

El Camino Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	El Camino Elementary School
Street	5020 San Simeon Drive
City, State, Zip	Santa Barbara, CA, 93111-2129
Phone Number	(805) 681-1283
Principal	Lorena Chávez
Email Address	lchavez@gusd.us
School Website	https://www.gusd.us/el-camino
County-District-School (CDS) Code	42-69195-6045405

2023-24 District Contact Information

District Name	Goleta Union School District
Phone Number	(805) 681-1200
Superintendent	Dr. Diana Galindo-Roybal
Email Address	droybal@gusd.us
District Website	https://www.gusd.us/

2023-24 School Description and Mission Statement

Welcome to El Camino Elementary School - Home of the Dolphins!

The mission of El Camino School is to foster academic dual language instruction and social emotional growth in order for each student to prosper in, and positively influence, a diverse and dynamic multicultural world.

Our vision is to educate and support all students: To the highest level of academic achievement, To reach and expand their potential, To be productive and positive global citizens, To thrive academically, socially and emotionally

We believe in a culture of universal achievement, collaboration, standards alignment, assessment, data management, and intervention. We believe it is our moral imperative to provide students with the world-class education they deserve so that they will be given a strong foundation for any college or workplace environment. El Camino staff elevate the bar for their students and work with them in the creation of individualized, measurable goals in academics, social-emotional areas, and Global Good Citizen traits. Each one of our classrooms, from TK through sixth grade, adopts a college or university to represent and focus on during our fall and spring college weeks. El Camino staff believe that their best work is done together, in partnership with families and the surrounding community. We utilize positive behavioral interventions and supports along with restorative justice practices to engage our students in reflective activities about their behavior.

El Camino school houses GUSD's flagship Dual Language Immersion program in Spanish. We currently have transitional kindergarten, kindergarten, first grade grade cohorts who receive 90% of their school day in Spanish. We have a 2nd grade cohort who receive 80% of their day in Spanish. All Students participate in a variety of instructional activities in core subject areas as well as STEAM, physical education, art, and music. Our 3rd grade DLI cohort receives 70% of their day in Spanish. We have an after-school Expanded Learning Program, that runs from the end of the school day until 6:00 pm to support our students with working families in need of childcare.

The intentional and focused efforts of our staff, families, and community members working together help turn El Camino's vision of success into reality.

Dream big and be bold!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	56
Grade 2	61
Grade 3	32
Grade 4	36
Grade 5	32
Grade 6	31
Total Enrollment	313

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
Asian	1.6%
Black or African American	1%
Filipino	0.6%
Hispanic or Latino	74.8%
Two or More Races	3.5%
White	17.9%
English Learners	30%
Foster Youth	0.6%
Homeless	1%
Socioeconomically Disadvantaged	50.2%
Students with Disabilities	10.9%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.50	85.19	179.60	95.23	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.53	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.41	4.00	2.12	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	7.41	1.00	0.53	12115.80	4.41
Unknown	0.00	0.00	3.00	1.59	18854.30	6.86
Total Teaching Positions	13.50	100.00	188.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	94.12	194.00	96.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.88	2.00	0.99	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.50	11953.10	4.28
Unknown	0.00	0.00	4.00	1.99	15831.90	5.67
Total Teaching Positions	17.00	100.00	201.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.1	6.6
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook sufficiency was approved at the September 13, 2023, Board meeting ensuring all students had access to appropriate textbooks and instructional materials. Goleta Union will be moving to pilot a social studies curriculum adopted by the State Board of Education within the coming years. Additionally, the Second Step social-emotional curriculum is used grades TK through sixth and SPARK Physical Education Curriculum is used in grades 1-6.

Year and month in which the data were collected December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	McGraw-Hill, Reading Wonders K-6, 2016 McGraw-Hill, Maravillas (K-6), 2019 McGraw-Hill, WonderWorks (Intervention), 2016	Yes	0.0 %
Mathematics	Math Learning Center, Bridges (K-5), 2015 College Preparatory Math (CPM), Core Connections I (6th), 2015	Yes	0.0 %
Science	Amplify Education, Amplify Science (K-6), 2019	Yes	0.0 %
History-Social Science	Harcourt School Publishers, Reflections (K-6), 2007	No	0.0 %
Health			

School Facility Conditions and Planned Improvements

Overall site is in moderate condition. The facilities on this site are beginning to show its age as improvements will need to be made soon. There are areas of asphalt that are at the point where maintenance or replacement will be necessary. This is a large campus and keeping it clean to GUSD standards can sometimes be a challenge day to day. Additional custodial staff may be needed to accomplish this. In the last year we have changed out some heaters, AC units in modular classrooms, and carpeted some areas -nothing planned at this time for rooms. The fire alarm system is in the process of being updated, new carpet is needed in all rooms, a new roof for the whole school and some good sustainable landscaping. Buildings needs to be painted as well. Overall, the site is safe for students, staff and the community and all classrooms are very safe.

Year and month of the most recent FIT report

10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC System inefficient and outdated, needs to be updated. Plan for Summer 2025 replacement
Interior: Interior Surfaces	X			Good shows signs of aging
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Normal gopher issues in fields
Electrical	X			Operational and up to code
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Functioning correctly
Safety: Fire Safety, Hazardous Materials	X			No issues
Structural: Structural Damage, Roofs		X		Roof will need to be repaired and areas replaced in the future. Plan for roof replacement 2025
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Field has gophers and squirrels. Matting under big toy needs to be replaced.

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	44	63	65	47	46
Mathematics (grades 3-8 and 11)	42	38	56	56	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	126	96.92	3.08	44.44
Female	70	68	97.14	2.86	44.12
Male	60	58	96.67	3.33	44.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	99	96.12	3.88	42.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	42.86
English Learners	31	27	87.10	12.90	14.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	81	95.29	4.71	38.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	5.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	130	100.00	0.00	37.69
Female	70	70	100.00	0.00	35.71
Male	60	60	100.00	0.00	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100.00	0.00	34.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	47.62
English Learners	31	31	100.00	0.00	22.58
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	85	100.00	0.00	31.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	15.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.00	23.33	52.57	53.74	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	30	100.00	0.00	23.33
Female	14	14	100.00	0.00	21.43
Male	16	16	100.00	0.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	22	100.00	0.00	13.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	NA	NA	NA	NA	NA
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.

2023-24 Opportunities for Parental Involvement

We believe the strong partnership between students, families, school staff, and our surrounding community makes a tremendous, positive difference in our students' lives at El Camino. El Camino has a strong, supportive Parent Teacher Association (PTA). The PTA is focused on supporting students and staff and has a common goal of helping every student on the path to being college-bound.

El Camino is represented by parents/guardians on the District Advisory Council (DAC) and the District English Learner Advisory Council (DELAC). The school's English Learner Advisory Council (ELAC) meetings, School Site Council (SSC) meetings and parent-teacher conferences also provide opportunities for parents to collaborate with staff in creating the best educational experience possible for all El Camino scholars in grades TK through sixth grade.

Our families participate in special on-campus events that focus on expanding student and family knowledge of core areas of the curriculum such as, Back to School Night, Spring Open House, Reading Under the Stars and Night of Scientific Discovery. We also celebrate successes together, as a family. We have monthly assemblies to celebrate our Distinguished Dolphins and celebrate students who are safe, responsible and respectful.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	328	322	61	18.9
Female	163	161	27	16.8
Male	165	161	34	21.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	0	0.0
Black or African American	3	3	1	33.3
Filipino	2	2	0	0.0
Hispanic or Latino	247	241	46	19.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	0	0.0
White	57	57	13	22.8
English Learners	111	109	24	22.0
Foster Youth	4	4	2	50.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	196	190	48	25.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	42	41	10	24.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.39	0.00	0.30	0.08	0.06	0.42	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.3	0
Female	0	0
Male	0.61	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.4	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.9	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.38	0

2023-24 School Safety Plan

Comprehensive School Safety Plan: The school's safety plan is updated annually and was last updated in November 2023. The plan was discussed with school faculty and parent representatives and then reviewed. Anticipated Board approval is February 2024. The key elements of the Comprehensive School Safety Plan include a review of safety procedures, descriptions of the routines for the Standard Response Protocol, an outline of our site's assigned incident command system and staff members emergency roles and descriptions.

Security: The school posts required public signs to communicate rules prohibiting smoking, skateboarding, and alcoholic beverages. Multiple bilingual English/Spanish signs are posted around our campus informing our community that our campus is closed to the public from 7:00 AM to 6:00 PM, Monday through Friday. Alarm systems, fencing, and lighting are periodically tested to ensure a safe environment. El Camino is represented by the principal at the District's monthly Safety Committee Meetings where concerns or issues regarding campus safety and security are shared. The District Maintenance and Operations (MOT) staff, custodial staff, playground staff, office staff, and the principal carry walkie-talkies with them at all times in order to respond to safety concerns or emergency issues.

Emergency Preparedness: The school updates the SB 187 Comprehensive School Safety Plan annually which is stored in the school office along with all emergency backpacks across the campus. Periodically, at least twice throughout the school year, professional development is held for all staff members to review their role in an emergency situation according to the plan. Emergency preparedness drills, that follow the Standard Response Protocol from the I Love U Guys Foundation, are conducted on a monthly basis to ensure students and staff safety in the event of fire, earthquake, other disasters, or an active shooter.

Supervision of Students: Classroom teachers are responsible for maintaining a safe learning environment. Students are carefully supervised within classrooms, around the campus, and on the playground. Playground Supervisors are employed to supervise students before school, during recess and lunchtime, and after school to ensure a safe environment. School policies regarding behavior are reviewed with students, staff, and parents/guardians at a minimum of three times throughout the school

2023-24 School Safety Plan

year. Policies are sent home to families annually. We are committed to student safety and a positive school climate.

Badge Identification System for Employees, Volunteers, and Visitors: Signs are posted on campus to advise any community visitors and volunteers to sign in at the office. To systematically identify persons who have a legitimate presence on our campus, all employees, volunteers, or visitors are required to wear an identification badge on their body that is easily visible to all. Visitor and volunteer badges are obtainable in the school office. The staff reminds any visitor or volunteer without a badge to return to the office for one in order to heighten awareness of anyone who is on the campus.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3		
1	15	1		
2	14	2		
3	14	2		
4	18	2		
5	18	1		
6	19	1		
Other	17	2		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	15	4		
2	14	2		
3	16	2		
4	16	2		
5	18	1		
6	20	1		
Other	20	1		

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

2022-23 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

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	23,324	10,318	13,006	87,368
District	N/A	N/A	12,733	\$98,287
Percent Difference - School Site and District	N/A	N/A	2.1	-11.8
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	52.4	-1.3

Fiscal Year 2022-23 Types of Services Funded

In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds the purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide additional support staff, instructional supplies, and translation/interpretation of school newsletters and meetings.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,117	\$54,046
Mid-Range Teacher Salary	\$99,645	\$84,515
Highest Teacher Salary	\$117,085	\$110,867
Average Principal Salary (Elementary)	\$147,003	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$216,300	\$217,473
Percent of Budget for Teacher Salaries	34.49%	32.43%
Percent of Budget for Administrative Salaries	3.94%	5.62%

Professional Development

Goleta Union School District annually provides four full days and two half-days of in-service to certificated staff. Professional development is also conducted during staff meetings, and district-wide after-school meetings or release time throughout the year. Teachers are afforded common collaboration time to work in Professional Learning Communities, as well as opportunities to attend professional conferences and workshops. Classified staff members meet for training specific to their positions several times during the year. Our Curriculum Advisory Council and other district committees or work groups provide formal structures as on-going steering committees or for the development of district-wide resources.

The focus of professional development is selected to support the district's Strategic Plan and LCAP goals, as well as the implementation of standards through the use of adopted core and supplemental curriculum. The district continues to value staff input regarding student performance and collaborative practices through professional learning communities. Included in this work is the review of progress toward learning targets, the use and analysis of benchmark summative and common formative assessments, and the ongoing update and development of units of study. Professional learning teams work collaboratively to improve site-based systems for monitoring and responding to student progress. Anti-bias training to develop the awareness of diversity, equity, and inclusion are also offered annually at the beginning of the school year. Specific professional development to support English language development and Positive Behavior Intervention and Support is provided through training and job-embedded coaching. Principals support their teacher teams with the implementation of best practices through feedback after observations, conversation and consultation during grade-level team meetings, and during staff meetings focused on staff development. Teachers on special assignment and district committee representatives also provide support through consultation and resources. For the Dual Language Immersion Program, the DLI staff also meets each trimester to review and discuss DLI specific content, instructional practices, student progress and for the purposes of program evaluation.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5