



EL CAMINO REAL CHARTER HIGH SCHOOL

SARC

WWW.ECRCHS.NET

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

818-595-7500

2024-2025

ABOUT THE SARC

The School Accountability Report Card is issued annually for each school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this report for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. Please do not hesitate to contact us if you have any questions or concerns regarding items in this report.

SCHOOL INFORMATION

EL CAMINO REAL CHARTER HIGH SCHOOL
WWW.ECRCHS.NET
5440 VALLEY CIRCLE BLVD.
WOODLAND HILLS, CA 91367-5949
818-595-7500

EXECUTIVE DIRECTOR – DAVID HUSSEY
D.HUSSEY@ECRCHS.NET

COUNTY-DISTRICT-SCHOOL (CDS) CODE
19647331932623

GOVERNING BOARD

BRAD WRIGHT
ALEXANDRA RAMIREZ
STEVEN KOFAHL
GREGG SOLKOVITS
JOE KOLKOWITZ
LINDA IBACH
RONALD LAWS

DISTRICT INFORMATION

LOS ANGELES UNIFIED
WWW.LAUSD.ORG
213-241-1000
SUPERINTENDENT – ALBERTO CARVALHO
SUPERINTENDENT@LAUSD.NET

MISSION AND VISION

El Camino Real Charter High School (ECRCHS), located in Woodland Hills, California, is a dynamic and innovative learning community dedicated to guiding students toward academic excellence, personal growth, and responsible citizenship. As an independent charter school with a history of strong academic performance, ECRCHS offers a rigorous, standards-based instructional program that includes a broad selection of Advanced Placement courses, an award-winning Academic Decathlon team, and a robust array of extracurricular programs spanning the arts, athletics, leadership, and career-focused clubs. The school's faculty and staff are highly skilled professionals who engage students through research-based teaching methods, state-of-the-art technological resources, and a supportive learning environment that values diversity and inclusion.

A hallmark of ECRCHS is its emphasis on preparing students for college and career readiness. Through its Single Plan for Student Achievement, the school sets ambitious goals centered on improving standardized test performance, increasing the number of students meeting college admission requirements, and ensuring that all graduates have the skills and confidence to succeed in their post-secondary endeavors. Progress indicators, such as student assessment data, course completion rates, and attendance statistics, are closely monitored each semester, allowing the school's leadership team and advisory councils to make informed decisions about instructional strategies, academic supports, and professional development.

ECRCHS implements a variety of schoolwide programs, including academic interventions, English language development supports, career pathway courses, and social-emotional learning initiatives. By regularly evaluating these initiatives against established metrics—such as increases in proficiency rates, reductions in achievement gaps, and improvements in school climate—the school fosters a culture of continuous improvement. Through collaborative partnerships with families, community stakeholders, and institutions of higher education, ECRCHS cultivates a future-focused environment where students are encouraged to become active, engaged learners who contribute positively to their communities.

MISSION STATEMENT

El Camino Real Charter High School's mission is to empower a diverse student body to achieve academic excellence, embrace critical and creative thinking, and grow into ethically responsible, engaged citizens. Through a challenging curriculum, personalized support, and meaningful real-world experiences, we strive to inspire lifelong learners who are prepared to excel in higher education, pursue their career aspirations, and participate actively in an ever-evolving global society.



DAVID HUSSEY, Executive Director
d.hussey@ecrchs.net

STUDENT ENROLLMENT BY GRADE LEVEL

9th Grade	660
10th Grade	704
11th Grade	799
12th Grade	883
Total Enrollment	3046

ENROLLMENT

FOR SY 2024-25



Group	Percent of Total Enrollment
Female	48.5%
Male	50.8%
Non-Binary	0.6%
American Indian or Alaskan Native	0.1%
Asian	10.1%
Black or African American	4.8%
Filipino	4.8%
Hispanic or Latino	33.7%
Native Hawaiian or Pacific	0.3%
White	33.0%
Two or More Races	7.5%
Unknown/Decline to State (Race/Ethnicity)	5.9%
English Learners	2.6%
Foster Youth	0.1%
Homeless	0.5%
Socioeconomically Disadvantaged	38.4%
Students with Disabilities	11.1%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

TEACHER CREDENTIALIALS

Authorization / Assignment School Year 2021-2022	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly	135	100%	23,128	84%	234,405	84%
Intern Credential Holders Properly Assigned	2	0%	805	3%	4,853	2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	1,475	5%	12,002	4%
Credentialed Teachers Assigned Out-of-Field	0	0%	1,010	4%	11,953	4%
Unknown	0	0%	1,009	4%	15,832	6%
Total Teaching Positions	137	100%	27,427	100%	279,045	100%

Note: District is LAUSD, provided by CDE

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization / Assignment School Year 2022-2023	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly	137	100%	223,550	83%	231,142	100%
Intern Credential Holders Properly Assigned	4	0.0%	1,101	4%	4,206	2%
Teachers Without Credentials and	0	0.0%	1,596	6%	11,217	5%
Credentialed Teachers Assigned Out-of-Field	0	0.0%	1,053	4%	12,116	4%
Unknown	0	0.0%	972	4%	18,854	5%
Total Teaching Positions	141	100%	27,077	100%	274,759	100%

Note: District is LAUSD, provided by CDE

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization / Assignment School Year 2023-2024	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly	131	100%	22261.7	82%	230039.4	100%
Intern Credential Holders Properly Assigned	4	0.0%	1309.3	5%	6213.8	2%
Teachers Without Credentials and	0	0.0%	1899.5	7%	16855	6%
Credentialed Teachers Assigned Out-of-Field	0	0.0%	946.9	4%	12112.8	4%
Unknown	0	0.0%	613.6	2%	13705.8	5%
Total Teaching Positions	135	100%	27031.1	100%	278927.1	100%

Note: District is LAUSD, provided by CDE

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

TEACHER MISASSIGNMENTS AND VACANT TEACHER POSITIONS

Teachers Without Credentials & Misassignments <i>(considered "ineffective" under ESSA)</i>	2021-22 Number	2022-23 Number	2023-24 Number
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

Credentialed Teachers Assigned Out-of-Field <i>(considered "out-of-field" under ESSA)</i>	2021-22 Number	2022-23 Number	2023-24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	5	6
Total Out-of-Field Teachers	0	0	0

Class Assignments	2021-22 Percent	2022-23 Percent	2023-24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0%

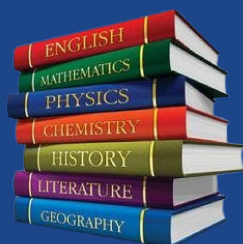
For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

AVAILABILITY OF TEXTBOOKS & INSTRUCTIONAL MATERIALS

Percentage of Students
Lacking Materials by
Subject During
School Year 2025-2026

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

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



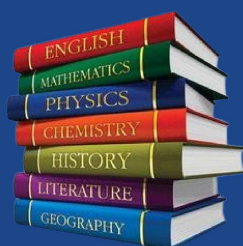
TEXTBOOKS & INSTRUCTIONAL MATERIALS

Subject	Textbooks & Instructional Materials - Current Adoption (Year & Month in which data were collected: January 2024)
Reading/ Language Arts	• 9th curriculum textbook: BFW Foundations of Language & Literature Core texts: ▪ Fall: The Odyssey; Little Fires Everywhere and Honors also reads: Kindred by Octavia Butler ▪ Spring: Romeo & Juliet • 10th curriculum textbook: BFW Advanced Language and Literature Core texts: ▪ Fall: MacBeth (in the textbook) or Julius Caesar; Honors also did novels: Things Fall Apart, Lord of the Flies, Sword in the Stone, Maus ▪ Spring: Dystopian novel: CP: Fahrenheit 451 (graphic novel in the textbook) Honors: Brave New World and/or 1984 Maus I, Maus II, The Lost Bookshop • 11th curriculum textbook: BFW American Literature and Rhetoric ▪ Fall: The Crucible ▪ Spring: The Great Gatsby ▪ <i>Additional Readings:</i> Between the World and Me, The Good Immigrant USA, American Like Me: Reflections on Life Between Cultures, L.A. Son: My Life, My City, My Food, The Bluest Eye, Uncomfortable Conversations with a Black Man, Uncomfortable Conversations with a Jew, The Joy Luck Club • 12th ERWC (12CP) doesn't have novels/plays assigned to it for 12th because it is all non-fiction. ▪ Fiction titles that may be added later include: Othello; Into The Wild; The Curious Incident of the Dog in the Night-Time • 12th Honors: ▪ Fall: Beowulf and Hamlet ▪ Spring: Romantic - poetry or Frankenstein; Victorian: Jane Eyre, Wuthering Heights, or Pride and Prejudice; Post-Modernism: Wide Sargasso Sea or Rosencrantz and Guildenstern are Dead ▪ <i>Additional Readings:</i> Matriarch: Oprah's Book Club: A Memoir, Women in White Coats: How the First Women Doctors Changed the World of Medicine, A Woman of No Importance: The Untold Story of the American Spy Who Helped Win World War II, The Weight Of Ink, Tomorrow, Tomorrow, and Tomorrow by Gabrielle Zevin • AP Curriculum <i>Additional Readings:</i> AP Lit: The Heaven and Earth Grocery Store by J. McBride, The Alchemist by P. Coelho, The Nickel Boys by C. Whitehead, Our Missing Hearts by C. Ng, Tomorrow, Tomorrow, and Tomorrow by Gabrielle Zevin
Mathematics	• Algebra 1, Publisher: McGraw Hill • Algebra 2, Publisher: McGraw Hill • Geometry, Publisher: McGraw Hill • Single Variable Calculus, 7th Edition, Publisher: Cengage Learning • Enhancing Graphing Utilities Precalculus, 5th Edition, Publisher: Pearson Prentice Hall • Precalculus, 7th Edition, Publisher: Cengage Learning
Health	• Lifetime Health, Publisher: Holt • On Cooking from Pearson
Visual & Performing Arts	• Clothing: Fashion, Fabric & Construction, Publisher: McGraw Hill • Housing and Interior Design, 11th Edition, Publisher: Goodheart-Wilcox Company • Apparel Design, Textiles & Construction, Publisher: Goodheart-Wilcox Company • Fashion, 7th Edition, Publisher: Goodheart-Wilcox

TEXTBOOKS & INSTRUCTIONAL MATERIALS

Subject	Textbooks & Instructional Materials
History-Social Science	• United States History & Geography: Modern Times, 2016, Publisher: McGraw Hill • AP Government in America: People, Politics, and Policy, Publisher: Pearson • United States Government: Our Democracy, Publisher: McGraw Hill • Ways of the World: A Global History Source, 2nd Edition, Publisher: Bedford/St. Martin • Krugman Economics for AP 2nd Edition, Publisher: BFW Worth • World History: The Modern Era, Publisher: Prentice Hall • Understanding Economics, Publisher: McGraw Hill • AP Euro, Western Civilization, 8th Edition, Publisher: Cengage Learning • Human Geography: People, Places, & Culture, 10th Edition, Publisher: Wiley • AP Euro, Western Civilization, 8th Edition, Publisher: Cengage Learning • Western Civilization Volume II Since 1500 by Jackson Spielvogel, 12th edition cengage.com ebook • Western Civilization Volume II Since 1500 by Jackson Spielvogel, 12th edition cengage.com paperback
Foreign Language	• Avancemos Spanish I Textbook, Publisher: Holt McDougal • Avancemos Spanish 1 Cuaderno, Publisher: Holt McDougal • Avancemos Spanish 2 Textbook, Publisher: Holt McDougal • Avancemos: Spanish 2 Cuaderno, Publisher: Holt McDougal • Avancemos: Spanish 3 Textbook, Publisher: Holt McDougal • Avancemos: Spanish 3 Cuaderno, Publisher: Holt McDougal • Teams AP Spanish Language and Publisher: Vista Higher Learning • AP Spanish Language and Culture Exam Preparation Workbook, Publisher: Vista Higher Learning • Azulego Anthology Publisher: Wayside Publishing • C'est a Toi Level 1, Publisher: EMC Paradigm Publisher • C'est a Toi Level 2 Textbook, Publisher: EMC-Paradigm Publisher • C'est a Toi Level 2 Workbook, Publisher: EMC-Paradigm Publishing • C'est a Toi Level 3 Workbook, Publisher: EMC Paradigm Publishing • Sur Le Vif Heinle, Publisher: Cengage
Science	• Biology, (Miller & Levine), Publisher: Pearson • Biology AP, 10th Edition (Campbell), Publisher: Pearson • Honors Chem, Principles of General Chemistry, Third Edition, Publisher: McGraw Hill • Chemistry in the Community, 6th Edition, Publisher: Freeman • Chemistry: A Molecular Approach, 3rd Edition, Publisher: Freeman • Principles of Human Anatomy, Publisher: J Wiley & Sons • Essentials of Human Anatomy & Physiology, 10th Edition, Publisher: Pearson • Human Geography: People, Places & Culture, 10th Edition, Publisher: Wiley • Physics: A Strategic Approach, 3rd Edition, Publisher: Pearson • Physics (High School), First Edition, Publisher: Pearson • World of Chemistry, 4th Edition. Zumdahl/Decoste
Science Laboratory Equipment	• N/A

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



SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS

El Camino Real Charter is implementing several facility maintenance projects and planned improvements to enhance safety, cleanliness, and the overall learning environment while minimizing classroom downtime. These efforts include roof maintenance, classroom and bathroom repainting, and a comprehensive deep cleaning of all classrooms and office spaces during breaks.

Additional upgrades include replacing damaged floor tiles, changing burnt-out lights in the gymnasiums, and replacing HEPA filters in classroom air purifiers. Select classrooms and shared spaces will be refreshed with new paint. All staff and faculty restrooms will be upgraded with new paper towel, toilet paper, and soap dispensers featuring roll paper products and better soap.

Outdoor spaces are also being enhanced, including improved grass areas in the quad to provide students with a more inviting outdoor environment. The school is in the process of upgrading the HVAC system with new thermostats installed in all rooms to improve comfort and efficiency. In the coming weeks, a new marquee sign will be installed at the front of the school, replacing the existing front-door marquee to improve visibility and communication.

SCHOOL FACILITY GOOD REPAIR STATUS

Year & month of most recent FIT report: Jan. 2024	Rating	Repair Needed & Action Taken
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Exemplary	--
Interior: Interior Surfaces	Good	--
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Exemplary	--
Electrical: Electrical	Exemplary	--
Restrooms/Fountains/Sinks	Good	--
Safety: Fire Safety, Hazardous Materials	Exemplary	--
Structural: Structural Damage, Roofs	Exemplary	--
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Exemplary	--
Overall Rating	Exemplary	--

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT



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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for Mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT



TEST RESULTS

ENGLISH LANGUAGE ARTS (ELA), MATHEMATICS & SCIENCE

% of Students Meeting or Exceeding State Standards	El Camino Real		District (LAUSD)		State	
Subject	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
English Language Arts/Literacy (grade 11)	60%	63%	43%	46%	47%	48%
Mathematics (grade 11)	38%	41%	32%	35%	35%	37%
Science (grade 12)	35%	37%	22%	25%	31%	33%

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

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

CAASPP TEST RESULTS BY STUDENT GROUP

GRADE 11- ENGLISH LANGUAGE ARTS



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	783	756	97%	3%	63%
Female	373	358	96%	4%	68%
Male	399	387	97%	3%	58%
Non Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	99	98	99%	1%	71%
Black or African American	33	33	100%	0%	61%
Filipino	31	31	100%	0%	87%
Hispanic or Latino	253	244	96%	4%	57%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	97	93	96%	4%	75%
White	267	254	95%	5%	59%
English Learners	13	11	85%	15%	27%
Foster Youth	--	--	--	--	--
Homeless	N/T	N/T	N/T	N/T	N/T
Military	--	--	--	--	--
Socioeconomically Disadvantaged	322	312	97%	3%	62%
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	92	89	97%	3%	26%

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

CAASPP TEST RESULTS BY STUDENT GROUP

GRADE 11- MATHEMATICS



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	783	755	96%	4%	41%
Female	373	357	96%	4%	42%
Male	399	387	97%	3%	41%
Non Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	99	98	99%	1%	59%
Black or African American	33	32	97%	3%	38%
Filipino	31	31	100%	0%	77%
Hispanic or Latino	253	246	97%	3%	30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	97	91	94%	6%	42%
White	267	254	95%	5%	41%
English Learners	13	11	85%	15%	18%
Foster Youth	--	--	--	--	--
Homeless	N/T	N/T	N/T	N/T	N/T
Military	--	--	--	--	--
Socioeconomically Disadvantaged	322	313	97%	3%	39%
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	92	88	96%	4%	9%

Note: N/T values indicate that this school did not test students using the CAASPP for Math.

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.

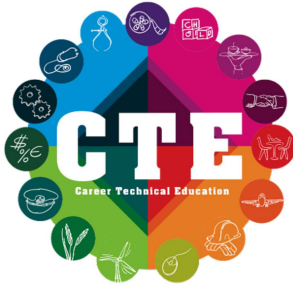
CAASPP TEST RESULTS BY STUDENT GROUP GRADE 12 – SCIENCE



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1631	1598	98%	2%	37%
Female	776	762	98%	2%	37%
Male	843	825	98%	2%	36%
Non Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	184	183	99%	1%	52%
Black or African American	72	69	96%	4%	32%
Filipino	79	79	100%	0%	53%
Hispanic or Latino	506	498	98%	2%	30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	213	206	97%	3%	34%
White	570	556	98%	2%	38%
English Learners	20	20	100%	0%	5%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	628	616	98%	2%	35%
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	167	159	95%	5%	15%

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

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.



CAREER TECHNICAL EDUCATION PROGRAMS 2024-2025 SCHOOL YEAR

Beginning in the 2022-23 school year, ECRCHS established four CTE pathways. The Career Technical Education (CTE) department's content instruction focuses on the interrelationship of science, technology, career technical, and life management skills to prepare students for advanced education, careers, and managing work and family roles. CTE courses equip students with skills for living and earning a living as these courses expose students to the following Industry Sectors: Arts, Media, and Entertainment; Hospitality, Tourism, and Recreation; and Building and Construction Trades.

The CTE department currently has five distinct career pathway programs, listed below:

- **Filmmaking**
- **Food Service and Hospitality**
- **Building and Construction; Woodworking**
- **Game Design and Integration**
- **Audio/Music Production**

Food Service and Hospitality

Students in this career pathway complete an introductory concentrator course (Intro to Culinary Arts) and one capstone course (TBD). Additionally, students may enroll in a semester long comprehensive introductory course (Foods). Students pursuing a career in hospitality, tourism, and recreation study all aspects of the industry. These courses provide rigorous, standards-driven instruction and assessment. Many students have participated in state and local competitions in culinary arts, sponsored by FCCLA (the state-wide student organization for Family and Consumer Sciences).

Building and Construction; Woodworking

Students in this career pathway complete an introductory concentrator course (Wood Ind 1) and one capstone course (Wood Ind 2/3). Students pursuing a career in woodworking study all aspects of the industry including the fields of carpentry, cabinetmaking, furniture construction and related occupations. Students learn measuring, purchasing, and grading of wood, then plan, draw, and construct a simple woodworking project using hand and power tools. Shop organization and safety are included. These courses provide rigorous, standards-driven instruction and assessment.

Game Design and Integration

Students in this career pathway complete an introductory concentrator course (Intro to Video Game Design) and one capstone course (Advanced Video Game Design). Students pursuing a career in game design study all aspects of programming principles, 3D modeling, animation, game art, visual effects, game play and game design, character level, story design, the history, culture and genres of video games, animation, and the careers available in the gaming industry. These courses provide rigorous, standards-driven instruction and assessment.

Audio/Music Production

Students in this career pathway will be introduced to the world of audio and music production through a course of study covering the science of sound, history of sound recording, audio production equipment, the usage of a Digital Audio Workstation (DAW), sound mixing and editing for various media such as live sound (theater, other live events), Film/TV, music, and live broadcast. Students will also begin a course of study in AVID's Pro Tools.

Filmmaking

Students learn the purpose, usage, and care of all filmmaking equipment. Beginning lighting, shot composition, directing, camera movement and editing are introduced and implemented.. Students learn the fundamentals of creating intriguing characters, formulating engaging plots, and writing involving screenplays, utilizing script formatting computer programs. Students learn the three-act story structure of screenplays, which is followed in all the student films. Script revision techniques are implemented in students' screenplays, which they cast, choose locations for, shoot, edit, and arrange music for. Students adhere to the requirements of professional filmmaking, with students choosing crews for multiple jobs, including director, cinematographer, producer, assistant director, production designer, sound engineer, editor, and music arranger.

Intervention Strategies and Meeting the Needs of All Students in CTE

The CTE department's intervention strategies include involving at-risk students in the department's student organizations, and various culinary arts competitions. Students involved in these groups, sponsored by the department faculty, are given the opportunity to improve their academic skills, meet students who have similar career goals, and receive encouragement and support to enter scholarship competitions. Also, through participation in FCCLA Competitive Recognition Events and community service activities, members develop citizenship and leadership skills.

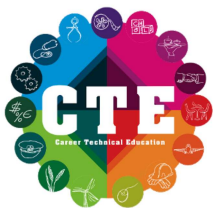
The CTE department meets the diverse needs of the student population. For EL students, differentiated instruction is based upon language abilities. Scaffolding techniques are used to teach students the industry-specific terms in each discipline. Emphasis is given to instructing students to use the names and descriptions for the specific items of equipment. In many cases EL students are paired with peer mentors who can help the EL students to understanding project instructions.

Socioeconomically disadvantaged students may have project fees waived. CTE courses often require specific supplies to complete lab assignments, and it is the department's policy that all students will have all the supplies and equipment needed to complete their coursework. Socioeconomically disadvantaged students are also encouraged to apply for scholarships.

Students with disabilities are given additional time to finish all projects, if needed, and some students are paired with peer mentors. In some cases, lab equipment is modified to accommodate students. All students are offered the services required within their IEP. Instruction in CTE courses is designed to be sensitive to the customs and beliefs of all ethnic subgroups. As necessary, modifications are made to assignments to accommodate these groups. For example, in foods labs, students are given the option to substitute an ingredient that is restricted due to religious beliefs or customs.

All students are encouraged to work to the best of their abilities. Gifted and talented students are encouraged to be creative and plan independent projects to expand their skill sets. Similarly, students who show a great proficiency for a particular subject are encouraged to take their assignments to a higher level and add complexity to a project. As most assignments in CTE courses are physical in nature, students are seated in groups at tables. In the event that a student has been absent or falls behind in achieving a goal or technique, he or she is paired with a more experienced student in the group so the two may work together. Under the supervision of the classroom teacher, students are encouraged to help each other improve their skills. For example, in an Intro to Culinary Arts class, a student who has mastered the skill of prepping ingredients may coach another student who has difficulty with this skill. Ultimately, the student who has fallen behind will be asked to demonstrate the skill for the teacher. CTE courses are aligned with the California State Standards, which include Common Core State Standards. In fact, CTE activities are the practical application of the Common Core State Standards.

JUANALBA, (Assistant Principal, Secondary Counseling Services)
Primary Representative of CTE Program



CAREER TECHNICAL EDUCATION PARTICIPATION 2024-2025 SCHOOL YEAR

Measure	CTE Participation
Number of Pupils Participating in CTE*	772
Percent of Pupils Completing a CTE Program & Earning a High School Diploma	11.5%
Percent of CTE Courses Sequenced or Articulated Between the School & Institutions of Postsecondary Education	13%

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

UC/CSU Course Measure	Percent
2024-25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.4%
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	50.3%



STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

CALIFORNIA PHYSICAL FITNESS TEST RESULTS 2024–2025 SCHOOL YEAR

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	89%	92%	83%	92%	91%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

OPPORTUNITIES FOR PARENTAL INVOLVEMENT IN 2025-2026 SCHOOL YEAR

Opportunities for Parent Involvement abound at El Camino Real Charter High School. We recognize that parent involvement even at the high school level makes a significant difference in a student's academic success, extracurricular participation, and overall high school experience. By staying engaged, even as their child(ren) seeks more independence, parents can have a lasting impact on their high school student's academic and personal development. They can foster an environment where students feel supported, motivated, and prepared for the next phase in their education or career journey.

Parents may support ECR in a variety of ways including:

- Joining or attending school committees such as School Site Council (SSC), Parent Advisory Committee (PAC), and our Safety Committee. Parents can get involved in decision-making processes and help foster a stronger relationship between the school and community.
- Joining Parent Groups such as Reaffirming our Investment in Supporting Excellence (RISE), Padres Latinos, English Learners Advisory Committee (ELAC), and ECR Royal Families. They help organize events and fundraisers, and advocate for school programs.
- Serving on team booster clubs for sports, music, theater, etc. Parents can get involved by helping with club events, organizing team functions, or fundraising efforts for extracurricular.
- Volunteering at ECR (in allowable offices or events as needed). Volunteering helps parents stay connected with the school and gives them a better understanding of what their child is involved in.
- Visiting our Wellness Center to learn about social emotional support for their child(ren), to gain knowledge of how we support our students, or to participate in workshops and other events. Parents help by providing emotional support and creating a space conducive to studying, resting, and pursuing extracurricular interests. This may include encouraging healthy routines, managing stress, and discussing any challenges they face.
- Assisting with College and Career Readiness. As students prepare for post-graduation plans, parents can provide support by helping with college applications, searching for scholarships, and attending college fairs or career exploration events. Parents can also help students research potential careers and set long-term goals.

Parents provide input for establishing school-wide goals, examining academic results, and allocating resources by providing LCAP feedback at meetings held throughout the school year and also through school surveys. Parents serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Charter Renewal Committee, RISE, Padres Latinos, Bilingual Parent Committee, Athletic and Activity Booster Clubs, and as focus group members during Charter School visits. Our parents also individually donate their time and financial resources to support the myriad of activities offered at El Camino such as band, drama, robotics, athletics, journalism, and Academic Decathlon. This strong parental support, along with a dedicated, professional staff, and focused students, lead to high levels of achievement in both academic and extra and co-curricular areas.

We strive to ensure parents know they are genuinely invited to El Camino Real Charter High School. There are regular performances offered by our Visual Performing Arts department at times that are convenient for families to attend. Our Student Council continues to offer parent/guardian/family friendly events and activities to showcase the wonderfully planned events and activities.

ECR offers a weekly newsletter for Parents and Families every Sunday. This keeps parents abreast of the academic and social ongoing here at ECR. We also conduct school surveys (culture and LCAP) to reveal family attitudes about how we are doing as a school. We also provide opportunities for parents and teachers to positively interact with teachers, staff, and administrators through our parent-sponsored Bagel Wednesdays.

Below are the primary representatives for the following Parent Groups:

- ELAC- Wendy Truehaft
- RISE - Justin Graham
- Padres Latinos - Angel Lerma
- ECR Royal Families – Matthew Wright
- Parent Advisory Committee – Kasey Jackson



STATE PRIORITY: PUPIL ENGAGEMENT

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

- High school dropout rates; and
- High school graduation rates

DROPOUT RATE AND GRADUATION RATE (FOUR-YEAR COHORT RATE)

	2022-23	2023-24	2024-25
ECRCHS Graduation Rate	91.8%	91.3%	92.8%
District Graduation Rate	86.1%	88.5%	88.5%
State Graduation Rate	86.2%	86.4%	87.5%

	2021-22	2022-23	2023-24
ECRCHS Dropout Rate	4.6%	3.4%	2.1%
District Dropout Rate	8.5%	6.5%	7.3%
State Dropout Rate	8.2%	8.9%	8.0%



COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS GRADUATING CLASS OF 2025 (ONE-YEAR RATE)

Student Group	# of Students in Cohort	# of Cohort Graduates	Cohort Graduation %
All Students	842	781	92.8%
Female	397	372	93.7%
Male	443	408	92.1%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	81	80	98.8%
Black or African American	41	38	92.7%
Filipino	49	48	98.0%
Hispanic or Latino	262	236	90.1%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	65	61	93.8%
White	290	268	92.4%
Not Reported	--	--	--
English Learners	25	20	80.0%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	527	484	91.8%
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	90	73	81.1%

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CHRONIC ABSENTEEISM BY STUDENT GROUP 204-2025 SCHOOL YEAR

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3195	3137	832	26.5%
Female	1553	1530	421	27.5%
Male	1624	1589	407	25.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	316	313	45	14.4%
Black or African American	157	152	44	28.9%
Filipino	150	147	12	8.2%
Hispanic or Latino	1077	1044	300	28.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	227	224	53	23.7%
White	1063	1054	305	28.9%
English Learners	100	95	38	40.0%
Foster Youth	--	--	--	--
Homeless	18	17	9	52.9%
Socioeconomically Disadvantaged	1738	1709	509	29.8%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Students with Disabilities	366	358	140	39.1%

Note: 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.

STATE PRIORITY: SCHOOL CLIMATE

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

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

SUSPENSIONS AND EXPULSIONS

	2022-23	2023-24	2024-25
El Camino Real Charter HS Suspension Rate	1.73%	1.25%	0.69%
District (LAUSD) Suspension Rate	0.55%	0.60%	0.51%
State Suspension Rate	3.60%	3.28%	2.94%

	2022-23	2023-24	2024-25
El Camino Real Charter HS Expulsion Rate	0.00%	0.00%	0.00%
District (LAUSD) Expulsion Rate	0.02%	0.02%	0.02%
State Expulsion Rate	0.08%	0.07%	0.06%

SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP 2024-2025 SCHOOL YEAR

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.69%	0.0%
Female	0.45%	0.0%
Male	0.92%	0.0%
Non-Binary	0.00%	0.0%
American Indian or Alaska Native	0.00%	0.0%
Asian	0.00%	0.0%
Black or African American	2.55%	0.0%
Filipino	0.00%	0.0%
Hispanic or Latino	0.84%	0.0%
Native Hawaiian or Pacific Islander	0.00%	0.0%
Two or More Races	0.00%	0.0%
White	0.75%	0.0%
English Learners	0.00%	0.0%
Foster Youth	0.00%	0.0%
Homeless	5.56%	0.0%
Socioeconomically Disadvantaged	0.86%	0.0%
Students Receiving Migrant Education Services	N/A	N/A
Students with Disabilities	2.73%	0.0%

Data Suppression (*)

To protect student privacy, data are suppressed (*) on the Discipline Reports if the cell size within a selected student population (cumulative enrollment) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

SCHOOL SAFETY PLAN

2025-2026 SCHOOL YEAR

The School Safety Plan is reviewed annually by the School Safety Committee (composed of all stakeholders) and is reviewed and approved annually by the Charter Board. The plan is presented to parents at orientation and is available on the school website.

El Camino holds an annual earthquake drill, shelter-in-place drill, semi-annual lockdown drills, semi-annual fire drills, and monthly drop, cover, and hold drills. All emergency procedures and assignments are updated annually in the Emergency Operations Plan section of the School Safety Plan. The school has ample safety and emergency supplies in the event of a major emergency and AED machines and Narcan are placed throughout the campus.

The school has a full-time LAUSD school police officer and approximately a dozen campus safety officers at any given time during the school day. All visitors are required to stop at the school entrance to check in. A background check is run on each visitor at this time.

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY)

Subject	Avg Class Size	2022-23 Number of classes			Avg Class Size	2023-24 Number of classes			Avg Class Size	2024-25 Number of classes		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	120	37	56	18	101	56	33	18	101	45	36
Mathematics	21	66	38	47	18	76	47	28	18	79	17	50
Science	20	61	37	26	21	48	33	27	19	55	21	27
Social Science	18	104	24	64	17	98	35	44	17	97	16	58

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

ACADEMIC COUNSELORS AND OTHER SUPPORT STAFF 2024-2025 SCHOOL YEAR

Ratio of Academic Counselors to Pupils	
Pupils to Academic Counselor*	276.91

Number of Full-Time Equivalent (FTE) *	
Counselor (Academic, Social/Behavioral or Career Development)	13.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessionals)	0.0
Psychologist	2.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	7.0
Other	8.0

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

EXPENDITURE PER PUPIL AND SCHOOL SITE TEACHER SALARIES 2023-2024 FISCAL YEAR

	Expenditures			Average Teacher
	Total	Restricted	Unrestricted	
School Site	\$15,939	\$3,275	\$12,665	\$104,741
District	N/A	N/A	\$12,748.41	\$90,557
Percent Difference - School Site and District	N/A	N/A	-0.66%	14.53%
State	N/A	N/A	\$11,146.18	\$100,333
Percent Difference - School Site and State	N/A	N/A	12.76%	4.30%

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

TYPES OF SERVICES FUNDED 2024-2025 FISCAL YEAR

FEDERAL

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. At ECR, Title I funds primarily support the alternative school and independent studies program for those that have trouble in the traditional classroom.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers. At ECR, staff are routinely sent to workshops and conferences to improve classroom instruction.

Title III

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

Individuals with Disabilities Education Act (IDEA)

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

National School Lunch Program (NSLP) -- Federal Program

The National School Lunch Program (NSLP) offers federal reimbursement to schools serving nutritious, low-cost or free meals to students. Note: Universal Meal Program enacted in the prior School Year allows all Students to eat a Breakfast or Lunch for free.

E-Rate

E-rate provides schools with discounts for telecommunication, Internet access and internal connections. Recently, the FCC has refocused their goal to significantly increase Wi-Fi access.

TYPES OF SERVICES FUNDED 2024-2025 FISCAL YEAR

STATE

Education Protection Account -- General Purpose

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

Economic Impact Aid

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

Statewide Special Education Funding(AB602)

Combines funds from several different revenue sources: State, Federal, and Local Property Taxes. AB 602 funds may be used to ensure that all students with disabilities enrolled in the school receive specialized instruction and related services in a manner that complies with all provisions of federal law regardless of the student's district of residence.

Lottery - Proposition 20

20% of the total lottery entitlement is used for instructional material expenditures.

National School Lunch Program (NSLP) -- State Program

In addition to federal reimbursement, the NSLP also offers state reimbursement for offering students nutritionally balanced meals at reasonable prices. In California, the program is administered by the California Department of Education, Nutrition Services. Note: Universal Meal Program enacted in the current School Year allows all Students to eat a Breakfast or Lunch for free.

TEACHER AND ADMINISTRATIVE SALARIES 2023-2024 FISCAL YEAR

District Amount	
Beginning Teacher Salary	\$ 56,130
Mid-range Teacher Salary	\$ 89,655
Highest Teacher Salary	\$ 111,314
Average Principal Salary (Elementary)	\$ 130,917
Average Principal Salary (Middle)	\$ 143,032
Average Principal Salary (High)	\$ 145,310
Superintendent Salary	\$ 440,000
Percent of Budget for Teacher Salaries	25%
Percent of Budget for Administrative Salaries	5%

State Average For Districts in Same Category	
Beginning Teacher Salary	\$ 60,863
Mid-range Teacher Salary	\$ 93,575
Highest Teacher Salary	\$ 125,548
Average Principal Salary (Elementary)	\$ 157,645
Average Principal Salary (Middle)	\$ 165,341
Average Principal Salary (High)	\$ 182,580
Superintendent Salary	\$ 357,064
Percent of Budget for Teacher Salaries	30%
Percent of Budget for Administrative Salaries	5%

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

Note: District is LAUSD, provided by CDE



ADVANCED PLACEMENT (AP) COURSES 2024-2025 SCHOOL YEAR

Percent of Students in AP Courses	33.3%
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	Number of Courses Offered
Computer Science	5
English	7
Fine & Performing Arts	3
Foreign Language	8
Mathematics	7
Science	12
Social Science	23
Total AP Courses Offered*	65

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

PROFESSIONAL DEVELOPMENT

Number of school days in each corresponding school year, that were dedicated to teachers and staff in the development and continuous professional growth to help them improve instruction.

2023 - 2024	2024 - 2025	2025 - 2026
9 days	9 days	9 days