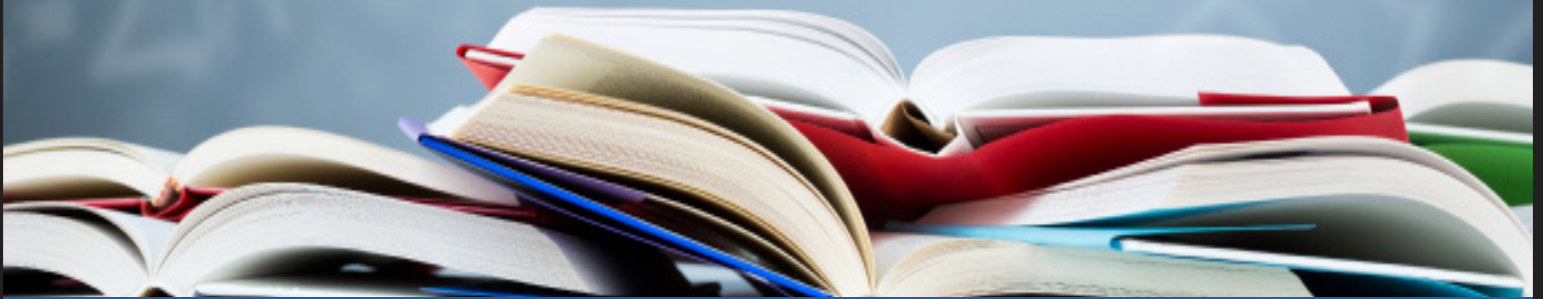


Ventura Unified School District School Plan for Student Achievement



El Camino High School at Ventura College

56 72652 5630298

Contact Information:

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Fiscal Year 2026-2027

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The School Plan for Student Achievement

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:

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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 2025-2026 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Hector Guerrero	X				
Tera Shrum			X		
Heather Burris		X			
Raquel Rodarte		X			
Kristie Steinlicht		X			
Melissa Marr		X			
Maria Peralta				X	
Charity Benson				X	
Christopher Ellison				X	
Melieck Anderson					X
Abigail Valenzuela					X
Gretta Ulivo					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


No PLT at ECHS. N/A

- 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: Feb. 3, 2026.

Attested:


Hector Guerrero, Principal


SSC Chairperson

Feb. 3, 2026
Date

2/3/26
Date

District information

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. Approximately 14,000 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 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% 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

During the 2024-2025 school year, El Camino High School served 221 students in grades 9-12. Student enrollment included approximately 2.7% students with disabilities, 0.9% English Learners, 38% 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.” ECHS received a six-year WASC accreditation which continues through 2029 with a one day review in 2026.

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.

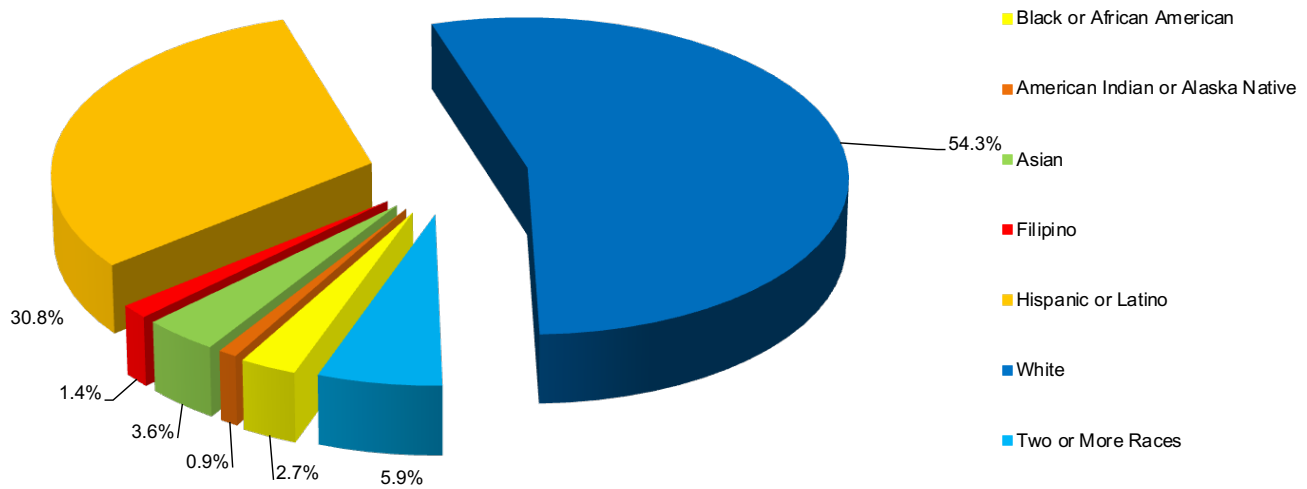
Each teacher provides individual instruction in all academic areas, for all grade levels, and may instruct upwards of 80 courses per year. To accomplish this, each teacher has developed comprehensive resources of instructional materials in each classroom that are shared among staff. These resources include 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.

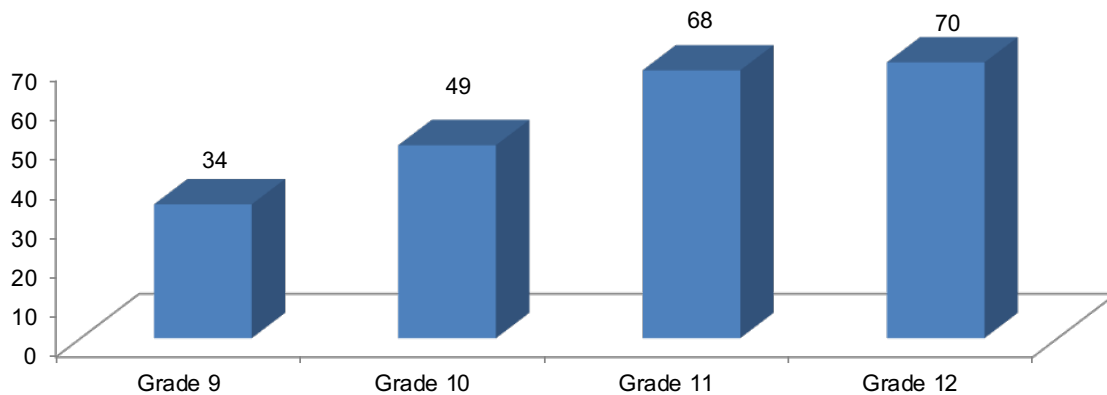
School Vision

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

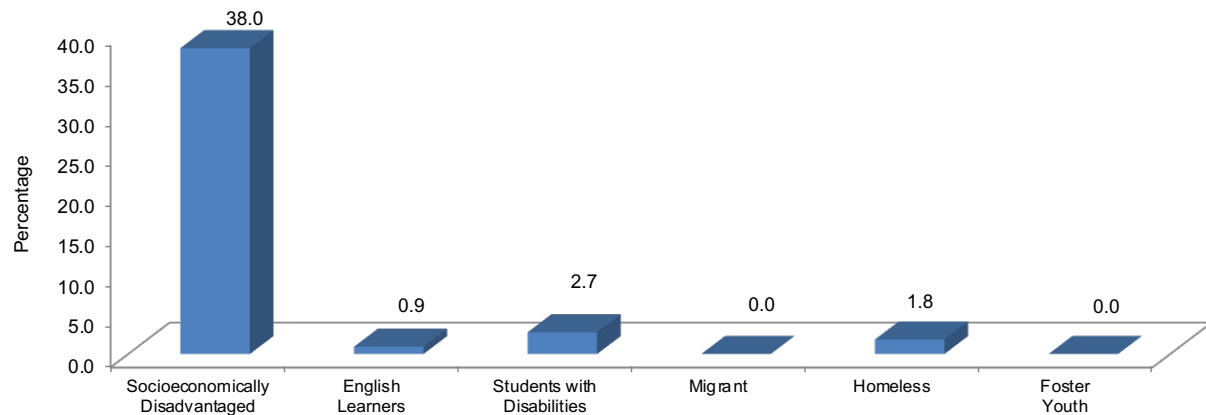
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



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**

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	2/3/26	

Plan Description

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

El Camino High School is dedicated to fulfilling the requirements of the Every Student Succeeds Act (ESSA) by strategically aligning its instructional programs, assessment practices, and funding with the District's Local Control and Accountability Plan (LCAP), along with other applicable federal, state, and local initiatives. This coordinated approach supports informed decision-making aimed at increasing student academic performance, enhancing student engagement, and promoting strong family partnerships.

The school utilizes a variety of standardized assessments to track student growth, identify learning gaps, and guide instructional support for all student populations. In addition, El Camino High School implements targeted interventions to ensure program compliance and to meet the diverse academic and social-emotional needs of its learners. Ongoing collaboration with key stakeholders—including educators, families, and community partners—is embedded in the school's improvement process through participation in leadership bodies such as the Staff Leadership Team, School Site Council, parent organizations, and district advisory committees. These partnerships support continuous review and improvement of schoolwide programs.

Through this intentional, collaborative, and student-centered approach, El Camino High School ensures equitable access to resources and support, enabling all students to succeed academically and socially while remaining fully aligned with ESSA expectations.

Educational Partner Involvement

How, when, and with whom did your 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 Council	12/18/25, 1/20/26, 2/23/26
ECHS Site Team	1/13/26

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard:

English Language Arts (ELA)

In 2025, El Camino students scored an average of **92.3 points above** the minimum standard required to achieve *Standard Met*. This represents an **increase of 31.2 points** from the previous year, indicating overall improvement in ELA performance.

Mathematics

In 2025, El Camino students scored an average of **46.7 points below** the minimum standard required to achieve *Standard Met*. This reflects a **decline of 5.6 points** from the previous year, identifying Mathematics as a continued area of need.

1. CAASPP School Report:

2. English Language Arts (ELA)

For the 2025 CAASPP administration, **77.94%** of students met or exceeded the standard, an increase from **76.27%** in the previous year.

Mathematics

In 2025, **27.94%** of students met or exceeded the Mathematics standard, a decrease from **33.9%** in the previous year. Additionally, the percentage of students scoring at **Level 1 (the lowest performance level)** increased from **33.98% in 2024** to **38.24% in 2025**, further highlighting the need for targeted Math interventions.

3. Performance by Ethnicity on CAASPP:

4. Although all ethnic groups experienced declines in both English Language Arts and Mathematics from 2023 to 2024, the **performance gap between Hispanic/Latino and White students has decreased** across all areas.

English Language Arts (2025)

- **White students:** 81.85% met or exceeded the standard
- **Hispanic/Latino students:** 76.47% met or exceeded the standard (**13.97% increase** from the previous year)

Mathematics (2025)

- **White students:** 32.56% met or exceeded the standard
- **Hispanic/Latino students:** 23.53% met or exceeded the standard (**4.78% increase** from the previous year)

2025-26 WASC Student Survey:

- Over 90% of students report that they like their school
- Over 95% Report that they feel safe at ECHS
- 94.3% of students report that there is at least one adult on campus that knows them and cares about them. 5.7% neutral
- 86.2% of students feel that diversity is valued at ECHS. 13.8% neutral
- 85.1% of students feel that they are well informed of student activities on campus
- 28.7% of students report that they would benefit from tutoring
- 84.8% of students value the time spent with counselors to prepare for post high school. 15.1% neutral
- 93.1% of students report that teacher feedback is meaningful. 6.9% neutral
- 4.5% of students report that they have experienced harassment, prejudice or discrimination at El Camino

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

Goals, Strategies/Activities, and Expenditures

Goal 1:

Increase Student Achievement – Increase student achievement for all students

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Identify and provide access to targeted resources and interventions to support student math achievement at ECHS and VC, as measured by assessments, grades, and overall student learning outcomes.
- Develop and strengthen student support systems to help students succeed in independent study, dual enrollment (DE), and all academic courses.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math results	2025: 27.94% Met or Exceeded (Lv. 3 and 4), 33.82% Nearly Met (lv. 2), 38.24% Not Met (lv. 1)	33% Met or Exceeded Reduce the Not Met percentage by a minimum of 5%
Math Grades for VC courses (V01, V02, and V03)	Semester 2 (24-25) -Math V01: 88.8% w/ A-C (+20.8% from previous Semester) -Math V02: 92.5% w/ A-C (+8.15% from previous Semester) -Math V03: 61.4% w/ A-C (-2.6% from previous Semester)	Math V01: maintain or improve current A-C pass rate Math V02: maintain or improve current A-C pass rate Math V03: improve A-C pass rate by 8.6% to 70%
CAASPP ELA results	2025: 77.94% Met or Exceeded (Lv. 3 and 4), 20.59% Nearly Met (lv. 2), 1.47% Not Met (lv. 1)	80% Met or Exceeded
CAASPP CAST (science)	2025: 49.32 % of student at or above std 2024: 46.03% of student at or above std	Improve by 5% to 54.32% of student at or above std
CA School Dashboard	98.9% graduation rate 2024 98.5% graduation rate 2025	To maintain above a 97% graduation rate
CA School Dashboard	ELA : 2025 "Blue" 92.3pts above std. 2024 "Green" 61 pts above std. Math: 2025 2024 "Yellow" 41.1 pts. below std. 2025 "Yellow" 46.7 pts. below std. College & Career Ready: 2025 "Blue:" 95.6% prepared 2024 "Blue" 95.4% prepared	ELA: Maintain "Blue" improve to 95 pts above std. Math Improve by 10-20pts. College and Career: Maintain above 95%
Annual Alternative Schools Survey - Student responses	2025 results (all students 89.7% response return) - Enjoy learning at ECHS: 93.6% strongly agree/agree -My school helps me succeed: 98.3% strongly agree/agree	Maintain above a 95% on all of the listed areas

	-My school provides me different opportunities and ways to show what I have learned: 95.2% strongly agree/agree -My teachers give me feedback on my academic progress: 99.4% strongly agree/agree - Teachers are available to all students in my classes: 98.3% strongly agree/agree	
WASC Student Survey	-28.7% of students report that they would benefit from tutoring 4.5% of students report they have experienced harassment, prejudice or discrimination at El Camino 85.1% of students feel that they are well informed of student activities on campus	Increase % of students feeling informed of school events to 90% Decrease the % of students having experienced harassment, prejudice or discrimination at school

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide onsite math tutoring opportunities for students in Math V01, V02 and V03	All students enrolled in & struggling in VC math courses	\$6,000	Supplemental if not LCAP funded
2	Continue implementation of 9th grade concurrent math support elective in S1 for students enrolled in V01 and identified as struggling math learners	9th grade students ID as struggling in math in V01 S1	-	NA Through allocated FTE
3	Ongoing refinement and implementation of a math placement process and support procedures	All students	-	NA Through staff meeting-collaboration time
4	Continue implementing and refining AVID systems for all students to support academic achievement in all core courses at ECHS: -Cont. 10-12 grade AVID elective support course 1) Increase opportunities for AVID tutorials	All students	\$1,000	Supplemental AVID
5	AVID Professional Development for teachers/counselors AVID Summer Institute (1-2 individuals)	All students	\$5,000	Supplemental AVID
6	Increased student access to the college's tutoring center for any student needing support in a DE course	Student in DE courses	NA	DE Counselor
7	Increase counselor access to all students by ensuring that all students: - meet 1:1 with counselors at least once per semester to review academic progress, graduation plans and dual enrollment. - Reducing non-ASCA related tasks	All	-	NA
8	Provided all needed instructional supplies, materials, and curriculum	All	\$5,481 \$1,400 \$15,410	Site Based Supplemental R. Lottery

9	Professional Development - Independent Study, Dual Enrollment, Advanced Placement, and/or English/Math.	All	\$5,000	Site Based
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ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

Goal - Increase Student Achievement

Increase student achievement for all students while reducing performance gaps at El Camino and in dual enrollment courses.

- All actions associated with Goal 1 for the 2025–26 school year are currently being actively implemented by the administration and staff at ECHS. Results from the 2025 CAASPP and California School Dashboard indicate measurable growth in English Language Arts and Science. Hispanic/Latino students also demonstrated growth in Mathematics performance. However, Mathematics performance for White students declined by 12.49%, indicating an area for targeted improvement moving forward.

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 significant differences, with the exception that math tutoring is funded through one-time personnel allocations from the school board and LCAP instead of the originally proposed Supplemental budget.

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 is proving effective and no major changes are being proposed.

Goal 2:

Positive Learning Environments - Provide a safe, secure and engaging school environment for all students to feel welcome, connected and supported.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to continue previous efforts and implement new strategies to maintain high levels of student engagement, connectedness and increase the graduation rate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Alternative Schools Survey - Student responses	2025 results (all students 89.7% response return) - Enjoy learning at ECHS: 93.6% strongly agree/agree - Teachers are available to all students in my classes: 98.3% strongly agree/agree - Believe teachers care about them: 97.8% strongly agree/agree	Improve and maintain above a 95% on all of the listed areas
CA School Dashboard	87.3% graduation rate: 2023 - Orange 98.9% graduation rate 2024 - Blue	To maintain above a 95% graduation rate
CA School Dashboard	0% suspension rate: 2023 0% suspension rate: 2024	To maintain above a 0% suspension rate

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Provide opportunities for students to participate in college/university exposure field trips. (organized through AVID and open to ALL students) Increasing opportunities for students to connect.	All	\$9,000	Supplemental AVID
2	Create and maintain positive school culture and climate • In-person opportunities for students to connect. • Monthly student socials to increase connectedness and involvement • Provide various school pride and spirit opportunities • Support and promote extracurricular student activities • Leadership class led orientation for new students	All	\$1,000	Supplemental
3	Communication: • Monthly newsletters to students and families • Frequent ParentSquare updates of events • Monthly updates of event board and kiosk • Frequent use of social media outlets to connect directly with students	All	\$200	R. Lottery/Donations

4	ABAR/ anti-harassment education - Through in-person courses such as AVID, English, etc. - Using Ventura USD ABAR specialist - Increased anti-bullying-harassment and acceptance activities for students such as quad days.	All	\$500	Donations
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ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

Goal - Positive Learning Environments: Provide a safe, secure and engaging school environment for all students to feel welcome, connected and supported.

- All actions associated with Goal 2 for the 2025–26 school year are currently being actively implemented by the administration and staff at ECHS. Data from the Student WASC survey shows that there continues to be room for improvement in student connect in regards to communication/staying informed, and reducing students who experience harassment etc.
- The graduation rate continues to be above targets at 98.5%

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

Work to include more ABAR and anti-harassment education and activities on campus. Addition in goal 2 of 26-27 SPSA. The remainder of current 25-26 actions are proposed to continue.

Goal 3:

Family Involvement - Increase parent/guardian involvement.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Want to increase parent/guardian involvement across the board at events.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-2026 School Needs Assessment Parent Survey	11%% indicated that Parent involvement was an area of need for El Camino. This is down 7% from the previous year.	Reduce to 10% or less
2024-2025 Alternative School Parent Survey	“Teacher’s communicate with me regularly about my student’s progress”: 86.1% Strongly Agree/Agree 21.8% Somewhat Agree 5.7% Disagree/Strongly Disagree	Increase the Strongly Agree/Agree percentage to 93% or more

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Increase onsite opportunities for parent/guardians to volunteer/participate at school events	All	N/A	N/A
2	Provide orientation at the start of the school year and School information nights throughout the school year	All	\$500	Donations
3	Ensure that communication is provided in multiple languages	All	N/A	N/A

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

Goal - Family Involvement: - Increase parent/guardian involvement.

- Parent leadership team meetings have not occurred along with the Principal-Parent socials: Social has scheduled and no parents have attended (last 2 times). There appears to be a lack of interest in this area from parents/guardians.
- Onsite opportunities for parents to be involved are ongoing and more are planned
- Communications are regularly sent by the school through monthly newsletter and as-needed on Parent Square. Most information on the website is current and up to date

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

Due to the non-participation at parent-principal social, administration has been hesitant in scheduling regular parent meetings.

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

A parent questionnaire targeting the need for parent/guardian leadership team will be sent to all parents to determine if this is an area of need.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$50,491.00

Overall total of funds included for this school: **\$50,491.00**

Other Federal, State and Local Funds

The School Site Council intends for School Name to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2025-2026 Carryover	\$0.00
Title I 2026-2027 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.

State or Local Programs	Allocation (\$)
Site-Based Funds 2026-2027 Allocation	\$10,481.00
Supplemental/AVID 2026-2027 Allocation	\$15,000.00
Supplemental 2026-2027 Allocation	\$8,400.00
Restricted Lottery 2026-2027 Allocation	\$15,610.00
Donations 2026-2027	\$1,000.00

Subtotal of state or local funds included for this school: **\$50,491.00**

Total of federal, state, and/or local funds for this school: **\$50,491.00**

2026-2027 Centralized Support for Planned Improvements in Student Performance

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.

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 & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	69	68	68	50.00%	27.94%	20.59%	1.47%
Male	22	21	21	38.10%	33.33%	23.81%	4.76%
Female	47	47	47	55.32%	25.53%	19.15%	0.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	18	17	17	41.18%	35.29%	17.65%	5.88%
Hawaiian or Pacific Islander							
White (not Hispanic)	43	43	43	53.49%	27.91%	18.60%	0.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	23	23	23	39.13%	47.83%	13.04%	0.00%
English Learners							
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	8.00%

	Mathematics						
	2024-25						
	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	69	68	68	5.88%	22.06%	33.82%	38.24%
Male	22	21	21	14.29%	9.52%	33.33%	42.86%
Female	47	47	47	2.13%	27.66%	34.04%	36.17%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	1718	17	17	0.00%	23.53%	29.41%	47.06%
Hawaiian or Pacific Islander							
White (not Hispanic)	43	43	43	9.30%	23.26%	34.88%	32.56%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	23	23	23	0.00%	17.39%	43.48%	39.13%
English Learners							
Students with Disabilities	*	*	*	*	*	*	*
Migrant Education							
Homeless	*	8	*	*	*	*	*

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.

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.

August ● Master Agreement Academic Planning Meetings ● VC Advisement ● Electronic Newsletter ● New Student Orientation ● Parent information Meeting x2	February ● Parent Information Meetings ● Parent Leadership Team Meeting ● Student Social /Fun Day ● Kindness Week ● Renaissance ● Dinner Night ● AVID College Field Trip ● Blood Drive ● Electronic Newsletter
September ● Parent Information Meetings ● Back to School Night ● Electronic Newsletter ● Picture Day ● College Planning Nights ● Parent Leadership Team ● Student Social / Club Day ● Fundraiser Donation Drive ● Renaissance	March ● Parent Information Meetings ● Parent Leadership Team Meeting ● Electronic Newsletter ● VC Advisement ● Career Brunch
October ● Parent Information Meetings ● VC Advisement ● College Planning Nights ● Parent Leadership Team Meetings ● SSC /School Safety Committee Meetings ● Night Event ● Electronic Newsletter ● Dinner Night ● Red Ribbon Week ● Anti-Bullying Month ● Digital Citizenship	April ● Parent Information Meetings ● College Planning Nights ● Parent Leadership Team Meeting ● VC Advisement ● Fun/ Quad Day ● Electronic Newsletter ● Prom
November ● SSC/School Safety Committee Meetings ● VC Advisement ● College Planning ● Parent Leadership Team Meetings ● Student Social/Fun Day ● Electronic Newsletter ● Dinner Night ● School of Choice (SOC) Night ● Cheers for Children ● Master Agreement Academic Planning Meetings- Sem 2	May - June ● Parent Information Meetings ● Parent Leadership Team Meetings ● State Testing ● Final Quad Day ● Graduation Planning Committee ● VC Advisement ● Graduation ● Senior Awards ● Senior Luncheon ● SSC/School Safety Committee Meetings
December ● Parent Information Meetings ● Parent Leadership Team Meeting ● Cheers for Children Drive ● Electronic Newsletter ● SSC/School Safety Committee Meetings ● Master Agreement Academic Planning Meetings- Sem 2	

Professional Development Plan

El Camino High School believes 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 chart identifies the monthly staff development that will occur at El Camino High School:

August	• Independent Study Attendance • WASC Action Plan Review • AVID • Suicide Prevention • Student Files • Mandated Reporter
September	• Re-engagement protocols • AVID • Emergency Response • Dual Enrollment Summit
October	• VC Advisement • Evaluation Procedures • District Diagnostics: ELA • Emergency Response Procedures Earthquake, Fire, Lockdown • Digital Citizenship
November	• AVID Schoolwide and Elective • Science CER Assessment • Family Life - PPP
December	• CAASPP / Dashboard Review – Data Analysis Overview • Review of School Plan, SARC, Goals Review, Safety Plan • CAASPP / Dashboard Review – DATA Analysis Overview -Continued
January	• School Connectedness / Student Supports • AVID Schoolwide and Elective and Summer PD • WASC mid-year Action Plan review and update • VC Data / ECHS Semester Data Review • District Required Trainings
February	• CAASPP Assessment Planning and Supports • Advance Placement Planning
March	• VC Advisement - Graduation Requirements • Community Service Recognitions
April	• VC Advisement and VC Scheduling
May	• AVID Schoolwide and Elective • Math supports of incoming freshmen • Graduation Planning / End of Year Celebrations • Year in Review • Summer School Plan/Enrollment • Final Graduation Planning
June	• VC Data / ECHS Semester Data Review • End of Year Wrap Up

2024-25 School Accountability
Report Card

Published January 2026



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 & SCHOOL DESCRIPTION

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.

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. Over 14,000 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.

Board of Education

JAMES FORSYTHE
SHANNON TRANI FREDERICKS
SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

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El Camino High School

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2024-25 School Accountability Report Card

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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 2024-25 school year, 221 students were enrolled, including 2.7% in special education, 0.9% enrolled are English Language Learners, 1.8% homeless, and 38% socioeconomically disadvantaged.

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.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	61.5%
Male	37.5%
Non-Binary	1.0%
American Indian or Alaska Native	0.9%
Asian	3.6%
Black or African-American	2.7%
Filipino	1.4%
Hispanic or Latino	30.8%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5.9%
White	54.3%
English Learners	0.9%
Foster Youth	0%
Homeless	1.8%
Migrant Services	0%
Socioeconomically Disadvantaged	38.0%
Students with Disabilities	2.7%

Student Enrollment by Grade Level

2024-25	
Grade Level	# of Students
Grade 9	34
Grade 10	49
Grade 11	68
Grade 12	70
Total Enrollment	221

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, master agreement meetings, 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
 - Monthly Information Nights
 - District PAC Meetings

- School Activities
- Academic Contests
 - Clubs
 - Fun Nights / Quad Days
 - Open House
 - Parent Conferences
 - College Information Nights
 - Parent & Student Orientation
 - Renaissance Awards/Events

STUDENT ACHIEVEMENT

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.

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/.

Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	100%	100%	100%	100%	100%
<i>Note: The administration of the PFT requires only participation results for these five fitness areas.</i> <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

California Assessment of Student Performance and Progress (CAASPP)

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

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

CAASPP Test Results in ELA and Mathematics for All Students						
2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	76.0	78.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	34.0	28.0	37.0	37.0	35.0	37.0
<i>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.</i> <i>ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.</i>						
CAASPP Test Results in ELA by Student Group						
2024-25						
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded	
All Students	69	68	98.55	1.45	77.94	
Female	47	47	100	0	80.85	
Male	22	21	95.45	4.55	71.43	
American Indian or Alaska Native	--	--	--	--	--	
Asian	--	--	--	--	--	
Black or African American	--	--	--	--	--	
Filipino	0	0	0	0	0	
Hispanic or Latino	18	17	94.44	5.56	76.47	
Native Hawaiian or Pacific Islander	0	0	0	0	0	
Two or More Races	--	--	--	--	--	
White	43	43	100	0	81.40	
English Learners	0	0	0	0	0	
Foster Youth	0	0	0	0	0	
Homeless	0	0	0	0	0	
Military	0	0	0	0	0	
Migrant Services	0	0	0	0	0	
Socioeconomically Disadvantaged	23	23	100	0	86.96	
Students with Disabilities	--	--	--	--	--	

CAASPP Test Results in Mathematics by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	69	68	98.55	1.45	27.94
Female	47	47	100	0	29.79
Male	22	21	95.45	4.55	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	23.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100	0	32.56
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100	0	17.39
Students with Disabilities	--	--	--	--	--
<i>Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.</i>					
<i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					
<i>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.</i>					

CAASPP Test Results in Science for All Students						
2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	54.69	48.46	33.34	31.52	30.73	32.33
<i>Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.</i>						
<i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>						
<i>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.</i>						

CAASPP Test Results in Science by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	132	130	98.48	1.52	48.46
Female	87	86	98.85	1.15	47.67
Male	45	44	97.78	2.22	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	32	94.12	5.88	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	78	78	100	0	56.41
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100	0	44.44
Students with Disabilities	--	--	--	--	--
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.					

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. During the 2025-26 school year, the following campus repairs and improvements were planned to be completed:

- New phone system schoolwide
- Renovation of the quad area
- Repairs to ramp rails
- Installation of new HVAC units in three classrooms
- Clean and repairs to the school garden
- Upgrades to the fire alarm system

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.

Every morning before school begins, the principal and/or program coordinator inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time custodian is shared with Homestead School. The custodian is responsible for general cleaning, custodial functions, and restroom cleaning.

The custodian and teachers 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.

Campus Description	
Year Built	2008
Acreage	0.7
Square Footage	-
	Quantity
Permanent Classrooms	0
Portable Classrooms	6
Restrooms (Sets)	8
Cafeteria*	1
Library*	1
Health Center*	1
Staff Workroom	1
Computer Labs*	2
Multipurpose Room	1
*Ventura Community College Facility - Students have full access to college facilities as needed.	

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 January 2026.

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

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 21, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 21, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces			X	Classroom 2 - Carpet seam is peeling at the west wall; Classroom 3 - Carpet is buckling in the middle of the room; Classroom 5 - Carpet seam is peeling at the building modular line; Classroom 8 - Carpet seam is lifting at the building modular line of the room, possible trip hazard
Cleanliness	X			Classroom 7 - Signs of termite damage and infestation along the north wall above the marker boards (droppings falling from ceiling)
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural		X		Classroom 3 - Roof plywood is rotted at the northwest eave, possible roof leak; Classroom 7 - Roof gutters are rusted and rotted
External		X		Classroom 3 - East ADA ramp surface is deteriorated; Classroom 5 - South exterior door sticks, hard to open

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

Graduation Rate by Student Group (Four-Year Cohort Rate)			
2024-25			
Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	67	98.5
Female	44	44	100
Male	23	22	95.7
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	18	18	100
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	39	38	97.4
English Learners	--	--	--
Foster Youth	0	0	0
Homeless	--	--	--
Migrant Services	0	0	0
Socioeconomically Disadvantaged	31	30	96.8
Students with Disabilities	--	--	--

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.

CLASSROOM ENVIRONMENT

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, math tutoring for three levels, math support class, student-led AVID tutorials in any subject, 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/>.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for El Camino High School for the 2024-25 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."

Dropout and Graduation Rates			
	School		
	22-23	23-24	24-25
Dropout Rate (%)	5.9	1.1	0.0
Graduation Rate (%)	89.7	98.9	98.5
	District		
	22-23	23-24	24-25
Dropout Rate (%)	1.9	4.3	3.8
Graduation Rate (%)	87.1	93.5	95.6
	State		
	22-23	23-24	24-25
Dropout Rate (%)	8.2	8.9	8.0
Graduation Rate (%)	86.2	86.4	87.5

Chronic Absenteeism by Student Group				
2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	241	237	32	13.5
Female	148	145	14	9.7
Male	91	90	18	20.0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	72	12	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	2	14.3
White	134	131	16	12.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	95	93	20	21.5
Students with Disabilities	--	--	--	--

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.

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.

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			
	22-23	23-24	24-25
	School		
% Students Suspended	0.00	0.00	0.00
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Average Class Size and Class Size Distribution				
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	5	48		
Math	7	17		1
Science	6	24		1
Social Science	5	45		1
	2023-24			
English	6	44		
Math	12	11		1
Science	7	19	1	1
Social Science	5	48		1
	2024-25			
English	5	48		
Math	13	14		1
Science	7	21		1
Social Science	5	55		

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

****Other* category, if applicable, is for multi-grade level classes.*

Suspensions and Expulsions by Student Group		
2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students with Disabilities	0.00	0.00

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.

- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Co-Teaching
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Ed Tech Trainings (Canvas, etc.)
- Designated ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- US History Ethnic Studies Integration
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation

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 2024-25 school year, El Camino High School's staff development activities concentrated on:

- AVID Training
- Bully Prevention / Mandated Reporting
- California Coalition of Early & Middle Colleges
- Collaboration: Science, ELA, Electives in PLC Structure
- Collaboration w/Ventura College for Dual Enrollment Purposes
- College & Career Readiness
- Comprehensive Data Analysis
- Curriculum Development
- Dual Enrollment Training
- Ethnic Studies & Social Justice
- Independent Study Implementation & Policies
- Intervention Strategies for Independent Study
- Math Intervention
- Student Engagement

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.

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 September 23, 2025, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks

CURRICULUM & INSTRUCTION

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 2023-24, 2024-25, and 2025-26 school years, the teachers at El Camino High School had the opportunity to participate in districtwide staff development training focused on:

2023-24 Trainings:

- Trauma Informed Practices
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2024-25 Trainings:

- District Assessments
- Trauma Informed Practices
- Multi-Tiered System of Supports (MTSS)
- Department Level Collaboration
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2025-26 Trainings:

- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)

and instructional materials have been provided to students. The Board of Education adopted Resolution #25-22 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2019	McGraw Hill Education: <i>StudySync</i>	N - Local	0%
2017	Houghton Mifflin Harcourt: <i>The Real Book</i>	N - Local	0%
History-Social Science			
2019	McGraw-Hill: <i>World History, Culture and Geography</i>	N - Local	0%
2019	McGraw-Hill: <i>Principles of American Democracy</i>	N - Local	0%
2019	Houghton Mifflin Harcourt: <i>Economics</i>	N - Local	0%
2019	BF/Worth: <i>Krugman's Economics for AP</i>	N - Local	0%
2015	Academic Innovations: <i>Get Focused, Stay Focused</i>	N - Local	0%
2015	Academic Innovations: <i>Career Choices and Changes</i>	N - Local	0%
2019	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	N - Local	0%
Mathematics			
2021	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	N - Local	0%
2018	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 & 3 (Honors)</i>	N - Local	0%
2018	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 & 3</i>	N - Local	0%
2018	McGraw-Hill: <i>Integrated Math 1</i>	N - Local	0%
Science			
2008	Pearson Prentice Hall: <i>Biology</i>	N - Local	0%
2008	Pearson Prentice Hall: <i>Chemistry</i>	N - Local	0%
2008	Glencoe McGraw-Hill: <i>Marine Biology</i>	N - Local	0%
2021	Discovery Education: <i>Earth & Space Science Discovery</i>	N - Local	0%
2021	Discovery Research: <i>Model Based Biology</i>	N - Local	0%
2021	CPO Science: <i>Foundations of Physical Science</i>	N - Local	0%
2021	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	N - Local	0%
	Science Laboratory Equipment	N/A	0%
Foreign Language			
2020	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	N - Local	0%
2020	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	N - Local	0%
Health			
2011	Holt, Rinehart & Winston: <i>Lifetime Health</i>	N - Local	0%
2011	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality & Responsibility</i>	N - Local	0%

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	
	%
2024-25 Pupils Enrolled in UC/ CSU Courses Required for UC/CSU Admission	100%
2024-25 Graduates Who Completed All Courses Required for UC/CSU Admission	69.57%

Admission Requirements for California Public Universities University of California

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

California State University

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

Advanced Placement

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

Advanced Placement (AP) Courses

2024-25

	No. of AP Courses Offered
Art	0
Computer Education	0
English	7
Foreign Language	0
Math	0
Science	2
Social Science	7
Totals	16

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.

El Camino High School has a College and Career Center on campus where students can meet three times per week, three hours per day with counselors, outside speakers on careers, complete career assessments, obtain counseling or get assistance with the FAFSA process.

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 throughout 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

2024-25

Total Number of Students Participating in CTE Programs	97%
Percentage of Students Completing a CTE Program and Earning a High School Diploma	10%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10%

PROFESSIONAL STAFF

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 & Other Support Staff
(Nonteaching Professional Staff)**

2024-25

	No. of Staff	FTE
Academic Counselors	2	1.9
School Nurse	1	As Needed
Health Technician	1	As Needed

Note: 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.

Teacher Preparation and Credentials

The charts in this report 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.

**Teachers Without Credentials and Misassignments
(Considered "Ineffective" under ESSA)**

Authorization / Assignment

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

**Credentialed Teachers Assigned Out-of-Field
(Considered "out-of-field" under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	7.0	5.1	5.4
Total Out-of-Field Teachers	7.0	5.1	5.4

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	22.2	22.2	40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28.9	35.0	31.9

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

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	1.7	0.0	0.0	5.4	0.0	7.1
School %	24.62	0.0	0.0	75.38	0.0	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	2.0	0.0	0.0	5.1	0.0	7.2
School %	27.78	0.0	0.0	72.08	0.0	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	2.4	0.0	0.0	7.0	0.0	9.4
School %	25.61	0.0	0.0	74.29	0.0	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% 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.						

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465
Average Principal Salaries:		
Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$19,098 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries

2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$10,183	N/A	N/A	N/A	N/A
Restricted	\$323	N/A	N/A	N/A	N/A
Unrestricted	\$9,860	\$6,125	161%	\$11,146	88.5%
Avg Teacher Salary	\$96,164	\$92,704	103.7%	\$103,743	92.7%
<i>Note: Cells with N/A values do not require data.</i>					

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 November 2025.

School Site Council Bylaws

El Camino High School School Site Council (SSC) Bylaws

Article I - Preamble

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD high school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) [SSC Operation Guide](#) and other [CDE guidance](#) on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA/VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

Article II - Role of the School Site Council

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual [Comprehensive School Safety Plan](#) (CSSP) and votes on VUEA/District Article 27 and VESPA/District Article 42 Site-Based Decision Making proposals.

Article III - Membership

The composition of the SSC must have an equal number of members between the school Staff members and Parent/Community/Student members with a minimum of 10 members; five school members and five Parent/Community/Student members.

The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on a yearly basis. If in the pursuit of an SSC larger than 10 members, an equal number of staff vs. parents/community/student cannot be ensured or teachers remaining the numerical majority of staff cannot be maintained, the SSC must remain at the minimum size of 10.

A secondary school's SSC must include at least one parent/community member and one student in an SSC of minimum size (see table below). The school site Principal may decide to shift the membership of the SSC from one required student to more than one student: A) at a time when a Parent/Community member's two-year term is completed or B) by increasing the size of the SSC to above 10 while maintaining the required ratios.

Composition of VUSD High School SSCs with the required minimum of 10 members:

Role	Amount
School Staff Members: Principal or their designee	1
School Staff Members: Classroom teachers	3
School Staff Members: Classified Unit Member* *Note: Per VESPA/District Contract Article 42	1
Parents/Community/Student* members *Note: MUST include at least 1 student in High School	5
Total minimum membership	10

The SSC in

a High School school must be composed of both of the following two groups: school staff and parent/community/student members (EC Section 65000[c][1]):

School Group Members (High Schools):

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and

Parent and/or Community Group Members (High Schools):

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent/community/student members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).
- Student members are selected by the students

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group's SSC member(s) (e.g., teachers elect teacher members, students elect student members, etc.).

A term for elected SSC parent/community/student members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members' terms should, whenever possible, be staggered such that as close to one-half of membership group's (e.g., Parent/Community/Student member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD's boundaries or if their eligibility status changes to ineligible (e.g., an elected member teacher enrolls their child at that school), their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any member from any category who does not attend three consecutive SSC meetings. Membership or the completion of a member's term on the SSC is not transferable by that member under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

Article IV - Officers

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

Chairperson Duties:

Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

Vice-Chairperson Duties:

Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent

Secretary Duties:

Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below)

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the site Principal. Prospective meeting dates for the year will be established at the beginning of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.

Any meeting held by the SSC must follow the Greene Act requirements:

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*
 - ***Note:** Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*

- Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c](1)).
 - **Note:** the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.
- Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c](2)).
- Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).

SSC meetings shall be conducted in accordance with rules of order established by CA Ed. Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

Article VI - Formal SSC Votes

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

High School SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Contract Article 27, which are by private/anonymous paper ballot and counted by the SSC chairperson.

School site Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval* of the school's SPSA as recommended to the Board of Education
 - a. *Note: SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC me