

# El Camino Fundamental High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

| <b>School Contact Information</b> |                                   |
|-----------------------------------|-----------------------------------|
| <b>School Name</b>                | El Camino Fundamental High School |
| <b>Street</b>                     | 4300 El Camino Avenue             |
| <b>City, State, Zip</b>           | Sacramento, CA 95821              |
| <b>Phone Number</b>               | (916) 971-7430                    |
| <b>Principal</b>                  | Randy Holcomb                     |
| <b>E-mail Address</b>             | randy.holcomb@sanjuan.edu         |
| <b>Web Site</b>                   | www.sanjuan.edu/elcamino          |
| <b>CDS Code</b>                   | 34-67447-3432317                  |

| District Contact Information |                                  |
|------------------------------|----------------------------------|
| District Name                | San Juan Unified School District |
| Phone Number                 | (916) 971-7700                   |
| Superintendent               | Kent Kern                        |
| E-mail Address               | info@sanjuan.edu                 |
| Web Site                     | www.sanjuan.edu                  |

### School Description and Mission Statement (School Year 2017-18)

#### Principal's Message:

Welcome to El Camino High School's Annual School Accountability Report Card. This is where you'll find valuable information about our academic achievement, professional staff, curricular and co-curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. The community of El Camino Fundamental High School is committed to high expectations, high achievement, responsibility, and mutual respect for all students. A safe, positive environment nurtures and enables all students to reach their potential as lifelong learners and responsible, enlightened citizens. El Camino maintains academic rigor in an atmosphere that promotes respect for one another, development of personal responsibility, and readiness for the world beyond the classroom.

#### Mission Statement

Embodying the Respect, Responsibility, and Readiness inherent in our Fundamental spirit and tradition, the mission of the El Camino Fundamental High School Community is to challenge and inspire each student to be a creative, life-long learner and enlightened, contributing citizen by ensuring that students construct meaning through rigorous 21st Century learning in a caring, inclusive environment.

#### School Profile

El Camino Fundamental High School is one of 9 comprehensive high schools in San Juan Unified School District. El Camino offers an academic program, aligned with California Content Standards, which is designed to prepare students for success in the workplace, in post secondary schooling, and in citizenry. El Camino offers a full complement of Advanced Placement and Honors classes; a four year Eagle Polytechnic Institute that prepares students to enter the field of pre-engineering or technology through project-based learning in core classes; a four year AVID (Advancement Via Individual Determination) program; and a rich visual, musical, and dramatic arts program.

### Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 435                |
| Grade 10                | 404                |
| Grade 11                | 351                |
| Grade 12                | 304                |
| <b>Total Enrollment</b> | <b>1,494</b>       |

### Student Enrollment by Group (School Year 2016-17)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 10.3                        |
| American Indian or Alaska Native    | 0.9                         |
| Asian                               | 3.5                         |
| Filipino                            | 0.9                         |
| Hispanic or Latino                  | 24.9                        |
| Native Hawaiian or Pacific Islander | 1.1                         |
| White                               | 55.5                        |
| Two or More Races                   | 2.7                         |
| Socioeconomically Disadvantaged     | 46.3                        |
| English Learners                    | 5.7                         |
| Students with Disabilities          | 8.8                         |
| Foster Youth                        | 0.1                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2015-16 | 2016-17 | 2017-18 | 2017-18  |
| With Full Credential   | 64      | 64      | 57      | 1885     |
| Without Full Credential  | 0       | 5       | 3       | 49       |
| Teaching Outside Subject Area of Competence (with full credential) | 2       | 1       | 1       | 34       |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then the State Board of Education has adopted frameworks for ELA/ELD, Math and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

| Subject                      | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------------|--|----------------------------------|---|
| <b>Reading/Language Arts</b> | 2005 Houghton Mifflin Harcourt: Literature and Language Arts   | Yes                              | 0.0   |
| <b>Mathematics</b>           | 2008 McDougal Littell: California Math Algebra 1 [Green Bicycle]<br>2008 McDougal Littell: Algebra 2<br>2009 Holt: California Mathematics, Course 2 – Pre Algebra<br>2008 McDougal Littell: Geometry<br>2002 Houghton Mifflin: Calculus<br>2008 Pearson: Geometry<br>2015 Houghton Mifflin Harcourt: Integrated Math 1-3 | Yes                              | 0.0   |
| <b>Science</b>               | 2009 Prentice Hall: Biology, CA Edition<br>2007 Pearson Prentice Hall: California Chemistry<br>2005 Glencoe McGraw Hill: Earth Science, Geology, the Environment, & the Universe<br>2008 Holt: Environmental Science<br>2008 Prentice Hall: Conceptual Physics   | Yes                              | 0.0   |

| Subject   | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| <b>History-Social Science</b>                     | Prentice Hall, 2006: Magruder's American Government<br>Adopted 2007<br><br>Teachers' Curriculum Institute, 2006: Geography Alive!<br>Adopted 2007<br><br>McDougal Littell, 2006: The Americans<br>Adopted 2006<br><br>McDougal Littell, 2006: Modern World History: Patterns of Interaction<br>Adopted 2006<br><br>Glencoe Economics: Today & Tomorrow<br>Adopted 2006<br><br>Glencoe Economics: Principles & Practices<br>Adopted 2006 | Yes                              | 0.0   |
| <b>Foreign Language</b>                           | 2002 McDougal Littell: En Espanol!: Spanish<br>2007 Holt: Nuevas Vista: Spanish<br>2007 Prentice Hall: Realidades: Spanish<br>2007 McDougal Littell: French<br>2008 Langenscheidt: geni@1A1: German<br>2002 Cheng and Tsui: Japanese<br>2008 Prentice Hall: Russian<br>2002 Cheng and Tsui & Thomson Learning: Chinese<br>2008 Prentice Hall: Russian<br>2015 Pearson: Realidades: Spanish  | Yes                              | 0.0%  |
| <b>Health</b>                                     | 2005 Holt: Lifetime Health, California Edition  | Yes                              | 0.0%  |
| <b>Science Laboratory Equipment (grades 9-12)</b> | The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.   | Yes                              | 0.00%   |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

El Camino High School, originally constructed in 1951, has undergone two phases of modernization; one in 1998 and the second in 2004. Each classroom has a fire and intrusion monitoring alarm system, telephone, school wide all-call system, and internet drops, along with WiFi connectivity throughout most of the campus. A dedicated custodial team and maintenance custodian keep the school safe, clean and operational. Playing fields and hard court tennis courts were refurbished, and the entire school’s asphalt was resurfaced in the summer of 2005. During the summer of 2005, a new Science room portable was constructed. A two-year program to renovate student restrooms throughout the school and make them ADA compliant began the summer of 2012, and was completed in Fall 2013 using Measure J funds. An HVAC system was installed in the large gym using Measure J funds in Fall, 2013. The gym was also wrapped in insulation for energy efficiency and painted. These improvements are a welcome change to our campus. Currently, in the planning stages is a new all-weather track and synthetic turf field. The project, funded by Measure N, will consist of a new all-weather running track and synthetic turf. The new running track will consist of running lanes with integral striping to accommodate official high school events. The project will include all of the necessary concrete, asphalt, drainage and fencing to support the track. Some ADA improvements may be required along with access to the existing restroom facilities. The turf field will include drainage for the field, markings for football, soccer, goal posts. Anticipated start date is May, 2014 with a targeted completion of August 2014. During Summer of 2015 had full exterior paint, all new weather strip on doors, sealed and painted the parking lot and converted to an all LED interior lighting system.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in September 2017 and determined that there were no unsafe conditions that required emergency repairs. 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 computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| <b>School Facility Good Repair Status (Most Recent Year)</b>     |               |      |      |   |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: 09/27/2017         |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|  | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                | X             |      |      |   |
| <b>Interior:</b> Interior Surfaces                               | X             |      |      |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation | X             |      |      |   |
| <b>Electrical:</b> Electrical                                    | X             |      |      |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains           | X             |      |      |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                  | X             |      |      |   |
| <b>Structural:</b> Structural Damage, Roofs                      | X             |      |      |   |

| School Facility Good Repair Status (Most Recent Year)            |               |      |      |   |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: 09/27/2017         |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|  | Good          | Fair | Poor |   |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      |   |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 09/27/2017 |           |      |      |      |
|--|-----------|------|------|------|
| Overall Rating   | 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 62  | 61      | 45       | 44      | 48      | 48      |
| Mathematics<br>(grades 3-8 and 11)                    | 33  | 31      | 35       | 33      | 36      | 37      |

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group             | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------|------------------|---------------|----------------|-------------------------|
| All Students              | 317              | 309           | 97.48          | 60.84                   |
| Male                      | 141              | 136           | 96.45          | 51.47                   |
| Female                    | 176              | 173           | 98.3           | 68.21                   |
| Black or African American | 35               | 33            | 94.29          | 51.52                   |
| Asian                     | 13               | 13            | 100            | 61.54                   |
| Hispanic or Latino        | 100              | 99            | 99             | 45.45                   |
| White                     | 152              | 147           | 96.71          | 73.47                   |

| Student Group                          | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| <b>Socioeconomically Disadvantaged</b> | 151              | 146           | 96.69          | 46.58                   |
| <b>English Learners</b>                | 45               | 44            | 97.78          | 9.09                    |
| <b>Students with Disabilities</b>      | 28               | 26            | 92.86          | 11.54                   |

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group                          | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|-------------------------|
| <b>All Students</b>                    | 317              | 307           | 96.85          | 30.62                   |
| <b>Male</b>                            | 141              | 134           | 95.04          | 32.84                   |
| <b>Female</b>                          | 176              | 173           | 98.3           | 28.9                    |
| <b>Black or African American</b>       | 35               | 32            | 91.43          | 12.5                    |
| <b>Asian</b>                           | 13               | 13            | 100            | 53.85                   |
| <b>Hispanic or Latino</b>              | 100              | 97            | 97             | 18.56                   |
| <b>White</b>                           | 152              | 148           | 97.37          | 41.22                   |
| <b>Socioeconomically Disadvantaged</b> | 151              | 143           | 94.7           | 15.38                   |
| <b>English Learners</b>                | 45               | 44            | 97.78          | 4.55                    |
| <b>Students with Disabilities</b>      | 28               | 25            | 89.29          | 4                       |

Note: 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.

Note: 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.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

| Subject                              | Percent of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|--------------------------------------|---|---------|----------|---------|---------|---------|
|                                      | School  |         | District |         | State   |         |
|                                      | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| <b>Science (grades 5, 8, and 10)</b> | 47  | 41      | 57       | 56      | 60      | 56      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. The CTE department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. Capstone courses are defined as completer based on length of course, sequence, and skill development.

The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. Students enrolled in the programs are provided strong experiences in all aspects of an industry.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have four California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering, Sports Careers and Opportunities in Recreation (SCORE), and small business entrepreneurship. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

El Camino offers the following CTE courses:

- Computer Assisted Design Drafting I
- Computer Assisted Design Drafting II (Capstone)
- Directed Project: Radio
- Directed Project: Television
- Manufacturing Metals I
- Manufacturing Metals II
- Manufacturing Metals III (Capstone)
- Pre Engineering Technology I
- Pre Engineering Technology II
- Pre Engineering Technology III (Capstone)
- Radio/TV

At El Camino Fundamental High School we are proud to have the Eagle Polytechnic Institute which is a 4-year Academy for students interested in a variety of Engineering disciplines. Coursework includes Manufacturing Metals, Computer Assisted Design, Engineering, and Radio/Television Production among others. All courses offered through the Eagle Polytechnic Institute are A-G compliant. The advanced courses offer up to 9 units of college credit at the CSU and community college level. Students work on interdisciplinary projects designed to bring all facets of their education together in collaborative work meeting the goals of providing a 21st Century education. This integrated approach helps to support student achievement as all Academy teachers work closely together planning curriculum and assessing the learning of their Academy students while providing for hands-on experiences that enrich their education.

### Career Technical Education Participation (School Year 2016-17)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 128                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 22                        |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100                       |

### Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission          | 98.46   |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 54.47   |

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 15.2  | 22.2                  | 43.2                 |

Note: 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.

## 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 for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

El Camino enjoys the benefits of a supportive community and dedicated parents. Numerous opportunities, both informal and formal, exist at El Camino that provide ties between the school and the community. The following organizations provide ongoing, formal support of and connection with El Camino:

- Athletic Boosters Club
- PTSA (Parent Teacher Student Association)
- Performing Arts Boosters Club
- School Site Council
- Key Club in partnership with Kiwanis Club
- Community Service Components in Athletic and Student Activity organizations
- ELAC (English Learners Advisory Committee)
- Strategic Planning Team
- El Camino Alumni Association
- Site Strategic Planning Committee and Action Teams
- WASC Focus Group participation

Please contact Principal's secretary, Krista Kunert, by phone at (916) 971-7426 or by email at [krista.kunert@sanjuan.edu](mailto:krista.kunert@sanjuan.edu) for more information on how to become involved with any of these groups. You may also obtain information on our school website at: [www.sanjuan.edu/elcamino](http://www.sanjuan.edu/elcamino).

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate    | 2       | 2.6     | 1.1     | 9.6      | 9.2     | 8.8     | 11.5    | 10.7    | 9.7     |
| Graduation Rate | 96.89   | 96.31   | 97.46   | 81.6     | 82.65   | 83.79   | 80.95   | 82.27   | 83.77   |

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group                            | Graduating Class of 2016 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 92.53                    | 84       | 87.11 |
| Black or African American        | 74.19                    | 69.67    | 79.19 |
| American Indian or Alaska Native | 85.71                    | 69.23    | 80.17 |
| Asian                            | 88.24                    | 91.86    | 94.42 |
| Filipino                         | 100                      | 86.21    | 93.76 |
| Hispanic or Latino               | 94.12                    | 75.94    | 84.58 |
| Native Hawaiian/Pacific Islander | 100                      | 77.78    | 86.57 |
| White                            | 93.33                    | 85.86    | 90.99 |
| Two or More Races                | 100                      | 100      | 90.59 |
| Socioeconomically Disadvantaged  | 91.3                     | 54.14    | 63.9  |
| English Learners                 | 61.11                    | 44.58    | 55.44 |
| Students with Disabilities       | 96.67                    | 79.01    | 85.45 |
| Foster Youth                     | 0                        | 71.05    | 68.19 |

## 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

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 7.9     | 10.9    | 11.2    | 5.7      | 5.7     | 5.8     | 3.8     | 3.7     | 3.6     |
| Expulsions  | 0.1     | 0.4     | 0.1     | 0.1      | 0.1     | 0.1     | 0.1     | 0.1     | 0.1     |

## School Safety Plan (School Year 2017-18)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy or CHPD officer. The Deputy Sheriffs are assigned to specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. The Deputy Sheriff's and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues, update their site emergency plans, and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan (CSSP) by March 1st of every year. As part of the update, each school site meets at least once per year with a law enforcement officer to review the CSSP and they hold a community meeting to review the CSSP. The CSSP must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. Each school site conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by State law. This school meets or exceeds the Education Code requirements for fire drills and lock down drills.

El Camino's school site safety plan is updated by administration prior to the beginning of each year and approved by our School Site Council each March. The last update and discussion with school staff was in March of 2017 and contains all of the rules, policies, and procedures related to safety on our campus.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

| Indicator   | School | District  |
|---|--------|-----------|
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2008-2009 |
| Year in Program Improvement*                        |        | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A    | 17        |
| Percent of Schools Currently in Program Improvement | N/A    | 65.4      |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2014-15         |                      |       |     | 2015-16         |                      |       |     | 2016-17         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 28              | 14                   | 29    | 20  | 27              | 17                   | 14    | 30  | 27              | 16                   | 23    | 21  |
| Mathematics    | 29              | 8                    | 19    | 25  | 28              | 6                    | 15    | 15  | 26              | 7                    | 17    | 7   |
| Science        | 33              |                      | 12    | 17  | 31              | 3                    | 10    | 19  | 31              | 2                    | 20    | 15  |
| Social Science | 30              | 7                    | 19    | 23  | 30              | 7                    | 16    | 23  | 30              | 5                    | 25    | 14  |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 3.5                              | 386   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 1                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0                                | N/A   |
| Psychologist  | .3                               | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0                                | N/A   |
| Speech/Language/Hearing Specialist                  | 0                                | N/A   |
| Resource Specialist                                 | 0                                | N/A   |
| Other   | 1                                | N/A   |

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

| Level  | Expenditures Per Pupil |                         |                    | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
|  | Total                  | Supplemental/Restricted | Basic/Unrestricted |                        |
| School Site                                  | 6238                   | 622                     | 5616               |                        |
| District                                     | N/A                    | N/A                     | \$5,013            | \$75,808               |
| Percent Difference: School Site and District | N/A                    | N/A                     | 12.0               |                        |
| State  | N/A                    | N/A                     | \$6,574            | \$79,228               |
| Percent Difference: School Site and State    | N/A                    | N/A                     | -1.1               |                        |

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

**Types of Services Funded (Fiscal Year 2016-17)**

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$44,600        | \$47,808                                     |
| Mid-Range Teacher Salary                      | \$76,351        | \$73,555                                     |
| Highest Teacher Salary                        | \$90,055        | \$95,850                                     |
| Average Principal Salary (Elementary)         | \$111,903       | \$120,448                                    |
| Average Principal Salary (Middle)             | \$114,058       | \$125,592                                    |
| Average Principal Salary (High)               | \$138,454       | \$138,175                                    |
| Superintendent Salary                         | \$263,176       | \$264,457                                    |
| Percent of Budget for Teacher Salaries        | 37%             | 35%  |
| Percent of Budget for Administrative Salaries | 6%              | 5%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

| Subject          | Number of AP Courses Offered* | Percent of Students In AP Courses |
|------------------|-------------------------------|-----------------------------------|
| English          | 2                             | N/A                               |
| Foreign Language | 2                             | N/A                               |
| Mathematics      | 3                             | N/A                               |
| Science          | 4                             | N/A                               |
| Social Science   | 1                             | N/A                               |
| All courses      | 12                            | 19.1                              |

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.