El Camino Real Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the 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).

California School Dashboard

The California School Dashboard (Dashboard) https://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.

2022-23 School Contact Information

School Name	El Camino Real Elementary School
Street	911 El Camino Real
City, State, Zip	Arvin CA, 93203
Phone Number	(661) 854-6661
Principal	Guadalupe Calderon
Email Address	lcalderon@arvin-do.com
School Website	www.arvinschools.com
County-District-School (CDS) Code	15-63313-0113027

2022-23 District Contact Information

District Name	Arvin Union Elementary School District
Phone Number	(661) 854-6500
Superintendent	Georgia Rhett
Email Address	rhett@arvin-do.com
District Website Address	www.arvinschools.com

2022-23 School Overview

Located in the southern section of the City of Arvin, California, El Camino Real (ECR) is a K-6 Title 1 school and is one of the four sites comprising the Arvin Union School District. The school site was established in 2007 and is the newest school in the district.

High academic standards are the focus of our school with a team effort from students, parents, and staff. Through professional collaboration focused on data, we continue to strive to support all students. Teachers and students use standards-aligned materials and access educational technology across the school to enhance instruction and practice. Each teacher has a laptop computer, and a document camera as well as Chromebooks for every student. Used together, these tools provide a dynamic learning environment. Working together with all educational partners, El Camino Real School proudly builds upon the academic and social potential of every student as noted in our district mission and vision statement "All students will learn every day no matter what it takes" and "The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork." The El Camino Real way reflects our dedication to the development of the whole child by setting high expectations, fostering a safe environment and committing to an atmosphere that will provide students the opportunity to be encouraged to strive for success and the desire to be lifelong learners and adhering to our site motto, "We will be known forever by the tracks we leave!"

To delineate the mission statement further - we educate students daily in preparation for our global society and 21st century learning:
E: Educate using every available resource
C: Communicate with sincerity and kindness
R: Realize each individual's potential to impact the future.

Collectively, staff and teachers along with parents and students build this learning community to support the balance of physical, emotional, social and academic areas of our students. Being an AVID Elementary School, our students are supported with skill building to develop and maximize note-taking, note-making, and annotation of text along with opportunities to communicate, think critically and problem solve - all of which will prepare students for future learning. The staff, teachers, and

2022-23 School Overview

parents' ultimate goal is to grow students at the elementary level to be educated, productive citizens in the future with attributes to become independent workers and lifelong learners.

Our goal is to meet or exceed California State growth targets. El Camino Real continues to expand and promote learning for the 2022-2023 school year to include:

*Online Platforms and Strategies
*AVID School wide strategies
*Gifted and Talented Education (GATE)
*Dual Immersion concentrated on English and Spanish bi-literacy
*English Language Development
*Intensive Intervention Programs for Language Arts and Math
*Clear academic school-wide focus on literacy - through the Close Read strategies along with annotation of text, RACES strategy with an inquiry focus.
*I-Ready Diagnostic assessment and prescriptive skill building to differentiate instruction for every student
*95% Group Intervention program for K-3rd student intensive literacy intervention
*Arvin Advantage After school Program in conjunction with the Boys and Girls Club and ELOP
*After School Educational Intervention Support
*Summer School
*Parent Education Classes/Workshops
*Attendance Education and Promotion of Excellent attendance
* PBIS rewards and RULER implementation

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	137
Grade 1	115
Grade 2	115
Grade 3	118
Grade 4	121
Grade 5	126
Grade 6	124
Total Enrollment	856

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.1
Filipino	0.5
Hispanic or Latino	95.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	4.2
English Learners	60.6
Foster Youth	0.4
Homeless	5.4
Migrant	14.6
Socioeconomically Disadvantaged	93.2
Students with Disabilities	7.1

A. Conditions of Learning   State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.20	69.50	107.40	76.21	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	7.38	3.00	2.13	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.46	8.10	5.81	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	2.93	1.10	0.84	12115.80	4.41
Unknown	7.20	17.71	21.10	14.99	18854.30	6.86
Total Teaching Positions	40.60	100.00	141.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.10	
Total Out-of-Field Teachers	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Arvin Union School District held a Public Hearing on September 13, 2022 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are given their own individual standards-aligned textbooks/instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. 100% of students had required textbooks as evidenced during the most recent August 2022 Williams review.

Year and month in which the data were collected		December 2022	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark, Advance ELD/ELA 2017 Read 180 Intervention Program 2017	Yes	0%
Mathematics	K-6 Houghton Mifflin, Math Expressions 2015	Yes	0%
Science	K-6 McMillian McGraw Hill, Inspire 2020	Yes	0%
History-Social Science	K-6 Pearson Education, California History/Social Science: My World Interactive 2019	Yes	0%

School Facility Conditions and Planned Improvements

El Camino Real Elementary School is comprised of 39 classrooms, 3 small group intervention rooms, a parent center, a multipurpose room/cafeteria, library, staff lounge, two playgrounds and an administrative office. The facility strongly supports teaching and learning through its ample classroom and playground space.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. The principal works closely with the Lead Maintenance person and custodians assigned to the site to develop cleaning schedules to ensure a clean and safe school following all COVID guidelines. El Camino Real has two daytime custodians, two evening custodians, one cafeteria custodian, and one grounds person.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An online work order process is used to ensure efficient service and the emergency repairs are given the highest priority. A Solar Panel Project was completed in 2017 and is fully operational, Also, the most recent site updates include: Security cameras and two shade structures were installed in 2019-20, and a permanent playground structure was added in the fall of 2018. Additional cameras were added in 2021 along with auto flushing toilets.

Year and month of the most recent FIT report		August 2022	

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	24	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	15	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	512	511	99.80	0.20	24.07
Female	268	268	100.00	0.00	28.73
Male	244	243	99.59	0.41	18.93
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	479	478	99.79	0.21	24.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	25.93
English Learners	308	307	99.68	0.32	12.38
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	17.86
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	477	476	99.79	0.21	23.74
Students Receiving Migrant Education Services	68	67	98.53	1.47	22.39
Students with Disabilities	52	52	100.00	0.00	11.54

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	512	510	99.61	0.39	14.73
Female	268	267	99.63	0.37	13.91
Male	244	243	99.59	0.41	15.64
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	479	477	99.58	0.42	14.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	14.81
English Learners	308	306	99.35	0.65	9.18
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	7.41
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	477	475	99.58	0.42	14.77
Students Receiving Migrant Education Services	68	66	97.06	2.94	16.67
Students with Disabilities	52	52	100.00	0.00	1.92

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	7.81	9.23	10.21	14.62	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	130	100	0	9.23
Female	74	74	100	0	6.76
Male	56	56	100	0	12.5
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	118	118	100	0	8.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	78	78	100	0	1.28
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	123	100	0	7.32
Students Receiving Migrant Education Services	21	21	100	0	0
Students with Disabilities	13	13	100	0	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	100	100	100	100

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.

2022-23 Opportunities for Parental Involvement

The staff at El Camino Real is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council (SSC) and the English Language Advisory Council (ELAC). In addition, parents are invited to become a member of the Parent Teacher Association (PTA) and parents are also invited to contact their child's teacher to maintain open communication. There are parent opportunities to participate in Parent Workshops, Parent Literacy classes, and also attend student performances or events. The site also has a Parent Center led by the Student Success Facilitator and the Categorical Clerk which is open daily with resources to assist families as they support their child's education.

El Camino is a place where parents are encouraged to get involved in the education of their children. Parents are encouraged to work on projects that will support teachers in the classroom or support students virtually. A component of parent involvement this year has been "Coffee With the Principals" scheduled monthly in person and via zoom. Topics may include the following: educational parenting tips, state assessment data, data interpretation, community safety, and technology awareness, and LCAP input. AVID Parent Workshops focusing on instructional strategies that parents can use at home to support their children are held throughout the year. The School Success Facilitator (SSF) facilitates student involvement and incentives, promotes attendance, academic achievement, and parent education literacy classes through online meetings. The Student Success Facilitator coordinates with the Family Resource Center staff to assist families by helping them connect to school resources; in addition, the Student Success Facilitator does communicate in Spanish which supports all of our families. The Student Success Facilitator and the site social worker also support attendance efforts by making personal contact with parents of truant and unengaged students through phone calls, conferences, and home visits. Once COVID restrictions are lifted, parents may volunteer their time and support their children in the classroom.

For further information, please contact the school at 661-854-6661 and ask for the Principal - Guadalupe Calderon.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	954	917	271	29.6
Female	483	470	138	29.4
Male	471	447	133	29.8
American Indian or Alaska Native	0	0	0	0.0
Asian	2	1	0	0.0
Black or African American	3	3	1	33.3
Filipino	4	4	0	0.0
Hispanic or Latino	897	866	256	29.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	46	42	14	33.3
English Learners	582	555	150	27.0
Foster Youth	5	4	0	0.0
Homeless	59	56	18	32.1
Socioeconomically Disadvantaged	887	855	254	29.7
Students Receiving Migrant Education Services	149	140	37	26.4
Students with Disabilities	87	80	33	41.3

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.56	1.00	2.45
Expulsions	0.00	0.09	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.21	0.10	0.84	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.00	0.00
Male	0.42	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	2.17	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

El Camino Real Elementary School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, parents and board approved on February 15, 2022. This revision was completed with the approval of our School Site Council and ensures planning for the protection of students and staff, maintaining the school and school property, and establishing a climate that is conducive to learning. All staff members and parents have access to the plan and are invited to participate in the annual review and revision of the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance including COVID protocols, and training in disaster response.

The school is in compliance with all laws, rules, guidelines, and regulations pertaining to hazardous materials and state earthquake standards, and COVID protective measures. Fire drills are held once a month while earthquake drills are held quarterly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and emergency supplies are available. COVID measures include PPE supplies for all staff (sanitizing gel, wipes, masks) are available along with a designated entry and exit points on campus, and a designated health room.

Students are supervised throughout the day by certificated and classified employees . There is a designated area for supervised student drop-off and pick-up. All visitors must check-in and register in the office using our Raptor monitoring system.

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.

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	24		6	
1	20	1	5	
2	24		5	
3	21	1	5	
4	23	1	4	
5	26		4	
6	27		5	

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	24		6	
1	20	1	5	
2	20	1	5	
3	20	1	5	
4	22	2	4	
5	22	1	5	
6	28		4	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	5	
1	23	1	4	
2	19	2	4	
3	17	3	4	
4	20	1	5	
5	25		5	
6	25		5	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	$8034.50	$1208.12	$6826.39	78,006
District	N/A	N/A	$7121.70	$78,393
Percent Difference - School Site and District	N/A	N/A	-4.2	-0.5
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	3.5	-8.1

2021-22 Types of Services Funded

Local Control Funding Formula (LCFF) funds provide stable, on-going resources for the district. These resources provide basic necessary personnel at school sites and for district services. Maintenance set-asides support facility upkeep, transportation funds provide busses and drivers for many of the district's students outside the walking areas, and cafeteria funds provide Community Based Eligibility meals to all students. LCFF Supplemental and Concentration fund, which are provided above and beyond base funding and are prioritized to support equitable outcomes for all students, provide monies to address needs identified through a strategic planning process and allocated to meet targeted goals and metrics determined both by the site and locally. These funds allow the district and sites to focus on expanding staffing, providing professional development, improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs and wrap-around services for mental and physical health, and facilities improvement for school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library upgrades, intervention teachers and intervention computer programs, classified student success staff, elementary PE teachers, nurses, social workers, district teachers on special assignment, field trips, and professional development. These funds are in addition to federal funds including Title 1 funds with set-asides for Extended Learning and Parent Involvement.

Parent Involvement allocations from various funding sources allow us to continually build our outreach and training services for parents. District and site based intervention programs and support staff are funded out of Title I. Title II supports one additional teacher at each elementary site for class size reduction and Title III provides aides specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Title IV funds have supported technology and professional development, campus supervisors, and a focus on safety. Special Education funds, supported with general funds, provide programs and transportation for students with special needs at our site including teachers and instructional assistants for Special Day Class, Resource Specialist Program and Speech services. Increased grant funds for programs outside regular school hours including Expanded Learning Opportunity, ASES and 21st Century allow us to serve an increased number of students in continuing and new extra hours programs. State preschool funds provide both AM and PM classes at two sites to support student readiness for school.

In addition to the funding sources listed above, significant funding has been received to mitigate the effects of COVID and interrupted learning. The short-term budget for the Arvin Union School District has almost doubled with the influx of ESSER, Expanded Learning Opportunity, American Rescue Plan, COVID Response, and In-Person Instruction funding. These funds are supporting significant infrastructure upgrades, additional days of instruction and professional development, materials, and the hire of additional personnel to support safety, social-emotional support, technology impacts, and instruction. Technology including ensuring 2 to 1 Chromebooks at the elementary level and 1 to 1 Chromebooks at the middle school and augmenting resources at the school site was a priority. In addition, structures and safety materials to support social distancing and promote COVID prevention have been and will continue to be funded as needed.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$50,658	$51,591
Mid-Range Teacher Salary	$76,970	$79,620
Highest Teacher Salary	$93,592	$104,866
Average Principal Salary (Elementary)	$124,644	$131,473
Average Principal Salary (Middle)	$127,500	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$158,158	$205,661
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

2020-2021 Professional Development: District wide training focused on implementation of distance learning and utilization of Canvas, TEAMS, Zoom, Flipgrid, Parent Portal and various other components to support distance learning. 95% reading intervention training for Kinder through Third grade and usage of STAR assessment for diagnostic at the Middle School supported differentiated learning. Mandatory policies and safety/clearing training included use of Personal Protective Equipment/safety measures and cleaning routines. RULER training for Social-emotional learning began with a trainer of trainer model and continues to be rolled out at each site with lead trainers.

2021-2022 Professional Development: District -wide training supported building awareness of frameworks and standards as well as modeling and supporting instruction in Math and Mathematical Practices, Designated and Integrated ELD, and Science instruction. Mandatory policies and safety/clearing training included use of Personal Protective Equipment/safety measures and cleaning routines. Teachers on Special Assignment supported classroom management, AVID, integrating technology, new teacher training, and standards-based instruction. Four professional development days were scheduled at the beginning of the year with an additional 3 days scheduled mid-year for instructional staff. In addition, three days were added for staff new to the district to ensure knowledge of district structures and expectations for implementation of district wide strategy implementation. One day is dedicated each year to Dual Immersion and Special Education training in conjunction with new teacher training dates.

2022-2023 Professional Development: The district School Board has developed an equity statement which significantly focuses our foundational work on the development and implementation of Multi-Tiered supports. Topics are further developed through survey results, data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices. Professional development is supported by peer to peer collaboration, site academic coach and/or administration support, district personnel including Directors and Teachers on Special Assignment, as well as external sources such as consultants. Mandatory policies were reviewed with the inclusion of Get Safety Trained Sexual Harassment/Child Support Prevention Training/Bloodborne Pathogen, Injury and Illness Prevention/Pesticide Training and Homeless/Foster program requirements. These were all provided in a virtual learning format. District -wide instructional support continued the previous year's focus on Math and Mathematical Practices, English Language Development, and behavior/Social emotional learning foundations. Teachers on Special Assignment supported classroom discipline, AVID, integrating technology, new teacher training, and standards based instruction. Five professional development days were scheduled at the beginning of the year with an additional 3 days scheduled mid-year for instructional staff. In addition, three days were added for staff new to the district to ensure knowledge of district structures and expectations for implementation of district wide strategy implementation in combination with Dual Immersion and Special Education training.

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

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	10	11