

# 2020-21 School Accountability Report Card

Published January 2022



**EL CAMINO HIGH SCHOOL AT VENTURA COLLEGE**  
61 DAY ROAD, VENTURA, CA 93003  
(805) 289-7955

HECTOR GUERRERO, PRINCIPAL  
GRADES 9-12

## PRINCIPAL'S MESSAGE

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

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

successful in their post-secondary endeavors.

### School Vision Statement

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

### District Vision Statement

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

### District Mission Statement

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

## Board of Education

MATTHEW ALMARAZ  
SABRENA RODRIGUEZ  
AMY (YAMAMOTO) CALLAHAN  
DR. JERRY DANNENBERG  
VELMA LOMAX

## District Administration

DR. ROGER RICE  
SUPERINTENDENT

DR. ANTONIO CASTRO  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MR. BRETT TAYLOR  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

DR. REBECCA CHANDLER  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

*This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.*

## VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100  
VENTURA, CALIFORNIA 93001  
(805) 641-5000  
[www.venturausd.org](http://www.venturausd.org)

Ventura Unified  
SCHOOL DISTRICT



# DISTRICT & SCHOOL DESCRIPTION

## Ventura Unified School District

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

## El Camino High School

El Camino High School at Ventura College (“El Camino High”) is located on the Ventura Community College campus and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2020-21 school year, 298 students were enrolled, including 3.4% in special education, 2.3% enrolled are English Language Learners, 0.7% foster youth, 1% homeless, and 30.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	58.1%	Grade 9	67
Male	41.9%	Grade 10	58
Non-Binary	0.0%	Grade 11	81
American Indian or Alaskan Native	0.3%	Grade 12	92
Asian	2.3%		
Black or African American	1.7%		
Filipino	0.7%		
Hispanic or Latino	21.8%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	4.0%		
White	69.1%		
English Learners	2.3%		
Foster Youth	0.7%		
Homeless	1.0%		
Migrant	0.0%		
Socioeconomically Disadvantaged	30.5%	Total Enrollment	298
Students with Disabilities	3.4%		

### Profile of a Successful ECHS Student:

- Has strong reading, writing and math skills
- Works independently
- Is able to budget and manage their time well
- Has strong organizational skills

- Is self-motivated and goal-oriented
- Takes initiative and communicates needs
- Is responsible with good follow-through
- Has confidence to seek out opportunities
- Works beyond the minimum

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

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

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

# PARENT INVOLVEMENT

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

## Opportunities to Volunteer

- Help with Special Activities
- Fundraising
- Serve as a Guest Speaker

## Committees

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

## School Activities

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

## California Assessment of Student Performance and Progress Test Results in Science

### All Students

#### Percentage of Students Meeting or Exceeding the State Standards

	El Camino		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	66.67	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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

## California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

### Percentage of Students Meeting or Exceeding the State Standards

	El Camino		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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

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

### 2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	81	15	18.52	81.48	66.67
Female	53	10	18.87	81.13	--
Male	28	5	17.86	82.14	--
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	4	19.05	80.95	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	52	8	15.38	84.62	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	12	0	0	100	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

### 2020-21

	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	76	29	38.16	61.84	79.31	76	30	39.47	60.53	50
Female	47	17	36.17	63.83	88.24	47	17	36.17	63.82	52.94
Male	29	12	41.38	58.62	66.67	29	13	44.83	55.17	46.15
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	16	8	50	50	--	16	8	50	50	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	53	16	30.19	69.81	81.25	53	18	33.96	66.04	61.11
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	11	3	27.27	72.73	--	11	3	27.27	72.73	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--	--	--

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

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.

# 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/).

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
September 29, 2021			
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
			Repair Needed and Action Taken or Planned
			Admin - Fire extinguisher by front door is missing the service tag; Classroom 1 - Fire extinguisher by east door is missing the service tag
			Grounds - Numerous ADA ramp handrails are rusted out at the bases and need to be repaired
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Poor
Overall Summary		✓	

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

California Physical Fitness Test Results			
2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

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

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

## 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 2020-21 and 2021-22 include the following:

- 2020-21 Campus Improvements:
- Addition of a counseling/student center

- 2020-21 Campus Improvements:
- Repair ramps into classrooms

### 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 29, 2021. During fiscal year 2020-21, 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.

## 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 2021.

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 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

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	305	303	99	32.7
Female	177	175	54	30.9
Male	128	128	45	35.2
American Indian or Alaska Native	7	7	2	28.6
Asian	1	1	0	0
Black or African American	5	5	1	20
Filipino	2	2	0	0
Hispanic or Latino	65	65	24	36.9
Native Hawaiian or Pacific Islander	1	0	0	0
Two or More Races	12	12	3	25
White	212	211	69	32.7
English Learners	7	7	4	57.1
Foster Youth	3	3	2	66.7
Homeless	4	4	3	75
Socioeconomically Disadvantaged	94	94	41	43.6
Students Receiving Migrant Education Services				
Students with Disabilities	10	10	6	60

Suspensions and Expulsions									
	El Camino			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	0.00%	0.37%	0.00%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.33%	0.00%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

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

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

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.

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.

## CLASSROOM ENVIRONMENT

### 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

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

## Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for El Camino High School for the 2020-21 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.”

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

In the following Dropout & Graduation Rates table, 2019-20 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				
El Camino				
	18-19	19-20	20-21	
Dropout Rate (%)	6.3	2.4	10	
Graduation Rate (%)	84.8	91.8	89.1	
VUSD				
Dropout Rate (%)	3.6	1.9	6.9	
Graduation Rate (%)	92.8	94.4	86.3	
CA				
Dropout Rate (%)	9.6	9	6.8	
Graduation Rate (%)	83.0	84.5	68.2	

Graduation Rate by Student Group (Four-Year Cohort Rate) (2020-21)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	90	77	85.6
Female	60	50	83.3
Male	30	27	90
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	22	20	90.9
Native Hawaiian or Pacific Islander			
Two or More Races	--	--	--
White	58	48	82.8
English Learners	--	--	--
Foster Youth			
Homeless	--	--	--
Socioeconomically Disadvantaged	42	34	81
Students Receiving Migrant Education Services			
Students with Disabilities	--	--	--

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

## 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				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	5	60		
Math	1	2		
Science	4	39		
Social Science	5	50		
2019-20				
English	5	62		
Math	10	20		1
Science	5	45		1
Social Science	5	59	1	
2020-21				
English	5	69		
Math	10	21		1
Science	5	41	1	1
Social Science	5	67		1

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

## CURRICULUM & INSTRUCTION

### Instructional Materials

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

On September 21, 2021, 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 #21-25 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 2021-22 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			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	No	McGraw Hill: <i>StudySync</i>	0%
2017	*	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
2021	*	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	0%
2018	*	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 &amp; 3 (Honors)</i>	0%
2018	*	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 &amp; 3</i>	0%
2018	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
Science			
2008	Yes	Pearson Prentice Hall: <i>Biology</i>	0%
2008	Yes	Pearson Prentice Hall: <i>Chemistry</i>	0%
2008	No	Glencoe McGraw-Hill: <i>Marine Biology</i>	0%
2021	*	Discovery Education: <i>Earth &amp; Space Science Discovery</i>	0%
2021	*	Discovery Research: <i>Model Based Biology</i>	0%
2021	*	CPO Science: <i>Foundations of Physical Science</i>	0%
2021	*	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	0%
Social Science			
2019	Yes	McGraw-Hill: <i>World History, Culture and Geography</i>	0%
2019	Yes	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2019	Yes	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	BFW/Worth: <i>Krugman's Economics for AP</i>	0%
2015	*	Academic Innovations: <i>Get Focused, Stay Focused</i>	0%
2015	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
2019	Yes	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
Foreign Language			
2020	*	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	0%
2020	*	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	0%
Health			
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality &amp; Responsibility</i>	0%

## 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 2019-20, 2020-21, and 2021-22 school years, the teachers at El Camino High School had the opportunity to participate in districtwide staff development training focused on:

### 2019-20 Trainings:

- 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

### 2020-21 Trainings:

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

- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

### 2021-22 Trainings:

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

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 2020-21 school year, El Camino High School's staff development activities concentrated on:

- APEX
- Bully Prevention / Mandated Reporting
- Collaboration: Science, ELA, Electives
- Comprehensive Data Analysis
- Curriculum Development
- Digital Citizenship
- Distance Learning / Hybrid Learning
- Google Classroom
- Intervention Strategies for Independent Study
- Multi-Tiered Systems of Support (MTSS)
- Student Engagement
- WASC Self-Study

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

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers

in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

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

## COLLEGE PREPARATION & WORK READINESS

### College Preparation Courses

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

### Admission Requirements for California Public Universities University of California

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



### California State University

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

### Advanced Placement

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

Advanced Placement (AP) Courses		
2020-21		
	No. of AP Courses Offered*	% of Students in AP Courses
English	16	N/A
Science	3	N/A
Social Science	11	N/A
<b>Totals</b>	<b>30</b>	<b>17.6%</b>

### 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.

Career Technical Education Program Participation	
2020-21	
Total Number of Students Participating in CTE Programs	87
Percentage of Students Completing a CTE Program and Earning a High School Diploma	
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	16.7

# PROFESSIONAL STAFF

## Teacher Preparation and Credentials

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

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

## 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 2020-21		
	No. of Staff	FTE*
Academic Counselor	1	1.0
School Nurse	1	0.2
Student Assistant Program Counselor	1	0.5

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

## DISTRICT EXPENDITURES

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 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 2019-20		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

## 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 section was acquired in October 2021 and the school facilities sections was acquired in November 2021.

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
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	7,069	N/A	N/A	N/A	N/A
Restricted (Supplemental)	49	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,019	6,041	116.2%	8,444	71.5%
Average Teacher Salary	72,701	78,453	N/A	86,376	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

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

