

# 2018-19 School Accountability Report Card

Published January 2020



## EL CAMINO HIGH SCHOOL AT VENTURA COLLEGE

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HECTOR GUERRERO, PRINCIPAL  
GRADES 9-12

### PRINCIPAL'S MESSAGE

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

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

#### School Vision Statement

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

#### District Vision Statement

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

#### District Mission Statement

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

### DISTRICT & SCHOOL DESCRIPTION

#### Ventura Unified School District

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

### Board of Education

SABRENA RODRIGUEZ

JACKIE MORAN

MATTHEW ALMARAZ

DR. JERRY DANNENBERG

VELMA LOMAX

### District Administration

DR. ROGER RICE

SUPERINTENDENT

DR. DANIELLE CORTES  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

DR. JEFF DAVIS  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

BETSY GEORGE  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

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Ventura Unified  
SCHOOL DISTRICT



## 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 2018-19 school year, 246 students were enrolled, including 2.8% in special education, 2.4% enrolled are English Language Learners, 4.9% homeless, 0.4% foster youth, and 30.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	2.0%	Grade 9	42
American Indian or Alaskan Native	0.0%	Grade 10	56
Asian	1.6%	Grade 11	65
Filipino	0.8%	Grade 12	83
Hawaiian or Pacific Islander	0.4%		
Hispanic or Latino	26.8%		
White	65.0%		
Two or More Races	3.3%		
Socioeconomically Disadvantaged	30.5%		
English Learners	2.4%		
Students with Disabilities	2.8%		
Homeless	4.9%		
Foster Youth	0.4%		
Total Enrollment			246

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. As a school of choice in the Ventura Unified School District, 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 the Middle College Academy at 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 Middle College Academy offers.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

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

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.
- The percentage of students who have successfully completed courses that satisfy the

requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education

## 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 Edulink, school newsletters, personal phone calls, parent conferences, emails, the school website, and notices posted in the entryway display case. Contact the school office at (805) 289-7955 for more information on how to become involved in your child's learning environment.

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

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

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

# STUDENT ACHIEVEMENT

## California Assessment of Student Performance and Progress (CAASPP)

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

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

## Physical Fitness

In the spring of each year, El Camino High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

California Physical Fitness Test Results 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	4.4%	40.0%	42.2%

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

# 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 and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Campus repair and/or improvement projects for 2018-19 and 2019-20 include the following:

2019-20 Planned/in Progress Repairs or Improvements:

- Painting of a new mural in front of the school
- Installation of a hydration station
- Reconfigure the conference room to create a health center
- Addition of a STEM lab

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards						
	El Camino		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

*This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.*

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven Percentage of Students Meeting or Exceeding the State Standards						
	El Camino		VUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	80	86	54	55	50	50
Mathematics	46	51	42	44	38	39

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11) 2018-19										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	80	74	92.50%	7.50%	84.49%	80	74	92.50%	7.50%	51.35%
Male	31	30	96.77%	3.23%	86.67%	31	30	96.77%	3.23%	66.67%
Female	49	44	89.80%	10.20%	86.36%	49	44	89.80%	10.20%	40.91%
Black or African American	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	19	17	89.47%	10.53%	82.35%	19	18	94.74%	5.26%	33.33%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	54	50	92.59%	7.41%	86.00%	54	50	92.59%	7.41%	58.00%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67%	3.33%	79.31%	30	29	96.67%	3.33%	44.83%
English Learners	--	--	--	--	--	--	--	--	--	--

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

*Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

*The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.*

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

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

## Facilities Inspections

The district's maintenance department inspects El Camino High School on an annual basis in accordance with Education Code §17592.72(c) (1). El Camino High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 16, 2019. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

## Campus Supervision

El Camino High's campus simulates a college environment, students are expected to travel to and from classes in a responsible, safe manner. Independent study students have scheduled times each week to meet with their designated teacher and may or may not be accompanied by their parent/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. An intercom system in the classrooms and the outside quad area were recently installed to facilitate routine and urgent communications.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for El Camino High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in November 2019.

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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
September 16, 2019			
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		Grounds - Admin office ramp has a hole in it at the door, numerous handrails are rusted out at the bases and need to be repaired
External	✓		Classroom 3 - East exit door can not open 90 degrees, the bottom of the door rubs on the ramp

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

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

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 Maintenance

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

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

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

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

# CLASSROOM ENVIRONMENT

## 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 counseling, credit completion rates, and attendance trends. Students may concurrently enroll at Ventura College or the comprehensive high school for seat-based instruction. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Students must accumulate 230 course credits to receive a high school diploma from El Camino High School. Alternative methods of acquiring a diploma are available through the continuation school, community college, and adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at El Camino High School.

In the following Dropout & Graduation Rates table, 2017-18 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	El Camino		
	15-16	16-17	17-18
Dropout Rate (%)	2.4	3.2	6.3
Graduation Rate (%)	97.6	90.5	84.8
VUSD			
Dropout Rate (%)	4.9	6.2	4.4
Graduation Rate (%)	92.4	89.9	--
CA			
Dropout Rate (%)	9.7	9.1	9.6
Graduation Rate (%)	83.8	82.7	--

Note: For the formula to calculate the 2016-17 & 2017-18 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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.

### Class Size

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

Average Class Size and Class Size Distribution				
2016-17				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	5	58		
Math	2	5		
Science	4	33		
Social Science	6	47		
2017-18				
English	5	57		
Math	1	6		
Science	4	39		
Social Science	5	44		
2018-19				
English	5	60		
Math	1	2		
Science	4	39		
Social Science	5	50		

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

## CURRICULUM & INSTRUCTION

### Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education. The district follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

Suspensions and Expulsions									
	El Camino			VUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	0.00%	0.00%	0.00%	5.00%	3.00%	2.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.33%	0.02%	0.15%	0.05%	0.09%	0.08%	0.09%

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2020-21 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials.

On October 8, 2019, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #19-24 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 2019-20 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

### Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district

initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2017-18, 2018-19 and 2019-20 school years, El Camino High School participated in districtwide staff development training focused on:

- History-Social Science Adoption Implementation Training
- Multi-Tiered Systems of Support (MTSS)
- MVP Math 3 Training
- Next Generation Science Standards Pilot/ Adoption Training
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- SSAE Secondary Math Grant – Cohort 1
- SSAE Secondary Math Grant – Cohort 2
- Strategies for Formative Assessments
- Technology Training

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2018-19 school year, El Camino High School's staff development activities concentrated on:

- ALEKS Math
- APEX
- Bully Prevention / Mandated Reporting
- Collaboration: Science, ELA, Electives
- Common Core Standards
- Comprehensive Data Analysis
- Curriculum Development
- Digital Citizenship
- Google Classroom
- Google Hangouts
- Math Electives
- Naviance Training
- Response to 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.

Professional Development Days Three-Year Trend		
2017-18	2018-19	2019-20
2	2	2

## 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		%
2017-18 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		99.19
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission		72.16

\* Data not available at the time of this report.

### 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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2015	No	McGraw Hill: <i>StudySync</i>	0%
2007	No	Hampton Brown: <i>Edge Reading</i>	0%
	Yes	Apex: <i>English I Common Core Honors</i>	0%
	Yes	Apex: <i>English II Common Core Honors</i>	0%
	Yes	Apex: <i>English Literature and Composition - AP</i>	0%
Math			
*		Carnegie Math	0%
		Study Island	0%
		Larsen: <i>Algebra I Applications, Equations, Graphs</i>	0%
2004	Yes	McDougal: <i>Algebra II</i>	0%
2008	*	Holt/McDougal: <i>Algebra II Concepts and Skills</i>	0%
2016	*	Mathematics Vision Project (MVP)	0%
2006	*	Thompson: <i>Managing Your Personal Finances</i>	0%
Science			
2006	Yes	Freeman: <i>Chemistry in the Community</i>	0%
2007	Yes	McGraw-Hill: <i>Earth Science Geology, the Environment and the Universe</i>	0%
		Prentice Hall: <i>Biology</i>	0%
2008	Yes	Pearson Prentice Hall: <i>Chemistry</i>	0%
2008	Yes	Prentice Hall: <i>Forensic Science: An Introduction</i>	0%
2005	Yes	Glencoe/McGraw-Hill: <i>Life Science</i>	0%
2008	No	McGraw-Hill: <i>Marine Biology</i>	0%
2007	Yes	Pearson: <i>Human Anatomy and Physiology</i>	0%
Social Science			
2000	Yes	Glencoe: <i>World Geography</i>	0%
2019	Yes	McGraw-Hill: <i>World History, Culture and Geography</i>	0%
2019	Yes	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2018	Yes	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2002	No	Thomson Learning: <i>Introduction to Criminal Justice</i>	0%
2001	Yes	National Textbook Company: <i>Psychology and You</i>	0%
2001	Yes	National Textbook Company: <i>Sociology and You</i>	0%
		Apex: <i>World History Since the Renaissance</i>	0%
2000	Yes	McDougal Littell: <i>The Americans</i>	0%
2005	Yes	McGraw-Hill: <i>Philosophy Questions and Theories</i>	0%
2013	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
2019	Yes	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	Yes	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
Foreign Language			
2003	*	McDougal Littell: <i>Discovering French</i>	0%
2002	*	McDougal Littell: <i>Abriendo Puertas I, II</i>	0%
2002	*	McDougal Littell: <i>Auf Deutsch</i>	0%
1999	*	McDougal Littell: <i>En Espanol</i>	0%
Health			
2009	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%

University of California web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

### California State University

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

### Advanced Placement

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

Advanced Placement (AP) Courses 2018-19		
	No. of AP Courses Offered*	% of Students in AP Courses
English	13	N/A
Math	1	N/A
Social Science	1	N/A
<b>Totals</b>	<b>15</b>	<b>10.2%</b>

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

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

### Workforce Preparation

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

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

Students have access to gain work-related experience and skills through 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.

## PROFESSIONAL STAFF

### Teacher Assignment

During the 2018-19 school year, El Camino High School had nine teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	El Camino		
	17-18	18-19	19-20
Total Teachers	9	9	9
Teachers with Full Credential	9	9	9
Teachers without Full Credential	0	0	0
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	VUSD		
	17-18	18-19	19-20
Total Teachers	753	721	713
Teachers with Full Credential	753	690	678
Teachers without Full Credential	0	31	0
Teaching Outside Subject Area (with full credential)	111	105	89
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments*	1	1	2
Teacher Vacancies	4	3	4

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

### Counseling & Support Staff

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

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

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	1	1.0
School Nurse	1	0.2
Student Assistant Program Counselor	1	0.5
Average Number of Students per Academic Counselor		170

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

# DISTRICT EXPENDITURES

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

## Expenditures Per Student

For the 2017-18 school year, Ventura Unified School District spent an average of \$10,967 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,841	51,374
Mid-Range Teacher Salary	67,452	80,151
Highest Teacher Salary	93,427	100,143
Average Principal Salaries:		
Elementary School	114,918	126,896
Middle School	120,595	133,668
High School	136,796	143,746
Superintendent Salary	222,000	245,810
Percentage of Budget For:		
Teacher Salaries	33	35
Administrative Salaries	5	5

For detailed information on salaries, see the CDE

# SARC DATA & INTERNET ACCESS

## DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about El Camino High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

## Public Internet Access Location

Parents may access El Camino High School's SARC and access the internet at any of the county's public libraries, in the Parent Center, the Career and College Planning Center, or at the Ventura College Library. The closest public library to El Camino High School is the E. P. Foster Library, a branch of Ventura County Library.

E.P. Foster Branch Library  
 Address: 651 East Main Street, Ventura  
 Phone Number: (805) 648-2715  
 Web Site: [www.vencolibrary.org](http://www.vencolibrary.org)  
 Number of Computers Available: 26

Parent Resource Center (on campus)  
 Hours: Mon.-Fri.: 7:30-4  
 Number of Computers Available: 1  
 Printers Available: Yes

Career & College Planning Center (on campus)  
 Hours: 9:00-5:00 p.m.  
 Computers Available: Yes  
 Printers Available: Yes

Ventura College Library  
 Phone: 805-654-6382  
 Hours: Mon.-Thu.: 7:30 a.m. - 8:00 p.m.  
 Fri.: 7:30 a.m. - 3:30 p.m.  
 Sat.: 9:00 a.m. - 12 noon,  
 Sun.: Closed  
 Computers Available: Yes  
 Printers Available: Yes

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Dollars Spent Per Student					
Expenditures Per Pupil	El Camino	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,620	N/A	N/A	N/A	N/A
Restricted (Supplemental)	111	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,509	6,253	120.1%	7,507	100.0%
Average Teacher Salary	86,793	76,589	113.3%	82,031	105.8%

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IV
- Tobacco-Use Prevention Education

## 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 section was acquired in November 2019 and the school facilities sections was acquired in December 2019.