



2022-2023

EL CAMINO REAL CHARTER HIGH SCHOOL

SARC

WWW.ECRCHS.NET

5440 VALLEY CIRCLE BLVD.
WOODLAND HILLS, CA 91367-5949

818-595-7500

BOARD APPROVED [INSERT DATE]

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
5440 VALLEY CIRCLE BLVD.
WOODLAND HILLS, CA 91367-5949
818-595-7500

EXECUTIVE DIRECTOR - DAVID HUSSEY
D.HUSSEY@ECRCHS.NET

COUNTY-DISTRICT-SCHOOL (CDS) CODE
19647331932623

GOVERNING BOARD

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WWW.LAUSD.NET
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MISSION AND VISION

As we navigate an economy transitioning from manufacturing to service, the imperative for high schools to prepare students for an unpredictable future becomes increasingly clear. Thompson's 2015 article paints a vivid picture of this shifting landscape, highlighting the rise of automation across various sectors. This trend, from robots assisting in surgeries to the advent of self-driving cars and Amazon's drones, signals a profound transformation in the labor force. Economists and technologists alike are pondering a critical question: in this era of pervasive automation, are any jobs truly safe?

Responding to this uncertainty, El Camino Real Charter High School (ECRCHS) is committed to equipping students with the skills necessary to thrive in this evolving environment. We understand that the traditional educational models, as critiqued by former Harvard president Lawrence Summers, may not suffice in addressing the demands of the 21st century. Summers pointed out the static nature of education, where students are still evaluated through conventional essays and research papers, and faculties remain siloed in traditional departments, even as the skills and content required have undergone significant changes.

At ECRCHS, we've embraced a forward-thinking approach that aligns with the needs of the current era. Our focus on "21st-century skills" is not just a concept but a practice, actively implemented through our Professional Learning Community (PLC) process. In this collaborative environment, educators engage in ongoing cycles of collective inquiry and action research to enhance student outcomes. Our mission statement reflects our commitment to teaching a wide array of vital skills, ranging from critical thinking and problem-solving to global awareness and information and communication technology literacy. This approach ensures that our students are not only adept in traditional academic content but are also well-prepared with the critical, creative, and technological competencies essential for navigating a world where automation and change are the only constants.

At El Camino Real Charter High School (ECRCHS), we recognize and actively respond to these educational gaps by defining and prioritizing "21st-century skills" defined as:

- 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

MISSION AND VISION

Through our PLC approach, we ensure that the skills taught at ECRCHS are not only relevant to current economic and workforce needs but are also delivered in a manner that reflects the dynamics of the 21st century. Our educators collaboratively explore and implement innovative strategies to foster skills like scientific literacy, systems thinking, and ethical and social justice literacy in students. This process of continual reflection and adaptation in our teaching methods ensures that our students are not only well-versed in traditional academic content but are also equipped with the critical, creative, and technological competencies that are vital in today's interconnected and rapidly changing world.



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



ENROLLMENT

FOR SY 2022-23

STUDENT ENROLLMENT BY GRADE LEVEL

9th Grade	835
10th Grade	854
11th Grade	903
12th Grade	985



Group	Percent of Total Enrollment
Female	47.8%
Male	51.5%
Non-Binary	0.7%
American Indian or Alaskan Native	0.1%
Asian	9.0%
Black or African American	4.3%
Filipino	4.6%
Hispanic or Latino	32.5%
Native Hawaiian or Pacific	0.4%
White	36.4%
Two or More Races	7.6%
English Learners	2.0%
Foster Youth	0.2%
Homeless	0.2%
Socioeconomically Disadvantaged	34.8%
Students with Disabilities	10.8%

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%	22,369	82%	228,366	83%
Intern Credential Holders Properly Assigned	1	0.0%	715	3%	4,206	2%
Teachers Without Credentials and	0	0.0%	1,399	5%	11,217	4%
Credentialed Teachers Assigned Out-of-Field	0	0.0%	1,060	4%	12,116	4%
Unknown	0	0.0%	1,651	6%	18,854	7%
Total Teaching Positions	135	100%	27194	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	135	100%	23,128	84%	234,405	84%
Intern Credential Holders Properly Assigned	2	0%	805	3%	4,853	2%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0%	1,475	5%	12,002	4%
Credentialed Teachers Assigned Out-of-Field	0	0%	1,010	4%	11,953	4%
Unknown	0	0%	1,009	4%	15,832	6%
Total Teaching Positions	137	100%	27,427	100%	279,045	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.

TEACHER MISASSIGNMENTS AND VACANT TEACHER POSITIONS

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

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

TEXTBOOKS & INSTRUCTIONAL MATERIALS

AVAILABILITY OF TEXTBOOKS & INSTRUCTIONAL MATERIALS

Percentage of Students Lacking Materials by Subject During 2023-2024 SY

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%

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



Subject	Textbooks & Instructional Materials - Current Adoption (Year & Month in which data were collected: August 2023)
Reading/ Language Arts	<p>9th curriculum textbook: BFW Foundations of Language & Literature</p> <ul style="list-style-type: none"> Core texts: <ul style="list-style-type: none"> Fall: The Odyssey; Honors; Kindred by Octavia Butler Spring: Romeo & Juliet <p>10th curriculum textbook: BFW Advanced Language and Literature</p> <ul style="list-style-type: none"> Core texts: <ul style="list-style-type: none"> Fall: MacBeth (in the textbook) or Julius Caesar; Honors also did novels: Things Fall Apart, Lord of the Flies, Sword in the Stone, Maus Spring: Dystopian novel: CP: Fahrenheit 451 (graphic novel in the textbook) Honors: Brave New World and/or 1984 <p>11th curriculum textbook: BFW American Literature and Rhetoric</p> <ul style="list-style-type: none"> Fall: The Crucible Spring: The Great Gatsby <p>12th ERWC (12CP) doesn't have novels/plays assigned to it for 12th because it is all non-fiction. Fiction titles that may be added later include: Othello; Into The Wild; The Curious Incident of the Dog in the Night-Time</p> <p>12 Honors:</p> <ul style="list-style-type: none"> Fall: Beowulf and Hamlet Spring: Romantic - poetry or Frankenstein; Victorian: Jane Eyre, Wuthering Heights, or Pride and Prejudice; Post-Modernism: Wide Sargasso Sea or Rosencrantz and Guildenstern are Dead
Mathematics	<ul style="list-style-type: none"> Algebra 1, Publisher: McGraw Hill Algebra 2, Publisher: McGraw Hill Geometry, Publisher: McGraw Hill Single Variable Calculus, 7th Edition, Publisher: Cengage Learning Enhancing Graphing Utilities Precalculus, 5th Edition, Publisher: Pearson Prentice Hall Precalculus, 7th Edition, Publisher: Cengage Learning
Science	<ul style="list-style-type: none"> 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

TEXTBOOKS & INSTRUCTIONAL MATERIALS

Subject	Textbooks & Instructional Materials
History-Social Science	<ul style="list-style-type: none"> • 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, Western Civilization, 8th Edition, Publisher: Cengage Learning • Human Geography: People, Places, & Culture, 10th Edition, Publisher: Wiley • AP Euro, Western Civilization, 8th Edition, Publisher: Cengage Learning
Foreign Language	<ul style="list-style-type: none"> • 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
Health	<ul style="list-style-type: none"> • Lifetime Health, Publisher: Holt
Visual & Performing Arts	<ul style="list-style-type: none"> • 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, 7th Edition, Publisher: Goodheart-Wilcox
Science Laboratory Equipment (grades 9-12)	N/A

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



SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS (2023-2024 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

**ENGLISH LANGUAGE ARTS (ELA),
 MATHEMATICS & SCIENCE**

% of Students Meeting or Exceeding State Standards	El Camino Real Charter HS		District (LAUSD)		State	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
Subject						
English Language Arts/Literacy (grade 11)	65%	66%	41%	41%	47%	47%
Mathematics (grade 11)	36%	42%	27%	29%	33%	34%
Science (grade 12)	37%	36%	20%	20%	29%	30%

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. 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 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	872	835	96%	4%	66%
Female	415	396	95%	5%	72%
Male	456	438	96%	4%	61%
Non Binary	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	68	67	99%	1%	70%
Black or African American	37	35	95%	5%	60%
Filipino	33	33	100%	0%	76%
Hispanic or Latino	301	293	97%	3%	59%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	88	92%	8%	73%
White	334	316	95%	5%	71%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	302	94%	6%	60%
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	112	105	94%	6%	31%

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	873	837	96%	4%	42%
Female	415	400	96%	4%	39%
Male	457	436	95%	5%	44%
Non Binary	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	68	67	99%	1%	61%
Black or African American	37	34	92%	8%	26%
Filipino	33	33	100%	0%	52%
Hispanic or Latino	301	292	97%	3%	32%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	89	93%	7%	40%
White	335	319	95%	5%	48%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	321	302	94%	6%	35%
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	112	107	96%	4%	8%

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

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 12 – SCIENCE

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	951	908	95%	5%	36%
Female	485	469	97%	3%	32%
Male	465	438	94%	6%	40%
Non Binary	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	82	77	94%	6%	60%
Black or African American	32	28	88%	13%	21%
Filipino	53	52	98%	2%	50%
Hispanic or Latino	299	288	96%	4%	25%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	106	100	94%	6%	37%
White	375	359	96%	4%	38%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	342	323	94%	6%	33%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	94	84	89%	11%	11%

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

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.



CAREER TECHNICAL EDUCATION PROGRAMS (2022-2023 SY)

Beginning in the 2022-23 school year, ECRCHS established four CTE pathways. 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 four distinct career pathway programs, listed below:

- **Food Service and Hospitality**
- **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).

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 course 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.

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)



**CAREER TECHNICAL EDUCATION PARTICIPATION
(2022-2023 SY)**

Measure	CTE Participation
Number of Pupils Participating in CTE*	998*
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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.8%
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	56.7%

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 (2022-2023 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	91%	90%	87%	89%	90%

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 2023–2024

Opportunities for Parent Involvement abound at El Camino Real Charter High School. Parents may support the school in a variety of ways including:

- Joining or attending school committees such as School Site Council, Parent Advisory Committee, and Safety Committee
- Joining Parent Groups such as RISE, Padres Latinos, ELAC, and ECR Royal Families.
- Serving on teams/sports booster clubs
- Volunteering at ECR (in allowable offices or events as needed)
- Visiting our Wellness Center to learn about social emotional support for their child(ren) or simply to gain knowledge of how we support our students

Parents provide input for establishing school-wide goals, examining academic results, and allocating resources by providing LCAP feedback at meetings held during the school year and also through school surveys. 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 during Charter School visits. 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.

We strive to ensure parents know they are genuinely invited to El Camino Real Charter High School. There are regular performances offered by our Visual Performing Arts department at times that are convenient for families to attend. Additionally, this year, our ASB (Student Council) held its first ECR's Got Talent show that drew a strong crowd of parents, students, family and community members.

ECR offers a weekly newsletter for Parents and Families every Sunday. This keeps parents abreast of the academic and social ongoings here at ECR. We also conduct school surveys (culture and LCAP) to reveal family attitudes about how we are doing as a school. We also provide opportunities for parents and teachers to positively interact through our parent-sponsored Bagel Wednesdays.

Below are the primary representatives for the following Parent Groups:

- ELAC- Wendy Bencivengo
- RISE -Justin Graham
- Padres Latinos - Angel Lerma
- ECR Royal Families – David Hussey

STATE PRIORITY: PUPIL ENGAGEMENT

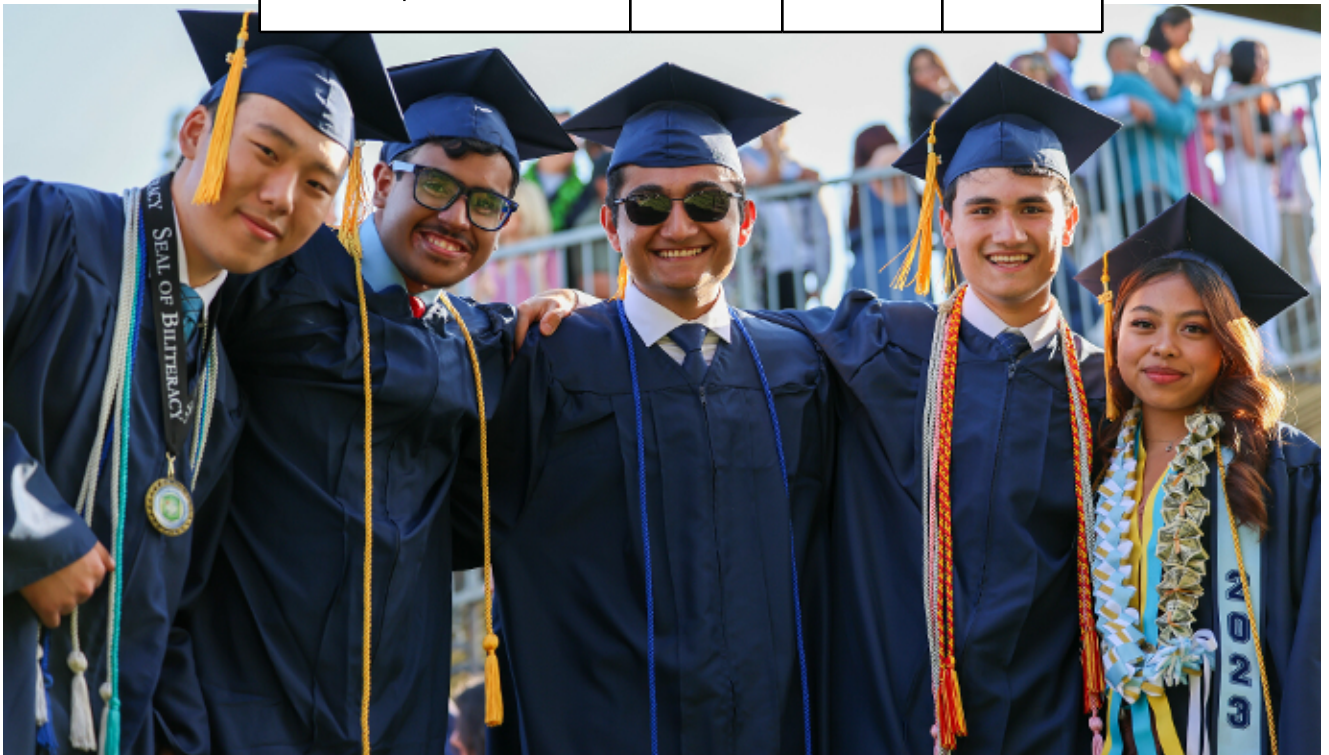
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

	2020-21	2021-22	2022-23
ECRCHS Graduation Rate	87.4%	92.9%	91.8%
District Graduation Rate	83.5%	87.4%	86.1%
State Graduation Rate	83.6%	87.0%	86.2%

	2020-21	2021-22	2022-23
ECRCHS Dropout Rate	5.4%	4.5%	4.6%
District Dropout Rate	8.1%	7.8%	8.5%
State Dropout Rate	9.4%	7.8%	8.2%



COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS GRADUATING CLASS OF 2023 (ONE-YEAR RATE)

Student Group	# of Students in Cohort	# of Cohort Graduates	Cohort Graduation %
All Students	950	872	91.8%
Female	473	444	93.9%
Male	474	426	89.9%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	84	80	95.2%
Black or African American	35	30	85.7%
Filipino	53	50	94.3%
Hispanic or Latino	301	273	90.7%
Native Hawaiian or Pacific	--	--	100.0%
Two or More Races	64	56	87.5%
White	366	338	92.3%
English Learners	29	27	93.1%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically	477	424	88.9%
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	100	82	82.0%

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.

CHRONIC ABSENTEEISM BY STUDENT GROUP SY 2022-2023

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3758	3703	805	21.7%
Female	1805	1766	376	21.3%
Male	1926	1910	421	22.0%
Non-Binary	27	27	8	29.6%
American Indian or Alaska Native	--	--	--	--
Asian	330	329	44	13.4%
Black or African American	170	167	34	20.4%
Filipino	167	166	18	10.8%
Hispanic or Latino	1213	1203	270	22.4%
Native Hawaiian or Pacific	16	16	8	50.0%
Two or More Races	286	277	67	24.2%
White	1373	1347	312	23.2%
English Learners	89	85	34	40.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	1432	1411	379	26.9%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Students with Disabilities	424	416	148	35.6%

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

	2020-21	2021-22	2022-23
El Camino Real Charter HS Suspension Rate	0.0%	0.7%	1.7%
District (LAUSD) Suspension Rate	0.0%	0.5%	0.5%
State Suspension Rate	0.2%	3.2%	3.6%

	2020-21	2021-22	2022-23
El Camino Real Charter HS Expulsion Rate	0.0%	0.0%	0.0%
District (LAUSD) Expulsion Rate	0.0%	0.0%	0.0%
State Expulsion Rate	0.0%	0.1%	0.1%

SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP (SY 2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.7%	0.0%
Female	1.2%	0.0%
Male	2.2%	0.0%
Non-Binary	*	0.0%
American Indian or Alaska Native	*	0.0%
Asian	1.8%	0.0%
Black or African American	2.9%	0.0%
Filipino	1.8%	0.0%
Hispanic or Latino	1.6%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.7%	0.0%
White	1.6%	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%

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.

SCHOOL SAFETY PLAN (2023-2024 SY)

The School Safety Plan is reviewed annually by the School Safety Committee (composed of all stakeholders) and is reviewed and approved annually by the Charter Board. The plan is presented to parents at orientation and is available on the school website.

El Camino holds an annual earthquake drill, shelter-in-place drill, semi-annual lockdown drills, semi-annual fire drills, and monthly drop, cover, and hold drills. All emergency procedures and assignments are updated annually in the Emergency Operations Plan section of the School Safety Plan. The school has ample safety and emergency supplies in the event of a major emergency and AED machines and Narcan are placed throughout the campus.

The school has a full-time LAUSD school police officer and approximately a dozen campus safety officers at any given time during the school day. All visitors are required to stop at the school entrance to check in. A background check is run on each visitor at this time.

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	2020-21				2021-22				2022-23			
	Avg Class Size	Number of classes			Avg Class Size	Number of classes			Avg Class Size	Number of classes		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	74	20	82	18	107	40	56	18	120	37	56
Mathematics	26	66	10	75	22	62	28	57	21	66	38	47
Science	28	29	19	51	22	58	22	41	20	61	37	26
Social Science	22	77	11	73	18	100	35	51	18	104	24	64

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

ACADEMIC COUNSELORS AND OTHER SUPPORT STAFF (SCHOOL YEAR 2022-23)

Ratio of Academic Counselors to Pupils	
Academic Counselor	357.7

Number of Full-Time Equivalent (FTE) *	
Counselor (Academic, Social/Behavioral or Career Development)	12.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessionals)	0.0
Psychologist	2.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	10.0
Other	3.0

*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 2021-2022)

	Expenditures			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,268	\$3,138	\$9,130	\$90,969
District	N/A	N/A	\$9,920	\$81,337
Percent Difference School Site and District	N/A	N/A	-8.6%	11.18%
State	N/A	N/A	\$7,606.62	\$87,885
Percent Difference School Site and State	N/A	N/A	20.0%	3.51%

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

TYPES OF SERVICES FUNDED (FISCAL YEAR 2022-2023)

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 prior 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.

TYPES OF SERVICES FUNDED (FISCAL YEAR 2022-2023)

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.

TEACHER AND ADMINISTRATIVE SALARIES (FISCAL YEAR 2021-2022)

District Amount	
Beginning Teacher Salary	\$ 48,916
Mid-range Teacher Salary	\$ 78,133
Highest Teacher Salary	\$ 97,008
Average Principal Salary (Elementary)	\$ 124,723
Average Principal Salary (Middle)	\$ 136,178
Average Principal Salary (High)	\$ 139,415
Superintendent Salary	\$ 440,000
Percent of Budget for Teacher Salaries	25%
Percent of Budget for Administrative Salaries	5%

State Average For Districts in Same Category	
Beginning Teacher Salary	\$ 55,550
Mid-range Teacher Salary	\$ 80,703
Highest Teacher Salary	\$ 109,418
Average Principal Salary (Elementary)	\$ 137,703
Average Principal Salary (Middle)	\$ 143,760
Average Principal Salary (High)	\$ 159,021
Superintendent Salary	\$ 319,443
Percent of Budget for Teacher Salaries	30%
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	32.8%
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	Number of Courses Offered
Computer Science	4
English	10
Fine & Performing Arts	4
Foreign Language	7
Mathematics	7
Science	10
Social Science	27
Total AP Courses Offered*	69

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

PROFESSIONAL DEVELOPMENT

	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	10	9