

El Camino Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	El Camino Elementary School
Street	1525 West 5th Street
City, State, Zip	Ontario, CA 91762
Phone Number	909-986-6402
Principal	Luisa Mark
Email Address	luisa.mark@omsd.net
School Website	https://www.omsd.net/Domain/16
County-District-School (CDS) Code	36-678196036230

2021-22 District Contact Information

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

2021-22 School Overview

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. 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 90.2% socioeconomically disadvantaged, 18.4% English Language Learners, 32.6% students with disabilities, and 0.5 % foster youth. Additionally, El Camino is an integrated school that serves 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. 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. Our school has received PBIS gold recognition for the 3rd year in a row.

El Camino 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 grade. 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

2021-22 School Overview

days per week, and our upper grades are implementing targeted reading instruction to students in homogenous groups at least 4 days per week. 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. 82% of our Kindergarten through sixth grade 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 Coding classes, band, Chess club, 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	67
Grade 2	54
Grade 3	61
Grade 4	58
Grade 5	50
Grade 6	51
Total Enrollment	412

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.8
Male	60.2
American Indian or Alaska Native	1
Asian	4.1
Black or African American	3.6
Filipino	1.7
Hispanic or Latino	82.8
Two or More Races	0.2
White	6.6
English Learners	18.4
Foster Youth	0.5
Homeless	13.6
Socioeconomically Disadvantaged	91.7
Students with Disabilities	36.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2020		
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 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. 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. *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Foreign Language	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	Yes	0%

Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements

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 Administrators, 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 January 19, 2021. The report on this inspection was forwarded to the Superintendent of Schools.

Year and month of the most recent FIT report	January 19, 2021
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School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			Replace or repaint stained ceiling tile in RM 14, P17 carpet seams need repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			MPR 5S box needs extension and cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			Paint is peeling on exterior east side of building A - mechanical RM, RM 31 fire extinguisher needs to be mounted, RM G106 Storage needs fire extinguisher
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door to be replaced mechanical RM-Building A, RM 32 south door does not close properly, P39 and P17 doors don't close properly*

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	NT	NT	NT	NT
Female	85	NT	NT	NT	NT
Male	133	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	183	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	NT	NT	NT	NT
English Learners	38	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	204	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	NT	NT	NT	NT
Female	85	NT	NT	NT	NT
Male	133	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	183	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	NT	NT	NT	NT
English Learners	38	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	204	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	215	211	97.84%	1.86%	26.98%
Female	84	81	96.43%	3.57%	26.19%

Male	131	130	99.24%	0.76%	27.48%
American Indian or Alaska Native	4	4	100.00%	0.00%	0.00%
Asian	6	6	100.00%	0.00%	0.00%
Black or African American	5	4	80.00%	20.00%	0.00%
Filipino	6	6	100.00%	0.00%	0.00%
Hispanic or Latino	181	178	98.34%	1.66%	22.65%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	
Two or More Races	0	0	0	0	
White	13	13	100.00%	0.00%	0.00%
English Learners	36	36	100.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	
Homeless	23	23	100	0.00%	NA
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	215	211	98.14%	1.86%	26.98%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	80	80	100.00%	0	17.50%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	216	200	92.00%	8.01%	10.61%
Female	84	75	89.29%	10.71%	0.00%
Male	132	125	94.70%	5.30%	10.61%
American Indian or Alaska Native	4	4	100%	0.00%	
Asian	6	6	100.00%	0.00%	0.00%
Black or African American	5	4	80.00%	20.00%	0.00%
Filipino	6	5	83.33%	16.67%	0.00%
Hispanic or Latino	182	169	92.86%	7.14%	8.24%
Native Hawaiian or Pacific Islander	0	0	0	na	0
Two or More Races	0	0	0	0	0
White	13	12	92.31%	7.69%	0.00%
English Learners	37	34	91.89%	8.11%	0.00%
Foster Youth	0	0	0	0	na
Homeless	23	22	95.65%	4.35%	0.00%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	216	200	92.59%	7.41%	10.65%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	81	74	91.36%	8.64%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	NT	NT	NT	NT
Female	18	NT	NT	NT	NT
Male	19	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	28	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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) Conducting meetings involving parents and program participants to discuss development and assessment needs of individual children.
- 6) Inviting program members to participate in parent night meetings held during school year.
- 7) Distributing information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.
- 8) Providing information to parents using Dojo, phone messages, and/or the school website; and maintain parental information at the school campus offices.
- 9) Providing support for parental involvement activities requested by parents.
- 10) Providing parent training on how to support their students on taking state assessments

Contact for Parent Involvement: School Office at (909) 986-6402.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	416	56	13.5
Female	169	165	21	12.7
Male	253	251	35	13.9
American Indian or Alaska Native	5	4	1	25.0
Asian	17	17	2	11.8
Black or African American	16	16	2	12.5
Filipino	7	7	0	0.0
Hispanic or Latino	349	344	46	13.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	27	27	5	18.5
English Learners	76	75	3	4.0
Foster Youth	3	2	0	0.0
Homeless	59	59	8	13.6
Socioeconomically Disadvantaged	385	381	53	13.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	152	151	27	17.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.99	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.15	1.64	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 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 was March 2021.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	16	3	2	
1	21	1	1	
2	17	3		
3	20	1	2	
4	24		2	
5	22	1	2	
6	12	4		
Other	11	2		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	20	1	2	
1	21	1	1	
2	21	1	1	
3	21	1	1	
4	12	3		
5	22		2	
6	24		2	
Other	12	8		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	26		2	
1	23		2	
2	19	2		
3	23		2	
4	21		2	
5	13	1	1	
6	27		1	
Other	14	9	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11029.0	\$4492.0	\$6536.0	\$80,771.0
District	N/A	N/A	\$1608.0	\$92,686
Percent Difference - School Site and District	N/A	N/A	121.0	-13.7
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-25.5	-6.1

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,998	\$52,060
Mid-Range Teacher Salary	\$87,146	\$84,043
Highest Teacher Salary	\$105,113	\$107,043
Average Principal Salary (Elementary)	\$138,892	\$133,582
Average Principal Salary (Middle)	\$141,565	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$319,095	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	27	15	15

Ontario-Montclair School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT	NT	NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT		NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.