

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/fq/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	5450 Snyder Lane
City, State, Zip	Rohnert Park, CA. 94928
Phone Number	7077924750
Principal	Heather Ramme
Email Address	Heather_Ramme@crpusd.org
School Website	https://echs.crpusd.org/
Grade Span	9-12
County-District-School (CDS) Code	49738824930046

2025-26 District Contact Information

District Name	CRPUSD
Phone Number	1-707-792-4722
Superintendent	Maité Iturri
Email Address	maite_iturri@crpusd.org
District Website	www.crpusd.org

2025-26 School Description and Mission Statement

To meet the varying needs of all students, El Camino High School was founded in 1980 to serve students who were struggling to earn their high school diplomas at Rancho Cotate High School. Faced with students dropping out of high school and failing to meet graduation requirements, the Cotati-Rohnert Park Unified School District established an alternative school. El Camino High School served a very specific need, to create an academic atmosphere where at-risk students could be successful in a smaller educational learning environment while maintaining good academic standing and remaining on schedule to earn a high school diploma.

El Camino High School was created to provide all students with a greater opportunity to earn a high school diploma during their

2025-26 School Description and Mission Statement

4-year academic career. El Camino High School offers students a more flexible schedule with accelerated learning opportunities. El Camino High School students encounter a blended learning environment that capitalizes upon direct instruction and online learning with two teachers and a bilingual instructional assistant. Through the use of the online learning platform, Edgenuity, and direct teacher support, students can recover missing credits for courses that were either failed or marked incomplete during their coursework at Rancho Cotate High School.

El Camino High School is located on the Rancho Cotate High School campus and serves approximately 70 - 85 students in a given school year. This number fluctuates as students who earn their appropriate credits may graduate early and leave during the regular school year. The students attending El Camino are primarily seniors, and some juniors, who have struggled to remain on track for graduation and have faced challenges academically and often socially and emotionally as well. Students are credit-deficient and require additional academic and social support. A number of the students are English Language Learners who struggled to reach English and academic proficiency during their high school careers. These students require a different approach to help them complete their coursework and graduation requirements. As an alternative school, the credits needed to earn an El Camino High School Diploma are 180. The purpose of El Camino High School is to ensure students gain a sense of well-being and academic accomplishment before their graduation.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	1
Grade 12	47
Total Enrollment	48

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.6
Male	60.4
Asian	2.1
Black or African American	4.2
Hispanic or Latino	60.4
Two or More Races	10.4
White	20.8
English Learners	29.2
Foster Youth	2.1
Homeless	2.1
Socioeconomically Disadvantaged	72.9
Students with Disabilities	6.3

A. Conditions of Learning

State Priority: Basic

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

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

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)	0	0	247.6	83.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.2	1.1	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	10	3.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.9	100	16.6	5.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	19.5	6.58	15831.9	5.67
Total Teaching Positions	1.9	100	297.1	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)	0	0	240.6	80.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.1	2.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	21.8	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	100	13.8	4.6	11746.9	4.23
Unknown/Incomplete/NA	0	0	17.1	5.71	14303.8	5.15
Total Teaching Positions	2	100	300.5	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)	1.1	52.38	252.9	81.19	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.44	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	19.8	6.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	47.62	11.7	3.78	12112.8	4.34
Unknown/Incomplete/NA	0	0	25.6	8.22	13705.8	4.91
Total Teaching Positions	2.1	100	311.5	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	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	1.90	2	1
Total Out-of-Field Teachers	1.90	2	1

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)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

All students in the Cotati-Rohnert Park Unified School District have sufficient instructional materials in all core subject areas.

Year and month in which the data were collected	August 2025
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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	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education, biology, etc	0%
Visual and Performing Arts	Contact Educational Services Department (707) 792-4708.	0%
Science Laboratory Equipment (grades 9-12)	Contact Educational Services Department (707) 792-4708.	0%

School Facility Conditions and Planned Improvements

El Camino High School is on the Rancho Cotate High School Campus. Rancho Cotate, which began housing students in 1969, has gone through six stages of modernization, starting in 1991. Maintenance and Operations oversees the physical plant and the high school on-site custodian staff ensures that the over 151,000 square feet and 43 acres of campus are clean, classrooms are kept in good order, and the general school plant is maintained. Each teacher has a telephone in the classroom for contacting parents for quick response to emergencies, and in 2015 a clock system with the ability to send out text safety announcements was installed. Rancho Cotate, in collaboration with the Department of Public Safety, has developed a school crisis response plan. Emergency drills are routinely held for earthquake, civil disturbance, and fire preparedness. Rancho Cotate has had safety inspections by the Fire Marshall, health department, and insurance carrier. In general, the reports were positive, and when problems were noted, they were addressed. The three-year asbestos re-inspection occurred in March 2022.

Lighting improvements were made in the Woodworking area to ensure a well-lit safe working environment. Our gymnasium lighting system has been updated and the gym floor has been completed refurbished to ensure safety during all sports activities. In 2008, the RCHS football field was opened to offer players a safer field for sporting events and an impressive environment for community gatherings and school spirit. In fall of the 2011-2012 School Year roofing of the D2 building was completed and re-roofing of the Math/Science (N) building was completed. In the 2014-15 school year, improvements in the updated siding of the D building were made, and uneven pavement is subject to grinding during break. Gutters are evaluated and repaired each year. The Rancho Cotate High School maintenance team monitors the school facility and ensures that it is in good repair.

Rancho has already undergone a "facelift" to its infrastructure, including new sidings and fresh paint for all the buildings and upgraded Wi-Fi capacities to accommodate our technology needs. Funds to build a Theater Arts and Gymnasium (TAG) building have been allocated and groundbreaking for the TAG building occurred in the summer of 2017. The building opened in spring 2019. Approximately a \$54 million project, the TAG building is a combination Performing Arts and Gymnasium. Plans include two levels of classrooms. The ground floor includes a dance room, weight room, band room, along with locker rooms, coaching offices, and storage space. The second level includes more classrooms and a Digital Arts complex. The Performing Arts Theater seats 200 and the Gymnasium seats 2,000.

Year and month of the most recent FIT report	July 2025			
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Old Gym: HVAC in need of repair. Wood Shop HVAC not running at optimal performance. N Wing: Some HVAC issues
Interior: Interior Surfaces			X	Admin Building: Dry rot underside of roof deck. P Wing flooring needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Old Gym Restrooms old and outdated. MU: Restrooms old and outdated.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		B, C, D, E, N Wing: Gutters in poor shape - Gutters are planned to be replaced : Old Gym: Several roof leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Old Gym: HVAC in need of repair. Wood Shop HVAC not running at optimal performance. N Wing: Some HVAC issues
Interior: Interior Surfaces			X	Admin Building: Dry rot underside of roof deck. P Wing flooring needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Old Gym Restrooms old and outdated. MU: Restrooms old and outdated.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		B, C, D, E, N Wing: Gutters in poor shape - Gutters are planned to be replaced : Old Gym: Several roof leaks.
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)	0	0	41	42	47	48
Mathematics (grades 3-8 and 11)	0	0	25	29	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	27	14	51.85	48.15	0.00
Female	--	--	--	--	--
Male	19	7	36.84	63.16	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	11	61.11	38.89	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	7	43.75	56.25	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	27	9	33.33	66.67	--
Female	--	--	--	--	--
Male	19	6	31.58	68.42	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	7	38.89	61.11	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	5	31.25	68.75	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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)	5.26	11.11	26.78	28.8	30.73	32.33

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	64	27	42.19	57.81	11.11
Female	20	10	50.00	50.00	--
Male	44	17	38.64	61.36	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	17	42.50	57.50	5.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	7	46.67	53.33	--
English Learners	18	9	50.00	50.00	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	23	47.92	52.08	8.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

All students have access to Naviance, a web-based college and career planning platform that provides interactive, research-based tools to support postsecondary planning. Students may access both online and hard-copy resources related to college and career pathways, including two-year and four-year colleges, postsecondary training programs, job skills development, scholarships, financial aid, CHSPE, GED, and adult education options. Santa Rosa Junior College (SRJC) representatives regularly provide on-campus college and career workshops, and students have opportunities to enroll in concurrent enrollment courses. Students who are employed may also earn SRJC work experience credit. Computers are available on campus to support students in developing résumés, cover letters, and completing employment applications.

College and career readiness is embedded throughout the instructional program. Courses are designed to meet students at a variety of academic levels while providing appropriate supports to ensure student success. While El Camino does not offer an A-G diploma pathway, students develop the academic, technical, and employability skills necessary for success in community college, workforce training programs, or entry-level employment. Many students face barriers to graduation, including challenges related to literacy, English language acquisition, homelessness, foster care, family responsibilities, and socioeconomic disadvantage. To address these needs, the school provides instructional aide support during the school day and offers after-school credit recovery opportunities.

Career exploration and personal financial literacy are integrated across the curriculum. All students complete a career interest inventory and research a potential career pathway, culminating in a reflective or presentation-based assignment. The college and career counselor provides presentations on post-high school options and is available to support students in connecting with postsecondary education, training, and employment opportunities. Instruction intentionally incorporates real-world

2024-25 Career Technical Education Programs

applications to increase relevance, engagement, and preparedness for life beyond high school.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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 staff members believe that parental participation is essential to students' success. El Camino welcomes parents to visit the campus at any time and encourages parents to participate in campus activities (new student orientation, Back-to-School Night, School Site Council, and DELAC). Our teachers now serve as Academic Advisors for their caseload of students. They use time allotted at the end of the day to make contact with families about student progress and conference with students on their credits. Upon the enrollment of their students, parents are required to attend an intake meeting with the administrator to explain the goals and expectations of the school. Additional conferences may be held as necessary (Student Study Team meetings, student progress check-in meetings, and such). Parents are also welcome to act as chaperones on field trips and to volunteer in the classroom.

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	18	29.2	26.8	7.4	9.7	9.2	8.2	8.9	8
Graduation Rate	82	70.8	71.4	90	88.3	89.9	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	56	40	71.4
Female	20	16	80.0
Male	36	24	66.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	30	24	80.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	9	52.9
English Learners	14	10	71.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	50	34	68.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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	94	91	82	90.1
Female	33	31	30	96.8
Male	61	60	52	86.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	53	48	90.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	27	25	22	88.0
English Learners	24	23	22	95.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	74	71	67	94.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
6.33	10.39	5.32	5.06	4.91	3.82	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	2.13	0.07	0.1	0.07	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	5.32	2.13
Female	3.03	0.00
Male	6.56	3.28
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.11	7.41
English Learners	4.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.76	2.70
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

El Camino High School complies with existing laws related to school safety. These include Disaster Procedures, District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment, and Procedures for Safe Ingress and Egress of pupils, parents, and Staff To and From School, and a Safe and Orderly Environment conducive to Learning. These policies and procedures are regularly reviewed and posted. Each year the El Camino School Safety Plan is reviewed, evaluated, and amended if needed by the School Site Council. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year. Finally, staff and students participate in a regular practice of safety drills to better prepare themselves to handle emergencies. El Camino High School complies with existing laws related to school safety. These include Disaster Procedures, District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment, and Procedures for Safe Ingress and Egress of pupils, parents, and staff To and From School, and a Safe and Orderly Environment conducive to Learning. These policies and procedures are regularly reviewed and posted. Each year the El Camino School Safety Plan is reviewed, evaluated, and amended if needed by the School Site Council. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year. Finally, staff and students participate in a regular practice of safety drills to better prepare themselves to handle emergencies.

We post Seth's Law for Non-Discrimination and Harassment (Board Policy 5145.3), and Bullying (Board Policy 5131.2), and offer a Uniform Complaint Procedure process (Board Policy 1312.3). The El Camino staff reviews the school Safety procedures in August of 2025 and the School Site Council met in November 2025 to approve the 2025-2026 Comprehensive School Safety Plan.

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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

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				
Mathematics				
Science				
Social Science				

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	48			4
Mathematics	48			4
Science	48			4
Social Science	48			8

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

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	19,269	3,810	15,459	98,313
District	N/A	N/A	8,174	\$79,755
Percent Difference - School Site and District	N/A	N/A	61.7	20.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	32.4	-1.8

Fiscal Year 2024-25 Types of Services Funded

In addition to school site budgets, our school also receives the following supplemental funding:

For ELD services, in addition to designated ELD support from credentialed teachers, the district provides a full-time ELD assistant from LCAP funds.

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	\$51,271	\$62,145
Mid-Range Teacher Salary	\$78,674	\$97,088
Highest Teacher Salary	\$102,805	\$120,436
Average Principal Salary (Elementary)	\$142,545	\$151,343
Average Principal Salary (Middle)	\$124,811	\$159,514
Average Principal Salary (High)	\$154,513	\$177,261
Superintendent Salary	\$230,000	\$294,805
Percent of Budget for Teacher Salaries	25.97%	29.95%
Percent of Budget for Administrative Salaries	6.79%	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	0
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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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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

Professional Development

Professional development in the Cotati-Rohnert Park Unified School District is grounded in research-based best practices. In addition to three professional development days provided outside of the student instructional calendar, teachers have multiple opportunities to grow professionally through district-sponsored trainings offered during release time and on regularly scheduled professional development dates. At the site level, Professional Learning Communities (PLCs) are being implemented to regularly review student progress data. PLCs support both teacher and student growth by providing structured time for educators to collaborate, differentiate instruction, and design multiple opportunities for students to demonstrate learning and academic growth.

Teachers and paraprofessionals participate in all district-provided professional development and intentionally integrate new instructional strategies into daily practice, with a particular focus on supporting English Learner students. During PLC meetings, these strategies are reviewed and their impact evaluated, allowing teachers to adjust and refine instructional approaches as needed to better meet the needs of all learners.

District professional development opportunities are aligned with Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) goals. Additionally, site administration supports educators in pursuing individualized professional learning opportunities that align with both district and site priorities.

Due to anticipated staffing changes in the upcoming school year, El Camino teachers will utilize negotiated professional development days prior to the start of the school year to collaboratively focus on site-based curriculum planning, program design, and intervention development, rather than participating in district-wide professional development during that time.

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