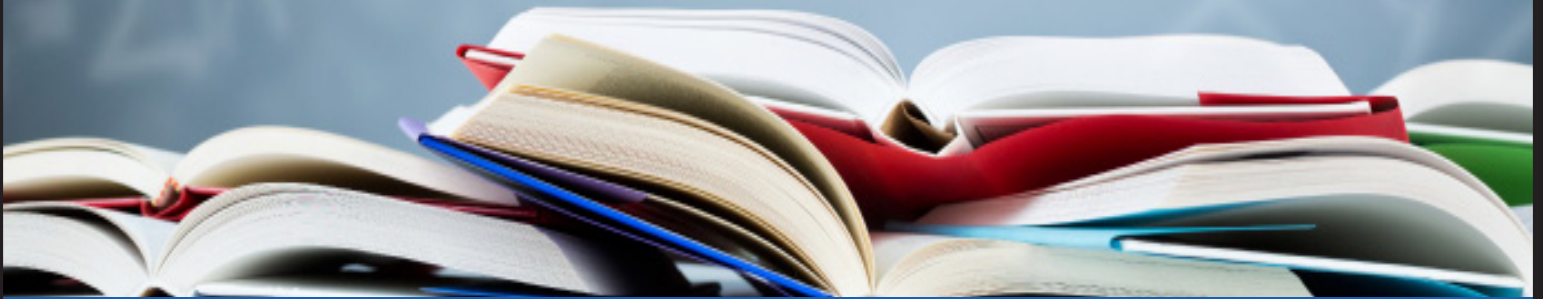


# Ventura Unified School District School Plan for Student Achievement



**El Camino High School at Ventura College**  
56 72652 5630298

**Contact Information:**  
**Hector Guerrero, Principal**  
**[hector.guerrero@venturausd.org](mailto:hector.guerrero@venturausd.org)**  
**61 Day Road**  
**Ventura, CA 93003**  
**(805) 289-7955**



**Fiscal Year 2022-2023**

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## **The School Plan for Student Achievement**

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The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

Hector Guerrero, Principal  
El Camino High School at Ventura College  
61 Day Road  
Ventura, CA 93003  
(805) 289-7955  
hector.guerrero@venturausd.org

The district's Governing Board approved this revision of the school plan on \_\_\_\_\_.

**School Site Council Membership**

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 School Site Council consists of the following members:

<b>Name of Members</b>	<b>Principal</b>	<b>Certificated Staff</b>	<b>Classified Staff</b>	<b>Parent or Community Member</b>	<b>Student</b>
Hector Guerrero	X				
Tera Shrum			X		
Heather Burris		X			
Josh Meehan		X			
Katie Tapia		X			
Vacant		X			
Dakota Corey				X	
Scott Shoemaker				X	
Steve Weed				X	
Bella Craig					X
Aasia Rand					X
Jonah Thomas					X
Number of members in each category	1	4	1	3	3

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:


Staff/Leadership

Parent Leadership Team

Signature of Authorized  
Representative

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/8/22

Attested:

  
Hector Guerrero, Principal

11/22/22  
Date

  
SSC Chairperson

11/22/22  
Date

## **District information**

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### **District Profile**

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 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, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% identified as foster youth.

### **District Promise**

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

### **District Pillars**

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

**For the future of every student.**

### **District Vision**

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**

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.

### **District Governing Principles**

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

## **School Information**

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During the 2021-22 school year, El Camino High School served 222 students in grades 9-12. Student enrollment included approximately 3.2% students with disabilities, 2.3% English Learners, 33.8% socioeconomically disadvantaged, and 1.8% homeless. El Camino High School is one of five high schools in the Ventura Unified School District. El Camino is located in the community of Ventura, which has a population of approximately 110,000. The school strives to meet the district mission of having “safe, challenging and healthy schools.”

El Camino High School at Ventura College is an outstanding option in the Ventura Unified School District that provides an educational option for students to learn independently. Students select ECHS because of the flexible schedule that accommodates a variety of individual learning needs. As a California state standards and competency-based academic program, with an independent study delivery system, students are able to explore additional pathways for academic, career and personal growth. Some of these pathways include enrollment in classes at the local community college, career technical education, and participation in work experience. In addition, many students cultivate talents in music, art, dance, and theatre. Some students pursue semi-pro and even professional sports careers. A high priority for faculty is to establish a personal connection with each and every student and to find creative ways to meet individual needs to ensure student success. El Camino’s programs, class offerings, flexible setting, support services, emotional and academic counseling and educational partnerships in the community reflect an understanding of the balance necessary to educate the whole child.

El Camino High School at Ventura College is the only independent study high school in the Ventura Unified School district and is the only Middle College program in the district. ECHS is a true middle college academy located on the Ventura College campus. El Camino High School at Ventura College students can access all of the college facilities, including the library, student services center and the gymnasium.

### **Enrollment**

El Camino’s teachers each work individually with a case load of approximately 30 students. With the relocation of the program to the college campus the site currently accommodates approximately 300 students.

Transience is a significant issue in servicing El Camino’s population. This school is one of only three schools in the District with an open entry and exit policy. Tracking student participation in programs for achievement recognition (such as GSE, CSF, GATE, UC A-G requirements, etc.) and monitoring student needs is a difficult task.

### **Curricular Program Emphasis**

The Eagle Outcomes for El Camino High at Ventura College encourage students to become:

#### **SELF-DIRECTED ACHIEVER**

- Formulates positive personal ethics and values
- Controls own daily learning plan
- Pursues outcomes that maximize college, career, and personal potential
- Evaluate progress on short- and long-term goals
- Utilize a variety of school and community resources

#### **EFFECTIVE COMMUNICATOR**

- Combines listening with verbal, nonverbal and written skills
- Communicate in a variety of situations
- Utilizes technology with competence

#### **INVOLVED CITIZEN**

- Exhibits self-initiative
- Demonstrate engagement at school and in the community
- Contribute to the welfare of others and self
- Support and sustain both local and global environments
- Embody physical, mental, and emotional well-being

**PERCEPTIVE THINKER**

- Identify, analyze, integrate, and apply information
- Seek a variety of sources of reference
- Make responsible decisions

El Camino High School offers a completely individualized college-prep, four-year high school curriculum. In addition, 54 classes meet the A-G certified course list requirements for admission to the University of California system. Students may request enrollment to El Camino High School through the district's Alternate Placement Committee. Criteria for acceptance into the program includes: reading scores, math scores, past academic history, attendance, and perceptions of parent, student, teachers, and counselor of an individual's ability to work independently.

After enrollment, students are assigned to their mentor teacher. Most new students enroll in a study skills course entitled "ECHS Basics" with the counselor to facilitate a successful transition into independent study. All students and parents must sign the independent study master agreement with their mentor teacher. Students must meet at least weekly with their teacher to get assignments, take exams, receive instruction, and ask questions.

Between weekly appointments, students work independently on their courses. Communication between instructor and student is encouraged throughout the week.

Teachers can be reached by phone, text, email or drop-in. Students come and work with their teacher in the classroom several times throughout the week. Students who are in need of intervention or more structure are required by contract to be physically present on campus for multiple meeting times during the week to facilitate their success in the program. Students must produce a minimum number of hours of work per week and attend all scheduled appointments to meet attendance and productivity compliance requirements for independent study. El Camino courses are proficiency based. A student must pass all exams with a 70% or better to receive credit for a course.

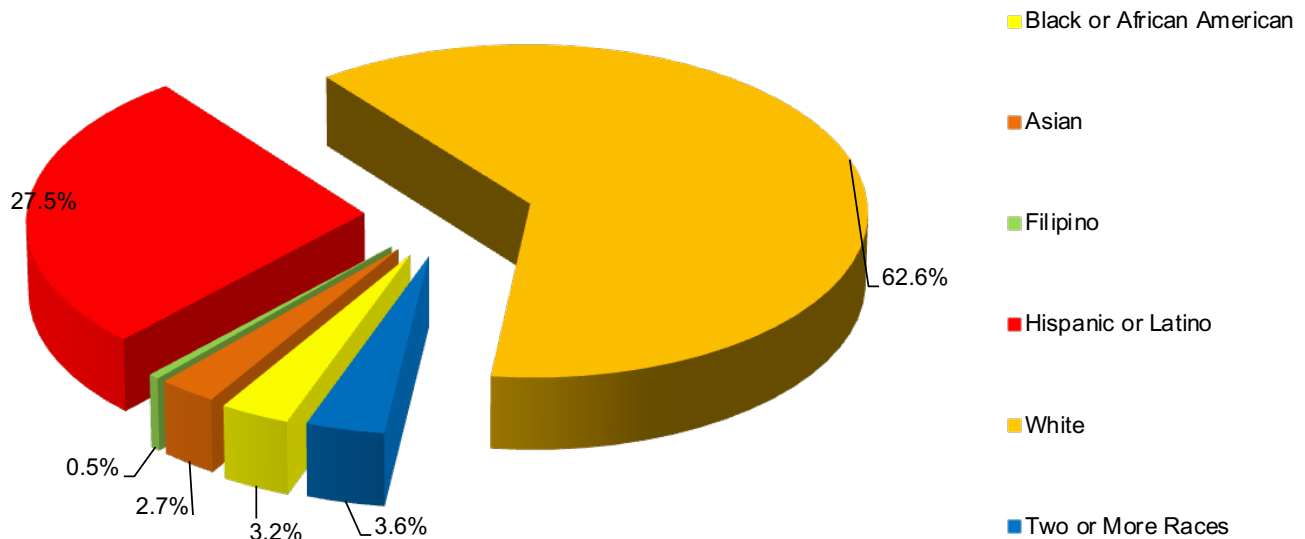
Each teacher provides individual instruction in all academic areas, for all grade levels, and may instruct upwards of 80 courses per year. To accomplish this, each teacher has developed comprehensive resources of instructional materials in each classroom that are shared among staff. These resources include extensive supplemental materials to ensure that students are exposed to and demonstrate proficiency in state content standards. The teachers are diligent about involving parents in the educational process. It is routine for teachers to have regular contact with parents to communicate information and update them on their child's progress, mastery of standards, and academic planning.

El Camino students are encouraged to take additional classes, not only for credit, but also for enrichment, career exploration, and advanced study through both the district's Adult Education Program and Ventura Community College. Up until 2005 ECHS was a part of the state-funded Middle College High School grant, which allowed students to enroll concurrently at Ventura College. When the grant funding ceased, ECHS was able to continue all services as a function of the program. The El Camino counselor meets regularly with students to advise on college classes, assist with enrollment and provide support during the semester.

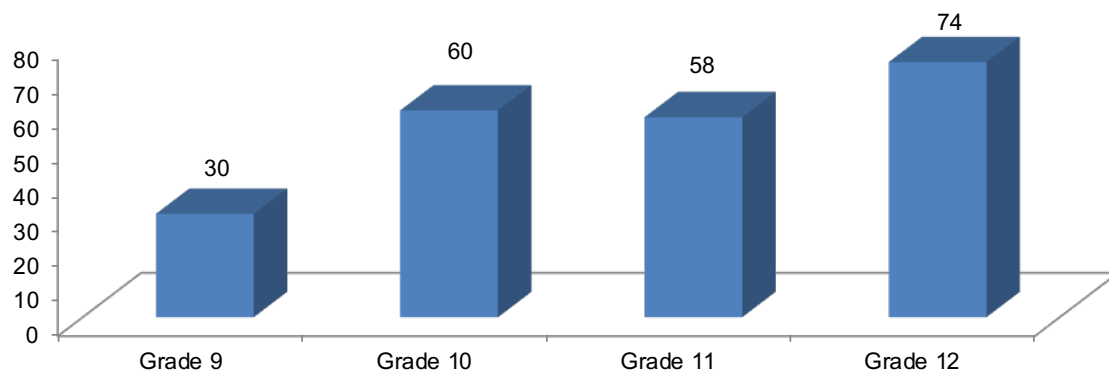
### **School Vision**

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

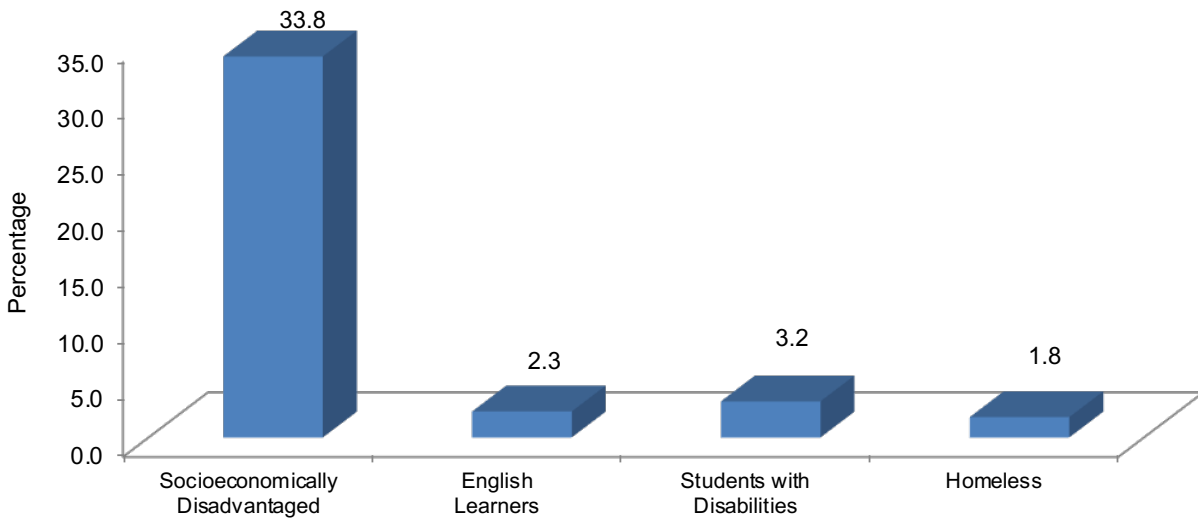
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



**Student Enrollment by Student Group – 2021-22**



**Comprehensive Needs Assessment**

El Camino High School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During leadership team meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
  - ELPAC Reports
  - Course Exams and Projects
  - Work Samples
  - GPA
  - Credit Checks
  - Ventura College Assessments – ELA & Math
  - CAASPP
  - CST Science
  - AP Data
  - A-G Completions
  - College Trends
- ✓ California School Climate Survey

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

### **Bully Prevention, Violence Prevention, and Substance Abuse Curricula**

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified 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 when they occur.

El Camiono High School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. El Camino High School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. El Camino High School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

El Camino High School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **College and Career Classes**
- **Drug Prevention/Tobacco Prevention Classes**
- **Ethnic Studies**
- **Health Education Classes**
- **Red Ribbon Week**
- **Restorative Justice**
- **Staff Training on Bully Prevention**
- **Digital Citizenship**

### **Community Resource Guide**

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website [www.venturausd.org](http://www.venturausd.org). The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

# School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
El Camino High School at Ventura College	56726525630298	11-8-22	

## Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

The purpose of this plan is to provide goals and actions to guide El Camino High School in schoolwide programs for improvement and addressing student achievement, student connection to school and family involvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

El Camino High School strives to meet all of the ESSA requirements by aligning its programs, assessments, and finances with our District's LCAP as well as to federal, state and local programs by regularly administering standardized exams, meeting program requirements for all student requirements for all student groups and meeting regularly with all stakeholders via our various representative groups Staff Leadership, School Site Council, Parent Leadership Team and various district level groups.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

- Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
School Site Leadership Team	11/01/22
School Site Council	10/4/22, 10/11/22, 10/18/22, 11/8/22

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

**Goal 1:**

**Increase Student Achievement** – Increase student achievement for all students while decreasing performance gaps.

- Identified Need:

There is a continued need to work towards increasing the Graduation Rate for all students.

There is a need to focus on student math achievement by identifying and providing access to resources and interventions that will support students in math at ECHS and VC.

There is a need for student support systems to help students adapt independent study and be successful.

There is a need to increase participation in career readiness activities

There is a need to provide increased access to professional development for teachers and counselors to improve pedagogy to support student learning.

There is a continued need to increase counselor access for academic/graduation advisement in both ECHS and VC courses.

- Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
CAASPP Math 2021 and 2022 data.	32.76% Met or Exceeded - 2022 50% Met or Exceeded - 2021	40% Met or Exceeded
CAASPP ELA 2019. No 2020 or 2021 data available	84.75% Met or Exceeded - 2022 79.3% Met or Exceeded - 2021	90% Met or Exceeded
Dashboard Graduation Rate 2021 and 2022 (Dataquest)	91.1% graduation rate 2022 85.6% graduation rate 2021 88% graduation rate 2020	93%
VC Pass rate Grades A-C	Spring 2022: 84.4% Fall 2021:89.1%	92%
Parent and Student WASC Focus Group feedback	NA	NA

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

All Students.

**Strategy/Activity**

Resource/intervention for math achievement: All students who have not completed math requirements will be enrolled in elective math through ALEKS for any semester in which they are not enrolled in math at VC.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$3,000 For ALEKS	R. Lottery

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

All Students.

**Strategy/Activity**

Use APEX LMS to provide digital access to high school level courses for credit - math (all levels - integrated or traditional sequence), honors, AP and electives

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$26,500 For APEX	2022-2032 SY paid for by Ventura USD District Funds

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

All Students.

**Strategy/Activity**

All students will have access to study material and college prep curriculum resources (necessary support materials/publications e.g. syllabus, readers, rubrics, course descriptors, outlines, assessments, data reports) in print and/or digital formats.

Communicate school events and opportunities through print media.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$2,500 - Publications	Site Based

**Strategy/Activity 4**

- Students to be Served by this Strategy/Activity**

All Students.

**Strategy/Activity**

AVID training for teachers, counselors and/or administration (2-3 individuals)

- implement AVID with all freshmen
- use to build on college and career preparedness
- AVID strategies to support learning across all courses

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$4,000	Site Based
\$985	Supplemental

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

All Students.

**Strategy/Activity**

Increase student access to counselors for academic, graduation, college-career preparedness and SEL guidance. - Counseling hourly support

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$6,158	Supplemental

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

All Students

**Strategy/Activity**

Provide increased Professional Development opportunities for teachers and staff in curriculum, pedagogy, intervention and student supports.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$2,300	Site Based Funds

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

All Students

**Strategy/Activity**

Provide teachers, staff and students with needed materials and supplies to support school programs and student learning.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$5,000	Site Based Funds

## **Annual Review:**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The allocation of funds towards the indicated 2021-2022 goals and actions proved to be beneficial in allowing teachers and staff to target instruction and resources toward improvement of overall student achievement. There was increased access to courses, counselors and supports as a result of the indicated actions in Goal 1.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The need for additional staffing hours to maintain the ECHS-VC database was not needed. Additionally, funds for teacher professional development were not utilized due to the lack of opportunities in the targeted areas of growth. Instead, staff worked together to help each other further develop and add to their teaching and intervention supports.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The overall goal continues to be the same, as it is also our school district's LCAP goal. This year's actions will have a greater emphasis on teacher professional development to support student achievement and support in math.

**Goal 2:**

**Student Connections to School** - Provide a safe and secure environment for all staff and students.

• Identified Need:

There is a need to increase student access to school counselors for academic/graduation and social-emotional advisement.

There is a need to continue to develop communication systems to increase student connections to school. particularly with website, social media and alternative direct student contact

• Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Dashboard Graduation Rate 2021 and 2022 (Dataquest)	91.1% graduation rate 2022 85.6% graduation rate 2021 88% graduation rate 2020	93%
<ul style="list-style-type: none"> <li>Student Survey</li> <li>Parent and Student WASC Focus Group feedback</li> </ul>	<p>Student Identified Areas of Need:</p> <p>89% Feel they have at least 1 adult at school who cares about them.</p> <p>83% Feel diversity is valued at ECHS</p> <p>52% Planning for after High School</p> <p>79% feel well informed of school activities or events</p>	Improve in all areas by 5%

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

All Students.

**Strategy/Activity**

Increase student access to counselors for academic, graduation, SEL guidance. - Counseling hourly support (\*Repeated Activity, see Goal 1 Activity 5)

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
See Goal 1 action 5: \$6,158	Supplemental

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

All Students.
---------------

**Strategy/Activity**

Increase communication of school information and events through digital media - electronic school newsletters
---

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$100 (Smore Yr. License)	Site Based Funds

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

All Students
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**Strategy/Activity**

AVID training for teachers, counselors and/or administration (2-3 individuals) - implement AVID with all freshmen - use to build on college and career preparedness - AVID strategies to support learning across all courses
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**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
Repeat item, see Goal 1 Action 4: \$4,000	Site Based Funds
\$985	Supplemental

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

All Students
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**Strategy/Activity**

Increase access to outside work and internship - career opportunities: Work permits
---

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$485	Site Based Funds

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

All Students
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**Strategy/Activity**

Securely maintain and destroy confidential records
--

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$400	Site Based Funds

## **Annual Review:**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Through communication of school activities and support and allowing increased access to school counselors, student's sense of safety and connectedness to school was strong as indicated by the results of the student survey.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences. All Actions were implemented for this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain the same as it is aligned with the school district's LCAP goals. There will be an added focus of working on student supports such as AVID and college and career readiness.

**Goal 3:**

**Family Involvement** - Increase parent and community involvement.

- Identified Need:

There is a need for increased opportunities for involvement on campus for students and parents.

There is a need to continue to develop communication systems to increase student connections to school, particularly with website, social media and alternative direct student contact.

- Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
<ul style="list-style-type: none"> <li>Parent survey</li> <li>Parent and Student WASC Focus Group feedback</li> </ul>	<p>Identified Areas of Need from survey:</p> <p>79% of students feel well informed of student activities</p> <p>88% of parents are aware of opportunities to volunteer or participate at ECHS</p> <p>75% of parents feel that they have the opportunity to provide guidance to the school through SSC, or other committees.</p>	

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

All Students.

**Strategy/Activity**

All students will have access to study material and college prep curriculum resources (necessary support materials/publications e.g. syllabus, readers, rubrics, course descriptors, outlines, assessments, data reports, master contract in ELA, social science, math and science) in print and/or digital formats.

Increase communication of school information and events through digital media - electronic school newsletters

(\*Repeat Item Goal 1 Action 3 & Goal 2 Acton 2).

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$100 (Smore Yr. License)	Site Based Funds
\$2,500 (Publications)	Site Based Funds

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

All Students.

**Strategy/Activity**

Host monthly student social events on campus to increase connectedness and involvement.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$2,000	Donations - Leadership Fundraising
\$750	Site Based (in materials and supplies line of budget)

## **Annual Review:**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions to the goal were completed. Holding regular in-person student events and communicating them resulted in positive attendance/participation. This continues to be a need for the current school year .

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The leadership class is taking a more active role in the planning, organizing and execution of student events. This allows them to work towards their community service needs and become more invested in the events.

## **Budget**

### **Other Federal, State and Local Funds**

The School Site Council intends for El Camino High School at Ventura College to participate in the following programs:

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2022-23 Pre-Allocation	\$0.00
Title I 2022-23 Allocation	\$0.00

Subtotal of additional federal funds included for this school: **\$0.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2021-22 Carryover	\$4,023.00
Site-Based Funds 2022-23 Allocation	\$17,094.00
Supplemental Funds 2021-22 Carryover	\$1,046.00
Supplemental Funds 2022-23 Allocation	\$7,500.00

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$29,663.00**

## **2022-23 Centralized Support for Planned Improvements in Student Performance**

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### **VUSD - Program Support Goals**

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

#### Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare Multilingual Learners at all grade levels for college and career success. Department staff supports Multilingual Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

#### Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

#### Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

## References

CAASPP – Grade 11 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	61	59	59	47.46%	37.29%	10.17%	5.08%
Male	33	32	32	50.00%	34.38%	9.38%	6.25%
Female	28	27	27	44.44%	40.74%	11.11%	3.70%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	17	17	17	52.94%	29.41%	5.88%	11.76%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	37	36	36	44.44%	41.67%	11.11%	2.78%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	18	18	18	38.89%	33.33%	22.22%	5.56%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 11 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	60	58	58	6.90%	25.86%	37.93%	29.31%
Male	32	31	31	9.68%	38.71%	25.81%	25.81%
Female	28	27	27	3.70%	11.11%	51.85%	33.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino							
Hispanic or Latino	17	17	17	0.00%	29.41%	35.29%	35.29%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	37	36	36	8.33%	27.78%	36.11%	27.78%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	18	18	18	5.56%	27.78%	33.33%	33.33%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

**2022-23 Supplemental Funds Program Budget**

**2022-23 BUDGET**

**School Site:** El Camino High School

**Program:** Supplemental

2021-22 Carryover	\$	1,046.00
2022-23 Allocation	\$	7,500.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>8,546.00</b>

Expenditures:		Budget	Actual expensed & encumbered to date	Balance to date
1000s - Certificated Salaries			(as of 12/9/22)	
	Teachers, Extra hours	\$ -		\$ -
	Teachers, Sub	\$ -		\$ -
	Other: Gaeta - WASC (move to Site Based)	\$ -	\$ 651.20	\$ (651.20)
	Other: Temprano - Counseling support 160 hrs	\$ 5,000.00		\$ 5,000.00
2000s - Classified Salaries				
	Paraed, Extra hours	\$ -		\$ -
	Clerical, Extra hours	\$ -		\$ -
	Other	\$ -		\$ -
3000s - Employee Benefits				
	23.16% for Certificated	\$ 513.00	\$ 150.82	\$ 362.18
	35.63% for Classified	\$ -		\$ -
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ -		\$ -
	Materials and Supplies	\$ 1,380.00	\$ 367.39	\$ 1,012.61
	Equipment not Capitalized	\$ -		\$ -
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ 1,653.00	\$ 985.36	\$ 667.64
	Rentals and Repairs	\$ -		\$ -
	Operating Lease	\$ -		\$ -
	Graphics	\$ -		\$ -
	Contracted Services	\$ -		\$ -
	Internet Publications/Software	\$ -		\$ -
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 8,546.00</b>	<b>\$ 2,154.77</b>	<b>\$ 6,391.23</b>

<b>Budget Balance</b>		<b>\$ -</b>
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*MK 12/14*

Principals Signature:	
Date:	12-14-22
School Site Council Approval: (Chair)	
Date:	12/14/22
English Learner Advisory Committee Review:	
Date:	
Director, Special Projects Approval:	
Date:	1/3/23

**2022-23 Site Funds Program Budget**

**2022-23 BUDGET**

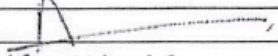
**School Site:** El Camino High School

**Program:** Site Based Fund

2021-22 Carryover	\$	4,023.00
2022-23 Allocation	\$	17,094.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>21,117.00</b>

		Budget	Actual expensed & encumbered to date	Balance to date
<b>Expenditures:</b>				
1000s - Certificated Salaries			(as of 12/9/22)	
	Teachers, Extra hours	\$ -		\$ -
	Teachers, Sub	\$ -		\$ -
	Other: Gaeta - WASC writer 40 hrs	\$ 1,628.00		\$ 1,628.00
2000s - Classified Salaries				
	Paraed, Extra hours	\$ -		\$ -
	Clerical, Extra hours	\$ -		\$ -
	Other			\$ -
3000s - Employee Benefits				
	23.16% for Certificated	\$ 377.00		\$ 377.00
	35.63% for Classified	\$ -		\$ -
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ -		\$ -
	Materials and Supplies	\$ 9,152.00	\$ 3,779.80	\$ 5,372.20
	Equipment not Capitalized	\$ -		\$ -
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ 6,300.00	\$ 429.01	\$ 5,870.99
	Rentals and Repairs	\$ -		\$ -
	Operating Lease	\$ -		\$ -
	Graphics	\$ 2,500.00	\$ 65.30	\$ 2,434.70
	Contracted Services	\$ 475.00	\$ 460.68	\$ 14.32
	Internet Publications/Software	\$ 485.00	\$ 483.61	\$ 1.39
	Communications	\$ 200.00	\$ 122.10	\$ 77.90
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 21,117.00</b>	<b>\$ 5,340.50</b>	<b>\$ 15,776.50</b>

<b>Budget Balance</b>	<b>\$ -</b>
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Principals Signature:	
Date:	12-14-22
School Site Council Approval: (Chair)	Kathryn Tapia
Date:	12/14/22
Director, Special Projects Approval:	COBS
Date:	12/23

mk 12/14

**VUSD - Parent Involvement Policy**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

#### Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20

**El Camino High School at Ventura College Parent Involvement Policy**

El Camino High School at Ventura College (ECHS) will follow the guidelines developed with parent input as listed below in accordance with the No Child Left Behind Act of 2001.

**Policy Guidelines**

- ECHS shall provide full opportunities for the participation of parents including those with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.
- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:
  - ❖ The Single Plan for Student Achievement is put together with input from parents and community members as represented on School Site Council (SSC) and Parent Advisory Committee (PAC). Parents are elected to be SSC reps. All school meetings and events are held in both English and Spanish as needed with translation provided by school and/or district staff.
  - ❖ The School Site Council is composed of 3 parents, 3 students, and 6 staff members.
- Provide parents of students with:
  - ❖ Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children.
  - ❖ Electronic newsletters including a calendar of events are sent home monthly to keep parents up to date on what is happening in our school. Parents are invited to parent conferences, SST, and Individualized Education Plan (IEP) meetings as appropriate for their child's needs.
  - ❖ Descriptions and explanations of curriculum to be used
  - ❖ The forms of academic assessment used to measure student progress
  - ❖ Proficiency levels that students are expected to meet
  - ❖ Materials and training on how to improve their child's achievement
  - ❖ We have a website available for parents to access for more information at:  
<http://www.elcaminohighatvc.org/>
- We work with middle schools and other high schools to encourage partnerships and build bridges to add continuity to a child's learning experience within Ventura Unified.
- We offer a flexible schedule of meetings that is convenient to parents, with most family meetings held in the late afternoon or evenings by parent request and availability.
- Partnerships with Ventura College, CSUCI, Ventura Naval Base and CAPS-TV.

Approved October 20, 2020

**Parent Involvement Calendar**

Individual classes and grade levels have parent meetings and send home class newsletters on a regular basis. There are also many activities within classes and grade levels in which parent participation is sought. Parent involvement at all levels is an essential component of the culture of El Camino High School.

<b>August</b> <ul style="list-style-type: none"> <li>● Master Agreement Academic Planning Meetings</li> <li>● VC Advisement</li> <li>● Electronic Newsletter</li> <li>● Back to School Night</li> </ul>	<b>February</b> <ul style="list-style-type: none"> <li>● Parent Information Meetings</li> <li>● Parent Leadership Team Meeting</li> <li>● Student Social /Fun Day</li> <li>● Kindness Week*</li> <li>● Renaissance</li> <li>● Dinner Night</li> <li>● Electronic Newsletter*</li> </ul>
<b>September</b> <ul style="list-style-type: none"> <li>● Parent Information Meetings In-person</li> <li>● Back to School Night</li> <li>● SSC Voting*</li> <li>● Electronic Newsletter</li> <li>● Student Social</li> <li>● Picture Day</li> <li>● College Planning</li> <li>● Parent Leadership Team</li> </ul>	<b>March</b> <ul style="list-style-type: none"> <li>● Parent Information Meetings</li> <li>● Parent Leadership Team Meeting</li> <li>● Electronic Newsletter</li> <li>● Student Social /Fun Day</li> <li>● Parent Survey</li> <li>● VC Advisement</li> <li>● Casino Night</li> <li>● WASC Focus Group</li> </ul>
<b>October</b> <ul style="list-style-type: none"> <li>● Parent Information Meetings - online</li> <li>● VC Advisement</li> <li>● College Planning</li> <li>● Parent Leadership Team Meetings</li> <li>● SSC /School Safety Committee Meetings</li> <li>● Fall Dance/Day</li> <li>● Electronic Newsletter</li> <li>● Dinner Night</li> <li>● WASC Focus Group</li> </ul>	<b>April</b> <ul style="list-style-type: none"> <li>● Parent Information Meetings</li> <li>● College Planning</li> <li>● Parent Leadership Team Meeting</li> <li>● VC Advisement</li> <li>● Fun/ Quad Day</li> <li>● Prom</li> <li>● Electronic Newsletter</li> </ul>
<b>November</b> <ul style="list-style-type: none"> <li>● SSC/School Safety Committee Meetings</li> <li>● VC Advisement</li> <li>● College Planning</li> <li>● Parent Leadership Team Meetings</li> <li>● Student Social/Fun Day</li> <li>● Electronic Newsletter</li> <li>● Fundraiser Donation Drive</li> <li>● Dinner Night</li> <li>● School of Choice (SOC) Night</li> <li>● WASC Focus Group</li> <li>● Cheers for Children</li> </ul>	<b>May</b> <ul style="list-style-type: none"> <li>● Parent Information Meetings -online</li> <li>● Parent Leadership Team Meetings</li> <li>● Graduation Planning Committee</li> <li>● VC Advisement</li> <li>● Student Social /Fun Day</li> <li>● Electronic Newsletter</li> </ul>
<b>December</b> <ul style="list-style-type: none"> <li>● Parent Information Meetings</li> <li>● Parent Leadership Team Meeting</li> <li>● Cheers for Children Drive</li> <li>● Electronic Newsletter</li> <li>● SSC/School Safety Committee Meetings</li> </ul>	<b>June</b> <ul style="list-style-type: none"> <li>● Parent Information Meetings -online</li> <li>● Lei Fundraiser</li> <li>● Parent Leadership Team Meetings</li> <li>● Graduation</li> <li>● SSC/School Safety Committee Meetings</li> </ul>
<b>January</b> <ul style="list-style-type: none"> <li>● Parent Information Meetings</li> <li>● Master Agreement Academic Planning Meetings</li> <li>● SOC Night 2</li> <li>● Parent Leadership Team Meetings</li> <li>● Student Social /Fun Day</li> <li>● Electronic Newsletter</li> <li>● Dinner Night</li> <li>● WASC Focus Group</li> <li>● Blood Drive</li> </ul>	

**Professional Development Plan**

El Camino High School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration. The following identifies the monthly professional development that will occur at El Camino High School during the 2022-23 school year:

August	<ul style="list-style-type: none"> <li>Independent Study Attendance - ADA AB 181/AB 140</li> <li>WASC Self-Study: Areas of growth</li> <li>AVID</li> </ul>
September	<ul style="list-style-type: none"> <li>Re-engagement protocols</li> <li>Mandated Reporter</li> <li>Crisis Response - Active Shooter</li> <li>WASC Self-Study: Areas of growth</li> </ul>
October	<ul style="list-style-type: none"> <li>VC Advisement</li> <li>Evaluation Procedures</li> <li>District Assessments: ELA</li> <li>Collaboration: Science &amp; labs</li> <li>Emergency Response Procedures Earthquake, Fire, Lockdown</li> <li>WASC Self-Study: Areas of growth</li> </ul>
November	<ul style="list-style-type: none"> <li>Review of School Plan, SARC, Goals Review, Safety Plan</li> <li>AVID - College and Career</li> <li>VC Advisement and VC Scheduling</li> <li>Family Life - PPP</li> <li>WASC Self-Study: Areas of growth                             <ul style="list-style-type: none"> <li>Math- supports, interventions and processes</li> <li>College and Career / Community Service</li> <li>Systems of communication</li> </ul> </li> </ul>
December	<ul style="list-style-type: none"> <li>CAASPP / Dashboard Review – Results Overview</li> <li>ISPE Procedures</li> <li>WASC Self-Study: Areas of growth                             <ul style="list-style-type: none"> <li>Math- supports, interventions and processes</li> <li>College and Career / Community Service</li> <li>Systems of communication</li> </ul> </li> </ul>
January	<ul style="list-style-type: none"> <li>Mid Year Transfer Students - Grades and Credit</li> <li>Student Files procedures</li> <li>School Connectedness / Student Supports</li> <li>AVID - College and Career</li> <li>WASC Self-Study: Areas of growth                             <ul style="list-style-type: none"> <li>Math- supports, interventions and processes</li> <li>College and Career / Community Service</li> <li>Systems of communication</li> </ul> </li> </ul>
February	<ul style="list-style-type: none"> <li>VC Data / ECHS Semester Data Review</li> <li>WASC- Self Study Preparation</li> <li>AVID</li> </ul>
March	<ul style="list-style-type: none"> <li>WASC- Self Study</li> <li>CAASP Assessment Planning</li> <li>AVID</li> <li>Suicide Prevention</li> <li>Collaboration: Teams</li> <li>VC Advisement - Graduation Requirements</li> </ul>
April	<ul style="list-style-type: none"> <li>VC Advisement and VC Scheduling</li> <li>Staff Collaboration TBD</li> </ul>
May	<ul style="list-style-type: none"> <li>AVID</li> <li>Math supports of incoming Freshmen in</li> <li>Graduation Planning / End of Year Celebrations</li> <li>Year in Review</li> <li>Summer School Plan/Enrollment</li> </ul>
June	<ul style="list-style-type: none"> <li>Final Graduation Planning</li> <li>VC Data / ECHS Semester Data Review</li> <li>End of Year Wrap Up</li> </ul>

# 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

255 WEST STANLEY AVENUE, SUITE 100

VENTURA, CALIFORNIA 93001

(805) 641-5000

[www.venturausd.org](http://www.venturausd.org)



## 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 appropriately 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/A 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	68	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)

	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	32.78
Female	28	27	96.43	3.57	85.19	28	27	96.43	3.57	14.61
Male	33	32	96.97	3.03	84.36	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/tg/ca/](http://www.cde.ca.gov/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			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: August 25, 2022				
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
Grade Level				
Ninth	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/](http://www.cde.ca.gov/ta/tg/pf/).

2021-22 Campus Improvements:

- Addition of gazebo, walkway and plants in school garden
- Painting of murals in quad area
- Repair some ramps into classrooms

## 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:

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		
	19-20	20-21	21-22
Dropout Rate (%)	3.6	1.9	5.8
Graduation Rate (%)	92.8	94.4	91.9
	CA		
	19-20	20-21	21-22
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.

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.

## 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.

## 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 SARC 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: <i>StudySync</i>	0%
2017	*	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
2021	*	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	0%
2018	*	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 &amp; 3 (Honors)</i>	0%
2018	*	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 &amp; 3</i>	0%
2018	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
Science			
2008	Yes	Pearson Prentice Hall: <i>Biology</i>	0%
2008	Yes	Pearson Prentice Hall: <i>Chemistry</i>	0%
2008	No	Glencoe McGraw-Hill: <i>Marine Biology</i>	0%
2021	*	Discovery Education: <i>Earth &amp; Space Science Discovery</i>	0%
2021	*	Discovery Research: <i>Model Based Biology</i>	0%
2021	*	CPO Science: <i>Foundations of Physical Science</i>	0%
2021	*	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	0%
Social Science			
2019	Yes	McGraw-Hill: <i>World History, Culture and Geography</i>	0%
2019	Yes	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2019	Yes	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	BFWIWorth: <i>Krugman's Economics for AP</i>	0%
2015	*	Academic Innovations: <i>Get Focused, Stay Focused</i>	0%
2015	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
2019	Yes	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
Foreign Language			
2020	*	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	0%
2020	*	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	0%
Health			
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality &amp; Responsibility</i>	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](http://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/](http://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 through the 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	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0</b>	

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	
<b>Total Out-of-Field Teachers</b>	<b>8.2</b>	

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/teacherequitydefinitions.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
<b>Total Teaching Positions</b>	<b>10.6</b>	<b>100</b>	<b>650.2</b>	<b>100</b>	<b>274759.1</b>	<b>100</b>

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						
<b>Total Teaching Positions</b>						

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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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.)

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	77,997	N/A	88,368	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.

El Camino High School	2021-22 School Accountability Report Card



## **School Site Council Bylaws**

Approved by SSC: October 4, 2022

School Site Council Bylaws

#### **ARTICLE I - DUTIES OF THE SCHOOL SITE COUNCIL**

The school site council of **El Camino High School/Homestead**, hereinafter referred to as the school site council, shall carry the following duties:

- Obtain recommendations for, and the review of the proposed Single Plan for Student Achievement from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers, and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually (and at each semester, trimester, etc.), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the district governing board and by state law.

#### **ARTICLE II - MEMBERS**

##### **Section A. Composition (EC 52012, 52852 and 54724)**

The council shall be composed of the following members, selected by their peers, as follows:

- The school principal
- 4 certificated staff - 3 ECHS / **1 HMSTD** (teachers, counselors)
- 1 classified school staff member from either school
- 3 parents and/or community members from either school
- 3 student members - ECHS

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at ECHS or **HMSTD**.

##### **Section B Term of Office**

Council members shall be elected for a 2 year term. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting. After the initial term, members may run again to be on the council.

##### **Section C: Voting Rights**

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee ballots shall not be permitted. Voting by proxy is not permitted.

##### **Section D: Termination of Membership**

The council may, by affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

**Section E. Transfer of Membership**

Membership on the council may not be assigned or transferred.

**Section F: Vacancy**

Any vacancy on the council occurring during the term of a duly elected member shall be filled by a duly noticed regular election or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.

**ARTICLE III – OFFICERS**

**Section A: Officers**

The officers of the council shall be: chairperson, vice-chairperson, secretary and other officers the council may deem desirable. All officers are elected by the entire membership of the SSC.

**Section B - Duties of Officers**

**The chairperson shall:**

- Preside at all meetings of the council
- Sign all letters, reports and other communications of the council
- Perform all duties corresponding to the office of chairperson
- Have other such duties as prescribed by the council

**The vice-chairperson shall:**

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

**The secretary shall:**

- Keep minutes of all regular and special meetings of the council
- Transmit true and correct copies of the minutes of such meetings to members of the council
- Provide all notices in according with these bylaws
- Be custodian of the records of the council
- Keep a register of the names, addresses and telephone numbers of each member of the council, the chairpersons of the school advisory committees, and others with whom the council has regular dealings, as furnished by those persons
- Perform other such duties as assigned by the chairperson or the council

**Section C: - Election and Term of Office**

The officers shall be elected annually, at the first meeting of the council, and shall serve for one year, or until each successor has been elected.

**Section D: Removal of Officers**

Any officer may be removed from their office by a two-thirds vote of all the members.

**Section E: - Vacancy**

A vacancy in any office shall be filled at the earliest opportunity, by a special election of the council, for the remaining portion of the term of office.

#### **ARTICLE IV – SUBCOMMITTEES**

##### **Section A: Sub-Committees**

The council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the council. No sub-committee may exercise the authority of the school site council.

##### **Section B. Membership**

Unless otherwise determined by the council, the council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

##### **Section C: Term of Office**

The council shall determine the terms of office for members of a committee.

##### **Section D: Rules**

Each committee may adopt rules for its own governance not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

##### **Section E. Quorum**

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the council. The act of a majority of members present shall be the act of the committee, provided a quorum is in attendance.

#### **ARTICLE V – MEETINGS OF THE COUNCIL**

##### **Section A: Meetings**

The principal shall determine the meeting dates of the year and have them approved by the council. The chairperson may call special meetings of the council by majority vote of the council. All meetings must be open to the public.

##### **Section B: Place of Meetings**

The council shall hold its regular meetings at a facility provided by the school, unless such facility accessible to the public, including persons with disabilities, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council. Meetings will also be accessible virtually to members of the council. The link to each meeting will be provided on the meeting agenda.

##### **Section C: Notice of Meetings**

Written public notice shall be given of all meetings at least 72 hours in advance of meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: in the office window and notice board. All required notices shall be delivered to council and committee members no less than 72 hours, and no more than 7 days in advance of the meeting, personally or by mail (or e-mail).

**Section D: Quorum**

A majority of the members present shall be the act of the SSC, provided a quorum is in attendance no decision may be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

**Section E: Administrative Responsibility**

The principal shall have the responsibility for the proper function and implementation of the SSC.

**Section F: Conduct of Meetings**

Meetings of the council shall be conducted in accordance to the rules of order established by EC Section 3147 (c), and with Roberts Rules of Order or an adaptation thereof approved by the council.

**Section F: Meetings Open to the Public**

All meetings of the council, and committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

**ARTICLE VII – AMENDMENTS**

An amendment of these bylaws may be made at any regular meeting of the council by a vote of two-thirds of the members present. Written notice of proposed amendment must be submitted to council members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.