

Focus on Learning
Self-Study Report
2014-2015

Chapter I



Student/Community Profile
and Supporting Data and Findings

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Student/Community Profile
Supporting Data and Findings

Section I: Background History

Community

El Camino High School, located in South San Francisco, is one of two comprehensive high schools in the South San Francisco Unified School District. Additionally, there are nine elementary schools, three middle schools, an alternative high school, a preschool and an adult education program within the district. South San Francisco lies north of San Bruno and the San Francisco International Airport in a small valley south of the San Bruno Mountains, east of Pacifica and the hills of the Coastal Range, and west of the waters of the San Francisco Bay. Most of the valley faces San Francisco Bay, affording magnificent views from the higher elevations.

South San Francisco was originally part of Rancho Buri Buri, a large Mexican land grant dating to 1827. The city of South San Francisco was originally conceived as an industrial suburb and promoted by representatives of the Beef Trust, a group including some of the largest meat packing firms. Peter Iler of Omaha purchased land in South San Francisco in 1890 where he established stockyards and a marketplace for cattle. On September 19, 1908, South San Francisco, “The Industrial City,” became incorporated. Since World War II, South San Francisco has become a city of industrial and residential areas. The population has grown dramatically since that war, from 4,411 in 1920 to 66,174 based on the 2013-2014 United States Census Bureau. A new BART station opened across the street from El Camino High School in 2003 with approximately 3,300 riders using the station daily. There are more than 2,800 firms and businesses, including many biotech companies, such as Genentech, in the area.

Parent/Community Organizations

Parents are supportive of the school and its goals for student achievement, performing arts and athletics. Parental involvement is reflected through a number of different boosters organizations (athletics, music, and dance) as well as site committees (PTSA, School Site Council, Elegant Evening and Grad Night). Parental involvement and fundraising is integral to the success of academic and co-curricular activities at El Camino High School. Unfortunately, parents and guardians of English Language Learners and Students with Special Needs are not represented in many of the parent groups and committees on campus. Currently, only one parent/guardian, of 140 ELL students, sits on the ELAC Committee, while no ELL parent/guardian representative participates in PTSA. Only one parent of a Student with Special Needs actively attends PTSA meetings.

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The ECHS Elegant Evening Committee holds the annual “Elegant Evening” dinner-dance and auction at the South San Francisco Conference Center. Members of the community, including the South San Francisco City Council, as well as the police and fire departments, generously support this event financially. Funds raised by the event go directly to the academic, performing arts and athletic programs at El Camino. This event is attended by faculty, staff, and community members and is open to the public.

Community Foundation Programs

South San Francisco Rotary donates money to El Camino High School, which is used to provide services and products to students enrolled in Free and Reduced-Priced Meals. Also, they sponsor student visits to Kishiwada, Japan as part of a “Sister Cities” student-exchange program. Other service organizations within the South San Francisco community support El Camino. Kiwanis International and the Soroptimist Women’s Club sponsor the Key Club, and the S Club on campus respectively.

Up through the 2013-2014 school year, the South San Francisco Foundation for Youth was an organization that supported the following El Camino High School programs - Sojourn to the Past, Close-Up, the Fine Arts Department, ECHS Cheerleaders, and many clubs on campus.

School/Business Relationships

In 2013, ECHS established a collaborative relationship with Genentech to support our science program with access to 21st century learning for our students by utilizing experts in the biotech industry. Genentech has committed to support and fund several initiatives at El Camino High School including: annual field trips for every science classroom; two \$50,000 annual STEM scholarships; donations of technology including tablets and computers; a financial literacy program with Glow Foundation; and a Donor’s Choose program for all teachers at El Camino High School. In addition to these initiatives, Genentech is partnering with the school and has made a significant commitment to develop a state-of-the-art biotech pathway that will prepare students to pursue careers in the biotech industry. To support this endeavor, Genentech is funding a full time science teaching position to develop the curriculum, train teachers, and serve as a liaison with Genentech employees. Lastly, the most significant commitment Genentech has made is to fund the construction of a new Biotechnology facility on the El Camino campus to support the new Biotech Career Pathway.

Recent WASC Accreditation History

The past three El Camino High School Focus on Learning Reports (1996-1997, 2002-2003, 2007-2008) all resulted in six-year accreditation terms with three-year “revisits” from WASC.

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Section II: Demographic Data

Student Performance

Adequate Yearly Progress

English / Language Arts												
	2009		2010		2011		2012		2013		2014	
	% Proficient	Met Target	% Proficient	Met Target	% Proficient	Met Target	% Proficient	Met Target	% Proficient	Met Target	% Proficient	Met Target
Schoolwide	59%	Y	58%	Y	71%	Y	61%	N	66%	Y	70%	Y
African American	--	--	--	--	--	--	31%	--	--	--	--	--
Asian	79%	--	86%	--	88%	--	83%	--	82%	--	84%	--
Filipino	64%	Y	62%	Y	84%	Y	70%	N	71%	--	78%	Y
Hispanic or Latino	43%	Y	49%	Y	59%	Y	46%	N	56%	N	54%	N
White	67%	Y	66%	--	65%	Y	63%	--	44%	--	83%	--
Socioeconomically Disadvantaged	39%	N	40%	Y	58%	Y	43%	N	57%	N	54%	N
English Learners	26%	N	25%	--	49%	Y	29%	N	49%	Y	45%	N
Students With Disabilities	10%	--	8%	--	14%	--	11%	--	3%	--	3%	--

Mathematics												
	2009		2010		2011		2012		2013		2014	
	% Proficient	Met Target	% Proficient	Met Target	% Proficient	Met Target	% Proficient	Met Target	% Proficient	Met Target	% Proficient	Met Target
Schoolwide	63%	Y	57%	Y	68%	Y	61%	N	68%	Y	67%	N
African American	--	--	--	--	--	--	31%	--	--	--	--	--
Asian	92%	--	86%	--	82%	--	86%	--	89%	--	88%	--
Filipino	67%	Y	68%	Y	80%	Y	72%	N	77%	--	72%	N
Hispanic or Latino	47%	Y	47%	N	55%	Y	45%	N	52%	N	55%	Y
White	65%	Y	72%	--	60%	--	61%	--	57%	--	73%	--
Socioeconomically Disadvantaged	49%	Y	45%	N	54%	Y	43%	N	58%	N	54%	N
English Learners	48%	Y	25%	--	47%	Y	41%	N	53%	Y	50%	N
Students With Disabilities	10%	--	14%	--	11%	--	6%	--	0%	--	3%	--

Schoolwide, ECHS has met the AYP growth target in English/Language Arts five out of the last six years. Even though AYP growth targets have been met Schoolwide, Hispanic or Latino and Socioeconomically Disadvantaged students have not met their AYP growth targets the last three years (2012-2014). In addition, from 2009-2014, English Language Learners have failed to meet their growth targets in three of those years - 2009, 2012, and 2014. White students made significant gains in 2014, raising their proficiency percentage 39 points, to a six-year high of 83%. However, Students with Special Needs have

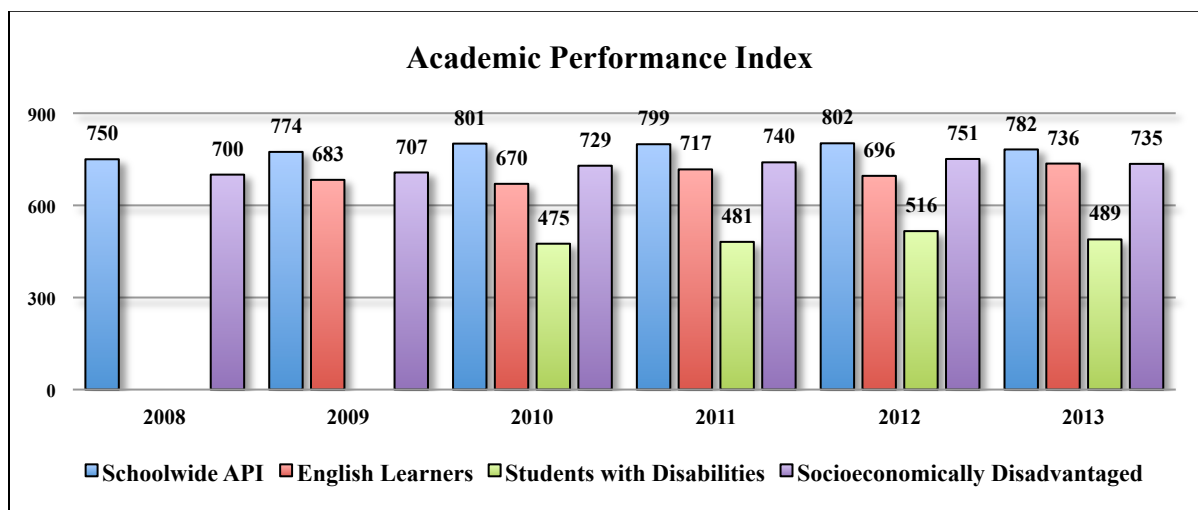
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dropped in their English Language Arts proficiency percentage over that same time period – from a high of 14% in 2011 to a low of 3% in sequential years, 2013 and 2014.

Schoolwide, ECHS has met the AYP growth target in Mathematics four out of the last six years. However, ECHS has missed the Schoolwide Mathematics AYP growth target two out of the last three years – in 2012 and 2014. Hispanic or Latino students as well as our students who qualify as English Language Learners have not met their growth targets in two of the last three years, while Socioeconomically Disadvantaged students have not met their growth targets in four of the last six years, including the last three, 2012-2014. Our White students made a significant 16 point jump in 2014 Mathematics proficiency to 73%, up from 57% in 2013. Our Students with Special Needs have struggled the last three years, with proficiency levels at 6% in 2012, 0%, in 2013, and 3% in 2014, down from a high of 14% in 2010.

Academic Performance Index

Academic Performance Index						
	2008	2009	2010	2011	2012	2013
Schoolwide	750	774	801	799	802	782
English Learners	---	683	670	717	696	736
Students with Disabilities	---	---	475	481	516	489
Soc. Disadvantaged	700	707	729	740	751	735



El Camino has seen a downward trend in our API score over the last three years, although ECHS met its growth targets for 2011-12. Not all student groups have met their API targets for the last three years. ECHS has seen inconsistent fluctuations in the API scores for English Language Learners, Students with Disabilities and our Socioeconomically Disadvantaged populations over that same time period. In 2012, our Students with

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Disabilities met the API growth target, however did not in 2011 or 2013. In contrast, our ELL student population did not show growth in 2012, however met the API growth targets in 2011 and 2013. Our Socioeconomically Disadvantaged students did not meet the growth target in 2013.

Enrollment

Grade Level

Enrollment By Grade Level					
Year	9	10	11	12	Total
2008-2009	397	369	394	358	1518
2009-2010	378	403	360	339	1480
2010-2011	384	389	388	325	1486
2011-2012	368	388	368	351	1475
2012-2013	369	382	394	348	1493
2013-2014	390	363	359	375	1487
2014-2015	335	400	348	347	1430

Enrollment at El Camino has been in slight and steady decline over the past six years ranging from 1518 in 2008-2009 to the current 2014-2015 enrollment of 1430 in grades nine through twelve.

Gender

Enrollment by Gender		
School Year	Male Students	Female Students
2008-2009	760	760
2009-2010	758	725
2010-2011	774	716
2011-2012	790	689
2012-2013	769	673
2013-2014	801	685
2014-2015	777	654

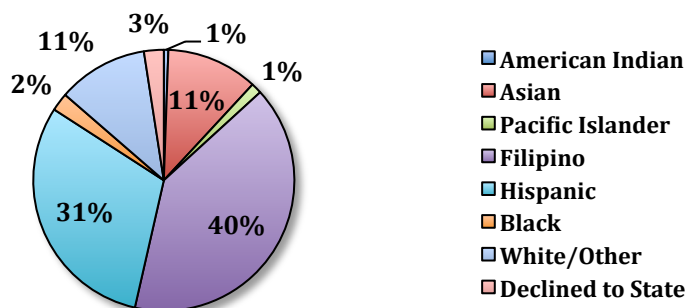
During the 2008-2009 school year, the number of male students and female students at ECHS was split evenly at 760. However, as the years have progressed, through the 2014-2015 school year, more male students are enrolling at ECHS than are female students. The largest gender gap occurs this year, 2014-2015, as male students out-number female students by 123 students. In 2014-2015, male students are 54% of the student body, up from 50%, six years ago, in 2008-2009.

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Ethnicity

Enrollment By Ethnicity								
	American Indian	Asian	Pacific Islander	Filipino	Hispanic	Black	White/Other	Declined to State
2008-2009	7	169	37	575	399	50	277	4
2008-2009	0.5%	11.1%	2.4%	37.9%	26.3%	3.3%	18.2%	0.3%
2009-2010	6	165	35	557	384	40	257	36
2009-2010	0.4%	11.1%	2.4%	37.6%	25.9%	2.7%	17.4%	2.4%
2010-2011	7	171	32	574	408	44	248	1
2010-2011	0.5%	11.5%	2.2%	38.6%	27.5%	3.0%	16.7%	0.1%
2011-2012	7	175	27	566	437	49	214	0
2011-2012	0.5%	11.9%	1.8%	38.4%	29.6%	3.3%	14.5%	0
2012-2013	8	169	24	551	465	58	194	24
2012-2013	0.5%	11.3%	1.6%	36.9%	31.1%	3.9%	13.0%	1.6%
2013-2014	9	178	21	583	449	49	163	35
2013-2014	0.6%	12.0%	1.4%	39.2%	30.2%	3.3%	11.0%	2.4%
2014-2015	8	162	19	577	437	32	160	35
2014-2015	0.6%	11.3%	1.3%	40.3%	30.6%	2.2%	11.2%	2.4%

Enrollment by Ethnicity Percentage: 2014-2015



The school's diverse ethnic populations reflect that of the northern parts of the San Francisco Peninsula. The most populous student group is Filipino at 40%, followed by Hispanic at 31%, White at 11%, Asian at 11%, African American at 2%, and Pacific Islander at 1%.

Looking at the three largest ethnic populations at El Camino from 2008 to 2015 the Filipino and Hispanic populations have increased 2% and 4% respectively, while the White population has decreased 7% over that same time period.

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Primary Languages

Fluent English Proficient By Language - By Percentage							
Rank	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1.	Filipino 37.5%	Filipino 38.4%	**	Spanish 38.7%	Spanish 41%	Spanish 39.1%	Spanish 42%
2.	Spanish 33.2%	Spanish 35%	**	Filipino 30.5%	Filipino 30%	Filipino 29%	Filipino 29%
3.	Arabic 5.1%	Cantonese 5.3%	**	Cantonese 8%	Cantonese 7.5%	Cantonese 8.2%	Cantonese 8.3%
4.	Cantonese 5.0%	Arabic 4.2%	**	Arabic 5.4%	Arabic 4.5%	Arabic 5%	Arabic 3.6%
5.	Hindi 2.7%	Hindi 2.9%	**	Hindi 3.1%	Hindi 3%	Hindi 2%	Hindi 1.9%

** SSFUSD did not submit FEP language data to the state for 2010-2011 and is not accessible.

In the 2011-2012 school year, Spanish supplanted Filipino as the language most spoken by students classified as Fluent English Proficient. Comparing 2008-2009 to 2014-2015, the percentage of FEP Spanish speakers rose 8.8%, while the percentage of Filipino speakers fell 8.5%. Over that same time period, Cantonese speakers also showed a noteworthy 3.3% of growth.

Focused Programs

Advancement Via Individual Determination

El Camino High School implemented the Advancement Via Individual Determination (AVID) College Readiness System during the 2006-2007. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society (especially students traditionally underrepresented in higher education). The AVID program has proven to be effective at ECHS. On average, 75% of AVID seniors over the last four years (2011-2014) have met the eligibility requirements for the UC/CSU system. In comparison, only 50% of graduating seniors at ECHS have met those same requirements over that same time period.

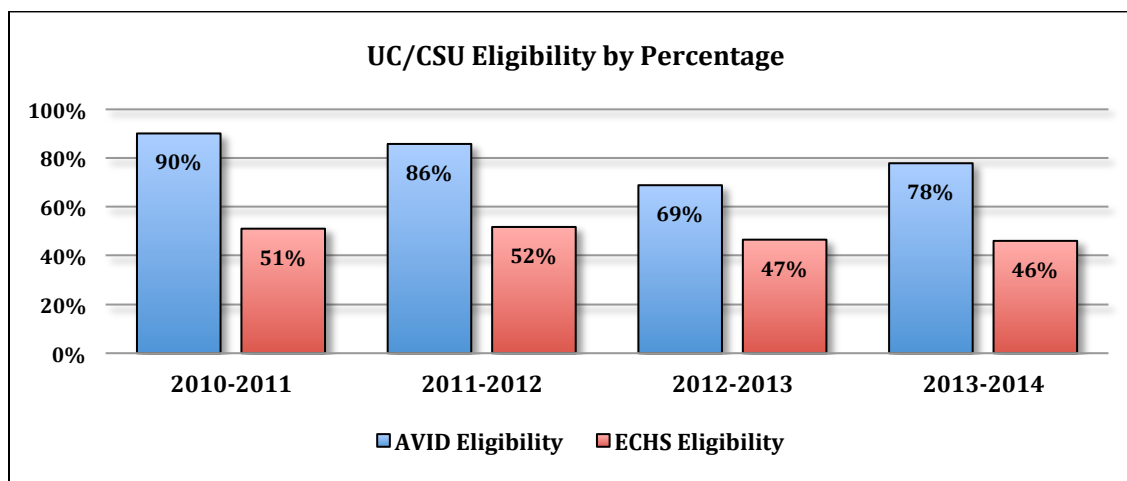
The AVID program at ECHS has steadily grown to accommodate four elective sections, one at each grade level, 9-12. In 2014-2015, 104 students are currently enrolled in AVID, up from 34 at the program's inception at ECHS in 2006. To improve student recruitment efforts, the AVID Site Team began running an analytical ad hoc query through our Infinite Campus data system in 2013-2014 to better identify students meeting the qualifications of an AVID student.

The ECHS AVID program has created a college-going atmosphere for students and provides many opportunities for college awareness for both parents and students, including a yearly AVID Financial Aid Night. AVID students participate in two field trips to college campuses throughout the year. In the fall, AVID students visit one

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campus locally, while in the Spring, students travel to multiple college sites (5-7) in either Northern or Southern California.

AVID uses research-based methods of effective instruction and provides meaningful professional development to support all staff members at ECHS. From 2012-2014, ECHS sent 12 different faculty members to AVID Summer Institute. An ECHS AVID Site Team goal for the 2015-2016 school year is to have at least one member of each department AVID trained.



Special Education

Students With Special Needs – Total Enrollment				
Services	2010-11	2011-12	2012-13	2013-14
AI & AS	142	136	137	140
504	13	11	12	15
Speech Only	1	3	3	1
TOTAL	156	150	152	156

Disability Qualifications of Students With Special Needs - 2013-2014					
Disability	Total	Grade 9	Grade 10	Grade 11	Grade 12
Autism (AUT)	11	1	2	4	4
Deafness (DEAF)	1	0	1	0	0
Emotional Disturbance (ED)	6	1	0	1	4
Hard of Hearing (HH)	1	0	0	0	1
Intellectual Disability (ID)	1	0	0	0	1
Orthopedic Impairment (OI)	3	0	1	0	2
Other Health Impairment (OHI)	9	0	2	0	7
Specific Learning Disability (SLD)	99	8	25	21	45
Speech or Language Impairment (SLI)	12	0	0	4	8
Visual Impairment (VI)	1	0	1	0	0

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From 2010-2014, Students with Special Needs comprise 10% of the ECHS student population, while students with 504 accommodations make up a mere 1% of the student body. In assessing the 2013 breakdown of Students with Special Needs, students with Specific Learning Disabilities are the largest subsection at 69%. At ECHS, Autism and Speech or Language Impairment are the next largest disability classifications at 7% and 8% respectively.

The Special Education program at El Camino has been consistently faced with perpetual staff turnover. Currently the majority of the Special Education faculty members are interns, supported by local university coursework.

El Camino has offered a self-sustained traditional Special Education program, which is more restrictive, and students were only with their peers for elective classes. Academic Instruction (SDC) students would take their core classes only within the department and change classrooms according to the period and subject. Academic Support students (RSP) generally would have a “study skills” class that was offered to support students with their general education coursework. Each of the special education teachers are assigned a paraprofessional to provide assistance in the classroom. In recent years, it has been a challenge to find and hire qualified paraprofessionals to support our Special Education faculty and Students with Special Needs.

At the end of the 2012-2013 school year there were conversations to make our Special Education program as least restrictive as possible for our students and to explore either a co-teaching or “push-in” model for the coming school year. In 2013-2014, it was decided that El Camino would implement a “push-in” model for the following sections, Biology, Earth Science, Algebra 1, and Modern World History. Currently, the Special Education Departments is exploring co-teaching similar sections in 2014-2015, to increase access to the general education program and support for our Students with Special Needs assigned to mainstreamed classes.

The Special Education program utilizes the services of a school psychologist (who is shared with our continuation and Community Day schools) who offers support to teachers and students when she is on campus. Other services that are accessible to our Students with Special Needs are offered by means of the SELPA, which are then determined by the IEP team.

Freshman Seminar

This grade 9 elective course follows the California Common Core State Standards for academic literacy. The course provides academic, social and emotional support to students in grade 9 as they make the transition to high school. The course helps each student to engage with parents, teachers, counselors and student advisors in order to bring awareness to the support system that exist for them at our school. Attention is given to personal responsibility, self discipline and a “growth mindset” for the individual, as well as positive engagement with the larger community of the school.

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During the course of the semester, students participate in tutorial sessions every Tuesday and Thursday. These sessions are run by student Peer Advisors and are based in questioning and problem solving strategies. On Fridays, each class has a “binder check” to ensure students are staying organized, using Cornell Notes, and reflecting on their learning. Planner checks occur daily and Mondays, Wednesdays and Fridays are dedicated to building character and community through a variety of curricula including *The Seven Habits of Highly Effective Teens* and *Link Crew*.

Most grade 9 students, roughly 85%, take this semester-long elective, excluding those enrolled in *AVID 9* or *Study Skills*.

Language Proficiency

English Language Learners

English Language Learners – Total Enrollment						
School Year	Total EL Enrollment	Hispanic EL Population	Males	Females	Percentage of all ECHS Students	Hispanic EL Percentage
2008-2009	78	13	18	20	5.1%	16.7%
2009-2010	87	15	25	21	5.9%	17.2%
2010-2011	105	13	17	18	7.1%	12.4%
2011-2012	102	12	13	14	7.0%	11.8%
2012-2013	123	65	69	54	8.4%	52.8%
2013-2014	149	71	75	62	10.2%	47.7%
2014-2015	96	54	61	35	6.7%	56%

Number of English Learners by Proficiency Level				
Proficiency Level	2010-11	2011-12	2012-13	2013-14
Level 1 - Beginning	6	5	4	7
Level 2 - Early Intermediate	23	12	12	15
Level 3 - Intermediate	35	32	29	36
Level 4 - Early Advanced	32	49	54	54
Level 5 - Advanced	37	30	32	47

The number of students classified at Limited English Proficient (LEP) at ECHS nearly doubled, from 78 to 149, between 2008-2014. Furthermore, the percentage of English Language Learners at ECHS has increased from 5.1% of the total student body, in 2008, to its peak of 10.2% in 2013-2014. However, in 2014-2015, ECHS experienced a decline in the numbers of English Language Learners due the school district’s consolidation of the program for beginning English Language Learners at South San Francisco High. English Language Learners now makes up only 6.7% of the total ECHS student population. Additionally significant, the number of English Language Learners at ECHS,

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classified as Hispanic, has risen from 16.7% of the LEP population in 2008 to 56% in 2014-15, which is the highest percentage of the last six years.

ECHS has experienced a steady increase in English Language Learner enrollment since the last WASC visit. As a result, our support course offerings have increased to keep pace with enrollment. In addition, beginning with the 2012-2013 school year, a greater effort was made to mainstream ELL students in core courses with the assistance of bilingual aides. With the beginning of the 2013-2014 school year, we struggled to acquire funding to keep a bilingual aide on staff. It was at this point that the SSFUSD made the determination that because our sister high school, SSFHS, has a significantly higher ELL population, particularly those students that have been in the country for less than a year (Newcomers), all ELL students classified as Early Intermediate, or below, would be transferred to South San Francisco High School for the 2014-2015 school year. Funding for existing English Language Development courses was therefore transferred to SSFHS. Currently, we offer one section of ELD 3 and an ELD 3 Language Lab for Intermediate students. All Early Advanced and Advanced ELL students are mainstreamed with extra support coming from the teacher.

Reclassified Fluent English Proficient

Reclassified Fluent English Proficient – Total Enrollment						
School Year	Total RFEP Enrollment	Hispanic RFEP Population	Males	Females	Percentage of all ECHS Students	Hispanic RFEP Percentage
2008-2009	266	**	**	**	**	**
2009-2010	277	**	**	**	**	**
2010-2011	280	**	**	**	**	**
2011-2012	264	118	142	123	18.3%	44.5%
2012-2013	**	**	**	**	**	**
2013-2014	298	129	170	128	20.4%	43.3%
2014-2015	327	146	175	152	22.8%	44.6%

** RFEP data was not accessible

Attendance

Average Daily Attendance

Average Daily Attendance - By Percentage					
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
96%	96%	95.8%	99.6%	97.47	97.79

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Truancy

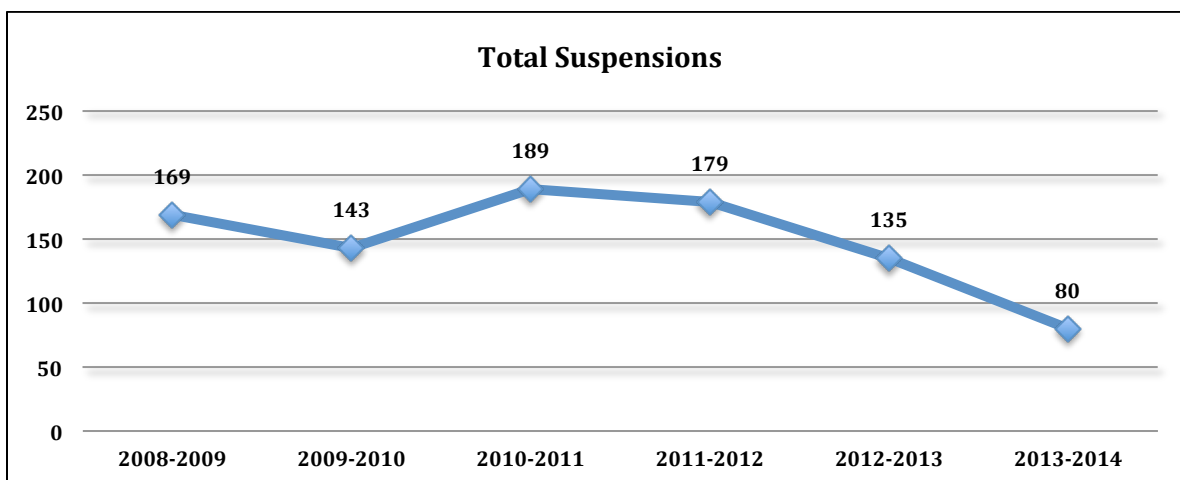
Truancy Rates – By Percentage					
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
9.4%	7.2%	10.8%	15.6%	6.6%	27%

In 2013-2014, ECHS saw the student truancy rate jump to 27%, up 20.4% from the 6.6% in 2012-2013. This significant increase in truancy indicates that 27% of ECHS students had a least one, all-day, unexcused absence during the 2013-2014 school year. El Camino's previous 5-year truancy rate average was 9.92% between the 2008-2009 and 2012-2013 school years. The increase can be attributed to the policy shift at ECHS of not requiring students to gain an "admit" slip upon return to school from any absence, either excused or unexcused. By not having students check-in with the Attendance Office to clarify their absence does not readily hold students accountable for their absences. In addition, the reduction of secretarial support in the Attendance Office makes it difficult for manual tracking of student absences. In 2008-2009, the Attendance Office had three full-time Support Secretaries and one Attendance Assistant. By the start of the 2013-2014 school year, ECHS only staffed two full-time Support Secretaries in the Attendance Office. Currently, only one Support Secretary handles attendance issues directly, while the other attends to discipline matters.

Discipline

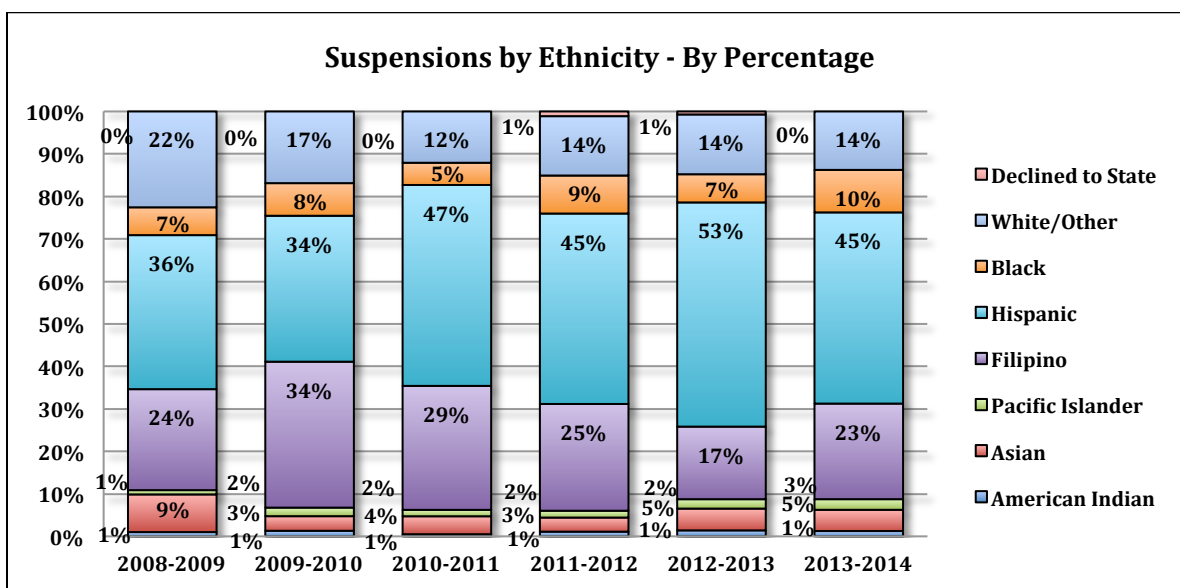
Suspensions

Total Suspensions						
School Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total	169	143	189	179	135	80

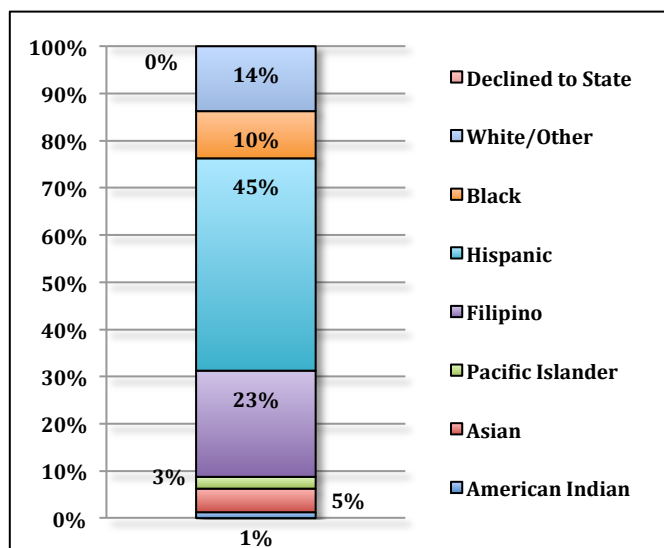


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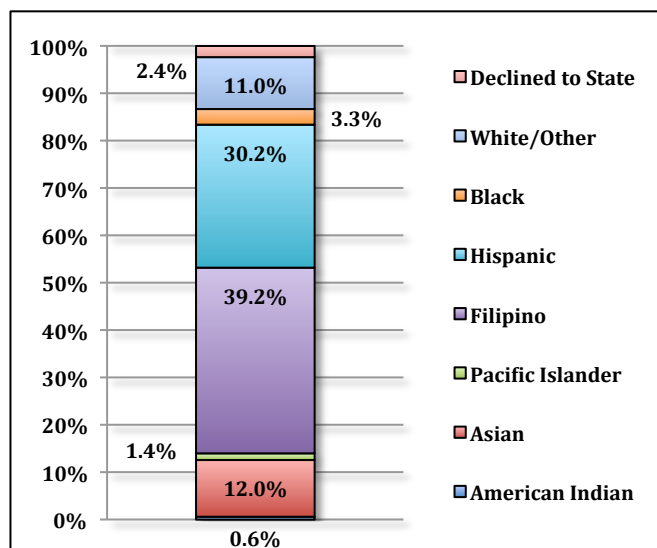
Suspensions by Ethnicity						
Ethnicity	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Amer. Ind.	2	2	1	2	2	1
Asian	15	5	8	6	7	4
Pac. Isl.	2	3	3	3	3	2
Filipino	40	49	55	45	23	18
Hispanic	61	49	89	80	71	36
Black	11	11	10	16	9	11
White	38	24	23	25	19	8
Decl. to State	0	0	0	2	1	0



**2013-2014
Suspensions by Ethnicity**



**2013-2014
ECHS Population by Ethnicity**



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Suspensions By Gender		
School Year	Males	Females
2008-2009	115	54
2009-2010	98	45
2010-2011	118	71
2011-2012	122	57
2012-2013	100	35
2013-2014	68	12

Expulsions

Total Expulsions		
School Year	Recommended for Expulsion	Total Expulsions
2009-2010	11	3
2010-2011	28	3
2011-2012	14	4
2012-2013	6	5
2013-2014	8	4

The El Camino administrative team is constantly looking for better ways to provide behavioral interventions for students that need such attention. Since the last WASC visit, ECHS has experienced an overall downward trend in suspensions and expulsion recommendations. In the past two school years in particular, we have experienced a precipitous drop in suspensions. This is the result of the implementation of Restorative Justice protocols and tiered interventions.

While expulsion numbers have not experienced a great deal of fluctuation over the past six years, expulsion recommendations have greatly decreased. This is significant due to the fact that once students are recommended for expulsion, they are removed from the school environment and transferred to either Home Teaching, or an alternative educational setting. In both cases, the students' academic environment is disrupted. Another intervention option that has become available in the past few years is the Alternative to Expulsion program, which is intended to provide opportunities for students to continue with their education, while still serving the consequences that have been assigned for the offenses. The students who qualify for this program are allowed to transfer to our sister high school, South San Francisco, for a period of one or two semesters as a change of venue. Additionally, the students must attend an after-school program held by members of the local police department and members of the ECHS counseling team. If the students faithfully attend the program, perform well academically and do not re-offend, they are not required to undergo the expulsion process. Ultimately, our goal at ECHS is to continue the positive trend away from suspensions and expulsion recommendations and subsequent expulsions, and toward keeping students in school.

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Socioeconomic Status

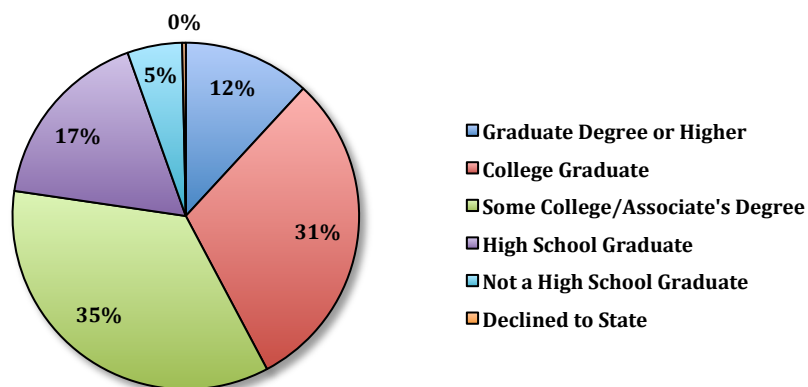
Free and Reduced Priced Meals Program

Enrollment by Percentage of Total Student Population					
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
28%	22%	29%	27%	25%	25%

Parent Education Level

Parent Education Level						
	Graduate Degree or Higher	College Graduate	Some College or Assoc. Degree	High School Graduate	Not a High School Graduate	Declined to State
2011-2012	167	447	557	285	75	5
2012-2013	180	443	529	279	71	5
2013-2014	188	457	504	242	77	6
2014-2015	170	460	496	219	81	4

Parent Education Level (2011-2012 to 2014-2015) - By Percent



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Faculty and Staff Members

Certificated Faculty

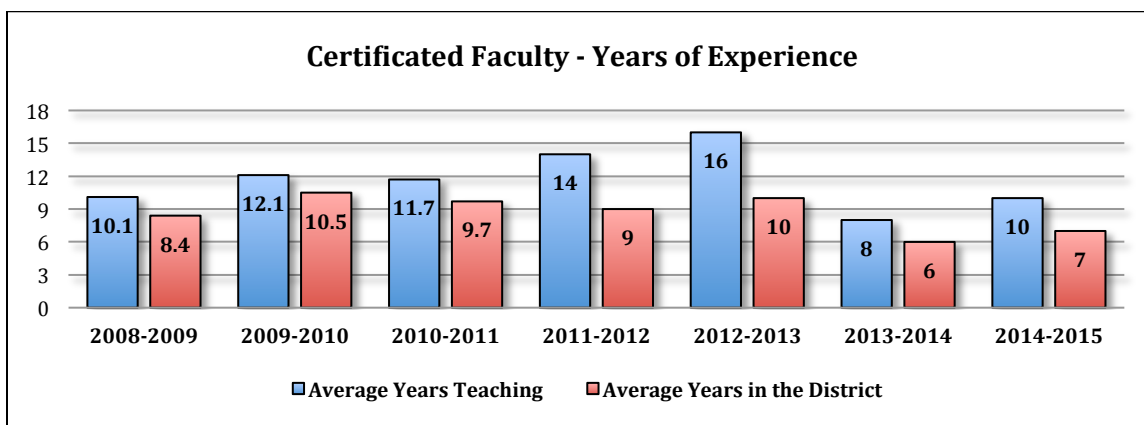
Certificated Faculty by Ethnicity								
	Amer. Indian	Asian	Pacific Islander	Filipino	Hispanic	Black	White/ Other	Decl. to State
2008-2009	2	6	0	7	10	1	45	0
2009-2010	3	4	0	8	10	2	48	0
2010-2011	3	3	0	8	8	1	53	0
2011-2012	1	3	0	8	1	2	53	1
2012-2013	1	3	0	7	2	1	56	2
2013-2014	2	5	0	7	2	2	52	1
2014-2015	1	9	0	1	8	3	44	9

Ethnically, the overwhelming majority of faculty and staff members at ECHS do not match the racial breakdown of the ECHS student body. Given this fact, it is important for ECHS to incorporate “culturally relevant” professional development to help teachers better understand the cultural needs of ECHS students.

Credentials of Certificated Faculty				
	Fully Credentialed	Emergency Credentialed	Pre/Interns	Waivers
2008-2009	56	1	6	1
2009-2010	57	0	5	0
2010-2011	59	0	4	0
2011-2012	60	0	1	0
2012-2013	63	0	1	0
2013-2014	62	0	1	0
2014-2015	70	0	5	0

Education Levels of Certificated Faculty					
	Doctorate	Master's (+30)	Master's	Bachelor's (+30)	Bachelor's
2008-2009	1	17	10	27	18
2009-2010	1	17	19	18	18
2010-2011	1	17	14	20	20
2011-2012	0	12	23	32	2
2012-2013	1	15	20	36	0
2013-2014	1	13	24	33	0
2014-2015	2	4	27	4	38

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Current 2014-2015 ECHS faculty members have been employed an average of seven years in SSFUSD, down from a high of 10.5 in 2009-2010. Within their career, ECHS faculty members have an average of ten years of total teaching experience, down from a high of 16 in 2012-2013.

Teacher Retention

Faculty Retention at ECHS							
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
New Faculty Members to ECHS	12	9	4	15	11	16	17
Percentage of ECHS Faculty	18%	13%	6%	24%	17%	25%	26%

On average, from 2008-2009 to 2014-2015, 18% of the faculty members were new to ECHS each year, while over the past seven years, ECHS has only retained 80% of its faculty members, each year. Over that same time period, ECHS has hired 12 new teachers, on average, each year. Over the last three years, the percentage of new teachers has increased each year from 17% in 2012-13 to 25% in 2013-2014 to 26% in 2014-2015.

Classified Staff

Classified Staff by Ethnicity								
	Total	Amer. Indian	Asian	Pacific Islander	Filipino	Hispanic	Black	White/ Other
2008-2009	26	0	0	2	4	4	1	15
2009-2010	30	0	3	1	2	5	3	16
2010-2011	27	0	1	1	4	3	3	15
2011-2012	24	0	2	1	1	3	2	15
2012-2013	22	0	3	1	4	3	1	10
2013-2014	21	0	3	1	4	2	2	9
2014-2015	26	0	4	1	4	7	2	8

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Pupil Support Services

Academic Counselors and Other Support Staff	
Title / Position	FTE Assignments
Academic Counselor	4
Counselor (Social/Behavioral)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Career Center Coordinator	1
Total	9

Facilities

School Facilities

El Camino's students are guaranteed a clean, safe school environment for optimal learning. A custodial staff maintains the facilities such that the classrooms and outdoor areas remain clean and free of graffiti at all times.

The school employs three campus security personnel who constantly patrol the campus, monitoring student safety. The campus is on three tiers, surrounded by residential housing on two boundaries and BART at the front of the school. They patrol the campus ensuring that non-students do not trespass, reporting to the Assistant Principals and Principal when there are concerns. In 2014, a campus-wide security camera system was installed and an additional security golf-cart was purchased to improve campus patrol.

All but two portable classrooms on the campus were removed from May 2008-June 2013, and replaced with modular construction, adequately wired for technology. The Measure J Bond, passed by voters in 2010 has led to the 2014 construction of a new state-of-the-art Science wing at ECHS, with six lab classrooms and collaborative workspace for teachers. The outdoor design includes an adequate walkway, seating, and landscaping.

School Safety Plan

The School Safety Plan is updated annually and reviewed by the faculty at the beginning of each school year. In partnership with the San Mateo County Office of

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Education, the ECHS 2014-2015 School Safety Plan was updated to incorporate the “Big 5 – School Emergency Guidelines.” The San Mateo County Office of Education has been working in partnership with the San Mateo County Sheriff, the Office of Emergency Services, the San Mateo County Police Chiefs and Sheriff Association, and a community Emergency Response Task Force to create a standardized set of protocols for emergency response in schools within the county.

Fire, Shelter in Place, Earthquake, and Security Alert drills are conducted each semester in accordance with the guidelines of the San Mateo County Office of Education. These exercises help students and teachers practice the emergency procedures throughout the year.

District Expenditures Per Pupil

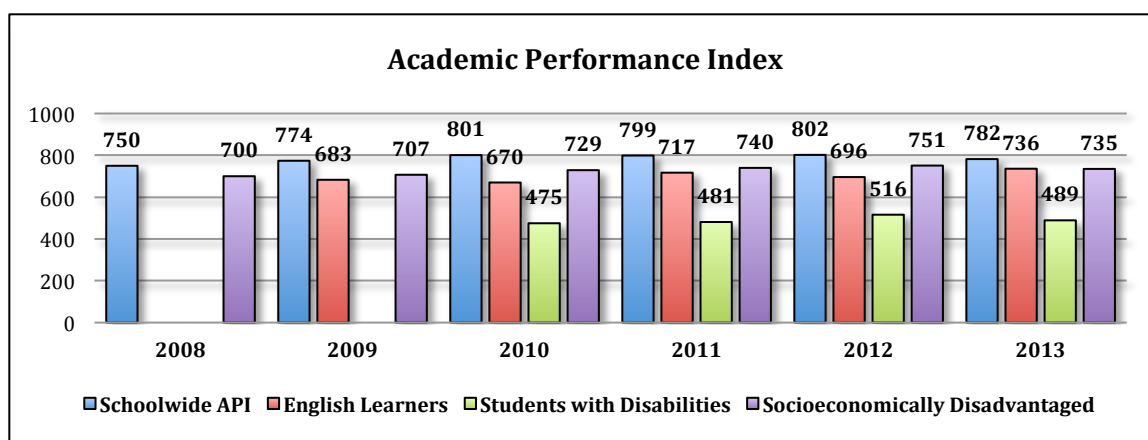
SSFUSD Per Pupil Expenditures	
2008-2009	\$7,408
2009-2010	\$7,680
2010-2011	--
2011-2012	\$5,165
2012-2013	\$5,098*

* SSFUSD per pupil expenditures were not accessible. ECHS per pupil expenditures were substituted.

Section III: Student Performance Data

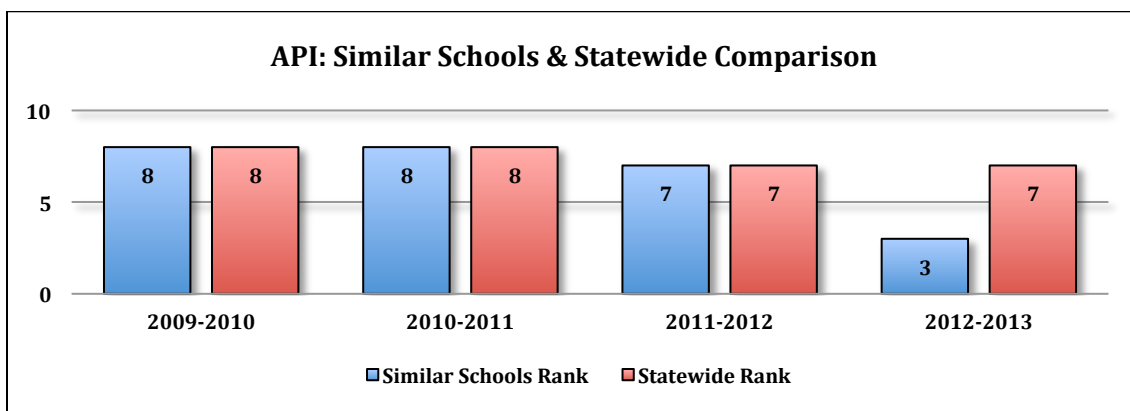
Academic Performance Index

API Scores by Subpopulations						
	2008	2009	2010	2011	2012	2013
Schoolwide	750	774	801	799	802	782
English Learners	--	683	670	717	696	736
Students with Disabilities	--	--	475	481	516	489
Socioeconomically Disadvantaged	700	707	729	740	751	735



El Camino has seen a downward trend in our API score over the last three years, although ECHS met its growth targets for 2011-12. Not all student groups have met their API targets for the last three years. ECHS has seen inconsistent fluctuations in the API scores for English Language Learners, Students with Disabilities and our Socioeconomically Disadvantaged populations over that same time period. In 2012, our Students with Disabilities met the API growth target, however did not in 2011 or 2013. In contrast, our ELL student population did not show growth in 2012, however met the API growth targets in 2011 and 2013. Our Socioeconomically Disadvantaged students did not meet the growth target in 2013.

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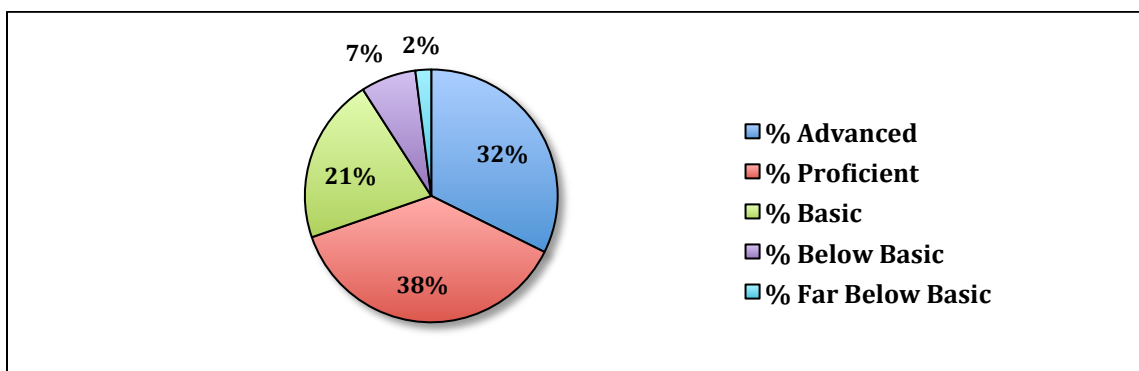


Even though our statewide rank has remained constant from 2009-2013, our “Similar Schools” rank took a significant hit in 2012-2013, dipping four points, ranking El Camino a three out of a possible ten.

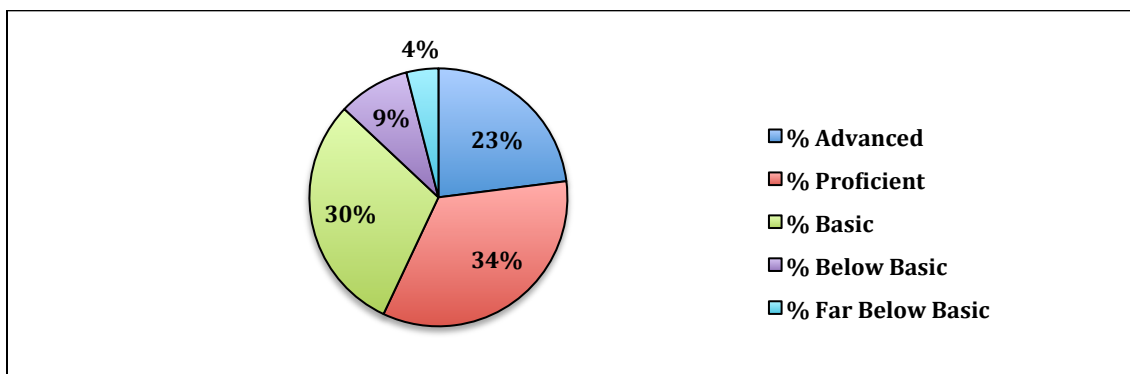
California Standards Tests

2013 Test Scores

English/Language Arts – ELA 9

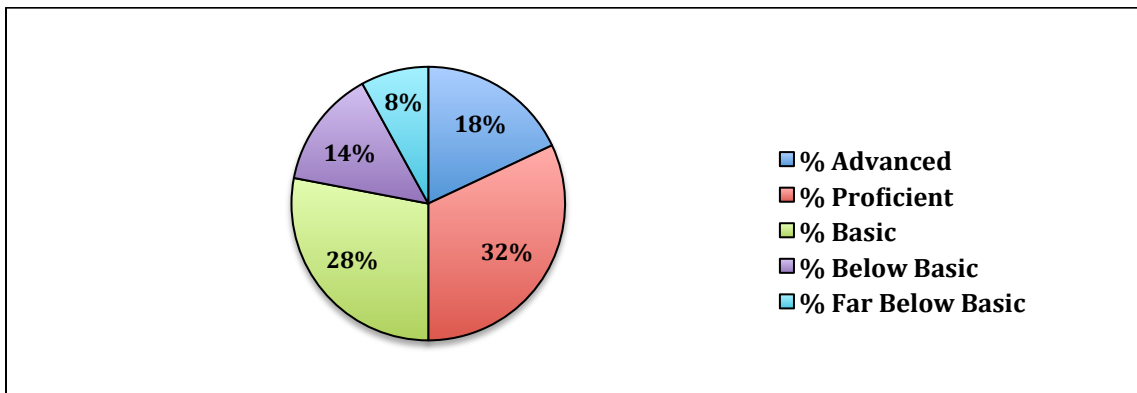


English/Language Arts – ELA 10

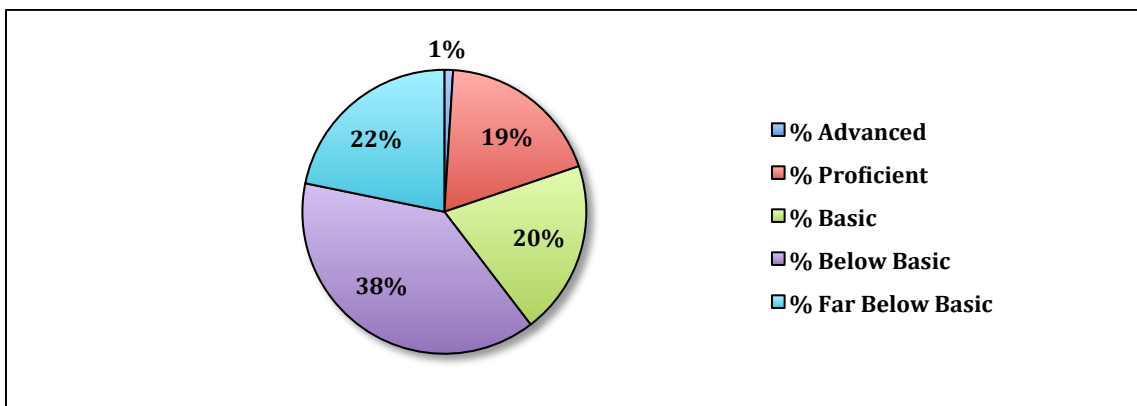


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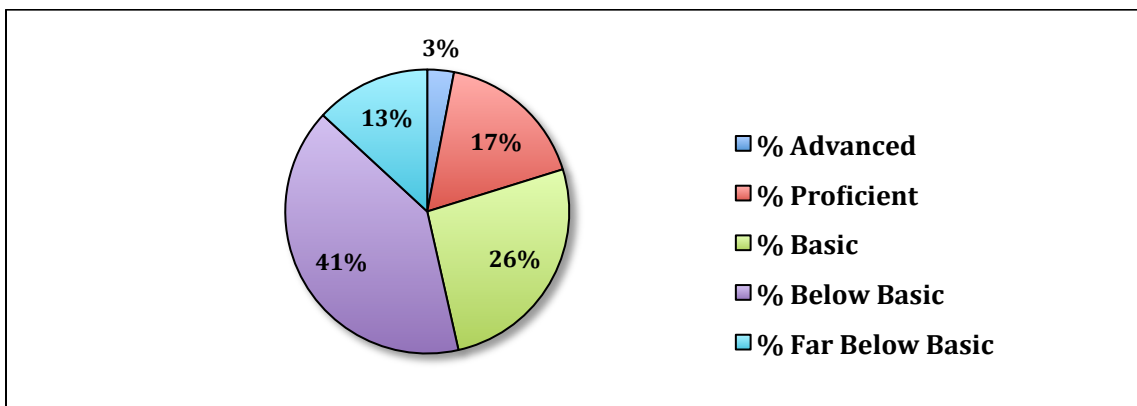
English/Language Arts – ELA 11



Algebra 1

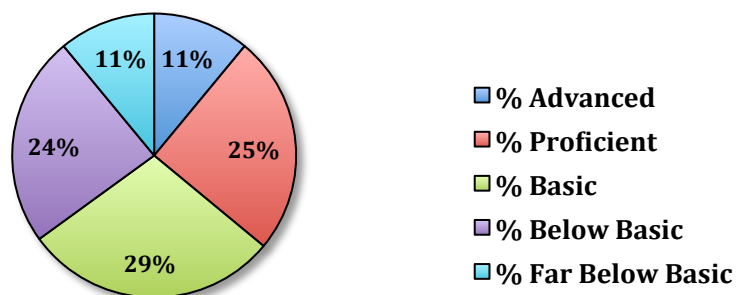


Geometry

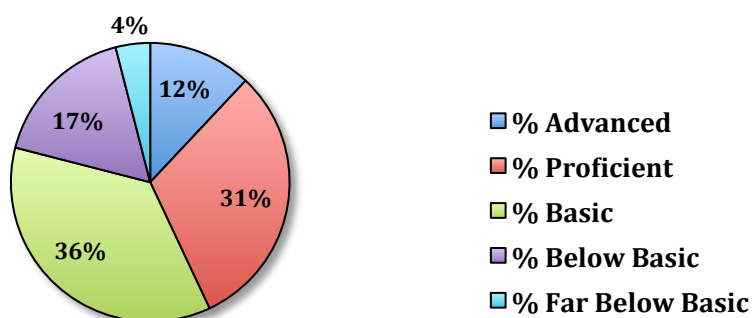


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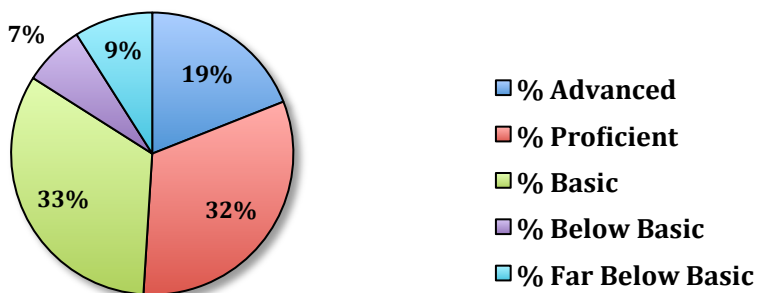
Algebra II



Summative High School Mathematics

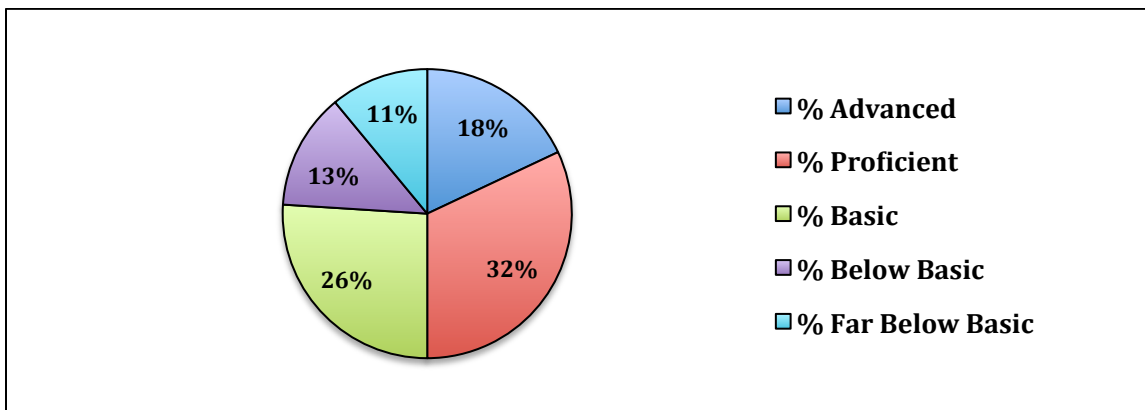


World History

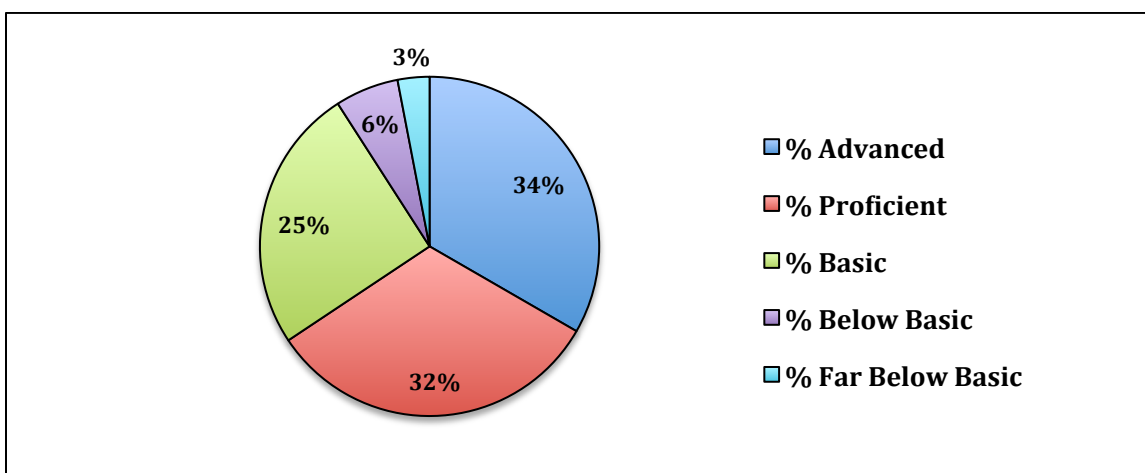


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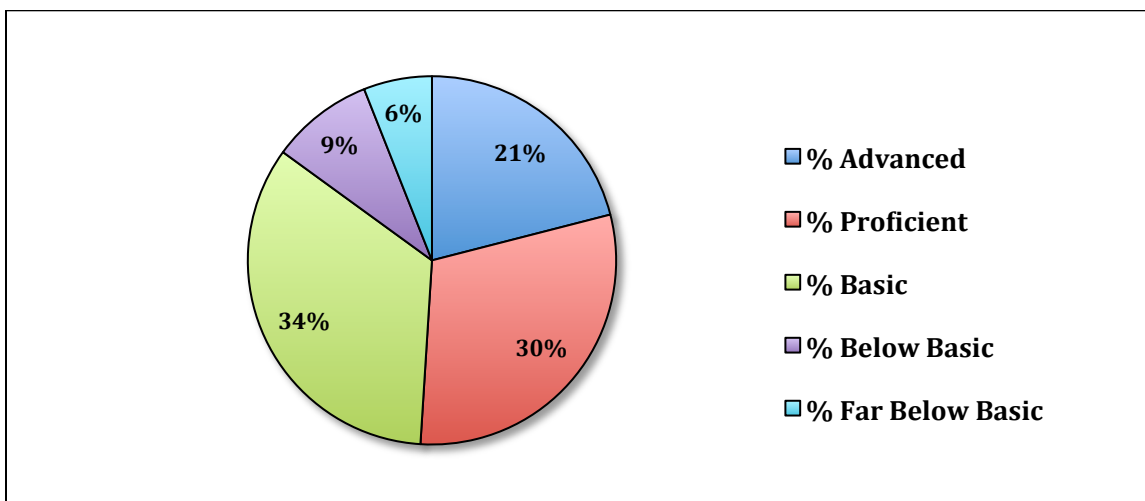
United States History



Life Science

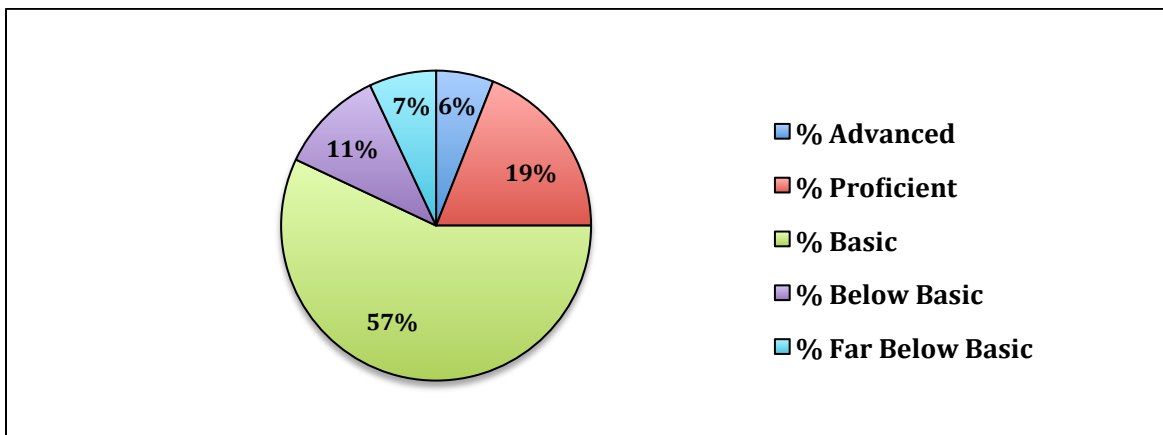


Biology

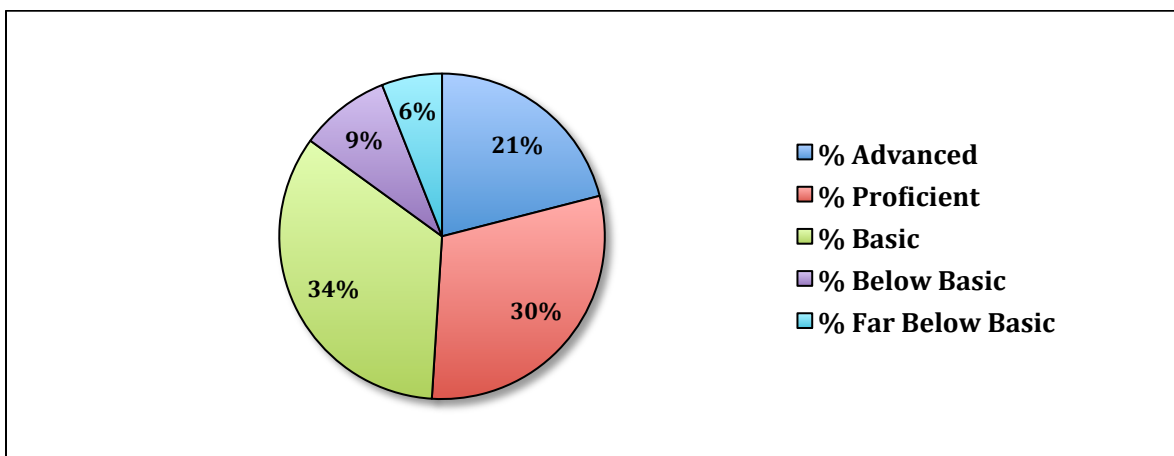


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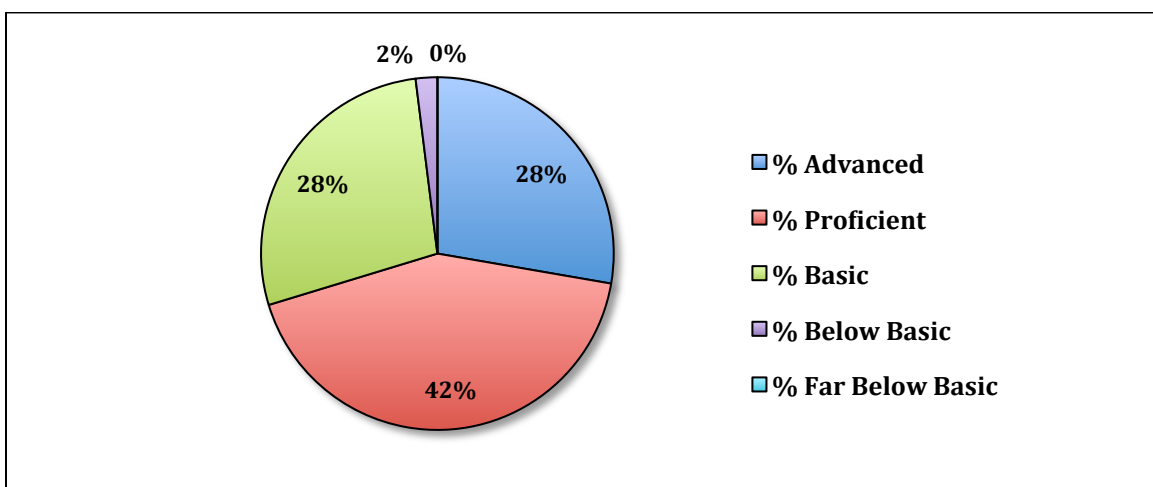
Chemistry



Earth Science



Physics



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California High School Exit Exam

Mathematics

Passing Rate of First Time Test Takers – By Percentage					
School Year	All Students	Students with Disabilities	EL	RFEP	Economically Disadvantaged
2008	88	63	75	87	87
2009	87	31	86	79	78
2010	87	28	57	89	72
2011	89	27	40	91	83
2012	86	37	65	85	77
2013	89	44	73	89	82
2014	89	48	53	95	80
Average	87.9	39.7	64.1	87.9	79.9

English/Language Arts

Passing Rate of First Time Test Takers – By Percentage					
School Year	All Students	Students with Special Needs	ELL	RFEP	Economically Disadvantaged
2008	88	50	46	87	80
2009	86	28	48	78	75
2010	88	39	52	92	79
2011	89	39	47	91	84
2012	85	49	53	87	78
2013	90	46	70	91	82
2014	89	31	63	93	85
Average	87.9	40.3	54.1	88.4	80.4

ECHS saw overall fluctuations in schoolwide scores from 2011-13 for first-time CAHSEE test takers. While we are very proud of the gains our English Language Learners have made in both math and English, the scores of Students with Special Needs have not grown significantly from 2012-2013. We are not seeing growth levels commensurate with San Mateo County or State scores. Additionally, our schoolwide overall student scores have not seen significant improvements with an 87.9% pass rate for both math and English from 2008-2014.

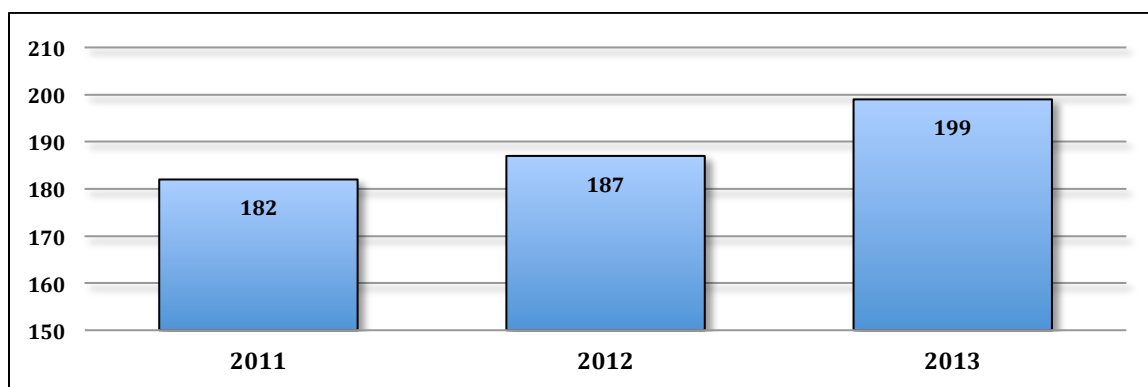
Students with Special Needs at ECHS have passed the English Language Arts portion of the exam at an average from 2008-2014 of 40%. On the Math portion of the CAHSEE, ECHS first time test-takers Students with Special Needs have passed at a rate of 40% from 2008-2014.

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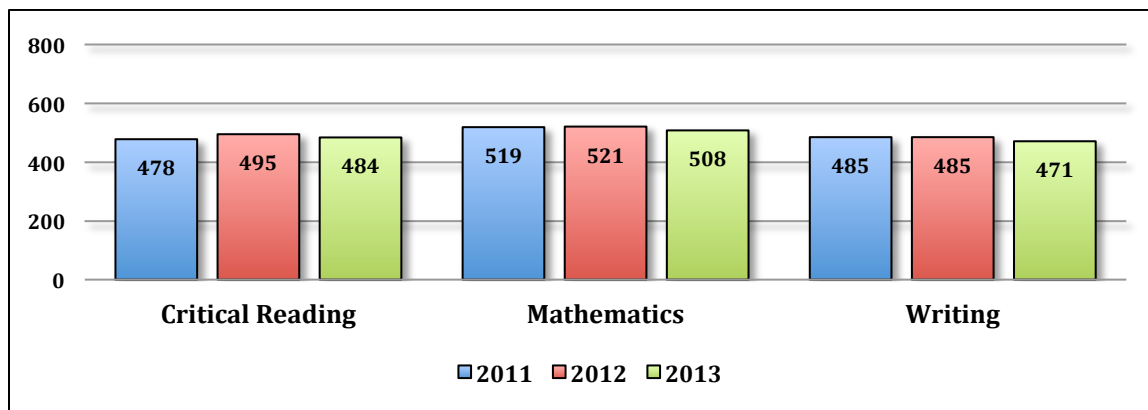
English Language Learners have shown fluctuating progress in the passing rates of first time test takers from 2008-2014. With a peak of 86% on the math portion in 2009 and a low of 40% in 2011, ELL students have passed the math portion at an average of 64.1% from 2008-2014. On the English Language Arts subdivision of the exam, the passing percentage of ECHS English Language Learners from 2008-2014 was 54.1%; in 2013 scores peaked at 70% after a low in 2011 of 47%.

Scholastic Aptitude Test

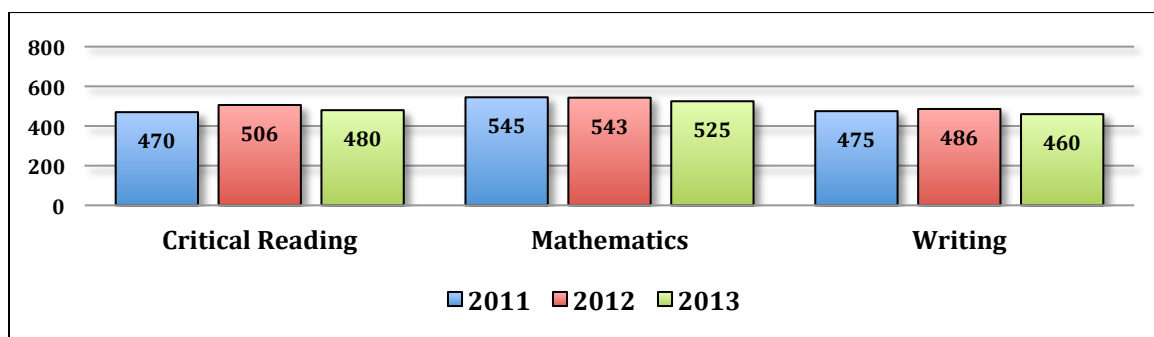
Total Number of Test Takers



Overall Mean Scores

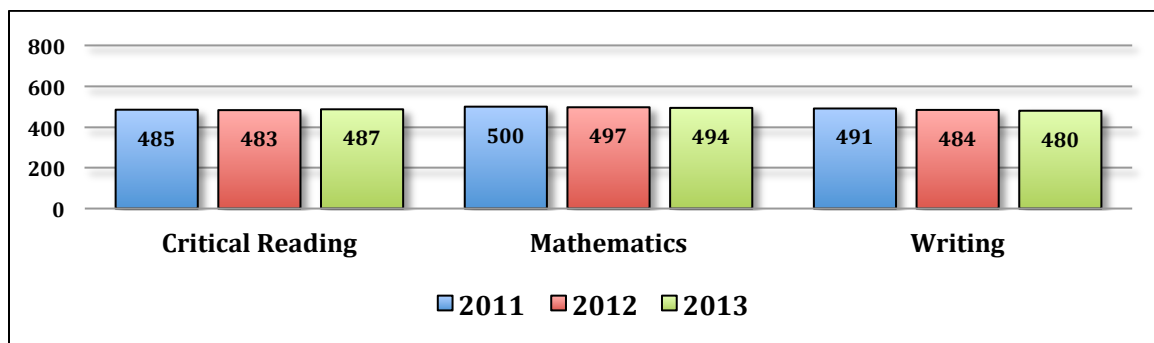


Mean Scores by Male Test Takers

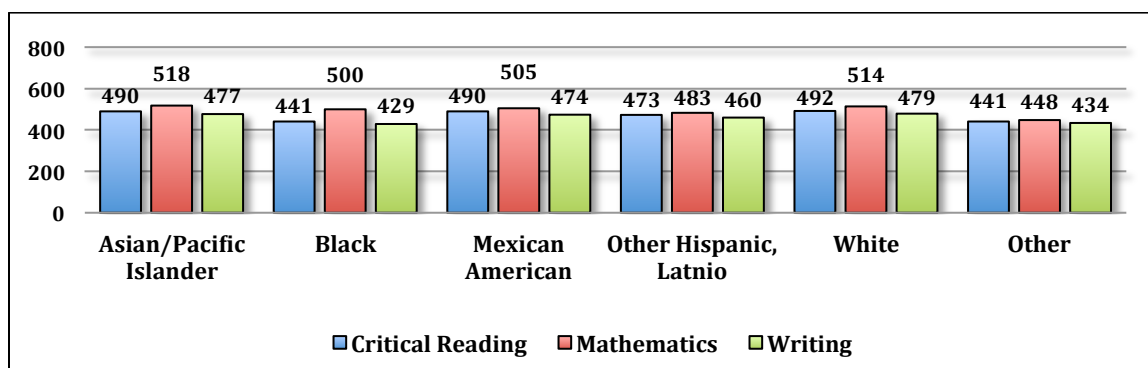


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Mean Scores by Female Test Takers



Mean Scores by Ethnicity - 2013



Early Assessment Program For College Readiness

Readiness for College English			
	2011	2012	2013
Ready for College	31%	24%	18%
Ready for College - Conditional	---	23%	17%
Did Not Demonstrate College Readiness on This Assessment	69%	53%	65%

Readiness for College Mathematics			
	2011	2012	2013
Ready for College	13%	16%	12%
Ready for College - Conditional	51%	50%	46%
Did Not Demonstrate College Readiness on This Assessment	36%	34%	42%

The Early Assessment Program for College Readiness is a yearly assessment facilitated by the California State University, State Board of Education and the California Department of Education. The program was established to provide opportunities for students to measure their readiness for college-level English and Mathematics and is

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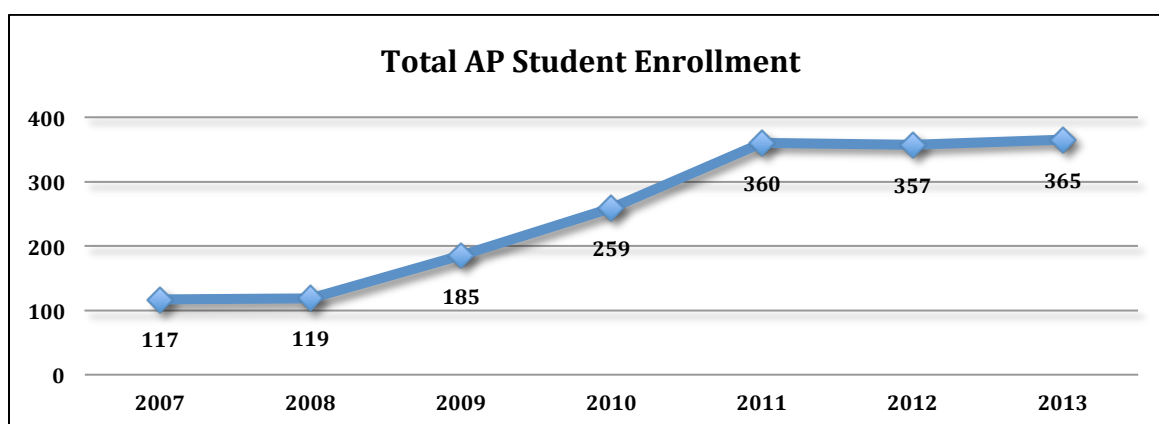
administered in the junior year. Historically, this assessment is not only extremely challenging for students at ECHS, but also students across the State of California.

From 2011 to 2013, ECHS has seen a decline in the percentage of students who demonstrated college readiness in English – 31% in 2011, 24% in 2012, and 18% in 2013. In relation, only 23% of the statewide test takers in 2013 were “college ready” based on this assessment.

From 2011 to 2013, ECHS saw a fluctuation in the percentage of students who demonstrated college readiness in Mathematics – 13% in 2011, 16% in 2012, and 12% in 2013. As a means of comparison, only 14% of test takers across the state were “college ready” in 2013.

Advanced Placement Program

Total Student Enrollment

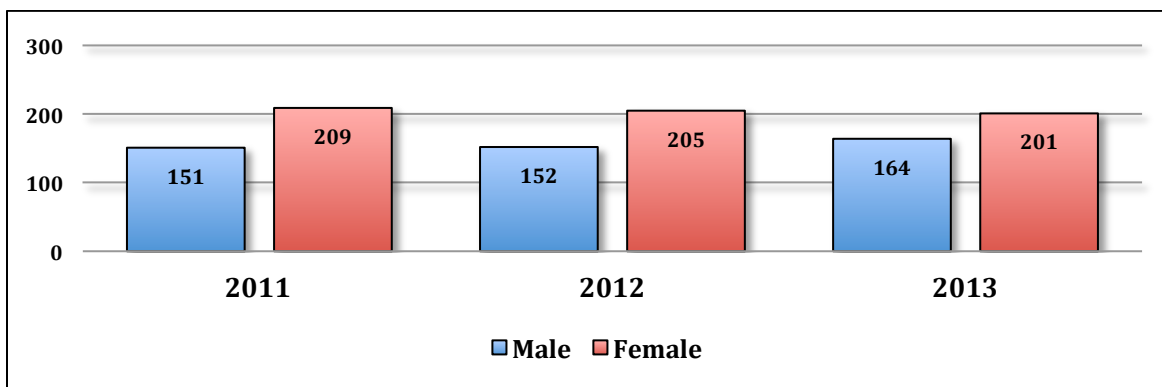


Enrollment by Ethnicity

AP Enrollment By Ethnicity			
	2011	2012	2013
Asian, Asian American, or Pacific Islander	236	235	246
Black or African American	8	5	6
Mexican or Mexican American	24	27	34
Other Hispanic, Latino, or Latin American	27	34	39
White	29	28	23
Other	24	16	11

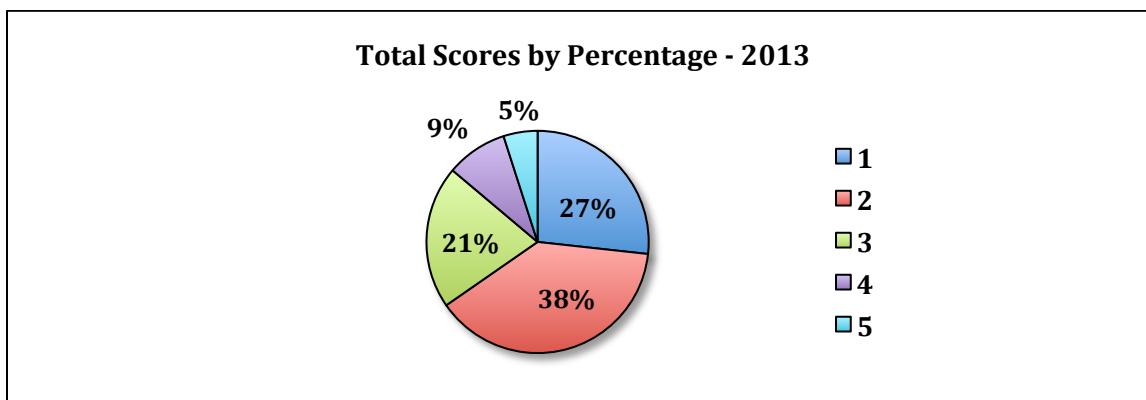
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Enrollment by Gender



2013 AP Exam Scores

2013 AP Exam Scores – By Course											
Score	Eng Lang Comp	Eng Lit Comp	US Gov Pol	US Hist	World Hist	Calc AB	Calc BC	Biol	Chem	Span Lang	Total Exams
AP Score 5	2	2	1	1	5	9		4		3	27
AP Score 4	6	4	2	5	8	15	1	4	1	4	50
AP Score 3	16	20	17	6	27	18		10		6	121
AP Score 2	69	55	33	28	20	6		16		3	231
AP Score 1	34	15	35	36	16	14		2		4	156



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From 2007, El Camino has shown tremendous growth in the number of students participating in the Advanced Placement program. Collectively in 2007, ECHS students sat for 189 exams, whereas in 2013, ECHS students took 585 AP tests.

By opening access to Advanced Placement courses, ECHS has seen a 211% increase in AP participation from 2007 to 2013 – from 117 students to 365 students. The biggest one-year upsurge occurred in 2010-2011 when ECHS saw AP enrollment rise from 376 to 547 – an increase of 45%.

In reviewing gender participation, female students at ECHS participate in the AP program at a higher rate, than male students - a 4:3 ratio. In terms of demographics, “Asian, Asian American, and Pacific Islander” students at ECHS, by far, made up the largest group of AP participants from 2011-2013, 68%. Nearly seven out of ten ECHS students taking AP courses come from this demographic. The next largest ethnic group over that same time span, were our “Other Hispanic, Latino and Latin American” students, at approximately 10% of ECHS test takers.

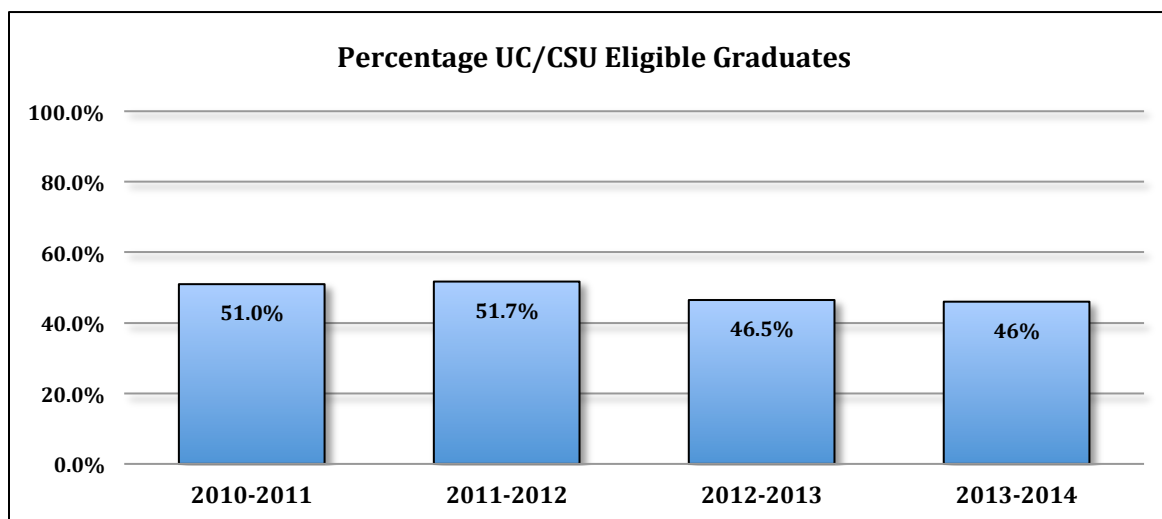
El Camino High students passed 198 exams in 2013 in comparison to only 65 in 2007. In all subjects, from 2011-2013, 40% of ECHS AP examinations received a passing score of 3, 4, or 5.

Graduation Rates and UC/CSU Eligibility

Graduation Rates

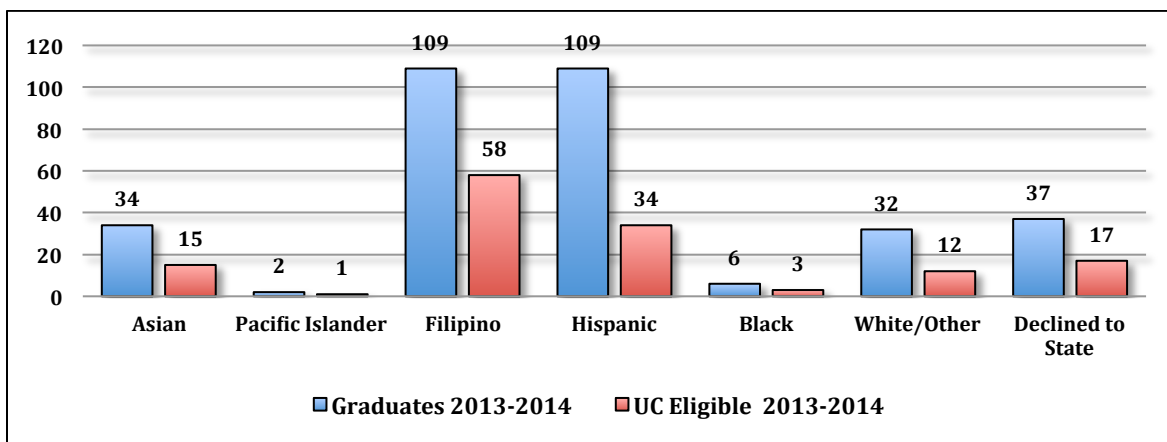
Graduation Rates by Percentage					
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
97.5 %	98.8 %	98.3 %	97.7 %	97.9 %	98.3%

UC/CSU Eligible Graduates by Percentage



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UC/CSU Eligible Graduates by Ethnicity

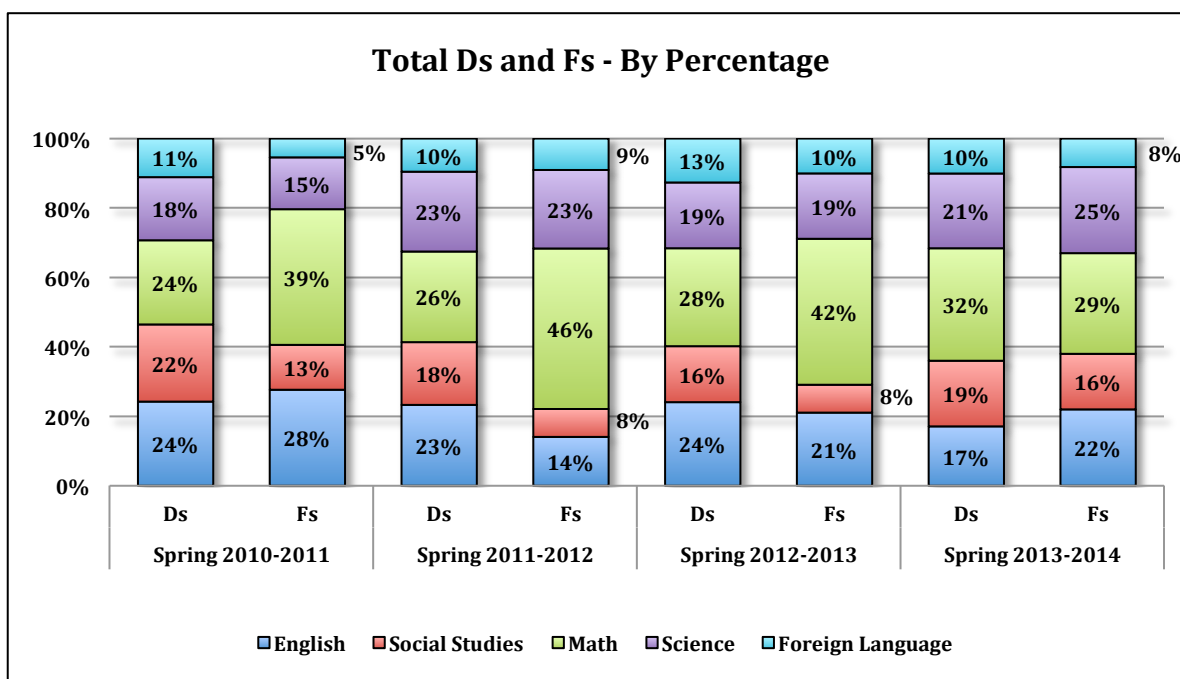
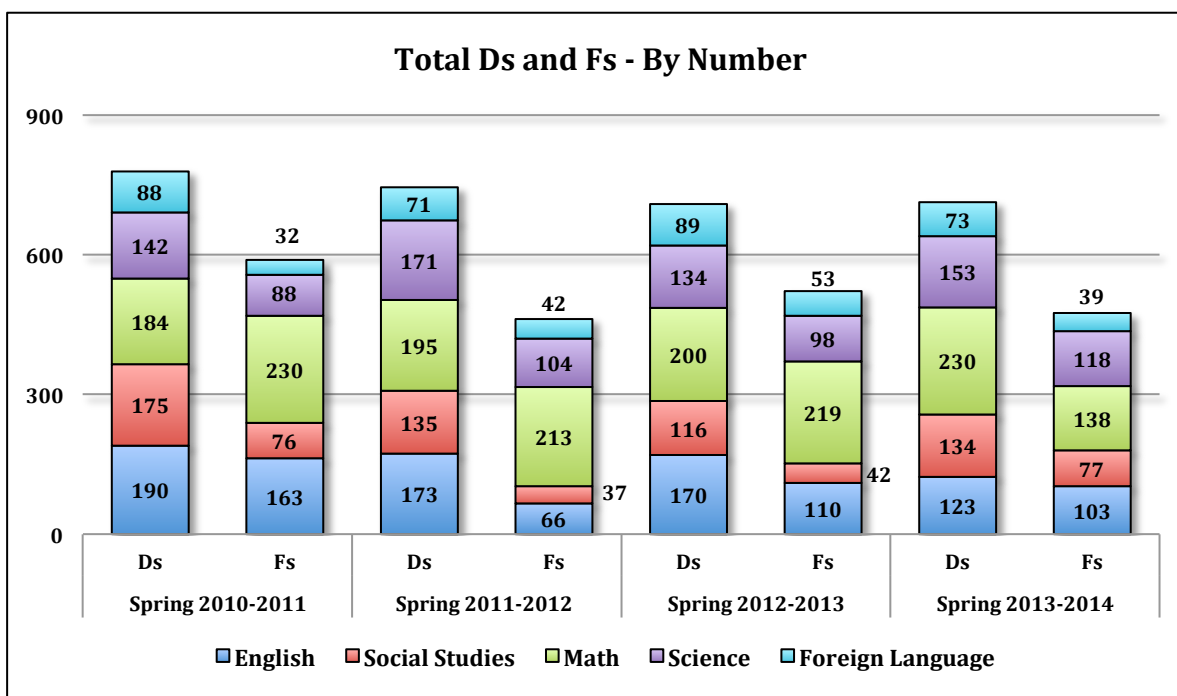


While our graduation rates remain high at 97.9% in 2013 for all students, our specific subgroups do not graduate at the same rate. English Language Learners graduated at a rate of 88.5%, our Students with Special Needs at 93.1% and our Socioeconomically Disadvantaged at 96.8%. In terms of meeting the A-G requirements for qualification for admission to the University of California or California State University systems, only 50% of ECHS graduates have met those requirements over the last three years.

Grade Distribution

Department	Spring 2010-2011		Spring 2011-2012		Spring 2012-2013		Spring 2013-2014	
	Ds	Fs	Ds	Fs	Ds	Fs	Ds	Fs
English	190	163	173	66	170	110	123	103
Social Studies	175	76	135	37	116	42	134	77
Math	184	230	195	213	200	219	230	138
Science	142	88	171	104	134	98	153	118
Foreign Language	88	32	71	42	89	53	73	39
Totals	779	589	745	462	709	522	713	475

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Section IV: Schoolwide Learner Outcomes

Mission Statement

El Camino High School's mission is to provide all students with a rigorous and supportive academic, elective, and extra-curricular program in an environment that embraces diversity and promotes respect for all.

Expected Schoolwide Learning Results

Critical Thinking

Every student will read, write, speak, and listen effectively and critically.

Open-mindedness

Every student will practice social responsibility and acceptance with respect to self and others.

Literacy

Every student will become literate in 21st Century Skills: Critical Thinking, Communication, Collaboration, and Creativity.

Technology

Every student will practice responsible and effective use of technology.

Service

Every student will strive to make a difference in their school, and the local and global community.

Section V: Perception Data

Faculty Survey – Fall 2014

48 Faculty members at ECHS took the Faculty Survey in the fall of 2014, 75% of which were tenured teachers in SSFUSD. Of the 48 faculty members who took the survey, 49% of the respondents have worked at ECHS under five years.

Morale

Speaking to the challenges ECHS faces in terms of teacher retention, only 12% faculty members “agree” that faculty morale is high. No faculty member responses indicated “strongly agree.”

Collaboration

Additional collaboration time for faculty members and departments at ECHS was an area of growth indicated by the 2008 Visiting WASC Team. In 2014, 77% of faculty members specified that their department is not given enough collaboration time, while only 6% of faculty members “agree” that teachers are provided enough time to assess student performance data. In the era of the CCSS, cross-curricular work will be essential. Only 25 of 47 faculty members indicated “strongly disagree,” “disagree,” or “neutral” in response to “there is cooperation between my department and other departments with which we work” which can be attributed to the lack of planning time built into the ECHS daily bell schedule. To address that need, 34 of 48 respondents indicated that they would be open to exploring a new bell schedule in the future.

Professional Development

Only 6% of respondents “agree” that “teachers are provided with sufficient, relevant, inspiring professional development.” In addition, 36 of 47 faculty members do not believe that their specific department is provided with effective professional development to meet the needs of their students. Additionally, only 19% of the faculty respondents indicate they feel teachers have input in in-service and professional development activities on campus.

Campus Technology

In an era of greater technological use by students, only 16% of respondents indicate they do not require students to use technology for assignments outside of the classroom. Additionally, the vast majority of the ECHS faculty, 65% “disagree” or “strongly disagree” that the campus technology is up to date and addresses the needs of students.

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English Language Learners

A large percentage of the faculty, 29%, identified that they do not know how to meet the needs of English Language Learners in their classes. Furthermore, only 11% of faculty members (5 of 45) believe that English Language Learners are set up for success at ECHS.

Students with Special Needs

If a Student With Special Needs is enrolled in their class, only 62% of faculty members surveyed indicated they know how to meet the needs of those students. Additionally, only 27% of faculty members believe that Students With Special Needs are set up for success at ECHS.

Parent Survey – Fall 2014

115 parents or guardians of ECHS students took the Parent/Guardian survey in the fall of 2014. Parents or guardians did not identify the grade level(s) of their student(s).

School Climate

School pride is strong at El Camino, and 69% of parent/guardian respondents “agree” or “strongly agree,” with that statement. Additionally, 67% of parents and guardians believe that all students are set up for success at El Camino High School.

Rigor

In assessing the coursework at ECHS, 80% of parent/guardian respondents believe that ECHS teachers have high expectations for their students, while 68% “agree” or “strongly agree” that ECHS classes are challenging for their children. In preparation for the world of work, college, and citizenship 75 of 104 respondents (72%) feel that their students will be equipped for future endeavors. However, 12% “disagree” or “strongly disagree.” Additionally, 24% of parents/guardians indicated that ECHS does not offer an adequate number and variety of electives.

Technology

The use of technology will play an integral role in 21st Century learning and 63% of parent/guardian respondents “agree” or “strongly agree” that their child is learning to use technology in his/her classes. However, only 53% of respondents believe that school technology is up to date and addresses the needs of students.

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English Language Learners & Students with Special Needs

The academic success of English Language Learners and Students with Special Needs is integral to the greater success of ECHS. 64% of parents/guardians indicated that access to services and support is clear and available for Students with Special Needs. However, only 39% of parents/guardians indicated that access to services and support for English Language Learners is clear and available.

Student Survey – Fall 2014

1326 students at El Camino High School took the Student Survey in the Fall of 2014 in their English classes. All ECHS students were invited to participate, but student contributors did not identify their grade levels.

School Climate

School pride is currently very strong at El Camino, with only 17% of student respondents disagreeing with that statement. Over the last few years the ECHS faculty and administration have considered a new daily bell schedule and 57% of students agree, believing ECHS should explore different bell schedules in the future. Furthermore, only 47% of student respondents deemed that all students at El Camino are set up for success.

Rigor

In assessing the coursework at ECHS, 62% of students believe that teachers have high expectations for students, however only 45% of respondents feel their ECHS classes are challenging. In contrast, 49% of students would argue that their classes prepare them for participation in the world of work, college, and citizenship, but only 40% of students enrolled in AP and Honors courses are prepared for success in such coursework. Only 39% of students credit ECHS with providing an adequate number and variety of electives as course offerings.

Technology

ECHS students constantly use personal technology outside the classroom setting, but only 33% of student respondents “agree” or “strongly agree” that they are learning to use technology in their classes. Although only 39% of students believe that school technology is up to date and addresses the needs of students, when technology is required in their classes, 55% of students believe that they have adequate access to computers and study resources on campus to complete school related assignments. However, only 47% indicated that ECHS offers adequate tech support if help is needed.

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English Learners and Students with Special Needs

El Camino students are very mindful of their peers and the ECHS community. Only 59% of ECHS students responded that Students With Special Needs have equal opportunities for success at El Camino. Moreover, only 55% of respondents indicated that students with limited English skills have equal opportunities for success and involvement on campus.