2016-17

EL CAMINO REAL CHARTER HIGH SCHOOL SARC

WWW.ECRCHS.NET

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

818-595-7500

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.

GOVERNING BOARD

JONATHAN WASSER
BEATRIZ CHEN
LISA CROSTHWAIT
STEVEN KOFAHL
JULIE KORNACK
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DISTRICT INFORMATION

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WWW.LAUSD.NET
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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
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COUNTY-DISTRICT-SCHOOL (CDS) CODE
1964733192623

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

MISSION AND VISION

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 multicultural perspective in order to work with others. (Friedman, 2008.) 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	817
10th Grade	859
11th Grade	966
12th Grade	1018

ENROLLMENT
FOR 16-17 SY

Group	Percent of Total Enrollment
English Learners	2.49%
Foster Youth	0.14%
Students with Disabilities	9.40%
Socioeconomically Disadvantaged	28.61%
Black or African American	6.00%
American Indian or Alaskan Native	0.40%
Asian	8.70%
Filipino	4.90%
Hispanic or Latino	27.8%
Native Hawaiian or Pacific	0.30%
White	44.80%
Two or More Races	4.4%

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

ECRCHS	2015-16	2016-17	2017-18
Teachers with full credentials	145	144	142
Teachers without full credentials	0	1	0
Teachers teaching outside subject area of competence (with full credential)	1	1	0

TEACHER MISASSIGNMENTS AND VACANT TEACHER POSITIONS

|	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments *		1	0
Vacant Teacher Positions		0	0

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

* Total Teacher Misassignments includes the number of MIsassignments of Teachers of English Learners.

AVAILABILITY OF TEXTBOOKS & INSTRUCTIONAL MATERIALS

Percentage of Students Lacking Materials by Subject During 2016-17 SY

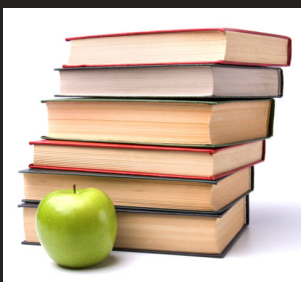|	
Reading/ Language Arts	0%
Mathematics	0%
Science	0%
History/ Social Science	0%
Visual & Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%
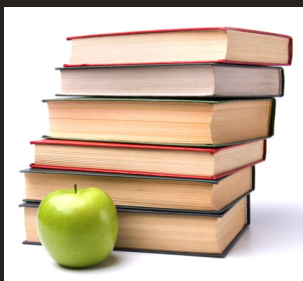
TEXTBOOKS & INSTRUCTIONAL MATERIALS

Core Curriculum Area	Textbooks & Instructional Materials - Current Adoption (Year & Month in which data were collected: Jan. 2018)
Reading/ Language Arts	• Timeless Voices, Timeless Themes (Gold Level), Publisher: Prentice Hall, American Experience, 11th Grade • World Literature, Third Edition, Publisher: Holt, Rinehart & Winston • The American Experience in Literature, (California Edition), Publisher: Prentice Hall, 11th Grade • Modern World Literature, Publisher: Holt, Rinehart & Winston • British Experience, Timeless Voices, Timeless Themes, Publisher: Prentice Hall, 11th Grade • Adventures in English Literature: Athena Edition, Publisher: Holt, Rinehart & Winston • Elements of Literature, 4th Edition, Publisher: Holt, Rinehart & Winston • Elements of Literature, 5th Edition, Publisher: Holt, Rinehart & Winston
Mathematics	• 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	• Biology, (Miller & Levine), Publisher: Pearson • 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
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, By the People: A History of the United States, Publisher: Pearson

TEXTBOOKS & INSTRUCTIONAL MATERIALS

Core Curriculum Area	Textbooks & Instructional Materials / Year of Adoption
History-Social Science	• Human Geography: People, Places, & Culture, 10th Edition, Publisher: Wiley • AP Euro, Western Civilization, 8th Edition, Publisher: Cengage Learning
Foreign Language	• Avancemos Spanish 1 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 • Temas AP Spanish Language and, Publisher: Vista Higher Learning • AP Spanish Language and Culture Exam Preparation Workbook, Publisher: Vista Higher Learning • Azulego Anthology Publisher: Wayside Publishing • C'est a Toi Level 1, Publisher: EMC-Paradigm Publishing • C'est a Toi Level 1 Workbook, Publisher: EMC-Paradigm Publishing • C'est a Toi Level 2 Textbook, Publisher: EMC-Paradigm Publishing • C'est a Toi Level 2 Workbook, Publisher: EMC-Paradigm Publishing • C'est a Toi Level 3 Textbook, Publisher: EMC-Paradigm Publishing • C'est a Toi Level 3 Workbook, Publisher: EMC-Paradigm Publishing • Sur Le Vif Heinle, Publisher: Cengage
Health	• Lifetime Health, Publisher: Holt
Visual & Performing Arts	• Clothing: Fashion, Fabric & Construction, Publisher: McGraw Hill
Science Lab Equipment (9-12)	• N/A
Career & Voc Ed/ Arts	• Microsoft Office 365, Shelly Cashman Series, Office 2016, Publisher: Cengage Learning • Marketing Dynamics 3rd Edition, Publisher: Goodheart Wilcox • Accounting Real World Applications & Connections, Publisher: Glencoe

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

SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS (2016-17 SY)

El Camino Real Charter High School takes great efforts to ensure that the school is clean, safe, and functional. The school works with the Safety Coordinator 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 and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. The District has recently completed a Path of Travel project and is planning a Seismic Retrofit project for the ceiling in the multipurpose room in the near future.

SCHOOL FACILITY GOOD REPAIR STATUS

Year & month of most recent FIT report: Jan. 2018	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	**Good**	--

A. 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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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
ELA & MATH FOR ALL STUDENTS

% of ECRCHS Students Meeting or Exceeding State Standards	2015-16	2016-17
English Language Arts / Literacy (grade 11)	61%	59%
Mathematics (grade 11)	39%	46%

% of District Students Meeting or Exceeding State Standards	2015-16	2016-17
English Language Arts / Literacy (grade 11)	39%	40%
Mathematics (grade 11)	29%	30%

% of State Students Meeting or Exceeding State Standards	2015-16	2016-17
English Language Arts / Literacy (grade 11)	48%	48%
Mathematics (grade 11)	36%	37%

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	955	920	96.34%	59.02%
Male	491	471	95.93%	52.65%
Female	464	449	96.77%	65.70%
Black or African American	51	49	96.08%	42.86%
American Indian or Alaska Native	--	--	--	--
Asian	87	86	98.85%	67.44%
Filipino	52	52	100%	73.08%
Hispanic or Latino	253	245	96.84%	49.39%
Native Hawaiian or Pacific Islander	--	--	--	--
White	455	434	95.38%	63.36%
Two or More Races	37	36	97.30%	63.89%
Socioeconomically Disadvantaged	269	259	96.28%	51.35%
English Learners	45	42	93.33%	11.90%
Students with Disabilities	85	82	96.47%	17.07%
Students with Migrant Ed Services	--	--	--	--
Foster Youth	--	--	--	--

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

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.

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

CAASPP TEST RESULTS BY STUDENT GROUP
GRADE 11- MATHEMATICS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	955	923	96.65%	45.72%
Male	491	471	95.93%	46.71%
Female	464	452	97.41%	44.69%
Black or African American	51	49	96.08%	24.49%
American Indian or Alaska Native	--	--	--	--
Asian	87	86	98.85%	61.63%
Filipino	52	52	100%	59.62%
Hispanic or Latino	253	245	96.84%	34.29%
Native Hawaiian or Pacific Islander	--	--	--	--
White	455	435	95.60%	49.89%
Two or More Races	37	37	100%	54.05%
Socioeconomically Disadvantaged	269	260	96.65%	37.31%
English Learners	45	43	95.56%	11.63%
Students with Disabilities	85	82	96.47%	--
Students with Migrant Ed Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

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.

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

TEST RESULTS
SCIENCE FOR ALL STUDENTS

% of ECRCHS Students Meeting or Exceeding State Standards	2014-15	2015-16
Science (grade 10)	68%	66%

% of District Students Meeting or Exceeding State Standards	2014-15	2015-16
Science (grade 10)	46%	46%

% of State Students Meeting or Exceeding State Standards	2014-15	2015-16
Science (grade 10)	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

While ECRCHS does not have an official Career Technical Education program, the school has a Career Technical Education department. 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 career pathways: Family & Consumer Sciences (Hospitality, Tourism, and Recreation; Child Development and Education; Fashion Design, Manufacturing, and Interior Design), Careers in Construction, and Graphic Design.

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

- **Hospitality, Tourism, and Recreation**
- **Child Development and Education**
- **Fashion Design and Interior Design**
- **Construction Career Academy**
- **Graphic Design**

Hospitality, Tourism, and Recreation

Students in this career pathway complete a Consumer and Family Studies (CFS) introductory comprehensive course (Foods and Nutrition) and one or more concentration courses such as International Foods or Catering. Students pursuing a career in hospitality, tourism, and recreation study all aspects of the industry. 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). This career pathway is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Hospitality, Tourism, and Recreation Industry Sector. These courses provide rigorous, standards-driven instruction and assessment.

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.

Fashion Design and Interior Design

This pathway provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. This pathway encompasses two distinct options: Fashion Design and Interior Design. ECRCHS is one of only two high schools in the city of Los Angeles to offer this unique program.

The Fashion Design courses are designed to train students who are pursuing a career in fashion design and manufacturing. Students study all aspects of the industry, including industry awareness; professional standards/dignity of work; workforce and organizational management; operational procedures and safety practices; laws and regulations; design elements and principles; history of fashion; fashion forecasting; textiles and textile products; garment construction in manufacturing; product knowledge and apparel merchandising; sales and service; pattern making for apparel design; developing and merchandising a line; textile design; and garment alteration and repair. The highlight of the Fashion Design program is the annual fashion show. Each advanced-level student is asked to design and construct his or her own fashion line. A typical show consists of 80-100 garments. Preparation for the fashion show includes a visit to the Los Angeles Garment District, where students learn about the fabrics and notions used by local manufacturers.

Fashion design students enjoy participating in ECRCHS's "Project Gratitude" drive. Students are asked to write a letter of gratitude to a U.S. serviceperson. The letter is then written on a "fabric postcard", on which students create a patriotic collage to show their thanks. The feedback from the Project Gratitude staff has been very positive. This course of study is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Fashion and Interior Design Industry Sector. This pathway provides standards-driven instruction and assessment, integrates academic and career-technical concepts through Foundation and Pathway Standards, and contributes significantly to students' academic achievement.

Construction Career Academy

This career pathway is based on the CTE Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards for Building and Construction Trades. The Academy is engaged in a partnership with several businesses and contractors that offers several apprenticeship opportunities for seniors interested in working in the area of construction, cabinetmaking, and custom carpentry. In addition, the Academy makes several industry location visits through field trips.

The Construction Academy works in partnership with the ROP CAD/CAM class to facilitate better understanding of design and planning. Within the Cad/Cam classes, students are given the opportunity to plan and design original projects. Seniors are required to participate in a major project during their senior year that has an opportunity for recognition through the Bob Ganssle Industrial Arts Scholarship Award. The Academy continues to make equipment and program upgrades to provide state of the art instruction that is consistent with the industry. Curricular and instructional materials used in class include:

- Power woodmaking machines and tools
  - Machine upgrades have been undertaken to train students on machines being used presently in the industry.
- Instructor's original project designs

- - Project designs are made available to students that enable them to learn and apply skill sets across the curriculum from basic to more advanced.
  - State of the art equipment, including a CNC router machine that utilizes computer aided-design.
  - Industry specific textbooks, DVDs, videos, and taped media instruction.

Instructional methods and strategies used in class include:

- - Extensive demonstrations
    - Prior to each step students are given demonstrations of techniques and proper use and set-up of machines required.
    - On numerous occasions out side Professionals are guest instructors to show a variety of methods and techniques.
  - Hands-on individualized instruction by the instructor and more advanced students
    - The Instructor has extensive experience within the field through previous experience and is a licensed Contractor in a related field that reinforces the use and application of all methods and machines and tools.
  - Instruction by guest industry professionals and experts
  - Utilization and monitoring of industry standards, modifications, and updates.

Students are given instruction in safety and OSHA standards for an industrial environment.

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, such as FHA-HERO, FIDM Fashion Club, 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 sub groups. 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 a Beginning Sewing class, a student who has mastered the skill of threading a sewing machine 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. Technology is integrated throughout the department. Examples of this include:

- Fashion design students use Internet sources to research trends in the fashion world
- Some Culinary Arts lessons are delivered through online video tutorials. In addition, students use computer ¬aided recipe analysis to compare the nutritional values of ingredients.

- In Wood Working State of the art CNC machines, and CAD/CAM design are incorporated into the curriculum.

Primary Representatives of CTE Program

Lisa Ring (Assistant Principal, Alternative Education), Charne Tunson (Assistant Principal, Student Support Services), and Dr. Eric Wilson (Director of Sustainability and STEAM Initiatives) will lead the effort to implement an official CTE program at ECRCHS.

CAREER TECHNICAL EDUCATION PARTICIPATION (2016–17 SY)

Measure	CTE Participation (SY 2016-17)
Number of Pupils Participating in CTE*	1490
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: * Data comes from CALPADS EOY 3.15 Report, unduplicated count of students.

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

	% of Pupils Enrolled in Courses Required for UC/CSU Admission
2016-17	99.97%

	% of Graduates Who Completed All Courses Required for UC/CSU Admission
2015-16	31.26%

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 (2016-17 SY)

	Grade 9
% of Students Meeting Four of Six Fitness Standards	31.26%
% of Students Meeting Five of Six Fitness Standards	25.9%
% of Students Meeting Six of Six Fitness Standards	42.7%

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.

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 schoolsite

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

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 activites. 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, English Learner Advisory Committee (ELAC), Charter Renewal Committee, The Village Nation, 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.

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)

	2013-14	2014-15	2015-16
ECRCHS Graduation Rate	94.10%	93.10%	92.10%
State Graduation Rate	80.95%	82.27%	83.77%

	2013-14	2014-15	2015-16
ECRCHS Dropout Rate	3.0%	4.8%	5.3%
District Dropout Rate	17.4%	16.7%	13.7%
State Dropout Rate	11.5%	10.7%	9.7%

COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS GRADUATING CLASS OF 2016 (ONE-YEAR RATE)

Student Group	ECRCHS	District	State
All Students	90.71%	86.92%	87.11%
Black or African American	92.41%	82.92%	79.19%
American Indian or Alaska Native	100.00%	81.67%	80.17%
Asian	95.69%	89.15%	94.42%
Filipino	92.68%	90.05%	93.76%
Hispanic or Latino	88.89%	87.33%	84.58%
Native Hawaiian or Pacific Islander	87.50%	88.82%	86.57%
White	90.62%	86.00%	90.99%
Two or More Races	75.00%	83.26%	90.59%
Socioeconomically Disadvantaged	100.00%	87.85%	85.45%
English Learners	77.27%	38.19%	55.44%
Students with Disabilities	90.82%	59.15%	63.90%
Foster Youth	100.00%	82.74%	68.19%

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

	2014-15	2015-16	2016-17
ECRCHS Suspension Rate	1.4%	1.5%	1.9%
ECRCHS Expulsion Rate	0.0%	0.0%	0.0%
District Suspension Rate	0.9%	0.9%	0.8%
District Expulsion Rate	0.0%	0.0%	0.0%
State Suspension Rate	3.8%	3.7%	3.7%
State Expulsion Rate	0.1%	0.1%	0.1%

SCHOOL SAFETY PLAN
(2017-18 SY)

El Camino's three-volume School Safety Plan is reviewed and updated annually. Volume One deals with Prevention, Volume Two focuses on Emergency Procedures, and Volume Three concentrates on Recovery Procedures. However, last year LAUSD discontinued access to update the volumes. We continue to work with the charter office to allow us access. In the meantime, The school holds an annual earthquake drill, an 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.

FEDERAL INTERVENTION PROGRAM (2017–18 SY)

Indicator	School	District
Program Improvement Status	in PI	in PI
First Year of Program Improvement	2013-14	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

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

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY)

	2014-15				2015-16				2016-17			
		Number of Classes				Number of Classes				Number of Classes		
Subject	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	27.0	41	56	56	27.0	40	48	62	26.0	45	39	62
Mathematics	31.0	22	18	69	30.0	26	11	71	28.0	33	17	62
Science	33.0	14	11	59	33.0	14	12	58	32.0	17	10	52
Social	30.0	31	9	74	29.0	35	12	71	29.0	32	9	72

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 2016–17)

Number of Full-Time Equivalent (FTE)	
Academic Counselor	8.0
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessionals)	N/A
Psychologist	2.0
Social Worker	N/A
Nurse	1.0
Speech/Language/Hearing Specialist	N/A
Resource Specialist	2.0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	458.0

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

EXPENDITURE PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2015–16)

	Expenditures			
	Total	**Restricted**	**Unrestricted**	**Average Teacher Salary**
School Site	$ 8,751	$ 2,933	$ 5,819	$ 95,984
District	N/A	N/A		$ 73,658
State	N/A	N/A	$ 6,574	$ 79,228
Percent Difference -- School and District	N/A	N/A		26.32%
Percent Difference -- School and State	N/A	N/A	-12.18%	19.13%

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 workshop and conferences to improve classroom instruction.

Title III

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

Individuals with Disabilities Education Act (IDEA)

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

National School Lunch Program (NSLP) -- Federal Program

- The National School Lunch Program (NSLP) offers federal reimbursement to schools serving nutritious, low-cost or free meals to students.

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

State

Education Protection Account -- General Purpose

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

Economic Impact Aid

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

Statewide Special Education Funding Model (AB602)

- 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.

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	$43,913
Mid-range Teacher Salary	$70,141
Highest Teacher Salary	$87,085
Average Principal Salary (Elementary)	$116,684
Average Principal Salary (Middle)	$131,969
Average Principal Salary (High)	$133,752
Superintendent Salary	$350,000
Percent of Budget for Teacher Salaries	32%
Percent of Budget for Administrative Salaries	5%

State Average For Districts in Same Category	
Beginning Teacher Salary	$47,808
Mid-range Teacher Salary	$73,555
Highest Teacher Salary	$95,850
Average Principal Salary (Elementary)	$120,448
Average Principal Salary (Middle)	$125,592
Average Principal Salary (High)	$138,175
Superintendent Salary	$264,457
Percent of Budget for Teacher Salaries	35%
Percent of Budget for Administrative Salaries	5%

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

ADVANCED PLACEMENT COURSES

	Number of Courses Offered	Courses
Computer Science	1	• AP Computer Programming
English	2	• AP English Language • AP English Literature
Fine & Performing Arts	2	• AP Studio Art: Drawing • AP Studio Art: Two Dimensional
Foreign Language	3	• AP French Language • AP Spanish Language • AP Spanish Literature
Mathematics	3	• AP Calculus AB • AP Calculus BC • AP Statistics
Science	4	• AP Biology • AP Chemistry • AP Physics B • AP Physics C • AP Environmental Science
Social Science	7	• AP European History • AP World History • AP US History • AP Economics • AP Government • AP Human Geography • AP Psychology
All Courses	**22**	
Percent of Students in AP Courses	**29.4%**	

PROFESSIONAL DEVELOPMENT

The ECRCHS faculty and instructional leaders constantly strive to bring new techniques as well as timely and relevant developments from the field of education to their teachers. Following the work of Johnson and Marx (2009), the Charter School implements a variation of transformative professional development ('TPD'), which "is responsive to the needs of individual schools and teachers and the focus of each program is emergent in nature" (p. 130). On a number of cases, teachers have developed uniquesolutions to deal with concerns that arise on campus (such as social justice issues) and present solutions to their fellow faculty members. Another example includes special education instructors providing tools and techniques to help their colleagues better address the needs of students who have differing abilities. El Camino also invites guest speakers who are experts in their field. For example, in August 2015, the Director of LAUSD Charter Operated Programs presented to all teachers at a professional development session. The objectives of this session were to review adaptations and gain a greater understanding of accommodations and modifications, as well as to understand how to grade students with IEPs and 504 Plans.

In Spring and Fall of 2017, the administration and PD Committee planned professional development days where experts trained faculty and staff in areas such as mindfulness, standards based instruction, equity in education, and using technology in the classroom. The objectives of these sessions were to provide strategies, tips, and techniques for instruction that will improve teaching and learning.

El Camino has 31 special scheduled days throughout the year to allow for staff development. These are now referred to as Common Planning Days, or CPDs, and are held every Wednesday throughout the year with the exception of during final exams. Common Planning Days focus on school goal and priorities to include Common Formative Assessment, Curriculum Mapping, Instructional Planning, MAP Assessment Data Analysis, and more.

Additionally, teachers look at current student data to help drive instruction and ensure universal access and success for all students. Teachers meet in their content specific groups to establish the curriculum, share best practices, evaluate strategies, develop common formative and summative assessments, examine data, and reflect on next steps.