El Camino High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	El Camino High School
Street	1320 Mission Road
City, State, Zip	South San Francisco, CA 94080
Phone Number	650-877-8806
Principal	James Briano
Email Address	jbriano@ssfusd.org
School Website	https://elcamino.ssfusd.org
Grade Span	9-12
County-District-School (CDS) Code	41690704132551

2025-26 District Contact Information

District Name	South San Francisco Unified School District
Phone Number	650-877-8700
Superintendent	Dr. Shawnterra Moore, Ed.D.
Email Address	smoore@ssfusd.org
District Website	www.ssfusd.org

2025-26 School Description and Mission Statement

School Description:
Nestled in the city of South San Francisco, a global center for the biotechnology industry, El Camino High School is a diverse, comprehensive public high school serving approximately 1,100 students and employing 108 certificated and classified staff members. Founded in 1961, ECHS received a six-year accreditation by the Western Association of Schools and Colleges in spring 2022.

El Camino has developed partnerships with local corporations such as Genentech, which has resulted in the creation of a biotechnology Career Technical Education pathway. Staff members explore new pathways, and enhance existing CTE courses

2025-26 School Description and Mission Statement

and pathways, to ensure that all students are prepared for post-secondary education and a career in the 21st Century.

The South San Francisco Unified School District comprises nine elementary schools, three middle schools, two high schools, one continuation high school, an adult program, and a preschool program. The local community has supported a series of bond measures to support the district and El Camino High School campus. In 2010, Measure J funded multiple improvements, including a new athletic field and stadium, and a state-of-the art Science Center. In fall 2022, voters approved Measure T, which identified a $49 million budget priority for site infrastructure, modernization, seismic upgrades, a retrofitted gymnasium and cafeteria, and an outdoor learning space.

Mission Statement:
El Camino High School's mission is to graduate resilient students through a rigorous and culturally relevant learning environment to become globally conscious citizens and lifelong learners.

Schoolwide Learning Outcomes:
COMPETENCY: Students will develop competence in Critical thinking, Communication, Collaboration, and Creativity.
OPEN-MINDEDNESS: Students will practice social responsibilities and acceptance with respect to self and others.
LITERACY: Students will read, write, speak, and listen effectively across subject matters.
TECHNOLOGY: Students will become responsible digital citizens.
SERVICE: Students will become global citizens, able to make a difference at their school, in their local community as well as global community.

Graduate Aims:
LEARN constantly as their life and world change
THRIVE as a person
NAVIGATE their future purposefully
IMPACT their community for the better

Core Values:
Community is our strength
Authentic Relationships matter
Resilience propels us forward
Equity is our North Star

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	281
Grade 10	222
Grade 11	279
Grade 12	271
Total Enrollment	1,053

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.2
Asian	15.6
Black or African American	0.6
Filipino	32.1
Hispanic or Latino	37.9
Native Hawaiian or Pacific Islander	1.4
Two or More Races	6.1
White	6.2
English Learners	5.7
Foster Youth	0.1
Homeless	1.9
Migrant	0.4
Socioeconomically Disadvantaged	27.9
Students with Disabilities	14.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.3	80.26	364.5	83.29	234405.2	84
Intern Credential Holders Properly Assigned	0.3	0.55	8.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.4	6.96	20.1	4.61	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	1.22	3.3	0.77	11953.1	4.28
Unknown/Incomplete/NA	7	10.99	41.4	9.47	15831.9	5.67
Total Teaching Positions	63.9	100	437.6	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.6	87.63	366.3	86.19	231142.4	83.24
Intern Credential Holders Properly Assigned	2.8	4.54	10.3	2.44	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.7	7.55	43.2	10.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.2	4.5	1.06	11746.9	4.23
Unknown/Incomplete/NA	0	0.05	0.5	0.12	14303.8	5.15
Total Teaching Positions	63.4	100	425.1	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50	83.23	343.1	76.78	230039.4	100
Intern Credential Holders Properly Assigned	0.5	0.98	9.9	2.22	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.1	10.17	73	16.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.1	0.47	12112.8	4.34
Unknown/Incomplete/NA	3.3	5.59	18.6	4.18	13705.8	4.91
Total Teaching Positions	60.1	100	446.9	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	4.40	4.7	6.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.40	4.7	6.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.70	0.1	0
Total Out-of-Field Teachers	0.70	0.1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.8	7.8	14.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.8	5.8	4.1

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync/2017	0%
Mathematics	Pearson Common Core Algebra I; CC Geometry; CC Algebra 2/2015	0%
Science	Prentice Hall (Pearson) Biology/2007; Holt McDougal - Earth Science/2010; Pearson Chemistry/2006	0%
History-Social Science	McGraw Hill - Impact California Social Studies High School Program/2019	0%
Foreign Language	EMC ¡Qué chévere! (Spanish)/2014; T'es branché? (French) © 2014	0%
Health	G-W Publisher Essential Health Skills for High School/2023 (Fourth Edition)	0%
Visual and Performing Arts		

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

School Facility Conditions and Planned Improvements

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 1,100 students in grades 9-12. The District takes great effort to ensure that all schools are clean, safe and functional. All restrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the services 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 Fair 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

School Facility Conditions and Planned Improvements

- The year and month in which the data were collected: September 2025
- The Overall Rating: 94.98%

Year and month of the most recent FIT report	September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Exemplary
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	72	74	49	49	47	48
Mathematics (grades 3-8 and 11)	37	40	38	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	266	97.79	2.21	73.68
Female	123	120	97.56	2.44	85.00
Male	149	146	97.99	2.01	64.38
American Indian or Alaska Native	0	0	0	0	0
Asian	47	46	97.87	2.13	95.65
Black or African American	--	--	--	--	--
Filipino	94	94	100.00	0.00	77.66
Hispanic or Latino	87	82	94.25	5.75	63.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	73.33
White	20	20	100.00	0.00	70.00
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	68	98.55	1.45	57.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	18.42

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	266	97.79	2.21	40.23
Female	123	120	97.56	2.44	43.33
Male	149	146	97.99	2.01	37.67
American Indian or Alaska Native	0	0	0	0	0
Asian	47	46	97.87	2.13	76.09
Black or African American	--	--	--	--	--
Filipino	94	94	100.00	0.00	46.81
Hispanic or Latino	87	82	94.25	5.75	19.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	40.00
White	20	20	100.00	0.00	30.00
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	68	98.55	1.45	20.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	46.74	47.08	33.08	34.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	257	95.19	4.81	47.08
Female	142	136	95.77	4.23	49.26
Male	128	121	94.53	5.47	44.63
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	83.78
Black or African American	--	--	--	--	--
Filipino	84	81	96.43	3.57	49.38
Hispanic or Latino	115	107	93.04	6.96	26.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	72.22
English Learners	15	14	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	63	92.65	7.35	44.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	29	85.29	14.71	13.79

2024-25 Career Technical Education Programs

Career Technical Education (CTE) in the South San Francisco Unified School District (SSFUSD) provides high school students with opportunities to explore and prepare for high-wage, high-demand careers while supporting postsecondary readiness. CTE pathways typically consist of a two- to three-year sequence of courses focused on a specific industry sector. Instruction emphasizes hands-on, contextualized learning designed to develop students' professionalism, technical skills, and career awareness. CTE pathways are open to all students and are designed to support equitable access to career exploration and postsecondary opportunities.

CTE instructors collaborate with industry advisory boards to ensure curriculum relevance and to support work-based learning opportunities for students. As SSFUSD continues to advance a model that integrates rigorous academics, technology, work-based learning, and comprehensive student supports, the district is increasing capacity among CTE teachers, counselors, and administrators. Students enrolled in CTE courses may earn college credit, obtain industry-recognized certifications, participate in summer internships, and build professional networks aligned to their chosen pathway. Through standards-based instruction, career readiness activities, and cohort-based supports, CTE students demonstrate increased engagement, persistence toward graduation, and postsecondary outcomes, including enrollment in college, credential programs, or apprenticeships.

Current CTE pathways at El Camino High School include Culinary Arts, Video Arts, Photography, Biotechnology, Health Science (Sports Medicine), and Computer Science. In addition, the school is exploring the expansion of a Technical Theatre

2024-25 Career Technical Education Programs

course offered during the 2024–25 academic year into a full CTE pathway in 2025–26.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	426
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.62
Graduates Who Completed All Courses Required for UC/CSU Admission	67.92

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	76.2%	92.9%	95.4%	92.9%	92.2%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

El Camino High School values meaningful family engagement and provides multiple opportunities for parents and guardians to participate in school programs, events, and shared decision-making. The Parent Teacher Student Association (PTSA) plays an active role in supporting the school through fundraising, staff recognition activities such as appreciation lunches and breakfasts, and communication with families via the school website and platforms including ParentSquare and School Messenger.

Families also contribute through various booster organizations, including Athletics, Dance, and Band, by volunteering time and resources, supporting student activities, and assisting with fundraising efforts. Parents of English Learners are encouraged to participate in the English Language Advisory Council (ELAC), which has recently resumed in-person meetings to strengthen family voice and engagement. Parents and students are also invited to participate in monthly School Site Council (SSC) meetings, which provide opportunities for stakeholder input on school planning, programs, and resource allocation.

In addition, parents and families are welcome to attend community-focused events facilitated by ASB student leaders, including the Fall Festival, the Jim Cresta Memorial Car Show, and the Senior Showcase, which help foster connection and schoolwide community.

For more information about family engagement opportunities, parents and guardians may contact the school principal, James Briano, at 650-877-8806 or jbriano@ssfusd.org

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.7	3	1.1	6.4	6.2	5.3	8.2	8.9	8
Graduation Rate	98.6	96.4	97.4	88.6	91	90.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	271	264	97.4
Female	141	140	99.3
Male	130	124	95.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	36	36	100.0
Black or African American	--	--	--
Filipino	84	83	98.8
Hispanic or Latino	116	112	96.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	20	18	90.0
English Learners	28	27	96.4
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	131	128	97.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	34	28	82.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1092	1084	91	8.4
Female	511	507	43	8.5
Male	581	577	48	8.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	166	165	8	4.8
Black or African American	--	--	--	--
Filipino	341	340	18	5.3
Hispanic or Latino	424	419	47	11.2
Native Hawaiian or Pacific Islander	15	15	3	20.0
Two or More Races	69	69	10	14.5
White	69	68	4	5.9
English Learners	83	81	10	12.3
Foster Youth	--	--	--	--
Homeless	20	20	1	5.0
Socioeconomically Disadvantaged	339	337	44	13.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	159	158	28	17.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.85	4.64	4.4	3.94	3.3	2.64	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.40	0.00
Female	2.35	0.00
Male	6.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.81	0.00
Black or African American	0.00	0.00
Filipino	2.93	0.00
Hispanic or Latino	6.60	0.00
Native Hawaiian or Pacific Islander	6.67	0.00
Two or More Races	2.90	0.00
White	4.35	0.00
English Learners	6.02	0.00
Foster Youth	0.00	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged	7.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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) on October 15, 2025. A physical copy of our School Safety Plan is found in our General Office, and digital copies are accessible through Google Drive and at the district office.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	40	24	5
Mathematics	21	19	24	5
Science	20	23	17	6
Social Science	22	22	26	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	25	16	14
Mathematics	25	17	21	8
Science	27	10	14	9
Social Science	32	17	12	18

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	28	24	8
Mathematics	23	25	20	6
Science	27	7	20	4
Social Science	23	20	28	4

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	217.6

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20,433.00	$1,465.00	$11,341.00	$98,883.21
District	N/A	N/A	$7,627.00	$99,877.48
Percent Difference - School Site and District	N/A	N/A	39.2	-1.0
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	1.7	-1.2

Fiscal Year 2024-25 Types of Services Funded

Below is a list of funding sources for the 2024 - 2025 school year:
Peer Assistance and Review; Federal Special Education, Entitlement per UDC; Special Education Master Plan; Special Education Transportation; Prop 28; LCFF/LCAP (Local Control Funding Formula/Local Control Accountability Plan) funding for English Learners and intervention for identified subgroups. We are not a Title I school—Categorical funding consists of a portion of LCFF funding allocated to the site for English Learners and other groups targeted for intervention.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,912	$62,145
Mid-Range Teacher Salary	$95,687	$97,088
Highest Teacher Salary	$121,573	$120,436
Average Principal Salary (Elementary)	$159,480	$151,343
Average Principal Salary (Middle)	$165,850	$159,514
Average Principal Salary (High)	$250,077	$177,261
Superintendent Salary	$313,950	$294,805
Percent of Budget for Teacher Salaries	28.37%	29.95%
Percent of Budget for Administrative Salaries	5.33%	5.4%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	33.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	4
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

Professional Development

Professional development during the 2024–25 school year continued to build on the school's Strategic Planning and Portrait of a Graduate (PoG) work, with an emphasis on the four Graduate Aims: Learn, Thrive, Navigate, and Impact. Over the past several years, El Camino High School has developed Professional Learning Communities (PLCs) focused on establishing team norms and goals; sharing effective instructional practices; identifying priority standards; building curriculum maps and pacing guides; and developing common formative assessments. PLC teams analyze disaggregated student outcome data, including outcomes for English Learners and students with disabilities, and examine assessment validity, targeted interventions, and enrichment opportunities. This collaborative work culminates in sitewide sharing of completed Cycles of Inquiry.

To support this work, district Induction mentors and Teachers on Special Assignment (TOSAs) collaborated with instructors to strengthen instructional practice, the development and use of formative assessments, and data-informed instruction.

During the 2024–25 school year, professional learning also included the continued use of EverydayLabs, a tool designed to address chronic absenteeism through positive, family-centered communication aimed at improving student attendance. Additional professional development focused on de-escalation strategies and the use of affective language with students, provided in collaboration with district personnel.

As part of efforts to reduce distractions and support focused learning environments, the school implemented a mobile device policy supported by professional learning. Instructors engaged in group readings and discussions examining the impact of mobile phones and social media on learning, the benefits of phone-free classrooms, and strategies used by other districts. Staff feedback informed the finalization of a schoolwide policy and the establishment of consistent classroom practices.

Looking ahead to the 2025–26 school year, professional development will continue to build on these foundations, with a focus on districtwide priorities aligned to the Graduate Aims and Learner Progressions. These priorities include Exceptional Instruction through Academic Discourse, with staff developing a shared understanding of what academic discourse entails, examining evidence of discourse in classroom practice, and identifying effective strategies to support student discussion across content areas. Professional learning will also emphasize Exceptional Instruction in Mathematics, with a focus on strengthening implementation of high-quality instructional materials and effective instructional practices. In addition, professional development will support Engaged Students through Belonging and Wellbeing, with attention to classroom practices and schoolwide strategies that foster positive relationships, student engagement, and a sense of belonging. Additionally, PLC work will include cycles of inquiry with contracted timelines to provide opportunities for staff to engage in cross-curricular PLCs, in addition to the subject-alike PLCs that have been our ongoing focus.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3