

El Camino Real Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

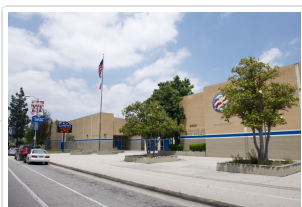
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school,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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



David Fehte, CEO/Principal

Principal, El Camino Real Charter High

About Our School

The School Accountability Report Card is issued annually for each school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this report for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. Please do not hesitate to contact us if you have any questions or concerns regarding items in this report.

Dave Fehte, Executive Director

Contact

*El Camino Real Charter High
5440 Valley Cir. Blvd.
Woodland Hills, CA 91367-5949*

*Phone: 818-595-7500
E-mail: d.fehte@ecrchs.net*

About This School

Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | |
|---|--|
| District Name | Los Angeles Unified |
| Phone Number | (213) 241-1000 |
| Superintendent | Ramon Cortines |
| E-mail Address | ramon.cortines@lausd.net |
| Web Site | www.lausd.net |

| School Contact Information - Most Recent Year | |
|---|--|
| School Name | El Camino Real Charter High |
| Street | 5440 Valley Cir. Blvd. |
| City, State, Zip | Woodland Hills, Ca, 91367-5949 |
| Phone Number | 818-595-7500 |
| Principal | David Fehte, CEO/Principal |
| E-mail Address | d.fehte@ecrchs.net |
| Web Site | www.ecrchs.net |
| County-District-School (CDS) Code | 19647331932623 |

Last updated: 1/15/2016

School Description and Mission Statement - Most Recent Year

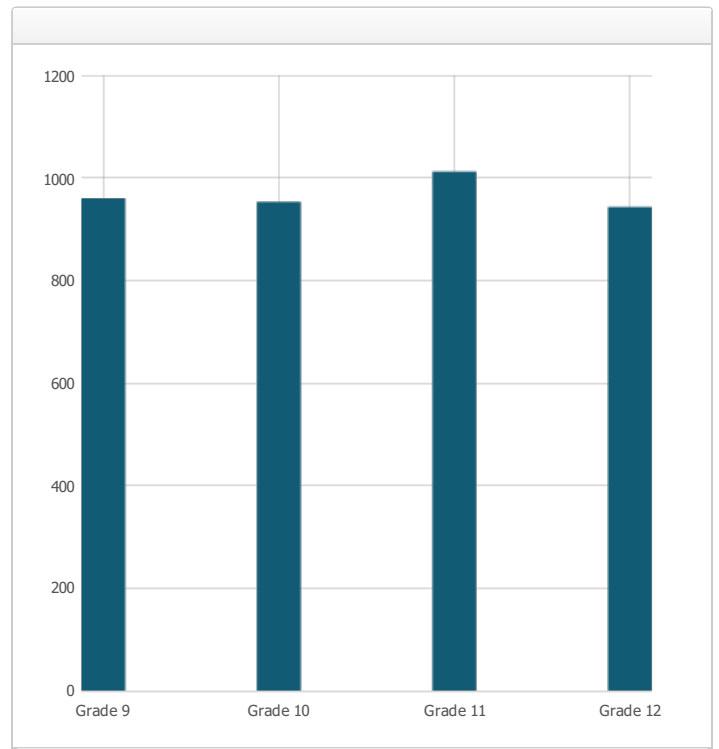
El Camino Real Charter High School is a comprehensive four-year high school located in the west San Fernando Valley, approximately 20 miles north of downtown Los Angeles. The school colors are dark blue, light blue, and camel and the mascot is the "Conquistadores". In 2009, El Camino was named a California Distinguished School by the California Department of Education.

The mission of El Camino Real Charter High School is to educate our diverse student body by developing students' talents and skills so they will succeed in a changing world, value and respect themselves and others, and make a positive contribution to our global society.

Last updated: 1/13/2016

Student Enrollment by Grade Level (School Year 2014-15)

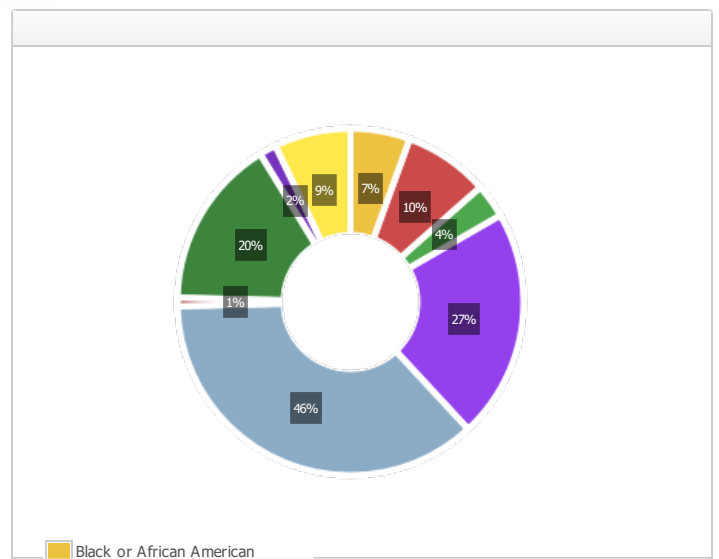
| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 960 |
| Grade 10 | 953 |
| Grade 11 | 1012 |
| Grade 12 | 943 |
| Total Enrollment | 3868 |



Last updated: 1/13/2016

Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.6 % |
| American Indian or Alaska Native | 0.6 % |
| Asian | 10.4 % |
| Filipino | 4.6 % |
| Hispanic or Latino | 27.6 % |
| Native Hawaiian or Pacific Islander | 0.6 % |
| White | 46.9 % |
| Two or More Races | 1.6 % |
| Socioeconomically Disadvantaged | 20.6 % |
| English Learners | 2.7 % |
| Students with Disabilities | 9.5 % |
| Foster Youth | 0.2 % |



Last updated: 1/13/2016

A. Conditions of Learning

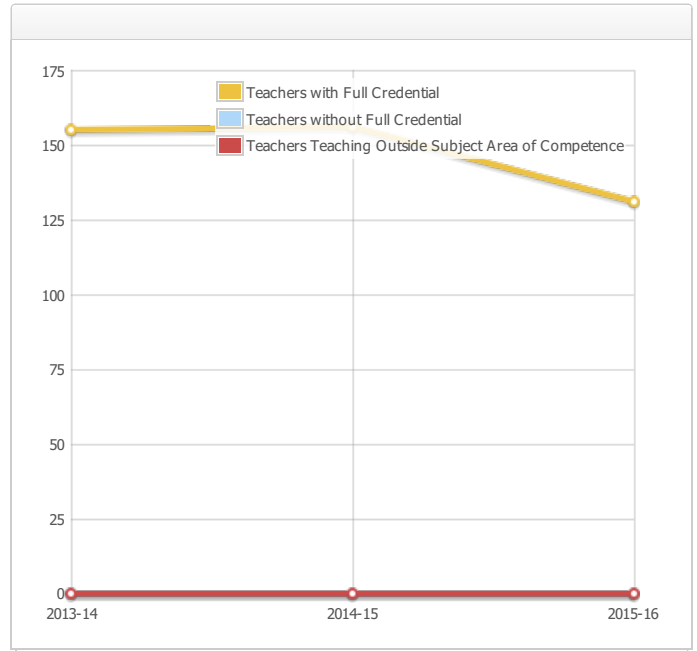
State Priority: Basic

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

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

Teacher Credentials

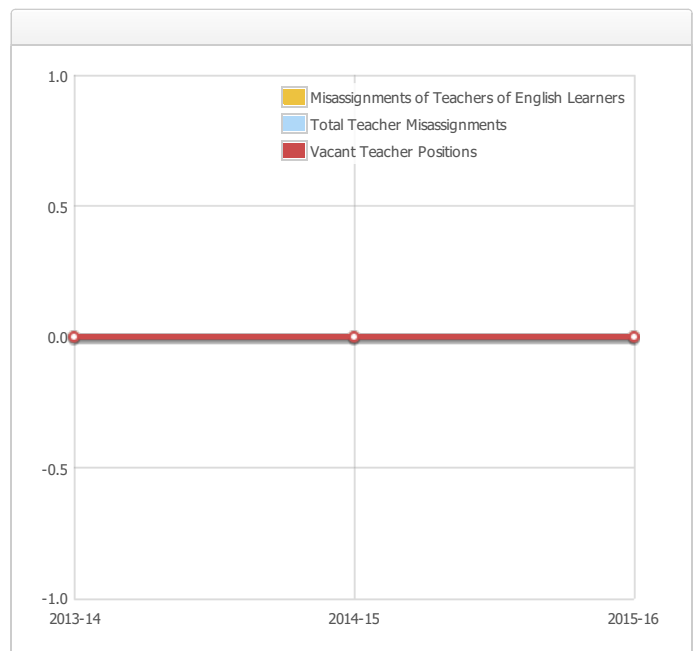
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 155 | 156 | 131 | 131 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/13/2016

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/13/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 88.0% | 12.0% |
| High-Poverty Schools in District | 93.0% | 7.0% |
| Low-Poverty Schools in District | 45.0% | 55.0% |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: July 2015

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts | Prentice Hall Literature: Timeless Voices, Timeless Themes 2002 One World: A global anthology of short stories 2009 | Yes | 0.0 % |
| Mathematics | Geometry Algebra and Trigonometry: Structure and Method California Geometry Algebra 1: Concepts and Skills Geometry: Concepts and Applications Algebra 2 with Trigonometry Precalculus Enhanced with Graphing Utilities Accounting, Glencoe | Yes | 0.0 % |
| Science | Glencoe Chemistry: Matter and Change Science, California 2007 Chemistry in the Community Principles of General Chemistry 2015 AP Chemistry: A Molecular Approach, Pearson 2014 Psychology in Everyday Life Psychology for High School The Man Who Mistook His Wife For A Hat: And Other Clinical Tales Conceptual Physics Pearson Physics AP Environmental Science | Yes | 0.0 % |
| History-Social Science | High School World History - Pearson 2014 World Geography 2009 United States Government: Democracy in Action 2006 | Yes | 0.0 % |

| | | | |
|--------------------------------|---|-----|-------|
| | <p>The Real World: An Introduction to Sociology 2011</p> <p>The American Vision, Modern Times 2006</p> <p>World History: The Modern Era</p> | | |
| Foreign Language | <p>Realidades</p> <p>Avancemos! - Levels 1, 2, and 3 - 2013</p> | Yes | 0.0 % |
| Health | <p>Food, Nutrition & Wellness - McGraw Hill</p> <p>Parenting Rewards & Responsibilities, Teen Parenting Skills</p> <p>The Developing Child</p> | Yes | 0.0 % |
| Visual and Performing Arts | <p>Clothing: Fashion, Fabrics, and Construction 2008</p> <p>Homes & Interiors - McGraw Hill</p> <p>Music! Its Role and Importance In Our Lives</p> <p>Discovering Art History</p> | Yes | 0.0 % |
| Science Lab Eqmt (Grades 9-12) | | | 0.0 % |

Last updated: 1/13/2016

School Facility Conditions and Planned Improvements - Most Recent Year

El Camino Real Charter High School takes great efforts to ensure that the school is clean, safe, and functional. The school works with the Safety Coordinator, LAUSD, OEHS, and the California Charter Schools Association to conduct inspections. El Camino continues to work with LAUSD to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. In Summer 2015, the LAUSD Small Learning Communities project was completed and resulted in the improvement of several classrooms and outdoor spaces. In Winter 2015, LAUSD completed the gym floor replacement project.

Last updated: 1/15/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: July 2015

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

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: July 2015

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/13/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | |
|--|--|----------|-------|
| | School | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 60.0% | 33.0% | 44.0% |
| Mathematics (grades 3-8 and 11) | 36.0% | 25.0% | 33.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 998 | 777 | 77.9% | 13.0% | 25.0% | 34.0% | 26.0% |
| Male | 998 | 386 | 38.7% | 18.0% | 24.0% | 35.0% | 22.0% |
| Female | 998 | 391 | 39.2% | 8.0% | 27.0% | 33.0% | 30.0% |
| Black or African American | 998 | 63 | 6.3% | 14.0% | 27.0% | 38.0% | 11.0% |
| American Indian or Alaska Native | 998 | 6 | 0.6% | -- | -- | -- | -- |
| Asian | 998 | 98 | 9.8% | 9.0% | 8.0% | 38.0% | 43.0% |
| Filipino | 998 | 35 | 3.5% | 11.0% | 29.0% | 34.0% | 26.0% |
| Hispanic or Latino | 998 | 213 | 21.3% | 14.0% | 35.0% | 32.0% | 17.0% |
| Native Hawaiian or Pacific Islander | 998 | 4 | 0.4% | -- | -- | -- | -- |
| White | 998 | 354 | 35.5% | 14.0% | 23.0% | 33.0% | 28.0% |
| Two or More Races | 998 | 4 | 0.4% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 998 | 151 | 15.1% | 18.0% | 29.0% | 34.0% | 18.0% |
| English Learners | 998 | 19 | 1.9% | 37.0% | 32.0% | 11.0% | 21.0% |
| Students with Disabilities | 998 | 77 | 7.7% | 39.0% | 39.0% | 14.0% | 6.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 998 | 739 | 74.0% | 36.0% | 26.0% | 22.0% | 14.0% |
| Male | 998 | 370 | 37.1% | 38.0% | 24.0% | 22.0% | 14.0% |
| Female | 998 | 369 | 37.0% | 34.0% | 29.0% | 23.0% | 13.0% |
| Black or African American | 998 | 60 | 6.0% | 37.0% | 45.0% | 13.0% | 2.0% |
| American Indian or Alaska Native | 998 | 6 | 0.6% | -- | -- | -- | -- |
| Asian | 998 | 95 | 9.5% | 18.0% | 15.0% | 27.0% | 37.0% |
| Filipino | 998 | 32 | 3.2% | 44.0% | 13.0% | 25.0% | 19.0% |
| Hispanic or Latino | 998 | 201 | 20.1% | 45.0% | 28.0% | 18.0% | 7.0% |
| Native Hawaiian or Pacific Islander | 998 | 4 | 0.4% | -- | -- | -- | -- |
| White | 998 | 337 | 33.8% | 36.0% | 26.0% | 25.0% | 12.0% |
| Two or More Races | 998 | 4 | 0.4% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 998 | 146 | 14.6% | 45.0% | 25.0% | 18.0% | 10.0% |
| English Learners | 998 | 17 | 1.7% | 59.0% | 12.0% | 12.0% | 12.0% |
| Students with Disabilities | 998 | 77 | 7.7% | 77.0% | 16.0% | 4.0% | 3.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/13/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 72.0% | 70.0% | 68.0% | 50.0% | 50.0% | 46.0% | 59.0% | 60.0% | 56.0% |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/13/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 46.0% |
| All Students at the School | 68.0% |
| Male | 68.0% |
| Female | 69.0% |
| Black or African American | 57.0% |
| American Indian or Alaska Native | -- |
| Asian | 75.0% |
| Filipino | 79.0% |
| Hispanic or Latino | 60.0% |
| Native Hawaiian or Pacific Islander | -- |
| White | 72.0% |
| Two or More Races | 69.0% |
| Socioeconomically Disadvantaged | 62.0% |
| English Learners | 11.0% |
| Students with Disabilities | 31.0% |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/13/2016

Career Technical Education Participation (School Year 2014-15)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | -- |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Last updated: 1/13/2016

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|-----------------------|---------|
| | |

| | |
|---|--------|
| 2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.0% |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 41.0% |

State Priority: Other Pupil Outcomes

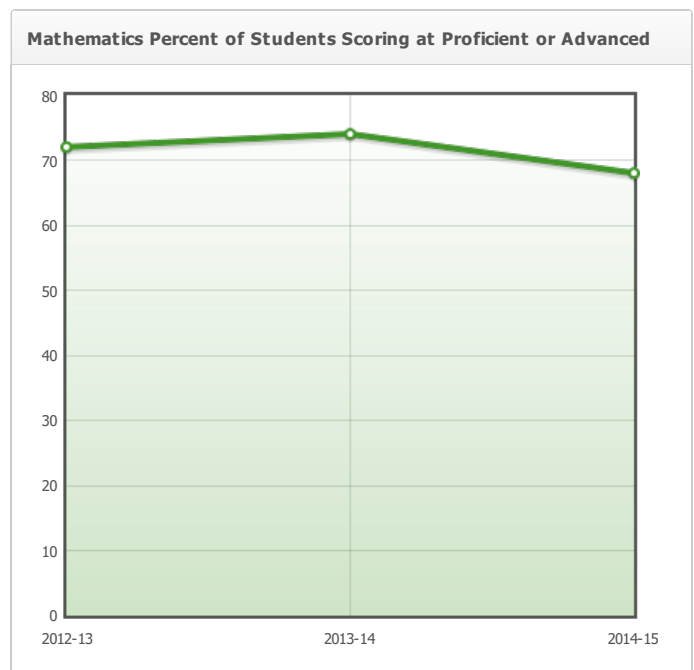
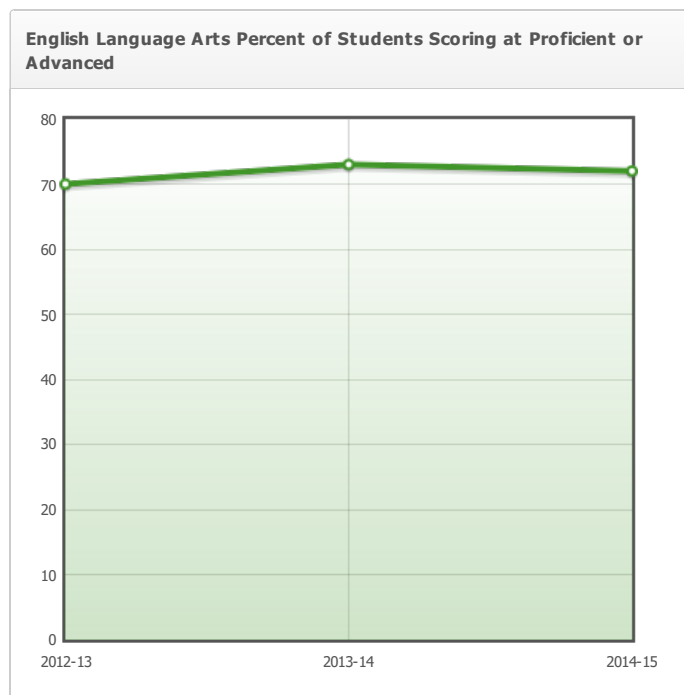
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English Language Arts | 70.0% | 73.0% | 72.0% | 49.0% | 47.0% | 49.0% | 57.0% | 56.0% | 58.0% |
| Mathematics | 72.0% | 74.0% | 68.0% | 54.0% | 56.0% | 53.0% | 60.0% | 62.0% | 59.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/13/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

| Student Group | English Language Arts | | | Mathematics | | |
|---|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA | 50.0% | 25.0% | 25.0% | 46.0% | 35.0% | 18.0% |
| All Students at the School | 28.0% | 28.0% | 44.0% | 32.0% | 42.0% | 26.0% |
| Male | 32.0% | 28.0% | 40.0% | 30.0% | 42.0% | 28.0% |
| Female | 24.0% | 28.0% | 49.0% | 34.0% | 43.0% | 23.0% |
| Black or African American | 40.0% | 30.0% | 29.0% | 52.0% | 36.0% | 12.0% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 30.0% | 16.0% | 54.0% | 18.0% | 43.0% | 39.0% |
| Filipino | 19.0% | 38.0% | 43.0% | 21.0% | 57.0% | 23.0% |
| Hispanic or Latino | 32.0% | 31.0% | 36.0% | 42.0% | 41.0% | 17.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 23.0% | 26.0% | 51.0% | 25.0% | 43.0% | 33.0% |
| Two or More Races | 17.0% | 28.0% | 56.0% | 35.0% | 47.0% | 18.0% |
| Socioeconomically Disadvantaged | 40.0% | 26.0% | 33.0% | 38.0% | 42.0% | 20.0% |
| English Learners | 86.0% | 7.0% | 7.0% | 55.0% | 41.0% | 3.0% |
| Students with Disabilities | 74.0% | 18.0% | 9.0% | 79.0% | 16.0% | 5.0% |
| Students Receiving Migrant Education Services | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/13/2016

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| | | | |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2016

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

El Camino Real Charter High has many opportunities for parent involvement. Parents are welcome to join our two main parent groups, The Friends of ECR and PTSA. PTSA meets monthly and is involved in helping schools from the local to the state level. Their activities include hosting test taking workshops, helping underprivileged students, and sponsoring several scholarships at Senior Awards Night. Friends of ECR also meets monthly and is the main fundraising entity for the school. In the past, the money raised has helped pay for additional nursing hours, to supplement classroom materials, to fund tutoring programs, and many other items. Parents can also participate in our school committees including the School Site Council, English Learner Advisory Committee, and School Safety Committee. Our parents also individually donate their time and money to support the myriad of activities offered at El Camino such as band, drama, robotics, athletics, journalism, and academic decathlon.

State Priority: Pupil Engagement

Last updated: 1/15/2016

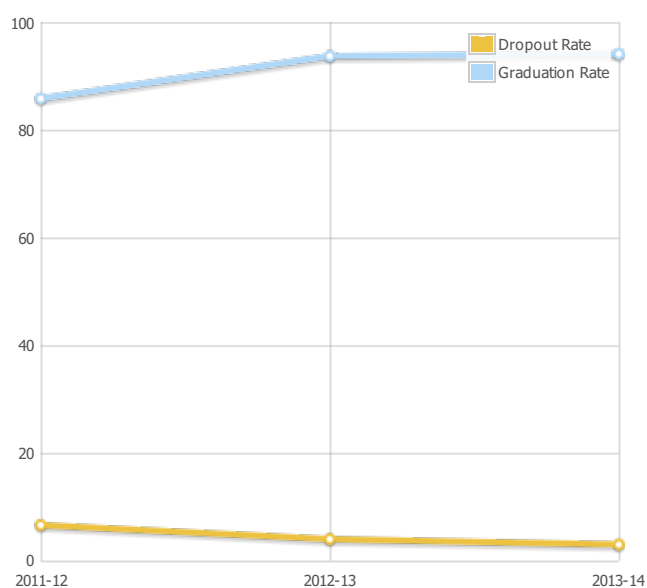
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 6.6% | 4.0% | 3.0% | 20.3% | 17.2% | 17.4% | 13.1% | 11.4% | 11.5% |
| Graduation Rate | 85.80 | 93.70 | 94.10 | 66.60 | 68.10 | 70.20 | 78.87 | 80.44 | 80.95 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Completion of High School Graduation Requirements

| Student Group | Graduating Class of 2014 | | |
|-------------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 97 | 88 | 84 |
| Black or African American | 100 | 86 | 76 |
| American Indian or Alaska Native | 95 | 87 | 78 |
| Asian | 0 | 94 | 92 |
| Filipino | 141 | 92 | 96 |
| Hispanic or Latino | 81 | 88 | 81 |
| Native Hawaiian or Pacific Islander | 100 | 92 | 83 |
| White | 88 | 91 | 89 |
| Two or More Races | 86 | 92 | 82 |
| Socioeconomically Disadvantaged | 87 | 89 | 81 |
| English Learners | 94 | 32 | 50 |
| Students with Disabilities | 92 | 74 | 61 |
| Foster Youth | -- | -- | -- |

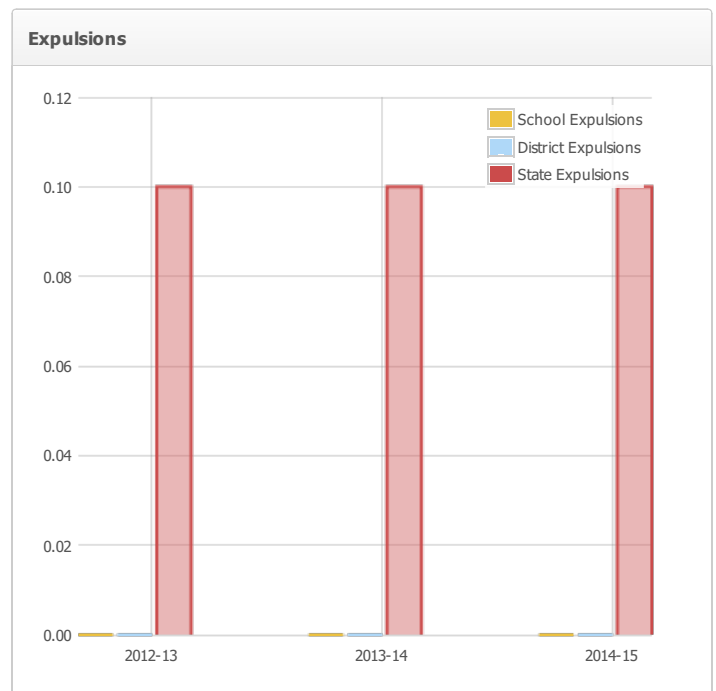
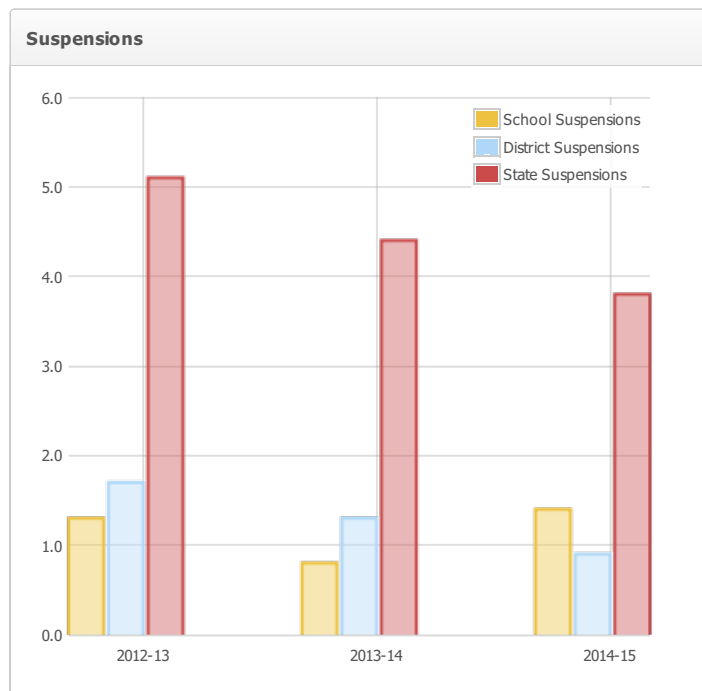
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 1.3 | 0.8 | 1.4 | 1.7 | 1.3 | 0.9 | 5.1 | 4.4 | 3.8 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/13/2016

School Safety Plan - Most Recent Year

El Camino's three-volume School Safety Plan is reviewed and updated annually. Volume One deals with Prevention, Volume Two focuses on Emergency Procedures, and Volume Three concentrates on Recovery Procedures. The school holds an annual earthquake drill, an annual lockdown drill, semi-annual fire drills, and monthly drop, cover, and hold drills.

Last updated: 1/15/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | No | Yes | |
| Met Participation Rate - English Language Arts | No | Yes | |
| Met Participation Rate - Mathematics | No | Yes | |
| Met Percent Proficient - English Language Arts | Yes | N/A | |
| Met Percent Proficient - Mathematics | Yes | N/A | |
| Met Attendance Rate | N/A | Yes | |
| Met Graduation Rate | Yes | Yes | |

Last updated: 1/13/2016

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013-2014 | 2004-2005 |
| Year in Program Improvement | Year 3 | Year 1 |
| Number of Schools Currently in Program Improvement | N/A | 654 |
| Percent of Schools Currently in Program Improvement | N/A | 82.6% |

Note: Cells with NA values do not require data.

Last updated: 1/13/2016

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|-------------|--------------------|---------------------|-------|--------------------|---------------------|------|--------------------|---------------------|-----|------|-------|-----|
| | Average Class Size | Number of Classes * | | Average Class Size | Number of Classes * | | Average Class Size | Number of Classes * | | | | |
| | | 1-20 | 21-32 | | 33+ | 1-20 | | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/13/2016

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 28.0 | 29 | 50 | 62 | 25.0 | 60 | 51 | 58 | 27.0 | 41 | 56 | 56 |
| Mathematics | 35.0 | 5 | 18 | 62 | 33.0 | 13 | 18 | 65 | 31.0 | 22 | 18 | 69 |
| Science | 29.0 | 16 | 18 | 40 | 31.0 | 23 | 10 | 54 | 33.0 | 14 | 11 | 59 |
| Social Science | 35.0 | 8 | 9 | 48 | 30.0 | 29 | 11 | 68 | 30.0 | 31 | 9 | 74 |

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

Last updated: 1/13/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 9.0 | 430.0 |
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Teacher (librarian) | 1.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 2.0 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 1.0 | N/A |
| Speech/Language/Hearing Specialist | 0.0 | N/A |
| Resource Specialist (non-teaching) | 2.0 | N/A |
| Other | 0.0 | N/A |

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$7327.0 | \$830.0 | \$6498.0 | \$83129.0 |
| District | N/A | N/A | \$0.0 | \$68881.0 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$5348.0 | \$72971.0 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/15/2016

Types of Services Funded (Fiscal Year 2014-15)

Federal

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. At ECR, Title I funds primarily support the alternative school and independent studies program for those that have trouble in the traditional classroom.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers. At ECR, staff are routinely sent to workshop and conferences to improve classroom instruction.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled. These funds primarily support ESL programs and after-school tutoring programs.

Individuals with Disabilities Education Act (IDEA)

IDEA funds may be used to ensure that all students with disabilities enrolled in the school receive specialized instruction and related services in a manner that complies with all provisions of federal law regardless of the student's district of residence.

National School Lunch Program (NSLP) – Federal Program

The National School Lunch Program (NSLP) offers reimbursement to schools serving nutritious meals to students at reasonable prices. In California, the program is administered by the California Department of Education, Nutrition Services Division.

State

Education Protection Account – General Purpose

Revenue Limit sources, including Charter School General Purpose, includes from the Education Protection Account (EPA) created by the passage of Proposition 30 in November 2012. These funds will support instructional program expenditures: certificated teacher salaries. Funds will not be used to support school administration and other EPA non-allowable expenses.

Economic Impact Aid

Charter schools are not eligible to receive EIA like traditional school districts. Instead, they receive the funding in the form of in lieu of EIA as long as the pupils meet the eligibility of educational disadvantaged pupils. Though ECR is not restricted like school districts, its funds are still set aside, like a school district, for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

Statewide Special Education Funding Model (AB602)

Comines funds from several different revenue sources: State, Federal, and Local Property Taxes. AB 602 funds may be used to ensure that all students with disabilities enrolled in the school receive specialized instruction and related services in a manner that complies with all provisions of federal law regardless of the student's district of residence.

Lottery - Proposition 20

20% of the total lottery entitlement is used for instructional material expenditures.

National School Lunch Program (NSLP) – State Program

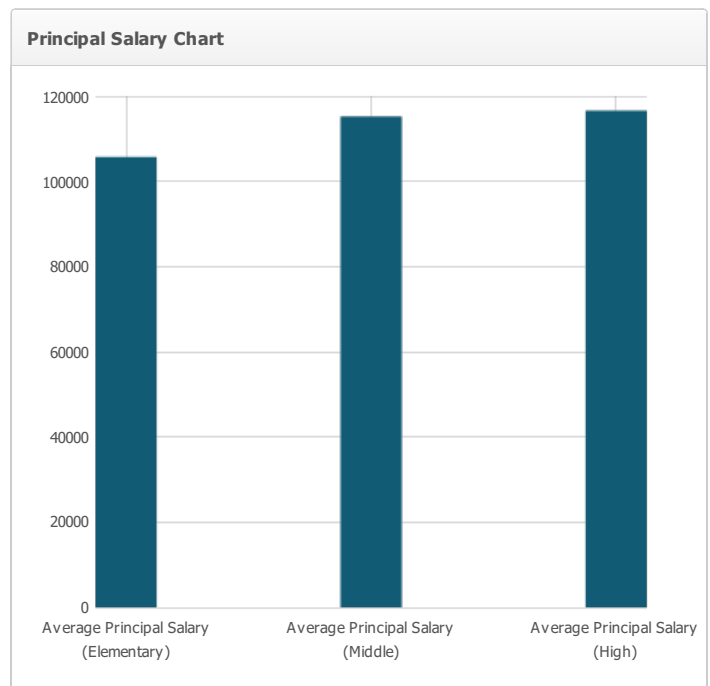
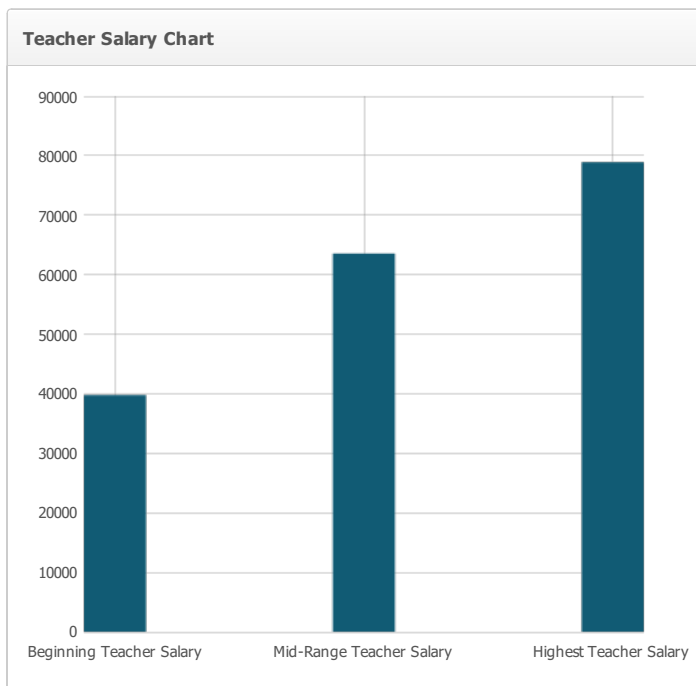
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Last updated: 1/15/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,788 | \$43,165 |
| Mid-Range Teacher Salary | \$63,553 | \$68,574 |
| Highest Teacher Salary | \$78,906 | \$89,146 |
| Average Principal Salary (Elementary) | \$105,723 | \$111,129 |
| Average Principal Salary (Middle) | \$115,222 | \$116,569 |
| Average Principal Salary (High) | \$116,595 | \$127,448 |
| Superintendent Salary | \$350,000 | \$234,382 |
| Percent of Budget for Teacher Salaries | 35.0% | 38.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

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



Last updated: 1/13/2016

Advanced Placement Courses (School Year 2014-15)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 1 | N/A |
| English | 6 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 5 | N/A |
| Mathematics | 8 | N/A |
| Science | 7 | N/A |
| Social Science | 23 | N/A |
| All Courses | 50 | 0.6% |

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/13/2016

Professional Development – Most Recent Three Years

El Camino has fourteen special schedule days throughout the year to allow for staff development (a total of 21 hours). Additionally, the staff at El Camino is involved in one to two days of staff development prior to the start of each school year.

Last updated: 1/15/2016