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School Accountability Report Card
Reported Using Data from the 2017–18 School Year
California Department of Education

</div>

For El Camino Real Charter High School

Address:	5440 Valley Circle Blvd.	**Phone:**	818-595-7000
Principal:	Executive Director – David Hussey	**Grade Span:**	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

➢ For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

➢ For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

➢ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

District Contact Information (School Year 2018–19)

Entity	Contact Information
District Name	Los Angeles Unified
Phone Number	213-241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	El Camino Real Charter High School
Street	5440 Valley Circle Blvd.
City, State, Zip	Woodland Hills, CA 91367-5949
Phone Number	818-595-7000
Principal	Executive Director – David Hussey
Email Address	d.hussey@ecrchs.net
Website	www.ecrchs.net
County-District-School (CDS) Code	19647331932623

About This School

School Description and Mission Statement (School Year 2018–19)

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

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

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

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

At ECRCHS, sustainability permeates 21st century learning. Students today must think creatively and understand the biological, social, economic, and physical systems in place that create problems, and be prepared to develop potential solutions. As the world becomes more interconnected, hotter, more crowded, an educated person in the 21st century needs to have a multicultural perspective in order to work with others (Friedman, 2008.) ECRCHS strives to create academic programs that meet the needs of our diverse student body. Our schoolwide programs include AVID, STEAM, VAPA, Humanitas, Alternative Education, Independent Studies, Career Pathways, tutoring, study skills, and college and career awareness. Moreover, each

semester, grades, test scores and surveys are used to monitor progress. ECRCHS aims to provide the tools, the skills, and the foundation for students to address the three-legged stool of sustainability -- economic sustainability, social equity, and environmental sustainability.

David Hussey

Executive Director

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	850
Grade 10	885
Grade 11	845
Grade 12	987
Ungraded Secondary	0
Total Enrollment	3567

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	5.2%
American Indian or Alaska Native	0.3%
Asian	9.4%
Filipino	5.2%
Hispanic or Latino	28.3%
Native Hawaiian or Pacific Islander	0.3%
White	45.0%
Two or More Races	5.6%
Socioeconomically Disadvantaged	34.3%
English Learners	3.1%
Students with Disabilities	9.4%
Foster Youth	0.2%

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19
With Full Credential	145	144	152
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	1

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials
(School Year 2018–19)**

Year and month in which the data were collected: Jan 2019

Subject	Textbooks and Instructional Materials January 2019	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	• myPerspectives, Publisher: Pearson • 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	Y	0%
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	Y	0%
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 • Human Geography: People, Places, & Culture, 10th Edition, Publisher: Wiley • **Physics: A Strategic Approach, 3rd Edition, Publisher: Pearson** • **Physics (High School), First Edition, Publisher: Pearson**	Y	0%

History-Social Science	• United States History & Geography: Modern Times, 2016, • Publisher: McGraw Hill • AP Government in America: People, Politics, and Policy, Publisher: Pearson • United States Government: Our Democracy, Publisher: McGraw Hill • Ways of the World: A Global History Source, 2nd Edition, • Publisher: Bedford/St. Martin • Krugman Economics for AP 2nd Edition, Publisher: BFW Worth • World History: The Modern Era, Publisher: Prentice Hall • Understanding Economics, Publisher: McGraw Hill • AP Euro,Western Civilization, 8th Edition, Publisher: Cengage Learning	Y	0%
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	Y	0%
Health	• Lifetime Health, Publisher: Holt	Y	0%
Visual and Performing Arts	• Clothing: Fashion, Fabric & Construction, Publisher: McGraw Hill • **Housing and Interior Design, 11th Edition, Publisher: Goodheart-Wilcox Company** • **Apparel Design, Textiles & Construction, Publisher: Goodheart-Wilcox Company** • **Fashion, 7th Edition, Publisher: Goodheart-Wilcox Company**	Y	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

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.

We have had two significant projects this year. The first was the installation of LED lights throughout the campus. This included all classrooms, hallways, and outdoor spaces. This will allow the school to cut electricity costs and waste, and the improved lighting gives us increased security. The second project was preventative maintenance on medium/high voltage equipment. This project was carried out by the district and DWP.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: *January 2018*

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating: Exemplary

A. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. 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); 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	59%	59%	40%	43%	48%	50%
Mathematics (grades 3-8 and 11)	46%	41%	30%	32%	37%	38%

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	858	829	97%	59%
Male	426	414	97%	53%
Female	432	415	96%	65%
Black or African American	49	49	100%	41%
American Indian or Alaska Native	--	--	--	--
Asian	81	79	98%	71%
Filipino	43	43	100%	70%
Hispanic or Latino	239	232	97%	46%
Native Hawaiian or Pacific Islander				
White	397	379	95%	65%
Two or More Races	41	39	95%	69%
Socioeconomically Disadvantaged	322	311	97%	53%
English Learners	21	21	100%	10%
Students with Disabilities	85	82	96%	22%
Students Receiving Migrant Education 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 in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	859	828	96%	41%
Male	427	415	97%	41%
Female	432	413	96%	40%
Black or African American	49	48	98%	23%
American Indian or Alaska Native	--	--	--	--
Asian	81	79	98%	68%
Filipino	43	43	100%	51%
Hispanic or Latino	239	233	97%	26%
Native Hawaiian or Pacific Islander				
White	398	378	95%	45%
Two or More Races	41	39	95%	56%
Socioeconomically Disadvantaged	322	309	96%	34%
English Learners	21	21	100%	19%
Students with Disabilities	85	82	96%	9%
Students Receiving Migrant Education 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	66%	N/A	46%	N/A	54%	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Career Technical Education (CTE) Programs (School Year 2017–18)

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 four distinct career pathway programs, listed below:

- Hospitality, Tourism, and Recreation
- Child Development and Education
- Fashion Design and Interior Design
- 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. ECRCHSis 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' "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.

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 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 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.

Primary Representatives of CTE Program
Lisa Ring (Assistant Principal, Alternative Education), Emelie Larew (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 (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1347
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.94%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	41.64%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	13.7%	29.2%	31.9%

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.

B. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018–19)

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.

Below are the primary representatives for the following groups:

- Friends of ECR - David Hussey
- RISE - Fluke Fluker

State Priority: Pupil Engagement

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

- High school dropout rates; and

- High school graduation rates

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

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	4.8%	5.3%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	93.1%	92.1%	72.2%	77.3%	82.3%	83.8%

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

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	3.1%	10.8%	9.1%
Graduation Rate	94.4%	79.7%	82.7%

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	92.24%	88.53%	88.72%
Black or African American	88.76%	85.28%	82.15%
American Indian or Alaska Native	75.00%	79.84%	82.81%
Asian	92.63%	91.58%	94.93%
Filipino	93.10%	90.76%	93.45%
Hispanic or Latino	92.36%	88.94%	86.54%
Native Hawaiian or Pacific Islander	100.00%	93.10%	88.56%
White	93.21%	87.79%	92.12%
Two or More Races	96.15%	89.47%	91.15%
Socioeconomically Disadvantaged	95.32%	86.78%	88.64%
English Learners	88.24%	43.14%	56.74%
Students with Disabilities	91.40%	61.64%	67.12%
Foster Youth	100.00%	84.72%	74.08%

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015–16	School 2016–17	School 2017–18	District 2015–16	District 2016–17	District 2017–18	State 2015–16	State 2016–17	State 2017–18
Suspensions	1.5%	1.9%	1.8%	0.9%	0.8%	0.8%	3.65%	3.65%	3.51%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.09%	0.09%	0.09%

School Safety Plan (School Year 2018–19)

El Camino is currently working on a two-component School Safety Plan which was last reviewed on January, 17, 2019. Component 1: People and Programs, and Component 2: Places focus on creating and maintaining a caring and connected school climate. To achieve the former, the School Safety plan will center on the following related activities:

- reducing the number of late students by focusing on students with 25 or more tardies;
- bringing awareness to the ill effects of vaping to students, staff and community;
- updating food in earthquake bin, and
- updating lockdown kit supplies.

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.

C. 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) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	27	40	48	62
Mathematics	30	26	11	71
Science	33	14	12	58
Social Science	29	35	12	71

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	26	45	39	62
Mathematics	28	33	17	62
Science	32	17	10	52
Social Science	29	32	9	72

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	24	53	48	52
Mathematics	28	32	15	65
Science	32	16	11	55
Social Science	29	30	13	67

*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 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9	396
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	2	N/A
Social Worker	N/A	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist (non-teaching)	2	N/A
Other	N/A	N/A

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,873	$2,441	$7,432	$88,819
District	N/A	N/A		$75,094
Percent Difference – School Site and District	N/A	N/A		16.75%
State	N/A	N/A	$7,125.00	$80,764
Percent Difference – School Site and State	N/A	N/A	4.22%	9.50%

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

Types of Services Funded (Fiscal Year 2017–18)

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) -- Ferderal 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 FCChas refocused their goal to significantly increase Wi-Fi access.

STATE

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

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

Statewide Special Education Funding 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 (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$47,903
Mid-Range Teacher Salary	$70,141	$74,481
Highest Teacher Salary	$870,85	$98,269
Average Principal Salary (Elementary)	$116,726	$123,459
Average Principal Salary (Middle)	$131,879	$129,482
Average Principal Salary (High)	$133,989	$142,414
Superintendent Salary	$350,000	$271,429
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	7	N/A
All Courses	25	31.2%

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

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

Note: Unduplicated Courses

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 unique solutions 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 Fall 2018, the One-to-One Laptop initiative was implemented schoolwide for students. In addition, professional development sessions, which focused on technology in the classroom, were provide to faculty. The topics discussed in these sessions included navigating Microsoft Teams and setting up class notebooks in OneNote. Moreover, Promethean Smart Panels were installed in the classroom and faculty had the opportunity to attend the Promethean Summit and sign up for one-on-one sessions to help them get started and learn more about this tool.

In the Spring of the 2019, the administration and PD Committee planned professional development days where experts trained faculty and staff in areas such as mindfulness, standards based instruction, and equity in education. 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.