EL CAMINO REAL CHARTER HIGH SCHOOL

SARC

2021-2022

ABOUT THE SARC

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.

SCHOOL INFORMATION

EL CAMINO REAL CHARTER HIGH SCHOOL
WWW.ECRCHS.NET
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818-595-7500

EXECUTIVE DIRECTOR - DAVID HUSSEY
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COUNTY-DISTRICT-SCHOOL (CDS) CODE
19647331932623

GOVERNING BOARD

BRAD WRIGHT
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ALEXANDRA RAMIREZ
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MISSION AND VISION

As the economy continues to transition from manufacturing to service, students graduating high school need to be educated for an uncertain future. A recent article (Thompson, 2015) looks at the shifting landscape in the labor force toward increased automation, indicating, "Some economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor market data.. they see automation high and low-- robots in the operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers...And they wonder: Is any job truly safe?"

While the economy and workforce needs have clearly changed, many have commented on the failings of our educational system to address these changes. Former Harvard president Lawrence Summers (2012) "noted education changes remarkably little over time...Students are evaluated on the basis of examination essays...and relatively short research papers. Instructors are organized into departments, most of which bear the same names they did when the grandparents of today's students" were growing up. The skills and to a lesser extent, content, taught in these classes has undergone a revolution, while their delivery remains situated in the 20th century." At ECRCHS, we define "21st century skills", as including but not limited to the following:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation
- Information and communication technology (ITC) literacy, media and Internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
- Systems thinking, environmental and conservation literacy, ecosystems understanding
- Civic, ethical, and social justice literacy

ECRCHS has moved toward emphasizing "what students can do with knowledge, rather than what units of knowledge they have," the essence of 21st century skills (Silva, 2008, p. 630). Schools must prepare students to adapt in order to succeed in college and careers. Critical thinking and collaboration coexist alongside project management. Learning how realities interact represents real understanding (Cajete, 1994). Educators must prepare students for a world in which they can solve problems, think critically, and work collaboratively, as well as deal with rapidly changing information and technologies. Soft skills receive greater attention in the Common Core State Standards (CCSS), including a higher level of collaboration and critical thinking. Positioning students to take advantage of new --and currently indefinable -- opportunities lies at the heart of ECRCHS' mission.

At ECRCHS, sustainability permeates 21st century learning. Students today must think creatively and understand the biological, social, economic, and physical systems in place that create problems, and be prepared to develop potential solutions. As the world becomes more interconnected, hotter, more crowded, an educated person in the 21st century needs to have a ECRC multicultural perspective in order to with

MISSION AND VISION

diverse student body. Our schoolwide programs include AVID, STEAM, VAPA, Humanitas, Alternative Education, Independent Studies, Career Pathways, tutoring, study skills, and college and career awareness. Moreover, each semester, grades, test scores and surveys are used to monitor progress. ECRCHS aims to provide the tools, the skills, and the foundation for students to address the three-legged stool of sustainability -- economic sustainability, social equity, and environmental sustainability.

DAVID HUSSEY, Executive Director
d.hussey@ecrchs.net

STUDENT ENROLLMENT BY GRADE LEVEL

9th Grade	839
10th Grade	886
11th Grade	933
12th Grade	966

ENROLLMENT
FOR 21-22 SY

Group	Percent of Total Enrollment
Female	49.2%
Male	50.7%
Non-Binary	0.1%
American Indian or Alaskan Native	0.1%
Asian	8.7%
Black or African American	3.8%
Filipino	5.1%
Hispanic or Latino	31.6%
Native Hawaiian or Pacific	0.4%
White	37.8%
Two or More Races	7.4%
English Learners	1.3%
Foster Youth	0.2%
Homeless	0.0%
Students with Disabilities	10.7%
Socioeconomically Disadvantaged	35.0%

A. CONDITIONS OF LEARNING
STATE PRIORITY: BASIC

The SARC provides the following information relevant to the Basic State Priority (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

Authorization / Assignment School Year 2020-2021	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly	134	100%	135	100%	228,366	83%
Intern Credential Holders Properly Assigned	1	0.0%	1	0.0%	4,206	2%
Teachers Without Credentials and	0	0.0%	0	0.0%	11,217	4%
Credentialed Teachers Assigned Out-of-Field	0	0.0%	0	0.0%	12,116	4%
Unknown	0	0.0%	0	0.0%	18,854	7%
Total Teaching Positions	135	100%	135	100%	274,759	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.

Authorization / Assignment School Year 2021-2022	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field						
Unknown						
Total Teaching Positions						

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.

TEACHER MISASSIGNMENTS AND VACANT TEACHER POSITIONS

Teachers Without Credentials & Misassignments (considered "ineffective" under ESSA)	2020-21 Number	2021-22 Number
Permits and Waivers	0	
Misassignments	0	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0	
Total Out-of-Field Teachers	0	

Class Assignments	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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%	

AVAILABILITY OF TEXTBOOKS & INSTRUCTIONAL MATERIALS

Percentage of Students Lacking Materials by Subject During

2022-2023 SY

Subject	%
Reading/ Language Arts	0%
Mathematics	0%
Science	0%
History/ Social Science	0%
Visual & Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

	Textbooks & Instructional Materials - Current Adoption (Year & Month in which data were collected: **September 2022**)

Reading/ Language Arts	• Springboard (Core Text), Publisher: Collegeboard (Grades 9-12)
	• Various Novels By Grade Level:
	  ◦ <u>Grade 9</u>
	    ▪ To Kill a Mockingbird
	    ▪ The Hate U Give
	    ▪ The Vanishing Half
	    ▪ Romeo and Juliet
	  ◦ <u>Grade 10</u>
	    ▪ Things Fall Apart
	    ▪ Antigone
	  ◦ <u>Grade 11</u>
	    ▪ The Crucible
	    ▪ Their Eyes Were Watching God
	  ◦ <u>Grade 12</u>
	    ▪ Hamlet
	    ▪ Othello
	    ▪ Pygmalion

Mathematics	▪ Algebra 1, Publisher: McGraw Hill ▪ Algebra 2, Publisher: McGraw Hill ▪ Geometry, Publisher: McGraw Hill ▪ Single Variable Calculus, 7thEdition, Publisher:Cengage Learning ▪ Enhancing Graphing Utilities Precalculus, 5thEdition, Publisher: Pearson Prentice Hakk ▪ Precalculus, 7thEdition, Publisher:Cengage Learning
Science	• Biology, (Miller & Levine), Publisher • Biology AP, 10th Edition (Campbell), Publisher: Pearson • Honors Chem, Principles of General Chemistry, Third Edition, Publisher: McGraw Hill • Chemistry in the Community, 6th Edition, Publisher: Freeman • Chemistry: A Molecular Approach, 3rd Edition, Publisher: Freeman • Principles of Human Anatomy, Publisher: J Wiley & Sons • Essentials of Human Anatomy & Physiology, 10th Edition, Publisher: Pearson • Human Geography: People, Places & Culture, 10th Edition, Publisher: Wiley • Physics: A Strategic Approach, 3rd Edition, Publisher: Pearson • Physics (High School), First Edition, Publisher: Pearson
Science Laboratory Equipment (grades 9-12)	N/A
Health	Lifetime Health, Publisher: Holt

TEXTBOOKS & INSTRUCTIONAL MATERIALS

Core Curriculum	Textbooks & Instructional Materials / Year of Adoption
History-Social Science	• United States History & Geography: Modern Times, 2016, Publisher: McGraw Hill • AP Government in America: People, Politics, and Policy, Publisher: Pearson • United States Government: Our Democracy, Publisher: McGraw Hill • Ways of the World: A Global History Source, 2nd Edition, Publisher: Bedford/St.Martin • Krugman Economics for AP 2nd Edition, Publisher: BFW Worth • World History: The Modern Era, Publisher: Prentice Hall • Understanding Economics, Publisher: McGraw Hill • AP Euro, Wester Civilization, 8th Edition, Publisher: Cengage Learning • Human Geography: People, Places, & Culture, 10th Edition, Publisher: Wiley • AP Euro, Western Civilization, 8thEdition, Publisher: Cengage Learning
Foreign Language	• Avancemos Spanish I Textbook, Publisher: Holt McDougal • Avancemos Spanish 1 Cuaderno, Publisher: Holt McDougal • Avancemos Spanish 2 Textbook, Publisher: Holt McDougal • Avancemos: Spanish 2 Cuaderno, Publisher: Holt McDougal • Avancemos: Spanish 3 Textbook, Publisher: Holt McDougal • Avancemos: Spanish 3 Cuaderno, Publisher: Holt McDougal • Teams AP Spanish Language and Publisher: Vista Higher Learning • AP Spanish Language and Culture Exam Preparation Publisher: Vista Higher Learning • Azulego Anthology Publisher: Wayside Publishing • C'est a Toi Level 1, Publisher: EMC Paradigm Publisher • C'est a Toi Level 2 Textbook, Publisher: EMC-Paradigm Publisher • C'est a Toi Level 2 Workbook, Publisher: EMC- Paradigm Publishing • C'est a Toi Level 3 Workbook, Publisher: EMC Paradigm Publishing • Sur Le Vif Heinle, Publisher: Cengage
Visual & Performing Arts	• Clothing: Fashion, Fabric & Construction, Publisher: McGraw Hill • Housing and Interior Design, 11th Edition, Publisher: Goodheart-Wilcox Company • Apparel Design, Textiles & Construction, Publisher: Goodheart-Wilcox Company • Fashion, 7thEdition, Publisher: Goodheart-Wilcox

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

SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS (2022–2023 SY)

El Camino Real Charter High School takes great effort to ensure that the school is clean, safe, and functional. The school works with the Safety Coordinator and LAUSD to conduct inspections. El Camino continues to work with LAUSD to ensure that the repairs necessary to keep the school in good repair 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.

The district continued work on the HVAC system with significant repairs to heating and drainage pipes. Future projects include updating the main hallway, library, gym, and stadium.

SCHOOL FACILITY GOOD REPAIR STATUS

Year & month of most recent FIT report: Jan. 2019	Rating	Repair Needed & 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/Sinks	Good	--
Safety: Fire Safety, Hazardous Materials	Good	--
Structural: Structural Damage, Roofs	Good	--
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	--
Overall Rating	**Exemplary**	--

B. PUPIL OUTCOMES
STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the Pupil Achievement State Priority (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.

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

B. PUPIL OUTCOMES
STATE PRIORITY: PUPIL ACHIEVEMENT

TEST RESULTS
ELA & MATH FOR ALL STUDENTS

% of Students Meeting or Exceeding State Standards	El Camino Real Charter HS		District (LAUSD)		State	
Subject	**2020-21**	**2021-22**	**2020-21**	**2021-22**	**2020-21**	**2021-22**
English Language Arts/Literacy (grade 11)	N/A	65%	NA	42%	N/A	47%
Mathematics (grade 11)	N/A	36%	N/A	28%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

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

CAASPP TEST RESULTS BY STUDENT GROUP
GRADE 11– ENGLISH LANGUAGE ARTS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	936	869	93%	7%	65%
Female	461	429	93%	7%	72%
Male	474	439	93%	7%	57%
American Indian or Alaska Native	--	--	--	--	--
Asian	81	78	96%	4%	81%
Black or African American	33	27	82%	18%	54%
Filipino	53	52	98%	2%	83%
Hispanic or Latino	302	289	96%	4%	55%
Native Hawaiian or Pacific	--	--	--	--	--
Two or More Races	107	96	90%	10%	66%
White	355	324	91%	9%	68%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	N/T	N/T	N/T	N/T	N/T
Military	--	--	--	--	--
Socioeconomically Disadvantaged	360	329	91%	9%	61%
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	94	79	84%	16%	23%

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: 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.

CAASPP TEST RESULTS BY STUDENT GROUP
GRADE 11– MATHEMATICS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	936	864	92%	8%	36%
Female	461	426	92%	8%	33%
Male	474	437	92%	8%	39%
American Indian or Alaska Native	--	--	--	--	--
Asian	81	78	96%	4%	53%
Black or African American	33	27	82%	18%	19%
Filipino	53	52	98%	2%	56%
Hispanic or Latino	302	285	94%	6%	22%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	107	96	90%	10%	36%
White	355	323	91%	9%	43%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	N/T	N/T	N/T	N/T	N/T
Military	--	--	--	--	--
Socioeconomically Disadvantaged	360	326	91%	9%	34%
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	94	79	84%	16%	4%

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: 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.

TEST RESULTS
SCIENCE FOR ALL STUDENTS

% of Students Meeting or Exceeding State Standards	2020-2021	2021-2022
El Camino Real Charter HS	28%	37%
District	25%	20%
State	29%	29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP TEST RESULTS BY STUDENT GROUP

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or
All Students	945	834	88%	12%	37%
Female	514	453	88%	12%	38%
Male	429	379	88%	12%	36%
American Indian or Alaska Native	--	--	--	--	--
Asian	88	83	92%	6%	54%
Black or African American	38	35	92%	8%	17%
Filipino	44	44	100%	0%	57%
Hispanic or Latino	272	250	92%	8%	30%
Native Hawaiian or Pacific Islander	--	--	--	-	--
Two or More Races	106	95	90%	10%	36%
White	393	323	82%	18%	38%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	N/T	N/T	N/T	N/T	N/T
Military	--	--	--	--	--
Socioeconomically Disadvantaged	309	278	90%	10%	34%
Students Receiving Migrant	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	76	60	79%	21%	12%

While ECRCHS does not have an official Career Technical Education program, the school has a Career Technical Education department and has secured funding as well as CTE credentialed staff in order to offer a CTE program in the 2022-23 school year. The Career Technical Education (CTE) department's content instruction focuses on the interrelationship of science, technology, career technical, and life management skills to prepare students for advanced education, careers, and managing work and family roles. CTE courses equip students with skills for living and earning a living as these courses expose students to the following Industry Sectors: Arts, Media, and Entertainment; Hospitality, Tourism, and Recreation; Child Development and Education; and Building and Construction Trades.

The CTE Department currently has five distinct career pathway programs, listed below:

- **Food Service and Hospitality**
- **Child Development and Education**
- **Building and Construction; Woodworking**
- **Game Design and Integration**
- **Graphic Design**

Food Service and Hospitality

Students in this career pathway complete an introductory concentrator course (Intro to Culinary Arts) and one capstone course (TBD). Additionally, students may enroll in a semester long comprehensive introductory course (Foods).Students pursuing a career in hospitality, tourism, and recreation study all aspects of the industry.These courses provide rigorous, standards-driven instruction and assessment.Many students have participated in state and local competitions in culinary arts, sponsored by FCCLA (the state-wide student organization for Family and Consumer Sciences).

Child Development and Education

These courses are designed to prepare students to pursue a career in either the field of child development or teaching in preschool through grade 12. Based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards, this pathway provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through the Foundation and Pathway Standards, and contributions significantly to students' academic achievement. An important instructional strategy in this pathway is the use of simulation exercises to help the students understand the complexities of adult life. For example, each student is asked to complete a two-day parenting exercise using infant simulators. The simulators offer real-life experiences that address substance abuse education, prenatal education, child care skills, infant safety and CPR, and Shaken Baby Syndrome. Parent permission is required for this assignment. Modifications are made in cases where students with physical or emotional disabilities need assistance in completing this assignment.

Building and Construction; Woodworking

Students in this career pathway complete an introductory concentrator course (Wood Ind 1) and one capstone course (Wood Ind 2/3).Students pursuing a career in woodworking study all aspects of the industry including the fields of carpentry, cabinetmaking, furniture construction and related occupations. Students learn measuring, purchasing, and grading of wood, then plan, draw, and construct a simple woodworking project using hand and power tools. Shop organization and safety are included.These courses provide rigorous, standards-driven instruction and assessment.

Game Design and Integration

Students in this career pathway complete an introductory concentrator course (Intro to Video Game Design) and one capstone course (Advanced Video Game Design).Students pursuing a career in game design study all aspects of programming principles, 3D modeling, animation, game art, visual effects, game play and game design, character level, story design, the history, culture and genres of video games, animation, and the careers available in the gaming industry.These courses provide rigorous, standards-driven instruction and assessment.

Graphic Design

This competency based course provides technical instruction and practical experience in workplace safety, the basic principles and technique of graphic design, print and web typography, color theory and management, elements of illustration, logo design, branding, conceptualization of images through sketching, digital imaging software and their application, basic word processing resource management and employability skills.

The Graphic Design Fundamentals and Desktop Publisher courses instruct students in the use of industry standard software and application of design principles, as well as encourage students to explore their creativity. Each year, as part of the curriculum, students participate in industry sponsored design competitions organized through the Printing Industries Association of Southern California. These competitions have included digital design, silkscreen production, packaging, and creation of multi-page publications. Since 2001,ECRCHS has placed as one of the top three winners of this competition each year.

Through collaboration with other departments, Graphic Design students are given the opportunity to experience all aspects of design with an emphasis on practical applications of their newly learned tools. These projects enable students to hone design skills, gain experience in customer/client relations, and develop an understanding of real life design projects, which includes paying attention to copyright restrictions and deadlines. For example, Graphic Design students work with the Play Production class every year to design posters (including concepts, thumbnails, rough drafts, and printer ready poster comprehensives) and programs for play productions. Graphic Design students also work with the Fashion Academy and dance teams to create printed tickets for fashion and dance shows, as well as create various school forms and notepads for teachers. Lastly, since Graphic Design Fundamentals and Desktop Publisher courses are part of the VPA department, a core element of the course involves creating works associated with VPA events including "The Big Event", "Earth Day Festival", and "Power to the Artist."

Intervention Strategies and Meeting the Needs of All Students in CTE

The CTE department's intervention strategies include involving at-risk students in the department's student organizations, and various culinary arts competitions. Students involved in these groups, sponsored by the department faculty, are given the opportunity to improve their academic skills, meet students who have similar career goals, and receive encouragement and support to enter scholarship competitions. Also, through participation in FCCLA Competitive Recognition Events and community service activities, members develop citizenship and leadership skills.

The CTE department meets the diverse needs of the student population. For EL students, differentiated instruction is based upon language abilities. Scaffolding techniques are used to teach students the industry-specific terms in each discipline. Emphasis is given to instructing students to use the names and descriptions for the specific items of equipment. In many cases EL students are paired with peer mentors who can help the EL students to understanding project instructions.

Socioeconomically disadvantaged students may have project fees waived. CTE courses often require specific supplies to complete lab assignments, and it is the department's policy that all students will have all the supplies and equipment needed to complete their coursework. Socioeconomically disadvantaged students are also encouraged to apply for scholarships.

Students with disabilities are given additional time to finish all projects, if needed, and some students are paired with peer mentors. In some cases, lab equipment is modified to accommodate students. All students are offered the services required within their IEP. Instruction in CTE courses is designed to be sensitive to the customs and beliefs of all ethnic subgroups. As necessary, modifications are made to assignments to accommodate these groups. For example, in foods labs, students are given the option to substitute an ingredient that is restricted due to religious beliefs or customs.

All students are encouraged to work to the best of their abilities. Gifted and talented students are encouraged to be creative and plan independent projects to expand their skill sets. Similarly, students who show a great proficiency for a particular subject are encouraged to take their assignments to a higher level and add complexity to a project. As most assignments in CTE courses are physical in nature, students are seated in groups at tables. In the event that a student has been absent or falls behind in achieving a goal or technique, he or she is paired with a more experienced student in the group so the two may work together. Under the supervision of the classroom teacher, students are encouraged to help each other improve their skills. For example, in an Intro to Culinary Arts class, a student who has mastered the skill of prepping ingredients may coach another student who has difficulty with this skill. Ultimately, the student who has fallen behind will be asked to demonstrate the skill for the teacher. CTE courses are aligned with the California State Standards, which include Common Core State Standards. In fact, CTE activities are the practical application of the Common Core State Standards.

Primary Representatives of CTE Program

Juan Alba (Assistant Principal, Secondary Counseling Services) will lead the effort to implement an official CTE program at ECRCHS.

CAREER TECHNICAL EDUCATION PARTICIPATION
(2021–2022 SY)

Measure	CTE Participation
Number of Pupils Participating in CTE*	1056*
Percent of Pupils Completing a CTE Program & Earning a High School Diploma	0%
Percent of CTE Courses Sequenced or Articulated Between the School & Institutions of Postsecondary Education	0%

Note: * Participation of non-offical Career Technical Education program

COURSES FOR UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION

	% of Pupils Enrolled in Courses Required for UC/CSU Admission
2021-2022	99.7%

	% of Graduates Who Completed All Courses Required for UC/CSU Admission
2020-2021	61.8%

STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

CALIFORNIA PHYSICAL FITNESS TEST RESULTS (2021–2022 SY)

Grade	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
9	86%	86%	85%	81%	81%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

C. ENGAGEMENT
STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

OPPORTUNITIES FOR
PARENTAL INVOLVEMENT 2022-2023

El Camino Real Charter High School has many opportunities for parent involvement. Parents are welcome to join our main parent groups, Friends of ECR/ PTO. FoECR/ PTO is the main fundraising entity for the school, and provides additional financial support for a variety of academic programs and activities. Their activities include hosting test taking workshops, helping underprivileged students, and sponsoring several scholarships at Senior Awards Night.

Parents provide input for establishing school-wide goals, examining academic results, and allocating resources. Parents participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Charter Renewal Committee, RISE, Padres Latinos, Bilingual Parent Committee, Athletic and Activity Booster Clubs, and as focus group members in the WASC self study. Our parents also individually donate their time and financial resources to support the myriad of activities offered at El Camino such as band, drama, robotics, athletics, journalism, and Academic Decathlon. This strong parental support, along with a dedicated, professional staff, and focused students, lead to high levels of achievement in both academic and extra and co-curricular areas.

Below are the primary representatives for the following groups:
- Friends of ECR- David Hussey
- ELAC- Manuela Harris
- RISE -Justin Graham & Minita Clark
- Padres Latinos - Angel Lerma

STATE PRIORITY: PUPIL ENGAGEMENT

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

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

DROPOUT RATE AND GRADUATION RATE
(FOUR-YEAR COHORT RATE)

	2019-20	2020-21	2021-22
ECRCHS Graduation Rate	87.4%	89.3%	92.9%
District Graduation Rate	82.9%	83.5%	82.9%
State Graduation Rate	84.2%	83.6%	87.0%

	2019-20	2020-21	2021-22
ECRCHS Dropout Rate	2.2%	5.4%	4.5%
District Dropout Rate	8.9%	8.1%	7.8%
State Dropout Rate	8.9%	9.4%	7.8%

COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS GRADUATING CLASS OF 2022 (ONE-YEAR RATE)

Student Group	# of Students in Cohort	# of Cohort Graduates	Cohort Graduation %
All Students	912	847	92.9%
Female	484	458	94.6%
Male	428	389	90.9%
Non-Binary	N/A	N/A	N/A
American Indian or Alaska Native	--	--	--
Asian	84	83	98.8%
Black or African American	37	35	94.6%
Filipino	44	44	100%
Hispanic or Latino	274	257	93.8%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	53	47	88.7%
White	364	329	90.4%
English Learners	21	14	66.7%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	443	405	91.4%
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	86	73	84.9%

Note: 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.

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.

CHRONIC ABSENTEEISM BY STUDENT GROUP
SY 2021-2022

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3,805	3,755	1,020	27.2%
Female	1,878	1,853	516	27.8%
Male	1,919	1,894	501	26.5%
American Indian or Alaska Native	--	--	--	--
Asian	324	322	52	16.1%
Black or African American	153	152	42	27.6%
Filipino	186	184	15	8.2%
Hispanic or Latino	1,197	1,180	333	28.2%
Native Hawaiian or Pacific Islander	15	14	8	57.1%
Two or More Races	282	279	71	25.4%
White	1,446	1,426	420	29.5%
English Learners	61	59	22	37.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	1,476	1,458	458	31.4%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Students with Disabilities	414	401	164	40.9%

Note: 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.

STATE PRIORITY: SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

2019-20*	El Camino Real Charter HS	District (LAUSD)	State
Suspension Rate	0.44%	0.44%	2.45%
Expulsion Rate	0.0%	0.02%	0.05%

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

*Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspension Rate	2020-21	2021
El Camino Real Charter	0.00%	0.70%
District	0.00%	0.50%
State	0.20%	3.20%

Expulsion Rate	2020-21	2021-22
El Camino Real Charter HS	0.00%	0.00%
District	0.00%	0.02%
State	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic

SUSPENSIONS AND EXPULSIONS
BY STUDENT GROUP (SY 2020-2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.7%	0.0%
Female	0.2%	0.0%
Male	0.5%	0.0%
Non-Binary	*	0.0%
American Indian or Alaska Native	*	0.0%
Asian	0.3%	0.0%
Black or African American	1.3%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.8%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.7%	0.0%
White	0.6%	0.0%
English Learners	*	0.0%
Foster Youth	*	0.0%
Homeless	*	0.0%
Socioeconomically Disadvantaged	*	0.0%
Students Receiving Migrant Education Services	*	0.0%
Students with Disabilities	*	0.0%

SCHOOL SAFETY PLAN
(2022-2023 SY)

El Camino continues to work on the two-components of the Safe School Plan, which was board approved onOctober 27, 2022. The plan focuses on creating a safe, positive, inviting, and nurturing school environment by setting the following goals:

1-1:ECR will participate in activities to create a positive and nurturing environment for our school community.

2-1: ECR will participate in activities to clean and beautify the campus to make it more inviting for the school community.

2-2: Increase/update school safety features.

In addition, the school holds an annual earthquake drill, an semi-annual lockdown drill, semi-annual fire drills, and monthly drop, cover, and hold drills. All emergency procedures are updated on the Emergency Operations Plan.

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.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY)

Subject	2019-20 Number of classes				2020-21 Number of classes				2021-22 Number of classes			
	Avg Class Size	1-22	23-32	33+	Avg Class Size	1-22	23-32	33+	Avg Class Size	1-22	23-32	33+
English	27	55	33	65	27	74	20	82	18	107	40	56
Mathematics	31	30	28	58	26	66	10	75	22	62	28	57
Science	33	15	21	48	28	29	19	51	22	58	22	41
Social Science	27	44	10	65	22	77	11	73	18	100	35	51

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

ACADEMIC COUNSELORS AND OTHER SUPPORT STAFF (SCHOOL YEAR 2021–22)

Ratio of Academic Counselors to Pupils	
Academic Counselor	402.6

Number of Full-Time Equivalent (FTE) *	
Counselor (Academic, Social/Behavioral or Career Development)	11.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessionals)	0.0
Psychologist	2.0
Social Worker	1.5
Nurse	1.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist	9.5
Other	4.0

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

EXPENDITURE PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2020–2021)

	Expenditures			
	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$13,390	$1,468	$11,923	$93,916
District	N/A	N/A	$8,796	$ 78,635
Percent Difference School Site and District	N/A	N/A	30.18%	17.71%
State	N/A	N/A	$6,593.62	$85,856
Percent Difference School Site and State	N/A	N/A	57.56%	8.96%

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

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 workshops 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 federal reimbursement to schools serving nutritious, low-cost or free meals to students.Note: Universal Meal Program enacted in the current School Year allows all Students to eat a Breakfast or Lunch for free.

E-Rate

E-rate provides schools with discounts for telecommunication, Internet access and internal connections. Recently, the FCC has refocused their goal to significantly increase Wi-Fi access.

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(AB602)

Combines 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

In addition to federal reimbursement, the NSLP also offers state reimbursement for offering students nutritionally balanced meals at reasonable prices. In California, the program is administered by the California Department of Education, Nutrition Services. Note: Universal Meal Program enacted in the current School Year allows all Students to eat a Breakfast or Lunch for free.

Clean Energy Jobs Act - Proposition 39, K-12 Program

Proposition 39 changed the corporate income tax code, making funds available for eligible projects to improve energy efficiency and expand clean energy generation throughout schools in California.

TEACHER AND ADMINISTRATIVE SALARIES

District Amount	
Beginning Teacher Salary	$46,587
Mid-range Teacher Salary	$74,412
Highest Teacher Salary	$92,389
Average Principal Salary (Elementary)	$124,878
Average Principal Salary (Middle)	$136,594
Average Principal Salary (High)	$138,948
Superintendent Salary	$350,000
Percent of Budget for Teacher Salaries	27%
Percent of Budget for Administrative Salaries	5%

State Average For Districts in Same Category	
Beginning Teacher Salary	$51,081
Mid-range Teacher Salary	$77,514
Highest Teacher Salary	$105,764
Average Principal Salary (Elementary)	$133,421
Average Principal Salary (Middle)	$138,421
Average Principal Salary (High)	$153,392
Superintendent Salary	$298,377
Percent of Budget for Teacher Salaries	32%
Percent of Budget for Administrative Salaries	5%

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

Note: District is LAUSD, provided by CDE

ADVANCED PLACEMENT (AP) COURSES

Percent of Students in AP Courses	30.4%

	Number of Courses Offered
Computer Science	6
English	7
Fine & Performing Arts	3
Foreign Language	7
Mathematics	9
Science	12
Social Science	25
Total AP Courses Offered*	**70**

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

PROFESSIONAL DEVELOPMENT

	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	36	8	10