



El Camino Real Elementary School

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2007-2008 School Accountability Report Card

Principal
Georgia Rhett



Arvin Union
School District

<http://www.arvinschools.com>

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District Mission Statement

We believe in the worth and dignity of every individual involved in the learning process. Based on this belief, the mission of the Arvin Union School District, in partnership with parents and community, is to provide each student the opportunity to develop intellectually, emotionally, physically, and socially. Through this process, all students may become responsible and contributing members of society.

Principal's Message

The team at El Camino Real Elementary created an initial community of learners during our 2007-2008 opening year and we look forward to building on that foundation throughout the 2008-2009 term. Our second year promises to be an exciting one with the addition of in-school interventions and an After School Program. It is our mission to educate using every available resource, communicate with sincerity and kindness, and to realize each individual's potential impact on the future.

Staff and students are proud to celebrate academic successes and are committed to their continued academic growth through core curriculum and intervention in Language Arts, Mathematics, and English Language Development. A standards-based program, safe environment, and atmosphere of professional collaboration promote a positive atmosphere for learning at ECR. We believe that a home/school partnership is vital to each child's success in school. Parents, staff, and students working as a team can make great gains. The efforts made by each team member are greatly appreciated.

Community & School Profile

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally known as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere.

Established in 2007, El Camino Real Elementary School is one of four schools in the Arvin Union School District. Operating on a traditional, quarterly calendar, El Camino Real served 748 students in grades kindergarten through six during the 2007-08 school year. The table illustrates student body demographics.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.3%
American Indian	0.1%
Asian	0.1%
Caucasian	1.2%
Filipino	0.3%
Hispanic or Latino	96.9%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at El Camino Real Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. El Camino Real Elementary School has found that good discipline is a solid foundation on which to build an effective school. El Camino Real Elementary School's discipline program is modeled after Boys Town.

Parents and students are informed of discipline policies through the Parent Handbook, monthly newsletters, parent meetings, and reader board.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions			
	School	District		
	07-08	05-06	06-07	07-08
Suspensions	22	197	318	294
Suspension Rate	2.9%	6.3%	9.9%	8.9%
Expulsions	3	8	14	22
Expulsion Rate	0.4%	0.3%	0.4%	0.7%

School Attendance & Enrollment

Regular attendance at El Camino Real Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The Attendance Clerk monitors student attendance very closely, and makes phone calls to parents on a daily basis. Letters will be sent home if absences become a problem. Students with excessive tardies, truantries or unexcused absences are referred to the district Truancy Officer.

Regular daily attendance is a priority at El Camino Real Elementary School. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and student attendance is carefully monitored to identify those students exhibiting excessive absences.

This chart illustrates the enrollment trend by grade level.

Enrollment Trend by Grade Level	
	2007-08
K	121
1st	112
2nd	114
3rd	98
4th	96
5th	107
6th	100

Recognition

It is the desire of the El Camino Real Elementary School staff to encourage positive behavior and provide incentives and attainable goals for all children. With this in mind, El Camino Real Elementary has developed an extensive list of school-wide recognition programs including:

- Academic All Stars
- Reading Wranglers
- End of the Year Reading Wrangler Awards
- Caught Being Good
- Monthly Attendance Certificates
- Quarterly Classroom Awards

Extracurricular Activities

El Camino Real Elementary School recognizes that extracurricular activities enrich the educational and social development of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities included:

- After school tutoring
- Band
- Athletic Teams
- Migrant Program

Class Size

El Camino Real Elementary School maintained a schoolwide average class size of 19.7 students and a pupil-to-teacher ratio of 19.4:1 for the 2007-08 school year. The following chart illustrates average class size and the number of classrooms for each range of students, by grade level.

Class Size Distribution				
Average Class Size	Classrooms Containing:			
	1-20 Students	21-32 Students	33-45 Students	
08	08	08	08	
K	20	6	-	-
1st	18	6	-	-
2nd	19	6	-	-
3rd	16	6	-	-
4th	24	-	4	-
5th	27	-	4	-
6th	25	-	4	-

Curriculum Development

All curriculum development at El Camino Real Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of El Camino Real Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated each summer to align with the state standards, district goals, and the statewide assessment program.

The District Curriculum Committee and El Camino Leadership Team, consisting of teachers and administrators evaluate the success of the curriculum and instructional methods. These teams determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

School Facilities

El Camino Real Elementary School was originally constructed in 2007 and is comprised of 36 classrooms, a multipurpose room, library, staff lounge, and two playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. Facility information is current as of October 2008.

The table shows the results of the most recent school facilities inspection as of October 2008. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 8/08/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			



Safe School Plan

El Camino Elementary School's Comprehensive School Site Safety Plan is revised each spring, by school administrators and a staff representative, to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually review 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, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month while earthquake and lockdown drills are held once a quarter. 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.

Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff of three to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication (October 2008), 100% of the restrooms were fully functional.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2008-09 school year the district allocated \$119,954 for the deferred maintenance program. This represents 0.42% of the general fund budget. Please see the district for a complete list of deferred maintenance projects.

Parent & Community Involvement

El Camino Real Elementary School is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students, such as: School Site Council, English Language Advisory Council (ELAC), Parent Club, and Parent Workshops. Parents also volunteer in classrooms and for school activities.

The school also benefits from several community partnerships, including the Lions Club and other local businesses for donations.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the El Camino Real Elementary School office at (661) 854-6661.

Counseling & Support Staff

It is the goal of El Camino Real Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at El Camino Real Elementary. When additional assistance is necessary, the following resources have been made available.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Coach	2	2.0
Health Aide	1	As Needed
Library Clerk	1	1.0
Nurse	1	As Needed
Psychologist	2	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	2	2.0
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	1.0

Students diagnosed with special needs are provided specific services by qualified staff to enhance their success. Resource Specialists and a Speech/ Language Therapist provide support in addition to traditional classrooms. A Special Day Class for special needs provides tailored instruction for students who qualify.

Students identified as English Language Learners (ELL) receive 30 minutes of English Language Development instruction a day in class.

Student Achievement & Testing

Student achievement is the district's highest priority. Arvin Union School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.

Physical Fitness

In the spring of each year, El Camino Real Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2007-08 school year, 39.8% of fifth grade students met the HFZ.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade 5) for the last year period, is shown below.

California Standards Test (CST)											
Combined % of Students Scoring at Proficient and Advanced Levels											
	Language Arts					Math					Science
	2	3	4	5	6	2	3	4	5	6	5
	08	08	08	08	08	08	08	08	08	08	08
All Students											
School	25	22	31	34	29	44	49	43	43	29	37
District	23	17	24	24	21	33	43	33	28	22	25
State	48	38	55	48	47	59	61	61	61	44	46
Males											
School	16	16	26	26	27	43	42	37	36	36	44
District	18	14	19	17	18	33	42	31	21	23	26
State	44	35	52	46	44	61	62	61	51	44	48
Females											
School	34	27	36	39	31	44	58	48	45	20	30
District	29	20	28	29	25	34	44	35	35	22	25
State	51	40	59	52	50	58	60	62	52	43	45
Socioeconomically Disadvantaged											
School	25	29	28	33	27	43	49	39	41	26	35
District	23	16	22	23	21	33	42	32	28	22	24
State	35	24	41	34	32	49	51	51	40	30	32
Migrant Education											
School	21	8	17	19	25	42	29	35	26	21	22
District	18	8	15	19	17	31	36	26	26	20	20
State	24	15	28	23	24	42	42	44	33	26	20
Hispanic or Latino											
School	24	19	31	32	28	43	47	43	40	29	37
District	23	17	23	23	22	32	41	34	28	22	26
State	35	24	42	34	33	4	52	51	40	31	32
English Learners											
School	19	13	24	26	17	39	43	35	34	18	33
District	18	12	18	17	12	27	40	29	22	16	19
State	32	17	26	17	13	47	46	43	28	16	7

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

B: means the school did not have a 2007 Base API and will not have any growth or target information.

API School Results		
	07-08	2008 API Growth Score
Statewide Rank	N/A	
Similar Schools Rank	N/A	
All Students		
Actual Growth	B	708
Hispanic or Latino		
Actual Growth	-	704
Socioeconomically Disadvantaged		
Actual Growth	-	704
English Learners		
Actual Growth	-	692

California Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	75.00%

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Library Information

The school's library, staffed by a full-time Library Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library every other week for 30 minutes with their classes and are encouraged to visit before and after school.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Kern County, which contain numerous computer workstations. For more information on hours and locations please visit: <http://www.kerncountylibrary.org/>.

Computer Resources

All classrooms have between two to four computers that are connected to the Internet. El Camino Real Elementary School also has a mini computer lab in the library with nine computers.

Computer Resources	
	07-08
Computers	275
Students per computer	2.7
Classrooms connected to Internet	39

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading	Math
	3	3
	08	08
All Students		
School	32	43
District	23	36
State	38	56
Males		
School	20	33
Females		
School	44	54
Socioeconomically Disadvantaged		
School	31	42
Hispanic		
School	31	41
Migrant Education		
School	17	26
English Learners		
School	25	38

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Instructional Materials

Arvin Union Elementary School District held a Public Hearing on September 18, 2007, and determined that each school within the district has 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The most recent textbooks (as of October 2008) for El Camino Real Elementary School are illustrated in the chart.

Teacher Assignment

Arvin Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, El Camino Real Elementary School had 37 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Expenditures & Services Funded

Arvin Union School District spent an average of \$7,678 to educate each student (based on 2006-07 audited financial statements). *As the school's first year was 2007-08 there has not been any data reported for the 2006-07 fiscal year.*

In addition to general state funding, Arvin Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Special Education Master Plan
- Instructional Materials
- Home-to-School Transportation
- Class Size Reduction
- Economic Impact Aid (EIA)
- Gifted and Talented Pupils
- Peer Assistance and Review (PAR)
- Healthy Start
- School Improvement Program (SIP)
- Staff Development
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Discretionary Grants

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th	English/Language Arts	Prentice Hall	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2002	Yes	0.0%
6th	Mathematics	McDougal Littell	2002	Yes	0.0%
K-6	Science	Pearson Scott Foresman	2008	Yes	0.0%
K-5	Social Science/History	Pearson Scott Foresman	2006	Yes	0.0%
6th	Social Science/History	Pearson/Prentice Hall	2006	Yes	0.0%
K-5	English Language Development	Avenues	2006	Yes	0.0%
6th	English Language Development	High Point	2006	Yes	0.0%
K-6	Health	Pearson Scott Foresman	2008	Yes	0.0%

Teacher Credential Status

	School	District
	07-08	07-08
Fully Credentialed	37	146
Without Full Credentials	2	19
Working Outside Subject	0	0

Misassignments/Vacancies

	07-08	08-09
Misassignments of Teachers of English Learners	3	0
Misassignments of Teachers (other)	0	0
Total Misassignments of Teachers	3	0
Vacant Teacher Positions	0	0

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	79.1%	20.9%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	100.0%	0.0%



Teacher & Administrative Salaries as a Percentage of Total Budget

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts throughout the state having between 1,000 and 4,999 Average Daily Attendance (ADA). The table illustrates the teacher and administrative salary at the district and compares it to the state (based on 2006-07 financial statements).

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$40,782	\$39,773
Mid-Range Teachers	\$60,572	\$61,167
Highest Teachers	\$74,703	\$78,093
Elementary School Principals	\$79,324	\$97,851
Middle School Principals	\$89,542	\$102,604
Superintendent	\$121,757	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.0%	41.0%
Administrative Salaries	4.1%	5.9%

School Site Teacher Salaries

As the school's first year was 2007-08 there has not been any data reported for the 2006-07 fiscal year.

Data Sources

Data within the SARC was provided by Arvin Union Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

