

# El Camino High School

1320 Mission Rd. • South San Francisco, CA 94080 • 650.877.8806 • Grades 9-12

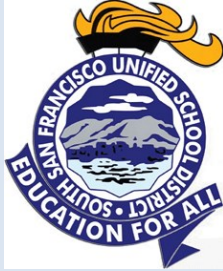
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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### South San Francisco Unified School District

398 B. Street  
South San Francisco, CA 94080  
650.877.8700  
www.ssfusd.org

#### District Governing Board

Eddie Flores

**Board President**

Mina A. Richardson

**Board Vice President**

Patricia A. Murray

**Board Clerk**

John C. Baker

**Board Member**

Daina R. Lujan

**Board Member**

#### District Administration

Dr. Shawnterra Moore, Ed.D.

**Superintendent**

Keith B. Irish

**Assistant Superintendent, Educational  
Services and Categorical Programs**

Jay Spaulding, Ed.D.

**Assistant Superintendent Human Resources  
and Student Services**

Mr. Ted O

**Assistant Superintendent, Business Services**

Karla Groth, Ed.D.

**Director English Learner Programs,  
Categorical Programs and Special Projects**

Jason Brockmeyer

**Director of Innovation, Community Outreach  
and Special Projects**

Marianne Hew, Ed.D.

**Director of Student Performance, Program  
Evaluation, and Instructional Interventions**

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**Director of Student Services**

Sabrina Yacoub

**Director, Pupil Personnel Services and Special  
Education**

Joseph Siam

**Director of Technology**

Ronald Vose

**Director of Facilities and Safety**

Fran Debost, MS, RDN

**Director of Nutrition Services and  
Distribution**

### School Description

El Camino High School is located in the city of South San Francisco, a growing biotechnology center and home of the historical sign "South San Francisco: The Industrial City," which can be seen from both air and land. There are currently nine elementary schools, three middle schools, two high schools, one continuation high school, an adult program, and a pre-school program in the South San Francisco Unified School District. The school was established in 1961 and during the 2019-20 school year, 1,257 students were enrolled in grades nine through twelve. The school has developed partnerships with local corporations such as Genentech, which has resulted in the creation of a BioTech pathway. Staff is in the process of exploring new pathways and enhancing the variety of career-oriented courses and pathways that exist to ensure that our students are prepared for education and a career in the 21st Century.

### Mission Statement:

The Mission of El Camino High School is to provide a rigorous and supportive academic, elective, and extra-curricular program in an environment that embraces diversity and promotes respect for all.

### The goals of the school for the 2020-21 school year are as follows:

#### Goal 1: High-Quality Programs and Student Support -

By Spring 2021, 85% of all English Learners will score at a level 3 or 4 on the ELPAC. 5% more students (all subgroups) of the Class of 2020 will achieve College and Career Ready status compared to the graduating class of 2020. The 5% increase will be reflected in the following College and Career Readiness indicators: completion of CTE pathways; dual enrollment course completion; and AP exam passing rates. For each cycle of inquiry, 80% or more of students will demonstrate that they met or exceeded standards on formative assessments and district common assessments.

#### Goal 2: Effective professional development -

By Spring 2021, all teachers will be proficient in the use of key Distance Learning tools and will develop a scope and sequence based on the bell schedule and calendar. By Spring 2021, all teachers will meet in PLC groups to plan and implement two cycles of inquiry for courses taught in Spring terms and will participate in training or will be given support depending on their self-assessed needs for PLC development. Teachers will use the reporting and assessment tools for 2 reporting cycles, which will include the development of common lessons and assessments. By Spring 2021, walkthrough data will show that 60% of teachers will demonstrate the use of activities and practices accepted site-wide in the following areas: student engagement, standards-based lessons, formative and summative assessments, and the use of adopted curriculum and resources. By Spring 2021 results of customer service surveys will show a 95% satisfaction rate for the following Classified groups: office support staff, custodians, and security.

### Goal 3: Increased student, parent, and community engagement -

During the 2020-21 school year, our goal is to have all groups (students, staff, and community) report a 70% or higher favorable view of our school climate on site level and district level surveys. 2020-21 sign-in sheets for key parent organizations will show a 5% increase in participation by underrepresented parent groups. Systems of support will be implemented to meet the goal of 5% more students meeting key College and Career ready indicators than compared to the graduating class of 2020. Staff will develop a system of support that will implement alternative forms of discipline to meet the goal of reducing the suspension rate by 2%. By Spring 2021, chronic absenteeism rates for all subgroups will decrease by 2% in the Spring Terms as compared to the Fall Terms 2020.

### About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	303
Grade 10	323
Grade 11	335
Grade 12	293
<b>Total Enrollment</b>	<b>1,254</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	14.4
Filipino	33
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	1.4
White	8.2
Two or More Races	7.1
Socioeconomically Disadvantaged	30.1
English Learners	5.1
Students with Disabilities	11.8
Foster Youth	0.3

### 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 for El Camino High School	18-19	19-20	20-21
With Full Credential	58	61	62
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	1	1

Teacher Credentials for South San Francisco	18-19	19-20	20-21
With Full Credential	◆	◆	436
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	1

#### Teacher Misassignments and Vacant Teacher Positions at El Camino High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 2020-21)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

#### Textbooks and Instructional Materials

Year and month in which data were collected: November 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Study Sync/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Common Core Algebra I; CC Geometry; CC Algebra 2/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Biology/2008; Holt McDougal - Earth Science/2010; Pearson Chemistry/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill - Impact California Social Studies High School Program/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	EMC ¡Qué chévere! (Spanish)/2014; T'es branché? (French) © 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Prentice Hall Health/2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

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

El Camino High School was built in 1960. The school has 66 teaching stations, two gyms, cafeteria, theatre, pool, locker rooms, library and administration offices providing education for grades 9-12. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status

Using the most recent 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

#### 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 rate for each system inspected
- The overall rating

Year and month in which data were collected: November 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Roof leaks in gym and main building need to be fixed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	68	N/A	52	N/A	50	N/A
Math	42	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	25	N/A	28	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 school site

#### Opportunities for Parental Involvement (School Year 2020-21)

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

There are a number of ways that parents are involved in El Camino High School. The Parent Teacher Student Association (PTSA) plays a very active role in fundraising, recognizing teachers through appreciation lunches, and informing the school community of events and programs through the school website. Parents are also involved in various Boosters (athletic, performing arts, and grad night), assisting with fundraisers. There is an alumni association that organizes the annual dinner dance and auction as a major fundraiser for the school that includes various members of the South San Francisco community. Parents of English Learners can participate in our English Language Advisory Council and there are also parent members of our School Site Council.

To learn more about specific opportunities for getting involved, please contact the school principal, Daniel Lunt, at 650-877-8806 or dlunt@ssfusd.org

**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.

**School Safety Plan (School Year 2020-2021)**

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of emergency planning: mitigation, preparedness, response, and recovery. The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communications with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supplies kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management Handbook. Our School Safety Plan was most recently reviewed and approved by members of our School Site Council (comprising of student, parent, classified, certificated, and administrative representatives) at a meeting in September 2020.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.0	5.8	5.6	5.4	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	179.1

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0

\*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.

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

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	27	9	22	16	27	11	21	15	28	7	23	17
Mathematics	26	11	22	9	26	13	18	11	29	6	18	14
Science	30	2	19	9	30	3	16	13	30	1	20	12
Social Science	27	11	16	11	25	17	15	10	28	5	22	9

\*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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The majority of professional development has been focused during the 2020-21 school year on Distance Learning instructional practices and program/system implementation. We have continued to provide professional development which is focused on student achievement. Over the last three years we have focused on developing Professional Learning Communities in terms of: (1) establishing norms and goals for each team; (2) providing opportunities for teachers to share best practices; (3) identifying priority standards and building a curriculum map and pacing guide accordingly; (4) developing formative common assessments; (5) training and time to analyze student outcome data and assessment effectiveness with members of the team; (6) identifying and implementing targeted intervention for students who did not meet standards; and (7) to provide enrichment opportunities for students who did demonstrate mastery. The district BTSA providers and TOSAs are working with teachers to help increase their effective instruction, formative assessment, the use of assessments to inform instruction.

In addition, staff meetings provide all staff with professional development opportunities that are planned and presented by members of the Admin Council who also act as our Professional Development Committee.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,112	\$49,782
Mid-Range Teacher Salary	\$81,034	\$76,851
Highest Teacher Salary	\$102,669	\$97,722
Average Principal Salary (ES)	\$129,164	\$121,304
Average Principal Salary (MS)	\$140,035	\$128,629
Average Principal Salary (HS)	\$163,775	\$141,235
Superintendent Salary	\$220,691	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7697.45	1000.87	6696.58	\$80,994
District	N/A	N/A	2097.23	\$78,059
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	104.6	3.7
School Site/ State	-14.6	2.2

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

### Types of Services Funded

Peer Assistance and Review; Federal Special Education, Entitlement per UDC; Special Education Master Plan; Special Education Transportation; LCFF/LCAP funding for English Learners and intervention for identified subgroups. No categorical/federal funding at this time.

### 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)

Rate for El Camino High School	2016-17	2017-18	2018-19
Dropout Rate	2.5	3.1	2.2
Graduation Rate	94.2	92.2	94.8

Rate for South San Francisco Unified	2016-17	2017-18	2018-19
Dropout Rate	5.1	6.5	4.7
Graduation Rate	86.4	81.2	85

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	710
% of pupils completing a CTE program and earning a high school diploma	70.8
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5.3

#### Career Technical Education Programs

Career Technical Education at SSFUSD provides opportunities for high school students to explore and access high-wage high-demand careers while preparing them for post-secondary education. CTE pathways offer students a 2-3 year course sequence focused on one industry sector. The CTE curriculum is centered on hands-on, contextualized learning that will help develop a student's professionalism and industry-specific skillset. Teachers work with industry advisory boards to provide work-based learning opportunities and a relevant curriculum to students. As SSFUSD moves to a model that includes rigorous academics, integrated technology, work-based learning, and comprehensive support services, we continue to increase the capacity of CTE teachers, counselors and administration. Students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in a summer internship and/or build their professional network and skills in the desired CTE pathway. Through the standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, persist to graduation and obtain post-secondary credential, degree or apprenticeship.

Current and developing CTE pathways at ECHS are: Culinary Arts, Auto Mechanics, Video Arts, Photography, Biotechnology, and Computer Science.

#### 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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.12
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

#### 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	15	19

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