El Camino Real Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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
Grade Span	K-6
County-District-School (CDS) Code	15-63313-0113027

2025-26 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	www.arvinschools.com

2025-26 School Description and Mission Statement

Located in the southern section of Arvin, California, El Camino Real (ECR) Elementary School serves K-6 students and is the newest of four schools in the Arvin Union School District. Established in 2007, ECR is a Title 1 school committed to fostering academic and social growth through high expectations and collaborative efforts among students, parents, and staff.

El Camino Real is committed to high academic standards, achieved through a collaborative effort among students, parents, and staff. Guided by data-driven professional collaboration, the school employs standards-aligned instructional materials and integrates educational technology to enhance teaching and learning. Every teacher is equipped with a laptop, a second monitor, and a document camera, while each student has access to a Chromebook. These tools create a dynamic and interactive learning environment that supports student success.

At El Camino Real, our mission aligns with the district's mission: "Every student learning every day, no matter what it takes." Our approach focuses on the educational, emotional, and social needs of our students, ensuring equitable services and preparing them for high school and beyond. With a foundation of trust, transparency, and teamwork, we build a culture of unity and continuous improvement to help students achieve their goals. The El Camino Real Way reflects our dedication to nurturing the whole child. By setting high expectations and fostering a safe and supportive environment, we inspire students to become lifelong learners. As expressed in our site motto: "We will be known forever by the tracks we leave!"

El Camino Real focuses on student success through:
Academic Strategies: Close Reading, RACES writing strategies, and annotation techniques to build literacy skills.
Academic Programs: GATE, dual immersion (English/Spanish), English Language Development (ELD), 95% Group Intervention Program for intensive K-3 literacy support, and Intensive Language Arts and Math intervention programs.
Technology Integration: Online platforms and I-Ready diagnostics for tailored instruction.
Extended Learning: Arvin Advantage after-school program in partnership with the Boys and Girls Club and ELOP, and summer school programs.
Family Engagement: Parent workshops, literacy classes, and resources through a daily open Parent Center.
Student Support: Attendance promotion, PBIS rewards, RULER social-emotional learning, and STEM-focused PITSCO Education.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	91
Grade 2	115
Grade 3	119
Grade 4	125
Grade 5	115
Grade 6	108
Total Enrollment	771

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
Asian	0.4
Black or African American	0.6
Filipino	0.3
Hispanic or Latino	85.9
White	12.8
English Learners	57.6
Foster Youth	0.3
Homeless	2.2
Migrant	13.4
Socioeconomically Disadvantaged	88.8
Students with Disabilities	9.2

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.

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)	32	75.11	116.2	76.03	234405.2	84
Intern Credential Holders Properly Assigned	1	2.34	3.3	2.18	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.3	7.8	8.2	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	0.7	1.6	1.05	11953.1	4.28
Unknown/Incomplete/NA	6	14.05	23.4	15.36	15831.9	5.67
Total Teaching Positions	42.7	100	152.9	100	279044.8	100

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.

2022-23 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)	36	87.8	125.7	79.31	231142.4	83.24
Intern Credential Holders Properly Assigned	2	4.88	10.5	6.62	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	7.32	14.4	9.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.2	0.18	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.5	4.79	14303.8	5.15
Total Teaching Positions	41	100	158.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	40	92.29	124.4	74.95	230039.4	100
Intern Credential Holders Properly Assigned	1	2.31	6.5	3.92	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	3.07	17.3	10.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	2.31	2	1.23	12112.8	4.34
Unknown/Incomplete/NA	0	0	15.6	9.45	13705.8	4.91
Total Teaching Positions	43.3	100	166	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	3.30	3	1.3
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.30	3	1.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.30	0	0
Total Out-of-Field Teachers	0.30	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Arvin Union School District held a Public Hearing on August 19, 2025, 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 which most recently included updating the elementary Benchmark Language Arts program for Reading and Language Arts to begin utilization for the 2024-2025 school year. The selection process for new math curriculum has begun with adoption expected for the 2026-2027 school year. When new adoption cycles indicate a timeline for selection, the process involves teachers, administrators, district support personnel, and parents. 100% of students were provided textbooks as evidenced by the most recent August 2025 Self- Review.

Year and month in which the data were collected August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance ELD 2016, Benchmark Advance ELA 2024, Benchmark Adelante (Dual Immersion) 2024	0%
Mathematics	K-6 Houghton Mifflin, Math Expressions 2018	0%
Science	K-6 McMillian McGraw Hill, Inspire 2019	0%
History-Social Science	K-6 Pearson Education, California History/Social Science: My World Interactive 2018	0%

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

School Facility Conditions and Planned Improvements

El Camino Real Elementary School offers a well-equipped campus designed to support teaching and learning. The school features 31 classrooms, three small-group intervention rooms, a PITSCO lab, a speech room, an Academic Coach's room, a wellness room, a parent center, a multipurpose room/cafeteria, a library, a staff lounge, two playgrounds, and an administrative office. The facility provides ample classroom and playground spaces, fostering an environment conducive to academic achievement and student engagement.

School Facility Conditions and Planned Improvements

To ensure a clean and safe environment, the district governing board has established comprehensive cleaning standards, available upon request from the Maintenance, Operations, and Transportation (MOT) office. The principal collaborates closely with the Lead Maintenance staff and a dedicated custodial team consisting of two daytime custodians, two evening custodians, one cafeteria custodian, and one groundskeeper. Together, they maintain a clean and organized campus through effective cleaning schedules. Additionally, the district uses an online work order system to promptly address repairs, giving priority to emergencies to maintain a safe and functional environment.

El Camino Real has made several recent facility improvements to enhance the campus. These include the completion of a solar panel project in 2017, the installation of a permanent playground structure in 2018, and the addition of security cameras and shade structures in 2019-2020. In 2021, more security cameras and auto-flushing toilets were installed, and in 2023, roofing upgrades for the administrative building and library were completed. Most recently, in the summer of 2024, an additional permanent playground structure was added, further enhancing outdoor play opportunities for students. These updates reflect the school's commitment to providing a modern and welcoming learning environment for all.

Year and month of the most recent FIT report	August 2025

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

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	32	28	30	47	48
Mathematics (grades 3-8 and 11)	21	27	20	22	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	468	466	99.57	0.43	32.19
Female	221	221	100.00	0.00	40.72
Male	247	245	99.19	0.81	24.49
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	431	430	99.77	0.23	32.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	33	32	96.97	3.03	28.13
English Learners	238	237	99.58	0.42	15.19
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	46.15
Military	0	0	0	0	0
Socioeconomically Disadvantaged	413	411	99.52	0.48	30.17
Students Receiving Migrant Education Services	62	62	100.00	0.00	24.19
Students with Disabilities	53	52	98.11	1.89	11.54

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	467	463	99.14	0.86	27.00
Female	221	220	99.55	0.45	24.55
Male	246	243	98.78	1.22	29.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	430	428	99.53	0.47	26.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	33	31	93.94	6.06	32.26
English Learners	239	236	98.74	1.26	14.41
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	412	408	99.03	0.97	25.49
Students Receiving Migrant Education Services	62	60	96.77	3.23	26.67
Students with Disabilities	54	52	96.30	3.70	13.46

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.25	22.61	15.71	18.05	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	115	100.00	0.00	22.61
Female	62	62	100.00	0.00	29.03
Male	53	53	100.00	0.00	15.09
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	105	105	100.00	0.00	23.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	56	56	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	99	100.00	0.00	19.19
Students Receiving Migrant Education Services	16	16	100.00	0.00	25.00
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100	100	100	100	100
Grade 7	--	--	--	--	--
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 Opportunities for Parental Involvement

At El Camino Real Elementary, we value the essential role that parents and the community play in fostering student success. Families are encouraged to collaborate with teachers and administrators by participating in school programs, events, and formal committees such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Parent Teacher Association (PTA). Parents are invited to attend monthly Coffee with the Principal meetings, workshops, literacy classes, and student-centered activities, where they gain insights into school programs and contribute input on school-related matters. Communication with teachers is supported through the district and school websites, as well as the ParentSquare app, which enables ongoing dialogue between families and staff regarding student progress and needs. To support families further, our Parent Center—staffed by our Student Success Facilitators and Categorical Clerk—provides daily access to resources that enrich and enhance each child's educational experience.

We continue to strengthen family engagement through our Community Schools Initiative. As part of this work, trained teachers conduct home visits to build meaningful relationships with families. We also maintain Mustang Circle, a steering committee composed of parents, educators, and community members who collaborate to identify needs and develop solutions that support student success. Regular opportunities such as Coffee with the Parents create space for meaningful conversations around parenting strategies, student data, technology awareness, LCAP input, and available community resources. AVID Parent Workshops further empower families by providing strategies to reinforce learning at home. Parents are also encouraged to take part in student recognition assemblies, student performances, and Lunch-on-the-Lawn events, which help strengthen connections between school and home.

Our Student Success Facilitators play a vital role in promoting attendance, offering bilingual parent workshops, and partnering with the Family Resource Center to connect families with essential services. They work closely with administration and the Categorical Clerk to personally reach out to parents of truant or disengaged students through phone calls, conferences, and home visits. These ongoing efforts reflect our commitment to nurturing a collaborative and inclusive environment where every student is supported and able to thrive.

2025-26 Opportunities for Parental Involvement

In addition, the district offers a variety of parenting courses and promotes Parent University through social media, ParentSquare, and schoolwide flyers. Parents interested in leadership roles, joining committees, participating in school activities, or volunteering are encouraged to contact El Camino Real Elementary School office at 661-854-6661 and ask to speak with the Principal - Guadalupe Calderon.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	806	776	84	10.8
Female	370	353	38	10.8
Male	436	423	46	10.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	681	661	70	10.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	114	105	14	13.3
English Learners	462	445	41	9.2
Foster Youth	--	--	--	--
Homeless	22	18	2	11.1
Socioeconomically Disadvantaged	723	698	82	11.7
Students Receiving Migrant Education Services	119	110	17	15.5
Students with Disabilities	93	90	15	16.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.23	0	0	0.8	0.45	0.3	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.03	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

El Camino Real Elementary School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, parents, community members at a School Site Council meeting on February 25, 2025 and AUSD Board approved on March 11, 2025. We reviewed and discussed the Safety Plan with students and staff on February 4, 2025. The last full revision process 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 and training in disaster response.

The school is in compliance with all laws, rules, guidelines, and regulations pertaining to hazardous materials, state earthquake standards, and health-related 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. Health 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 VERKADA 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	5	0
1	24	0	5	0
2	24	0	5	0
3	20	1	5	0
4	21	3	3	0
5	23	1	4	0
6	24	0	5	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	3	2	0
1	23	0	5	0
2	24	0	5	0
3	24	0	5	0
4	24	0	5	0
5	20	3	3	0
6	24	1	4	0
Other	8	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	3	2	
1	23		4	
2	23		5	
3	23		5	
4	24	1	4	
5	23		5	
6	27		4	
Other	8	1		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$18,482.80	$6698.54	$11,784.26	$90,225.25
District	N/A	N/A	$12,905.38	$89,557.39
Percent Difference - School Site and District	N/A	N/A	-9.1	0.7
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	5.6	-10.4

Fiscal Year 2024-25 Types of Services Funded

Local Control Funding Formula (LCFF) funds provide stable, ongoing resources for the district. These resources support the personnel, programs, and services necessary for effective school operations. Maintenance set-asides ensure facility upkeep, while transportation funds provide buses and drivers for many of the district's students who live outside designated walking areas. Cafeteria funds provide Community-Based Eligibility meals to all students. LCFF Supplemental and Concentration funds, which are provided above and beyond base funding and are prioritized to support equitable outcomes for all students, provide resources to address needs identified through a strategic planning process guided by educational partner input and allocated to meet targeted goals and metrics. These funds allow the district and school sites to expand staffing, provide professional development, strengthen instructional programs to support academic achievement, improve student attendance, build stronger and more positive relationships, expand intervention programs and wrap-around services for mental and physical health, and make needed facility improvements. Funds specifically targeted to school sites have supported extended learning sessions, library upgrades, intervention teachers and programs, classified student success staff, elementary PE teachers, nurses, social workers, district Teachers on Special Assignment (TOSAs), field trips, and professional development. Additionally, fine arts funding has expanded to provide staff and materials for elementary music and art programs.

Fiscal Year 2024-25 Types of Services Funded

Parent Involvement allocations from various funding sources allow the district to continually strengthen outreach and training services for families. This work has been particularly enhanced through Community Schools Implementation Grant funding. Community Schools funds supplement core personnel and services by enhancing access to integrated supports that meet the academic, health, and social-emotional needs of students and families. In combination with LEA-BOP and SMAA fund reimbursements, these funds help sustain services that promote wellness and mental health, ensuring that every child and family has access to the supports necessary for success in school and beyond.

District and site-based intervention programs and support staff are funded through Title I, which includes set-asides for Extended Learning and Parent Involvement. Title II supports one additional teacher at each elementary site for class size reduction, while Title III provides instructional aides, staff, and professional development for English Learner programs. Title IV funds have supported technology integration, professional development, campus supervision, and safety initiatives. Special Education funds, supplemented with general funds, provide specialized services and transportation for students with special needs, including Special Day Classes, Resource Specialist Programs, and Speech services. Increased grant funds for programs outside regular school hours—including Expanded Learning Opportunity (ELO), ASES, and 21st Century grants—allow the district to serve more students through extended day and enrichment programs. State Preschool funds provide both AM and PM classes at our two other elementary sites which El Camino students are invited to attend and Local Control funding has recently been used to expand the preschool day at the Bear Mountain Elementary preschool site.

Additional targeted grant funding supports ongoing improvement in instruction and student learning. The LCRSET grant and Literacy Screener funding focus on strengthening early literacy through staff development, local coaching, instructional resources, and evidence-based reading practices. Professional Development Grant funds provide opportunities for teachers to deepen their expertise in math and language arts instruction, supporting both content knowledge and pedagogical growth. The Learning Recovery Emergency Block Grant (LREBG) and Educator Effectiveness funding offer critical one-time resources to accelerate learning recovery, expand intervention services, and enhance student engagement following pandemic-related disruptions. Lottery funds continue to support instructional materials acquisition and a small number of personnel who provide essential services to the site.

Through the thoughtful alignment of state, federal, and local resources, the district and school site ensure that every funding source—whether ongoing or one-time—directly supports student learning, wellness, and opportunity. These combined efforts reflect the district's commitment to continuous improvement, equity, and collaboration, ensuring that every child learns every day, no matter what it takes.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,235	$61,516
Mid-Range Teacher Salary	$90,003	$95,479
Highest Teacher Salary	$115,143	$125,208
Average Principal Salary (Elementary)	$136,682	$152,668
Average Principal Salary (Middle)	$142,183	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$184,511	$242,781
Percent of Budget for Teacher Salaries	26.6%	29.76%
Percent of Budget for Administrative Salaries	4.35%	5.74%

Professional Development

The district provides ongoing professional development designed to ensure that all staff are equipped to meet state standards, implement effective instructional practices, and maintain a safe and equitable learning environment. Each year, all employees participate in required trainings covering state and federal compliance topics such as Sexual Harassment, Child Abuse Prevention, Injury and Illness Prevention, Pesticide Awareness, and Workplace Violence Prevention, along with McKinney-Vento and Foster Youth program requirements. Annual refreshers in Restorative Practices, PBIS, RULER, and Social-Emotional Behavior supports reinforce Multi-Tiered Systems of Support (MTSS) and promote positive, inclusive school climates. District walkthroughs using the 4P feedback model (Provide, Praise, Pose, Propose) and ongoing leadership coaching occur annually to guide instructional improvement, inform site-based professional learning, and strengthen the implementation of effective Tier I instruction across all classrooms. Afterschool staff also participate in annual trainings focused on STEM enrichment and content aligned to each year's district priorities.

In 2023–2024, professional learning emphasized collaboration, data-driven decision-making, and high-quality instruction. Staff participated in training on the 7 Stages of Collaboration, formative assessment practices, and math alignment to improve instructional coherence. Site and district leaders engaged in targeted training through Solution Tree and Performance Education Partnership to enhance Professional Learning Communities (PLCs) and build instructional leadership capacity.

In 2024–2025, professional development expanded to include targeted sessions in Mathematics, Writing, Dual Immersion, Special Education, and English Language Development (ELD), along with Saturday sessions supporting Community Schools implementation. Teachers on Special Assignment (TOSAs) provided coaching in classroom management, AVID strategies, technology integration, and standards-based instruction. Professional Learning Teams (PLTs) continued to guide collaboration and alignment across grade levels. A districtwide focus on targeted intervention programs supported literacy development, and Parent Teacher Home Visit (PTHV) training was launched to strengthen home-school partnerships.

For 2025–2026, districtwide professional learning continues to focus on instructional coherence and innovation. Specifically, foundational reading skills—which were identified in 2024–2025 as an area requiring significant attention—remain a key focus area. Training emphasizes The 5 Practices in Practice across subject areas, mathematical problem solving and rigor, and ensuring that ELD instruction remains distinct from ELA by emphasizing authentic language development. Staff development also includes writing conventions and curriculum alignment, early literacy through the new K–2 Literacy Screener, implementation of the Compass Social-Emotional Learning (SEL) curriculum, a strengthened focus on utilization of assessment data and Special Education Tier 3 service models to meet individual student needs. Science has also become a key focus area as the district continues to address outcomes measured by the state Dashboard. Artificial Intelligence (AI) integration has been introduced districtwide to enhance instructional tools and student engagement. The district also continues its Parent Teacher Home Visit (PTHV) initiative, reinforcing family engagement as a vital component of student success.

Through these ongoing and evolving professional development efforts, the district continues to strengthen instructional practices, promote collaboration, and ensure that every educator is supported in fulfilling the district's mission of "Every Child Learning, Every Day, No Matter What It Takes."

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Arvin Union School District		Kern	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
El Camino Real		Kindergarten- 6th	31
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Carlos Reyes	Maintenance Lead	Lupe Calderon/ Hilda Ocampo	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
2:00 PM	Sunny		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "0"s:	17	18	17	17	19	19	17	17	17	19	19	19	19	2	19
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	2	1	2	2	0	0	2	2	2	0	0	0	0	17	0
Percent of System In Good Repair: Number of "0"s divided by (Total Areas - "NA"s)"		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	100.00%	SCHOOL RATING**	EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART II: EVALUATION DETAIL Date of Inspection: 08/01/25 School Name: El Camino Real Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Rooms K1-K6	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Rooms E1- E6	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Kinder Playground	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Restroom E-Wing	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Rooms D1-D3 and D11-D12	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Rooms C1-C12	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Restroom C Wing	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Rooms D4-D10	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:	Ceiling tile stain by light in Rm D6.														
Staff Restroom	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
T Wing	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
T Wing Bathrooms	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Restroom E-Wing	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Cafeteria	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
COMMENTS:															
Teacher's Lounge	√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√

PART II: EVALUATION DETAIL Date of Inspection: 08/01/25 School Name: El Camino Real Elementary

CATEGORY / AREA		1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/S CHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
~~Teacher's Lounge~~																
	COMMENTS:															
Library		√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS:															
Administrative Office		√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS:															
Main Playground		NA	√	NA	NA	√	√	NA	NA	NA	√	√	√	√	√	√
	COMMENTS:															
Administrative Office		√	√	√	√	√	√	√	√	√	√	√	√	√	NA	√
	COMMENTS:															
Kinder Playground		NA	NA	NA	NA	√	√	NA	NA	NA	√	√	√	√	√	√
	COMMENTS:															
		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	COMMENTS:															
		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	COMMENTS:															
		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	COMMENTS:															

Marks: √ = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.