information at the school campus offices.
- 10) Providing support for parental involvement activities requested by parents.
- 11) Providing parent training on how to support their students on taking state assessments

Contact for Parent Involvement: Heather Brooks, Outreach Consultant, at (909) 986-6402.

### 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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 4.5            | 1.2            | 2.0            | 2.5              | 2.4              | 3.0              | 3.6           | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.0            | 0.0              | 0.0              | 0.0              | 0.1           | 0.1           | 0.1           |

## School Safety Plan (School Year 2019-20)

El Camino Elementary School is one of thirty-two schools in the Ontario Montclair School District with traditions dating back to 1884. El Camino Elementary School has a pupil body of approximately 480 and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

El Camino Elementary School faces challenges in maintaining a safe school. This section of the Comprehensive Safe School Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

### Accomplishments/Areas of Pride:

1. El Camino has a closed campus. This means that all visitors follow a check in/out procedure through the office and wear a visitor badge to identify that they have followed the process and can be on campus.
2. All El Camino staff visibly wears badges to identify themselves.
3. El Camino adheres to a closed and locked door policy on our campus for safety.
4. Our office staff greets each person who enters our campus with a smile and helpful attitude.
5. We offer opportunities for inclusion of our general education and special education programs on campus.
6. All staff establishes and maintains high expectations for student achievement and behavior throughout the school.
7. Staff members are visible and accessible to all students and parents.
8. El Camino supports many enrichment opportunities, such as Young Authors club, chess club, after school sports program, and coding classes.

### Findings & Desired Improvements:

Continue to address student bullying by teaching lessons.

### Priorities/Goals:

Address bullying by implementing anti-bully programs and lessons.

Last reviewed and signed date was 3/14/19.

## 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 | 2016-17            | 2016-17                    | 2016-17                     | 2016-17                   | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|             | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| K           | 22                 | 1                          | 2                           |                           | 18                 | 2                          | 2                           |                           | 16                 | 3                          | 2                           |                           |
| 1           | 23                 |                            | 2                           |                           | 19                 | 1                          | 2                           |                           | 21                 | 1                          | 1                           |                           |
| 2           | 24                 |                            | 2                           |                           | 19                 | 1                          | 2                           |                           | 17                 | 3                          |                             |                           |
| 3           | 20                 | 2                          | 1                           |                           | 21                 | 1                          | 2                           |                           | 20                 | 1                          | 2                           |                           |
| 4           | 19                 | 1                          | 2                           |                           | 19                 | 2                          | 2                           |                           | 24                 |                            | 2                           |                           |
| 5           | 32                 |                            | 2                           |                           | 21                 | 1                          | 1                           |                           | 22                 | 1                          | 2                           |                           |
| 6           | 23                 | 1                          | 2                           |                           | 24                 | 1                          | 2                           |                           | 12                 | 4                          |                             |                           |
| Other**     | 12                 | 3                          |                             |                           |                    |                            |                             |                           | 11                 | 2                          |                             |                           |

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | .0    |

\*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.

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                   |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (Paraprofessional)               |                                   |
| Psychologist  |                                   |
| Social Worker   |                                   |
| Speech/Language/Hearing Specialist                            |                                   |
| Resource Specialist (non-teaching)                            |                                   |
| Other   | 1.0                               |

\*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 2017-18)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$11029.0                    | \$4492.0                            | \$6536.0                              | \$80771.0              |
| District                                      | N/A                          | N/A                                 | \$1608.0                              | \$87,821.00            |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 121.0                                 | -8.4                   |
| State   | N/A                          | N/A                                 | \$7,506.64                            | \$82,663.00            |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -13.8                                 | -2.3                   |

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 2018-19)

Students at El Camino Elementary School who need extra support in reading instruction receive intervention between and beyond the bells. El Camino School offers many different services funded through a variety of sources including categorical funds. These services are offered to provide students multiple opportunities to succeed. Some of these services include:

- Bilingual Family Counseling
- Extended Learning
- Field Trips
- Library Books
- Grade Level PLC Days
- Teacher on Assignment
- Outreach Consultant
- Supplemental Instructional Materials
- Family Collaborative Services
- Student Incentives
- After School Activities

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$46,733        | \$45,741                                     |
| Mid-Range Teacher Salary                      | \$83,119        | \$81,840                                     |
| Highest Teacher Salary                        | \$100,254       | \$102,065                                    |
| Average Principal Salary (Elementary)         | \$132,145       | \$129,221                                    |
| Average Principal Salary (Middle)             | \$134,622       | \$132,874                                    |
| Average Principal Salary (High)               | \$0             | \$128,660                                    |
| Superintendent Salary                         | \$289,542       | \$224,581                                    |
| Percent of Budget for Teacher Salaries        | 37%             | 36%  |
| Percent of Budget for Administrative Salaries | 6%              | 5%   |

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

### Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 20      | 21      | 27      |

The school-wide areas of focus for staff development at El Camino Elementary are close reading, constructed response, math fluency, and use of Kagan structures. These areas of focus were determined based on state and district assessment results in English Language Arts and mathematics. Teachers receive onsite and district-level training by highly qualified trainers and are supported by site administrators when they conduct classroom visits, formal observations, and coaching. Training are delivered in workshops, conferences, and professional development. El Camino Elementary teachers engage in peer coaching and receive support from district-level Teachers on Assignment.