

# El Camino 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	El Camino Elementary School
<b>Street</b>	1525 West 5th Street
<b>City, State, Zip</b>	Ontario, CA 91762
<b>Phone Number</b>	909-986-6402
<b>Principal</b>	Luisa Mark
<b>Email Address</b>	<a href="mailto:luisa.mark@omsd.net">luisa.mark@omsd.net</a>
<b>School Website</b>	<a href="https://www.omsd.net/Domain/16">https://www.omsd.net/Domain/16</a>
<b>Grade Span</b>	P-6
<b>County-District-School (CDS) Code</b>	36-678196036230

## 2025-26 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	<a href="mailto:info@omsd.net">info@omsd.net</a>
<b>District Website</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2025-26 School Description and Mission Statement

The mission of El Camino Elementary School, a progressive community of educators and learners, is to empower every student with knowledge and skills to become a productive member of society through a dynamic educational environment. El Camino Elementary is a school in the Ontario-Montclair School District. We are committed to working collaboratively with families, community members, teachers and staff to ensure that our El Camino students receive the skills needed to be college and career ready. We currently serve a diverse population of approximately of 475 students from preschool to sixth grade. This consist of 89.9% socioeconomically disadvantaged, 14.9% English Language Learners, 29.8% students with disabilities, and 0% foster youth. Additionally, El Camino is an integrated school that serves mild to moderate students who participate in the district's Autism Program and general education students.

## 2025-26 School Description and Mission Statement

El Camino Elementary School continues to support the “whole child” approach, academically, behaviorally and socio-emotionally. We participate in the school-wide implementation of Positive Behavior Interventions and Supports (PBIS). PBIS focuses on creating and sustaining school-wide and classroom behavior management systems, as well as individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavior expectations and then reinforce the positive behaviors displayed by students through recognition. We implement specific interventions to reshape behaviors and support individual students with their social/emotional/behavioral needs. This includes mentoring, PBIS Restorative Class, Check-in Checkout, Social-Emotional Lessons, and other restorative practices. At El Camino, we also teach empathy and acceptance for others through PBIS. We are dedicated to making sure that ALL students have the tools and resources they need to be successful. Our staff is dedicated to teach our students how to serve as positive and contributing members of our society. Our school has received PBIS platinum recognition, which is the highest performance standard possible.

El Camino continues to be committed to providing 21st century learning. We use technology as a tool for the classroom and throughout our campus, implementing one-to-one devices in Kindergarten through sixth grade. We have a school library that is available for all students. In order to encourage reading, we implement an Accelerated Reader incentive program. Different incentive programs to encourage reading, as well as providing awards to students who meet their Lexile level reading goal at each trimester. We continue to be committed to building a strong literacy program to foster student’s love of reading and increase the level of reading among our students. Our newly acquired book vending machine is a fun way for students to access their favorite reading selections.

El Camino Elementary has implemented a Multi-Tiered System of Support to ensure that ALL students are successful in achieving state academic success. We implemented a systematic reading intervention program 5 days per week for students in K-6th grades. Our upper grades are implementing targeted reading instruction to students in homogenous groups at least 4 days per week. We then monitor our students’ progress every six weeks in order to determine the need for further intervention, as well as using the data to drive our daily instruction. We provide our English Learners with explicit and targeted instruction to develop their English proficiency through daily Designated ELD, as well as Integrated ELD.

At El Camino Elementary, our students learn that they ALL will, and can, earn a college degree. We have adopted and implement the Advancement Via Individual Determination or AVID theory. 76% of our Kindergarten through sixth grade teachers are AVID trained; however, all of our teachers integrate AVID strategies into their daily practices and lessons. Our students continue to have multiple opportunities to enhance their learning by participating in Coding classes, band, Chess club, GATE classes, sports programs and other enrichment activities. Students also have the opportunity to take different field trips to enhance their learning. Student achievement and effective teaching go hand in hand and these are the most important things we do each day to ensure that ALL students are successful.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	70
Grade 2	64
Grade 3	52
Grade 4	64
Grade 5	67
Grade 6	54
<b>Total Enrollment</b>	<b>476</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5
Male	56.5
Asian	2.9
Black or African American	5.9
Filipino	1.7
Hispanic or Latino	83.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.8
White	4.8
English Learners	14.9
Homeless	9
Socioeconomically Disadvantaged	89.9
Students with Disabilities	29.8

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22	88	888.8	90.57	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	4	5.9	0.61	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	17.5	1.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.7	0.99	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	8	59.3	6.04	15831.9	5.67
<b>Total Teaching Positions</b>	25	100	981.4	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21	74.73	891.1	92.2	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	0.62	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18	1.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.1	0.53	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	7	25.23	46.2	4.79	14303.8	5.15
<b>Total Teaching Positions</b>	28.1	100	966.6	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24	85.41	893	92.39	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	2	7.12	9.3	0.96	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.8	0.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	13.1	1.36	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.1	7.47	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	28.1	100	966.5	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

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

## Class Assignments

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

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
<b>Mathematics</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
<b>Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
<b>History-Social Science</b>	K-5 Studies Weekly Adopted 2023	0%

	<p>Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.</p> <p>6-8 My World Interactive (Pearson) - Adopted 2018</p>	
<b>Foreign Language</b>	N/A	0%
<b>Health</b>	<p>K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
<b>Visual and Performing Arts</b>	<p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A
<p>Note: Cells with N/A values do not require data.</p>		

## School Facility Conditions and Planned Improvements

El Camino Elementary School was constructed in 1955 with 27 permanent classrooms. Over the years, portable classrooms have been added to accommodate the growth of the student population. The district provided three additional portables to support one SDC class, the Speech and Language classroom, and our intervention room. One additional portable, the Wellness Center was added in Nov. 2025 to house ORC, psychologist, and counselors. There is also a Multipurpose Building, staff lounge, staff workroom, resource support program room, speech room, and several small rooms used as offices and for student testing or counseling. All of the preschool and kindergarten classrooms have access to restrooms. There are boys' and girls' restrooms for both primary and upper grades and adult restrooms in the office and throughout campus. All restrooms function properly. During the 2006-07 school year, local bond funds, Measure M, and state matching funds were used to construct the multipurpose room. Drinking fountains and bathrooms were also modernized with those funds. There are no current planned facility improvements.

There is a primary-grade playground, an upper-grade playground, and a preschool/transitional kindergarten playground. Each playground is clean and adorned with shade trees, shrubs, and flowers. Additionally, there is a large field for soccer and softball. Adjacent to the school is Gibbs Park, which is available for all school groups. Proctors supervise children while at recess and lunch. Gates are locked, and all visitors must register with the front office before entering the premises. Signs have been placed at all gates directing visitors to check in with office personnel, at which time they sign in and wear a visitor's badge while on campus for identification purposes. Preschool students are escorted to their classroom, where they must be signed in and out. Students who either arrive late or leave early or are picked up late after dismissal are also signed in or out. Fourteen cameras have been installed around campus to help keep students, staff, and visitors safe by deterring crime, detecting

## School Facility Conditions and Planned Improvements

emergencies, and capturing evidence if needed. The cameras help control building access and monitor the school perimeter. At all times, the safety of children is the most crucial focus of the school so that all students and parents feel safe.

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

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

The last facility inspection was completed in January 2025. The report on this inspection was forwarded to the Superintendent of Schools.

**Year and month of the most recent FIT report**

January 29,2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Adjust or replace ceiling tile at S/W corner of Room 12. Provide hook for extinguisher in Room 13
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Paint is chipping on overhangs throughout school Room 44 classroom. N/W fire extinguisher in MPR-cafeteria has not been signed off since 11/24. MPR electrical Room fire extinguisher has not been signed off since 8/24
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 17 Door sweep is preventing door from opening completely. Room 40 door not latching closed.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	41	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	28	33	31	34	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	241	231	95.85	4.15	41.13
Female	99	92	92.93	7.07	55.43
Male	142	139	97.89	2.11	31.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	10	76.92	23.08	--
Filipino	--	--	--	--	--
Hispanic or Latino	204	199	97.55	2.45	41.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	26	81.25	18.75	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	114	95.00	5.00	42.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	67	97.10	2.90	14.93

## 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
<b>All Students</b>	241	235	97.51	2.49	33.19
<b>Female</b>	99	97	97.98	2.02	36.08
<b>Male</b>	142	138	97.18	2.82	31.16
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	13	10	76.92	23.08	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	204	201	98.53	1.47	31.84
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	32	31	96.88	3.12	25.81
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	120	115	95.83	4.17	32.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	69	66	95.65	4.35	12.12

## 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
<b>Science</b> (grades 5, 8 and high school)	15.69	23.08	20.6	24.25	30.73	32.52

## 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	68	65	95.59	4.41	23.08
Female	24	23	95.83	4.17	13.04
Male	44	42	95.45	4.55	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	58	57	98.28	1.72	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	32	91.43	8.57	28.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	19	90.48	9.52	15.79

### 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	98.50%	98.50%	98.50%	98.50%	98.50%

## 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

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

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

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	517	514	74	14.4
Female	223	223	36	16.1
Male	294	291	38	13.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	1	5.9
Black or African American	30	30	11	36.7
Filipino	--	--	--	--
Hispanic or Latino	431	429	57	13.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	25	24	3	12.5
English Learners	92	92	8	8.7
Foster Youth	--	--	--	--
Homeless	69	68	9	13.2
Socioeconomically Disadvantaged	466	463	70	15.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	155	155	34	21.9

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
0.4	0.19	0.77	1.56	1.19	1.56	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	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	0.77	0.00
Female	0.45	0.00
Male	1.02	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	0.93	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	1.09	0.00
Foster Youth	0.00	0.00
Homeless	1.45	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.94	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 Elementary School is one of thirty-two schools in the Ontario Montclair School District with traditions dating back to 1884. El Camino Elementary School has a pupil body of approximately 475 students and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school.

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

### Accomplishments/Areas of Pride:

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

### Findings & Desired Improvements:

Reduce incidences of defiance, insubordination, and non-compliance from the 2024-2025 school year by 5%. Baseline Data: 3 major incidences of defiance, insubordination, and non-compliance in the 2023-2024 school year (6 incidences in 2022-2023 school year). Improve traffic flow: By June 2025, traffic congestion will be reduced as measured by decreased parent complaints and by staff observation.

### Priorities/Goals:

Address misbehaviors displayed by students by implementing Social-Emotional Lessons in classrooms and SEL small group sessions facilitated by our Outreach Consultant. Communicate with families via ParentSquare, Twitter, our school website, school marquee, phone calls/texts home and flyers in a more timely manner.

The Safety plan was last reviewed and presented to staff in October 2025.

## 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
<b>K</b>	17	3	2	0
<b>1</b>	22	0	2	0
<b>2</b>	25	0	2	0
<b>3</b>	26	0	2	0
<b>4</b>	23	0	2	0
<b>5</b>	17	1	2	0
<b>6</b>	19	2	0	0
<b>Other</b>	12	9	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
<b>K</b>	12	3	2	0
<b>1</b>	17	3	0	0
<b>2</b>	20	2	0	0
<b>3</b>	26	0	2	0
<b>4</b>	20	1	2	0
<b>5</b>	26	0	2	0
<b>6</b>	17	1	2	0
<b>Other</b>	12	6	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	13	3	2	
1	20	1	2	
2	19	1	2	
3	20	2		
4	27		2	
5	25		2	
6	22		2	
Other	11	6		

## 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

## 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
<b>School Site</b>	15,374	8,651	7,082	119,257
<b>District</b>	N/A	N/A	\$1608.0	\$110,380
<b>Percent Difference - School Site and District</b>	N/A	N/A	126.0	13.0
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-41.3	21.3

## Fiscal Year 2024-25 Types of Services Funded

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

- Bilingual Family Counseling
- Extended Learning Opportunities
- Field Trips
- Library Books
- Grade Level PLC Days
- Teachers on Assignment
- Counselor/Outreach Consultant
- School Family Outreach Assistant
- Student Mentors
- Supplemental Instructional Materials
- Family Collaborative Services
- Student Incentives
- Peer Buddies
- After School Activities
- Think Together

## 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
<b>Beginning Teacher Salary</b>	\$69,782	\$61,597
<b>Mid-Range Teacher Salary</b>	\$105,685	\$98,902
<b>Highest Teacher Salary</b>	\$129,830	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$183,587	\$158,383
<b>Average Principal Salary (Middle)</b>	\$189,187	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$386,975	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.51%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.89%	5.38%

## Professional Development

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

Staff development is ongoing and takes place throughout the year, by use of release time for teacher self-selected learning and collaboration, district-provided or teacher/site-initiated professional learning opportunities, and use of weekly grade level PLCs.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	16