

El Camino Real Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.



David Hussey, Executive Director

Principal, El Camino Real Charter High

About Our School

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.

David Hussey, Executive Director

Contact

El Camino Real Charter High
5440 Valley Cir. Blvd.
Woodland Hills, CA 91367-5949

Phone: 818-595-7500
E-mail: d.hussey@ecrchs.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	El Camino Real Charter High
Street	5440 Valley Cir. Blvd.
City, State, Zip	Woodland Hills, Ca, 91367-5949
Phone Number	818-595-7500
Principal	David Hussey, Executive Director
E-mail Address	d.hussey@ecrchs.net
Web Site	www.ecrchs.net
County-District-School (CDS) Code	19647331932623

Last updated: 1/13/2017

School Description and Mission Statement (School Year 2016-17)

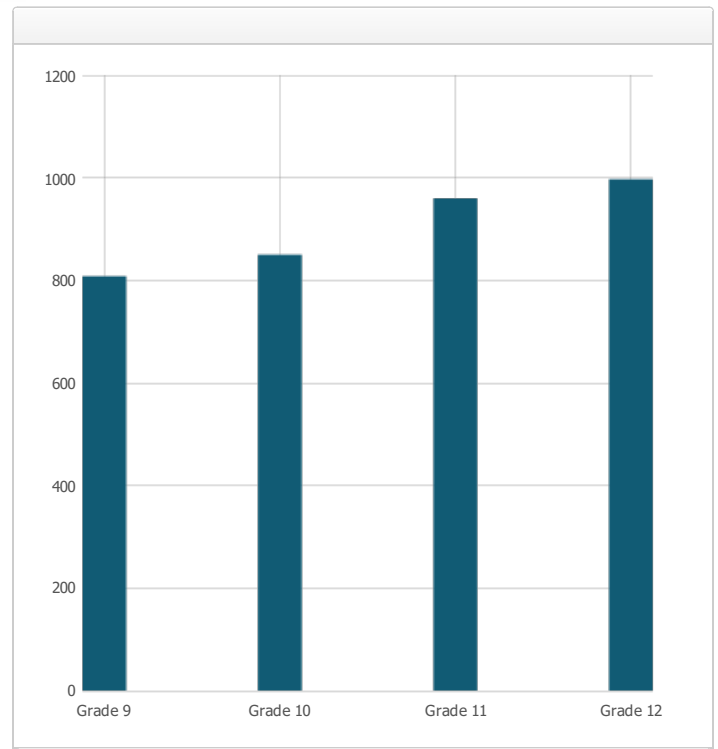
El Camino Real Charter High School is a comprehensive four-year high school located in the west San Fernando Valley, approximately 20 miles north of downtown Los Angeles. The school colors are dark blue, light blue, and camel and the mascot is the "Conquistadores". In 2009, El Camino was named a California Distinguished School by the California Department of Education.

The mission of ECRCHS is to prepare our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students' unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.

Last updated: 1/13/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	808
Grade 10	850
Grade 11	960
Grade 12	997
Total Enrollment	3615

*Last updated: 1/13/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	6.9 %
American Indian or Alaska Native	0.6 %
Asian	8.8 %
Filipino	5.1 %
Hispanic or Latino	27.3 %
Native Hawaiian or Pacific Islander	0.5 %
White	47.2 %
Two or More Races	3.0 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.5 %
English Learners	2.4 %
Students with Disabilities	10.0 %
Foster Youth	0.2 %

Last updated: 1/13/2017

A. Conditions of Learning

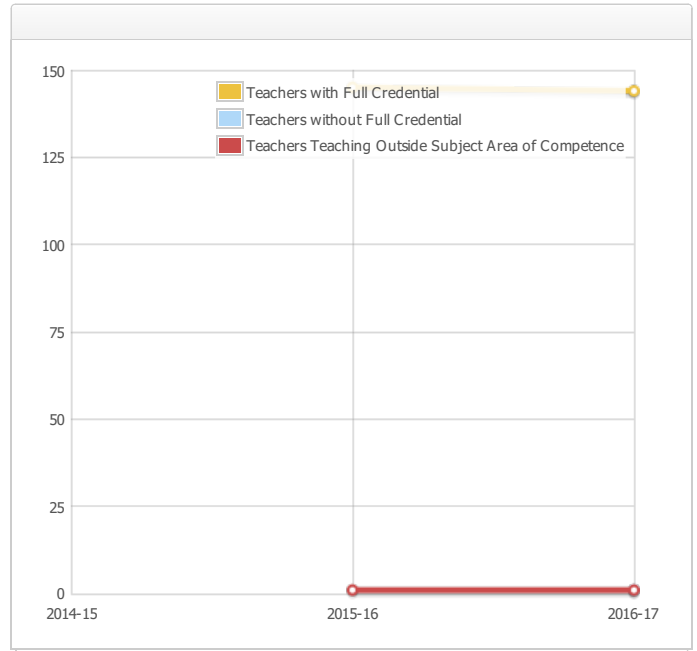
State Priority: Basic

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		District	
	2014-15	2015-16	2016-17	2016-17
With Full Credential		145	144	
Without Full Credential			1	
Teachers Teaching Outside Subject Area of Competence (with full credential)		1	1	



Last updated: 1/14/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



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.

Last updated: 1/14/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/14/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes 2002 One World: A global anthology of short stories 2009	Yes	0.0 %
Mathematics	Geometry Algebra and Trigonometry: Structure and Method California Geometry Algebra 1: Concepts and Skills Geometry: Concepts and Applications Algebra 2 with Trigonometry Precalculus Enhanced with Graphing Utilities Accounting, Glencoe	Yes	0.0 %
Science	Glencoe Chemistry: Matter and Change Science, California 2007 Chemistry in the Community Principles of General Chemistry 2015 AP Chemistry: A Molecular Approach, Pearson 2014 Psychology in Everyday Life Psychology for High School The Man Who Mistook His Wife For A Hat: And Other Clinical Tales Conceptual Physics Pearson Physics AP Environmental Science	Yes	0.0 %
History-Social Science	High School World History - Pearson 2014 World Geography 2009 United States Government: Democracy in Action 2006	Yes	0.0 %
Foreign Language	Realidades Avancemos! - Levels 1, 2, and 3 - 2013	Yes	0.0 %
Health	Food, Nutrition & Wellness - McGraw Hill Parenting Rewards & Responsibilities, Teen Parenting Skills The Developing Child	Yes	0.0 %
Visual and Performing Arts	Clothing: Fashion, Fabrics, and Construction 2008 Homes & Interiors - McGraw Hill Music! Its Role and Importance In Our Lives Discovering Art History	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2017

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, LAUSD, OEHS, and the California Charter Schools Association 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. In Summer 2015, the LAUSD Small Learning Communities project was completed and resulted in the improvement of several classrooms and outdoor spaces. Also in Summer 2015, LAUSD replaced the football field. In Winter 2015, LAUSD completed the gym floor replacement project. El Camino has 14 campus safety officers that make sure students are in class and that the campus is safe. In addition, El Camino contracts with the Los Angeles School Police Department to have a full-time officer on campus.

Last updated: 1/14/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

System Inspected	Rating	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: July 2016

Overall Rating	Good
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Last updated: 1/14/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	61.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	37.0%	39.0%	25.0%	29.0%	34.0%	36.0%

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.

Last updated: 1/14/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/13/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/13/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	967	909	94.0%	61.0%
Male	498	470	94.4%	55.4%
Female	469	439	93.6%	67.0%
Black or African American	84	81	96.4%	51.9%
American Indian or Alaska Native	--	--	--	--
Asian	82	80	97.6%	67.5%
Filipino	53	53	100.0%	81.1%
Hispanic or Latino	277	270	97.5%	53.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	439	396	90.2%	63.3%
Two or More Races	19	18	94.7%	66.7%
Socioeconomically Disadvantaged	246	235	95.5%	59.2%
English Learners	18	13	72.2%	--
Students with Disabilities	95	89	93.7%	21.4%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/13/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	967	908	93.9%	39.5%
Male	498	468	94.0%	41.5%
Female	469	440	93.8%	37.2%
Black or African American	84	81	96.4%	28.4%
American Indian or Alaska Native	--	--	--	--
Asian	82	81	98.8%	60.0%
Filipino	53	53	100.0%	58.5%
Hispanic or Latino	277	269	97.1%	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	439	395	90.0%	41.4%
Two or More Races	19	18	94.7%	50.0%
Socioeconomically Disadvantaged	246	235	95.5%	40.6%
English Learners	18	14	77.8%	14.3%
Students with Disabilities	95	89	93.7%	11.2%
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/18/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	70.0%	68.0%	66.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/18/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	971	936	96.4%	66.2%
Male	500	478	95.6%	64.0%
Female	471	458	97.2%	68.6%
Black or African American	57	55	96.5%	60.0%
American Indian or Alaska Native	--	--	--	--
Asian	80	77	96.3%	71.4%
Filipino	56	56	100.0%	73.2%
Hispanic or Latino	254	246	96.9%	56.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	475	456	96.0%	70.0%
Two or More Races	34	33	97.1%	78.8%
Socioeconomically Disadvantaged	215	212	98.6%	59.0%
English Learners	26	24	92.3%	16.7%
Students with Disabilities	93	91	97.9%	28.6%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/15/2017

Career Technical Education Programs (School Year 2015-16)

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

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 contributes 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 woodworking machines and tools

- o Machine upgrades have been undertaken to train students on machines being used presently in the industry.

- Instructor's original project designs o 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

- o Prior to each step students are given demonstrations of techniques and proper use and set-up of machines required.

- o On numerous occasions outside Professionals are guest instructors to show a variety of methods and techniques.

- Hands-on individualized instruction by the instructor and more advanced students

- o 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) and Dr. Eric Wilson (Director of Sustainability and STEAM Initiatives) will lead the effort to implement an official CTE program at ECRCHS.

Last updated: 1/15/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/15/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	44.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.5%	22.4%	47.3%

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.

Last updated: 1/14/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

El Camino Real Charter High School has many opportunities for parent involvement. Parents are welcome to join our two main parent groups, Friends of ECR and PTSA. Friends of ECR meets monthly and is the main fundraising entity for the school, and provides additional financial support for a variety of academic programs and activities. PTSA also meets monthly and is involved in helping schools from the local to the state level. 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 (during Summer 2015), 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

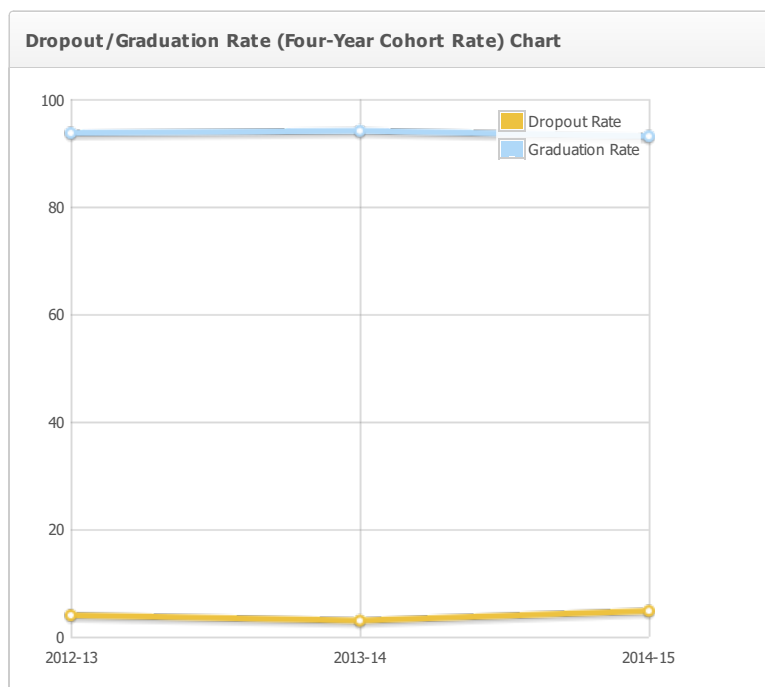
Last updated: 1/14/2017

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.0%	3.0%	4.8%	17.2%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	93.70	94.10	93.10	68.10	70.20	72.20	80.44	80.95	82.27



Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	90	86	85
Black or African American	94	82	77
American Indian or Alaska Native	83	80	75
Asian	93	90	99
Filipino	100	91	97
Hispanic or Latino	88	86	84
Native Hawaiian or Pacific Islander	80	86	85
White	90	88	87
Two or More Races	60	93	91
Socioeconomically Disadvantaged	100	86	77
English Learners	32	39	51
Students with Disabilities	93	57	68
Foster Youth	--	--	--

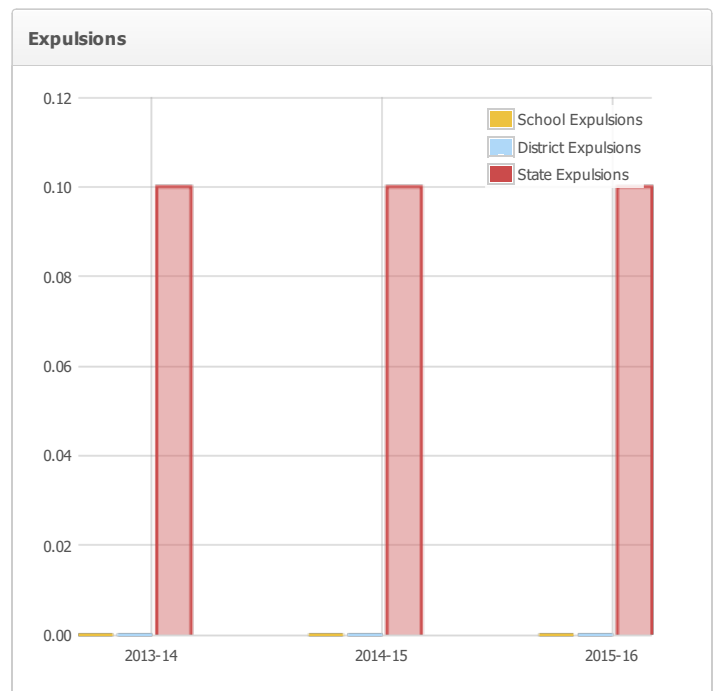
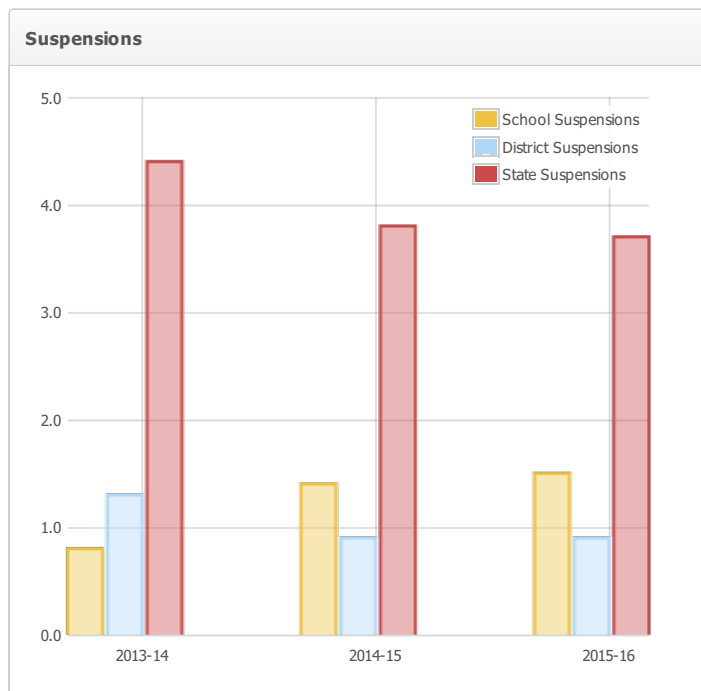
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.8	1.4	1.5	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/14/2017

School Safety Plan (School Year 2016-17)

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. The school holds an annual earthquake drill, an annual lockdown drill, semi-annual fire drills, and monthly drop, cover, and hold drills.

Last updated: 1/14/2017

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 (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Note: Cells with NA values do not require data.

Last updated: 1/18/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/18/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	60	51	58	27.0	41	56	56				
Mathematics	33.0	13	18	65	31.0	22	18	69				
Science	31.0	23	10	54	33.0	14	11	59				
Social Science	30.0	29	11	68	30.0	31	9	74				

* 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.

Last updated: 1/18/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	450.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	2.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		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.

Last updated: 1/18/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8106.0	\$997.0	\$7109.0	\$85844.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/18/2017

Types of Services Funded (Fiscal Year 2015-16)

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 reimbursement to schools serving nutritious meals to students at reasonable prices. In California, the program is administered by the California Department of Education, Nutrition Services Division.

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)

Comines 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

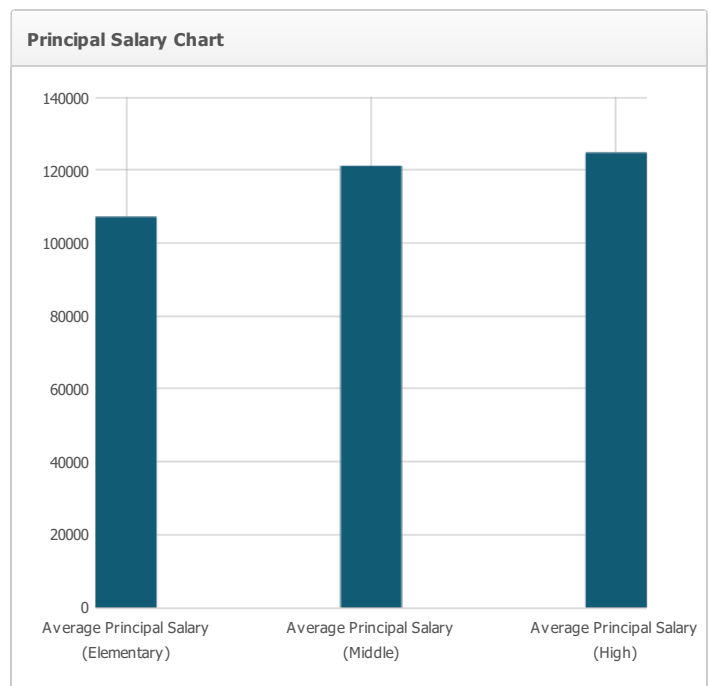
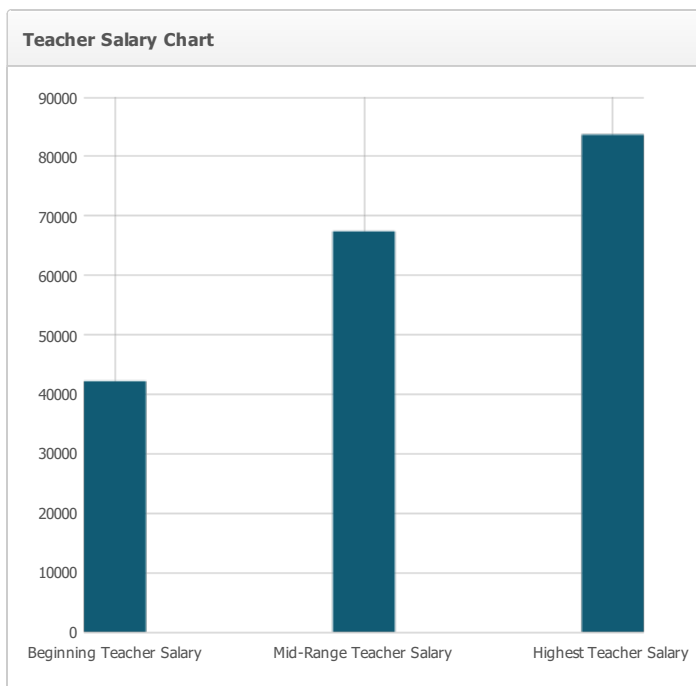
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Last updated: 1/18/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/18/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	8	N/A
Science	8	N/A
Social Science	23	N/A
All Courses	52	25.0%

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

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

Last updated: 1/18/2017

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 through afternoon professional development in-service trainings. 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.

El Camino has 14 special scheduled days throughout the year to allow for staff development (a total of 21 hours). At these professional development days we utilize our teachers who have a variety of expertise in areas such as differentiating instruction, integrating technology, using depth and complexity icons, thinking map skills, strategies for behavior support, and more. Professional development meetings are also used for vertical planning within departments, and subject level planning to create long-term and short-term goals. 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.

In order to give the faculty the opportunity to be more involved in the planning of professional development opportunities, ECRCHS created two committees that facilitate their participation. El Camino started in Fall 2015 an Instructional Committee that serves as a "think tank" for ECRCHS instructional practices; committee members are responsible for researching educational theories and brainstorming how to best apply these theories in the classroom. This committee is led by the Executive Director and the Assistant Principal, Curriculum and Activities, and the 15 additional members include department chairs and academy lead teachers. It is each member's responsibility to disseminate information among his or her team/department. This committee meets twice a month. Within this committee, ECR created a Professional Development Sub-Committee; this committee works with the Instructional Committee to create training sessions and materials for faculty professional development. This sub-committee of 15 teachers is led by the Assistant Principal, Curriculum and Activities.

The Professional Development Committee was also tasked with coming up with a plan to spend the Educator Effectiveness Grant funds that ECRCHS received for the 2015-2018 time period. As part of the plan, the committee decided to extend the teacher's working calendar by two days to add two pupil-free, professional development (PD) days in the 2016-17 school year.

Also starting in the 2015-2016 school year, El Camino began conducting ongoing professional development trainings focused on social justice issues such as LGBTQ sensitivity. These trainings are led by both teachers and students. Prior to the start of the current school year, a panel of students presented to the entire faculty on social injustices they have experienced in their teenage years. This effort is being led by a group of passionate students and teachers who strive to promote tolerance and ensure that all students at the school feel safe, welcomed, and accepted.

Teachers are always encouraged to attend conferences that relate to the Common Core and to their subject area, and departments are given the opportunity to bring in experts in their field as well.

Additional professional development opportunities for Special Education teachers include ongoing academic support training and support in the areas of autism, self-regulation, motivation, and Non Violence Crisis Intervention. ECRCHS conducts ongoing in-services for special education. As part of the bi-monthly professional development meetings, our entire staff is trained about services and programs related to students with learning disabilities and how to implement accommodations and modifications in the general education classroom.

At the end of each school year, teacher leaders and the administrative instructional team meet to analyze and identify the needs of the staff, and administrators and grade level teams meet to survey, discuss and identify our students' needs and the strengths and weaknesses of our academic programs. Data is analyzed and a comprehensive needs assessment is utilized to establish goals for the following year. These goals are communicated to the department chairs and instructional advisors of each department, who work collaboratively in developing an annual staff development plan.

Last updated: 1/18/2017