2021-22 School Accountability
Report Card

Published January 2023

El Camino High School at Ventura College

61 Day Road, Ventura, CA 93003

(805) 289-7955

Hector Guerrero, Principal

Grades 9-12

Principal's Message

Thank you for taking the time to read El Camino High at Ventura College's Annual School Accountability Report Card. This report provides valuable information about our instructional program, academic achievement, textbooks, student safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing student success.

El Camino High School at Ventura College is focused on providing its students with the opportunity to achieve, accommodating individual learning styles while maintaining high, yet obtainable, expectations for students. El Camino High at Ventura College offers a standards-based, college-prep curriculum delivered through the independent study format emphasizing a middle college-style course of study. Students are given the opportunity to become responsible, motivated citizens, equipped with the skills to be successful in their post-secondary endeavors.

School Vision Statement

We provide students with a supporting and caring academic environment, rich in opportunity, choice, accountability, and challenge.

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

Board of Education

Sabrena Rodriguez

Dr. Jerry Dannenberg

Amy (Yamamoto) Callahan

James Forsythe

Calvin Peterson

District Administration

Dr. Antonio Castro
Superintendent

Dr. Greg Bayless
Assistant Superintendent
Educational Services

Ms. Gina Wolowicz
Assistant Superintendent
Human Resources

Ahsan Mirza
Assistant Superintendent
Business Services

Ventura Unified School District

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Ventura Unified
SCHOOL DISTRICT

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

El Camino High School

El Camino High School at Ventura College ("El Camino High") is located on the Ventura Community College campus and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2021-22 school year, 222 students were enrolled, including 3.2% in special education, 2.3% enrolled are English Language Learners, 1.8% homeless, and 33.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	56.3%	Grade 9	30
Male	43.7%	Grade 10	60
Non-Binary	0.0%	Grade 11	58
American Indian or Alaskan Native	0.0%	Grade 12	74
Asian	2.7%		
Black or African American	3.2%		
Filipino	0.5%		
Hispanic or Latino	27.5%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.6%		
White	63.6%		
English Learners	2.3%		
Foster Youth	0.0%		
Homeless	1.8%		
Migrant	0.0%		
Socioeconomically Disadvantaged	33.8%		
Students with Disabilities	3.2%	Total Enrollment	222

Profile of a Successful ECHS Student:

• Has strong reading, writing and math skills
• Works independently
• Is able to budget and manage their time well
• Has strong organizational skills
• Is self-motivated and goal-oriented
• Takes initiative and communicates needs
• Is responsible with good follow-through
• Has confidence to seek out opportunities
• Works beyond the minimum

El Camino High is a small public high school offering academically rigorous coursework within an independent-study environment. The academic program offers college prep, honors and AP courses. Many students choose the independent study delivery system because of the flexibility it provides, the one-to-one mentoring, and the ability to pursue courses at the community college, participate in internships, work experience, community service, or to pursue passions in the arts and/or athletics. El Camino High School's academic programs meet the state's content standards and frameworks, tailored to meet the individual learning styles of its students. Graduation requirements and coursework for El Camino High's students are the same as those for students enrolled in a comprehensive high school program.

El Camino High School enjoys a special partnership with Ventura College; students may take courses to fulfill graduation requirements or get a head start on their associate of arts degree or undergraduate requirements. Over 95% of El Camino High School's students are taking advantage of the opportunities the Ventura College offers.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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

• Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
• School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

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

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

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

• High school dropout rates; and
• High school graduation rates

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, personal phone calls, parent conferences, emails, the school website, and notices posted in the entryway display case. Contact the school office at (805) 289-7955 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Help with Special Activities
• Fundraising
• Serve as a Guest Speaker

Committees
• School Site Council
• Parent Leadership Team
• District PAC Meetings

School Activities
• Academic Contests
• Clubs
• Fun Nights / Quad Days
• Open House
• Parent Conferences
• College Information Nights
• Renaissance Awards/Events

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	El Camino		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	66.67	53.75	30.74	32.31	28.72	29.47

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)
2021-22

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	122	80	65.57	34.43	53.75
Female	66	36	54.55	45.45	44.44
Male	56	44	78.57	21.43	61.36
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	25	80.65	19.35	40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	77	46	59.74	40.26	60.87
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	30	24	80	20	54.17
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

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.

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11
Percentage of Students Meeting or Exceeding the State Standards

	El Camino		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	85	N/A	47	N/A	47
Mathematics	N/A	33	N/A	35	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and 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 CAA's divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2021-22

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	61	59	96.72	3.28	84.75	60	58	96.67	3.33	32.76
Female	28	27	96.43	3.57	85.19	28	27	96.43	3.57	14.81
Male	33	32	96.97	3.03	84.38	32	31	96.88	3.12	48.39
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	17	17	100	0	82.35	17	17	100	0	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	37	36	97.3	2.7	86.11	37	36	97.3	2.7	36.11
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	18	18	100	0	72.22	18	18	100	0	33.33
Students Receiving Migrant Education Services										
Students with Disabilities	--	--	--	--	--	--	--	--	--	--

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.

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.

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, El Camino High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: August 25, 2022	**Good**	**Fair**	**Poor**	**Repair Needed and Action Taken or Planned**
Systems	✓			Classroom 5 - HVAC unit does not function at time of inspection
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			Grounds - Numerous ADA ramp hand rails are rusted out at the bases and need to be repaired
External	✓			

Overall Summary of School Facility Good Repair Status			
Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

California Physical Fitness Test Results				
2021-22				
% of Students Tested				
Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level				
Ninth 90.0%	90.0%	90.0%	90.0%	90.0%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE;s website www.cde.ca.gov/ta/tg/pf/.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. El Camino High School's current facilities were built in 2008; ongoing maintenance, repairs, and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Campus repair and/or improvement projects for 2021-22 include the following:

2021-22 Campus Improvements:
• Addition of gazebo, walkway and plants in school garden
• Painting of murals in quad area
• Repair some ramps into classrooms

Campus Description	
Year Built	2008
Acreage	0.7
	Quantity
# of Permanent Classrooms	0
# Portable Buildings	6
# of Restrooms (student use)	8 sets
Cafeteria*	1
Computer Lab*	2
Library*	1
Multipurpose Room	1
Staff Work Room	1
Health Center	*

Ventura Community College Facility - students have full access to college facilities as needed.

Facilities Inspections
The district's maintenance department inspects El Camino High School on an annual basis in accordance with Education Code §17592.72(c)(1). El Camino High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 25, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision
El Camino High's campus simulates a college environment, students are expected to travel to and from classes in a responsible, safe manner. Independent study students have scheduled times each week to meet with their designated teacher and may or may not be accompanied by their parent or guardian.

Whole-class instruction is offered at designated times throughout the week; students who are enrolled in these classes are required to report directly to the classroom when on campus.

School Site Safety Plan
The Comprehensive School Site Safety Plan was developed for El Camino High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in November 2022.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/ guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	263	252	24	9.5
Female	151	143	17	11.9
Male	112	109	7	6.4
American Indian or Alaska Native				
Asian	7	7	0	0
Black or African American	8	7	1	14.3
Filipino	1	1	1	100
Hispanic or Latino	72	71	7	9.9
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	9	9	1	11.1
White	165	156	14	9
English Learners	5	5	1	20
Foster Youth				
Homeless	5	5	3	60
Socioeconomically Disadvantaged	82	80	12	15
Students Receiving Migrant Education Services				
Students with Disabilities	8	8	1	12.5

when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Maintenance
District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

At the end of the day, El Camino High School's custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds the following morning. One part-time custodian is assigned to El Camino High School. The custodian is responsible for:

• Restrooms
• General Cleaning and Custodial Functions
• Quad
• Groundskeeping
• Classrooms
• Office Areas

The custodian and teacher inspect restrooms throughout the day for cleanliness; restrooms are subsequently cleaned if needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

CLASSROOM ENVIRONMENT

Chronic Absenteeism
The chart in this report identifies the chronic absenteeism rates by student group for El Camino High School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Discipline & Climate for Learning
El Camino High School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior during weekly meetings with students. El Camino High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

Dropouts & Graduation Rates

El Camino High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include SST meetings every Friday, independent study, counseling, credit completion rates, and attendance trends. Students may concurrently enroll at Ventura College or the comprehensive high school for seat-based instruction. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at http://dq.cde.ca.gov/dataquest/.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	El Camino		
	19-20	20-21	21-22
Dropout Rate (%)	2.4	10	1.3
Graduation Rate (%)	91.8	89.1	96.2
	VUSD		
Dropout Rate (%)	3.6	1.9	5.8
Graduation Rate (%)	92.8	94.4	91.9
	CA		
Dropout Rate (%)	9	9.4	6.8
Graduation Rate (%)	84.5	83.6	68.2

Graduation Rate by Student Group (Four-Year Cohort Rate) (2021-22)			
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	78	75	96.2
Female	49	47	95.9
Male	29	28	96.6
Non-Binary			
American Indian or Alaska Native			
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	15	14	93.3
Native Hawaiian or Pacific Islander			
Two or More Races	--	--	--
White	55	53	96.4
English Learners	--	--	--
Foster Youth			
Homeless	--	--	--
Socioeconomically Disadvantaged	28	26	92.9
Students Receiving Migrant Education Services			
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Suspensions and Expulsions									
	El Camino			**VUSD**			**CA**		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	0.37%	0.00%	0.00%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Class Size

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution			
	2019-20		
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	5	62		
Math	10	20		1
Science	5	45		1
Social Science	5	59	1	
	2020-21			
English	5	69		
Math	10	21		1
Science	5	41	1	1
Social Science	5	67		1
	2021-22			
English	5	58		
Math	6	19		1
Science	7	26	1	1
Social Science	5	57		1

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

CURRICULUM & INSTRUCTION

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

On October 11, 2022, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #22-40 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	No	McGraw Hill: *StudySync*	0%
2017	*	Houghton Mifflin Harcourt: *The Real Book*	0%
Math			
2021	*	Bedford, Freeman & Worth: Calculus for the AP Course	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3 (Honors)	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3	0%
2018	*	McGraw-Hill: *Integrated Math 1*	0%
Science			
2008	Yes	Pearson Prentice Hall: *Biology*	0%
2008	Yes	Pearson Prentice Hall; *Chemistry*	0%
2008	No	Glencoe McGraw-Hill: *Marine Biology*	0%
2021	*	Discovery Education: *Earth & Space Science Discovery*	0%
2021	*	Discovery Research: *Model Based Biology*	0%
2021	*	CPO Science: *Foundations of Physical Science*	0%
2021	*	Houghton Mifflin Harcourt: *California Science Dimensions - Physics in the Universe*	0%
Social Science			
2019	Yes	McGraw-Hill: *World History, Culture and Geography*	0%
2019	Yes	McGraw-Hill: *Principles of American Democracy*	0%
2019	Yes	Houghton Mifflin Harcourt: *Economics*	0%
2019	*	BFW/Worth: *Krugman's Economics for AP*	0%
2015	*	Academic Innovations: *Get Focused, Stay Focused*	0%
2015	*	Academic Innovations: *Career Choices and Changes*	0%
2019	Yes	Houghton Mifflin Harcourt: *American History: Reconstruction to the Present*	0%
Foreign Language			
2020	*	Manzana Learning: *Manzana Learning World Language Curriculum*	0%
2020	*	American Eagle Co., Inc: *VOCES World Language Curriculum*	0%
Health			
2011	*	Holt, Rinehart & Winston: *Lifetime Health*	0%
2011	*	Holt, Rinehart & Winston: Lifetime Health Sexuality & Responsibility	0%

2022-23 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at El Camino High School had the opportunity to participate in districtwide staff development training focused on:

2020-21 Trainings:
• Behavior Team's Role during Distance Learning (Special Education)
• Canvas Basics & Gradebook
• Canvas Course Management 101 – By Site-Based Canvas Leads
• Discovery Education Earth Science
• Distance Learning Plans
• ELA Course Build Peer Review and Support
• English Learner Support and Review and ELPAC
• Facilitated Canvas Course Customization Support (Special Education)
• Google Basics
• History-Social Studies and Elective Course Build Peer Review and Support
• Math Course Build Peer Review and Support
• Positive Behavioral Interventions & Supports
• Science Course Build Peer Review and Support
• Screen Casting with Screencastify
• Video Conferencing
• What Works for Canvas Building 1 & 2
• Utilizing Behavioral Strategies from the Family Guide to Distance Learning
• Zoom and Google Meet Videoconferencing

2021-22 Trainings:
• Model-Based Biology Curriculum Training
• Curriculum Refresher
• Intro Engage New York Training
• Intro MVP Training
• Intro McGraw-Hill Training
• ALEKS Online Math
• Canvas
• Implicit Bias

2022-23 Trainings:
• Active Assailant
• Ag in the Classroom
• Behavior Management Strategies
• Bully Prevention
• Co-Teaching Training
• CTE Professional Development
• Data Science Training
• Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
• Educating for Careers
• Ellevation Training
• Ethnic and Social Justice Studies
• Expanded Learning Training
• Gizmos
• Indian Ed Curriculum Training
• Integrate to Innovate - Deeper Dive into Secondary Digital Platforms
• Mandated Reporter
• Math 1 + Foundations Course Development
• Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
• Multi-tiered Systems of Support
• Nonviolent Crisis Intervention
• Promoting Positive Behavior in the Classroom
• Read 180
• Secondary Math Overview
• SIRAS and Case Management
• Social and Emotional Learning: Community Circles
• Study Sync Refresher
• Supporting Multilingual Learners Across the Content Areas
• Trauma Informed Practices
• Suicide Prevention
• Virtual Job Shadow / Pathful Explore Career Exploration Program Training

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2021-22 school year, El Camino High School's staff development activities concentrated on:

• APEX
• AVID Training
• Bully Prevention / Mandated Reporting
• Collaboration: Science, ELA, Electives
• Comprehensive Data Analysis
• Curriculum Development
• Digital Citizenship
• History/Social Science
• Intervention Strategies for Independent Study
• Student Engagement
• WASC Self-Study

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

COLLEGE PREPARATION & WORK READINESS

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2021-22 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	99.09
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	73.68

Most current data available.

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California web site at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University web site at www.calstate.edu/admission/.

Advanced Placement

El Camino High School students establish advanced course study recognition by taking Ventura Community College courses and earning dual credits for the courses taken at the college. Select Honors and AP courses are available in English, US History, Government, and Economics. District-provided advanced placement programs provide an opportunity for students to enroll in courses at Ventura High and Buena High that qualify for college credit. El Camino High students may also establish AP credit by taking courses at Ventura College. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement (AP) Courses 2021-22	
	No. of AP Courses Offered*
English	16
Science	3
Social Science	11
Totals	30

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their intake meeting, students meet with their teacher and El Camino High School's counselor to discuss their four-year academic plan and are introduced to available technical and career education programs. The counselor meets at least twice a year with each student to follow-up on their progress in meeting graduation requirements and career objectives.

All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. El Camino High School students may enroll in work experience or VC CEC or VC CTE programs for opportunities that promote leadership, develop job-related skills, and provide on-the-job experience. Individual student assessment of work readiness skills takes place through end-of-course exams, completion of course-required projects, and on-the-job observation.

Students have access to gain work-related experience and skills throughthe Ag Program at Pacific High School, CAPS Media, Navy Engineering, Navy internships, and community services projects. CAPS Media (Community Access Partners of San Buenaventura) provides training and access to telecommunication technology through a public forum and participants in electronic media distribution. Community service projects serve a dual purpose - students experience the personal fulfillment in helping others while building a well-rounded college application resume.

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. Since the work experience program is a work-study combination, students may earn from one to ten course credits each semester. For more information, students should contact their teacher or counselor.

The Career Education Center (CEC) programs are offered in partnership with the Ventura County Office of Education. A variety of career technical education courses are available off-campus to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. ROP courses are held at the county's Camarillo Airport Campus; free bus transportation is provided for participating students.

Career Technical Education Program Participation 2021-22	
Total Number of Students Participating in CTE Programs	76
Percentage of Students Completing a CTE Program and Earning a High School Diploma	100.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	
Misassignments	0	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	0	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	8.2	
Total Out-of-Field Teachers	8.2	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	28.1	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28.9	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequaitydefinitions.asp

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.3	21.89	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8.2	78.02	65.1	10.03	12115.8	4.41
Unknown	0	0	29.7	4.57	18854.3	6.86
Total Teaching Positions	10.6	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

PROFESSIONAL STAFF

Teacher Preparation and Credentials

The charts below identify the number of teachers at El Camino High School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report El Camino High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Counseling & Support Staff

El Camino High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to El Camino High School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	1	1.0
School Nurse	1	0.2
Student Assistant Program Counselor	1	0.5

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

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of $12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2020-21		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	69,145	82,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	135,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	228,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
	Dollars Spent Per Student				
Expenditures Per Pupil	El Camino	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	190	N/A	N/A	N/A	N/A
Restricted (Supplemental)	77	N/A	N/A	N/A	N/A
Unrestricted (Basic)	113	157	72.5%	6,593	2.4%
Average Teacher Salary	75,667	77,987	N/A	88,358	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

SARC DATA

DataQuest

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

California School Dashboard

The California School Dashboard https://www.caschooldashboard.org/ (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.