

EL CAMINO REAL CHARTER HIGH SCHOOL

ACCREDITATION SELF-STUDY REPORT



HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE

WASC: APRIL 2017

WOODLAND HILLS, CA 91367



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**El Camino Real Charter High School
Focus on Learning
WASC Self-Study**

April 2017

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Principal's Welcome

On behalf of the El Camino Real Charter High School staff, students, parents, community, and administration, I would like to welcome the WASC Visiting Committee. Many individuals gave a great deal of their time and energy to this major undertaking analyzing data, assessing our strengths and weaknesses, identifying our critical needs, and ultimately developing an action plan that ensures achievement and success of all of our students.

The self-study document is the result of a collaborative effort of the El Camino Real community. The WASC self-study process has given us an opportunity to reflect on our accomplishments and reassess our strategies for addressing our areas of growth. We strive to develop compassionate global citizens and cultivate their unique talents and skills through innovative teaching methods. We want to empower our students to become compassionate global citizens and pursue their post-secondary goals.

I would like to thank everyone for their dedication to the students, staff, school, and community.

Sincerely,

David Hussey
Executive Director

Preface- A Description of the Process

The El Camino Real Charter High School self study was conducted in accordance with the guidelines set forth by the Western Association of Schools and Colleges in the Focus on Learning Joint ACS WASC/CDE Process Guide 2016 Edition. The process gave the school an opportunity to collaborate, analyze, assess, and revise our instructional goals so that we can continue to offer our students a high quality educational environment.

The self study leadership team was selected in the fall semester of 2015. We then formed focus groups and started working on revising the school's Mission statement, Vision statement, and Student Learning Outcomes. The leadership team worked diligently with these groups to maintain a smooth flow of information, complete tasks, meet deadlines, analyze and gather student and school data, and establish goals to improve the achievement of all students. Focus groups are composed of administrators, certificated staff members, classified staff members, students and community members. In addition, extra meetings were held with clerical classified staff, students, and parents. A concerted effort was made to ensure that the final report reflects the work of all these groups.

Several changes have taken place since the last WASC visit (Spring 2011), chief among these is the fact that we are now an independent charter school (Fall 2011). The Los Angeles Unified School District (LAUSD) is our charter authorizer and we receive annual evaluation visits from the LAUSD Charter Schools Division. Becoming a charter school has enabled us to break free from the "one size fits all" policies of the larger district and has allowed us to focus resources on school site priorities. In 2012 we took over the control of Miguel Leonis Continuation School, which became El Camino's Alternative Education and Independent Study programs. At the time of our charter conversion, the LAUSD school board encouraged us to convert due to their fiscal constraints. At the time, we maintained a good working relationship with the Superintendent and the Board. Some of the larger political issues related to the charter school movement have since affected the relationship between the school and our charter authorizer. One of the consequences of the strain in this relationship led to us entering a Memorandum of Understanding with the district. As of this writing, we have met nearly all of the conditions set forth in this MOU.

Our new Executive Director is the former Lead Assistant Principal (and teacher, counselor, and Assistant Principal) at El Camino and has been with the school for 26 years. He was a key figure in establishing the academic goals of the school in his former capacity and he has been continuing that work as Executive Director. Although we have had some changes in administration, the assistant principals have an average of 12 years at the school in varying capacities and have been able to maintain the school's educational focus.

We are confident that the school has the capacity to monitor and reach the goals set forth in the Action Plan and in our LCAP. We hope you enjoy learning about our school. This document is the result of countless hours of sincere, diligent effort on the part of our stakeholders. El Camino Real Charter High School is dedicated to its students and offers a rigorous standards-based curriculum that enables them to achieve academic success in a clean, safe, and supportive learning environment.

STUDENT / COMMUNITY
PROFILE & SUPPORTING
DATA AND FINDINGS



HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE

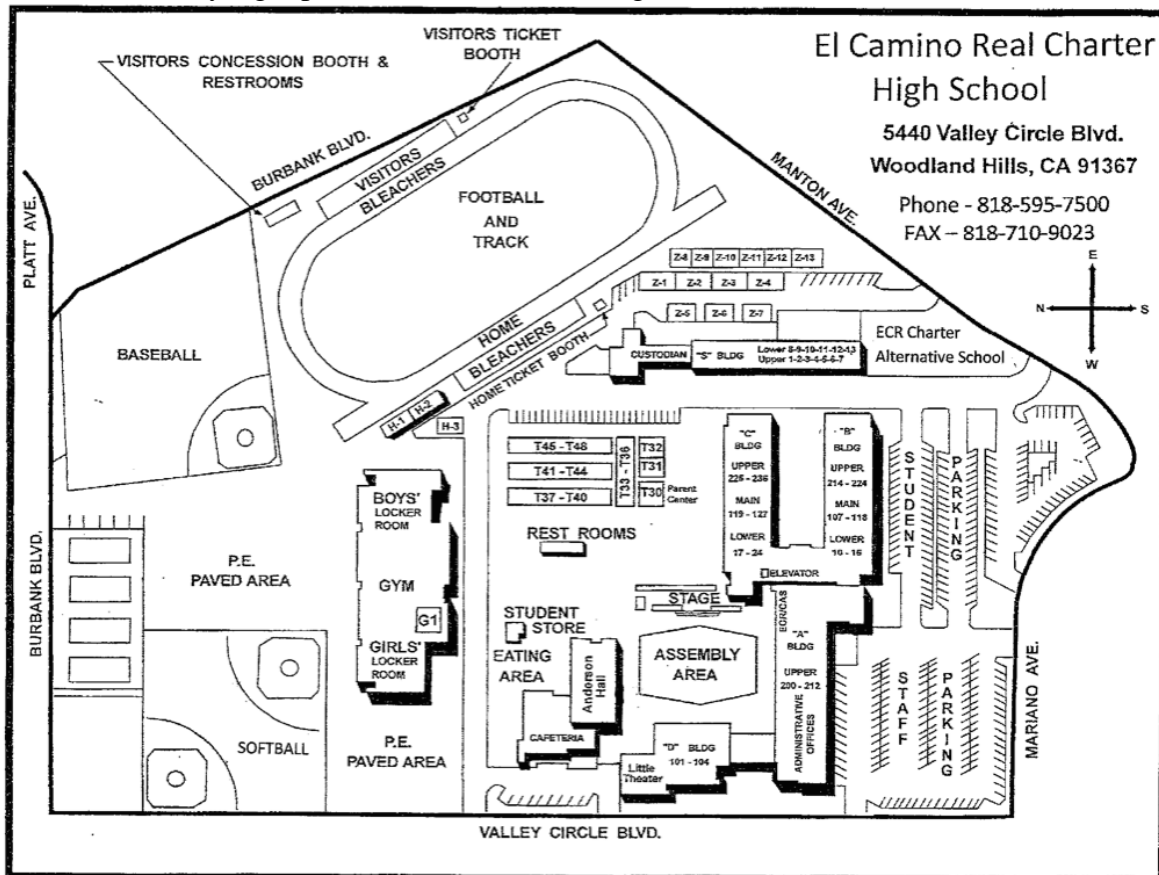
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WOODLAND HILLS, CA 91367

Community Description

El Camino Real Charter High School (ECRCHS) is a comprehensive, four-year high independent charter high school located in the West San Fernando Valley, approximately 20 miles north of downtown Los Angeles, and primarily serves the communities of Woodland Hills, West Hills, and Canoga Park. ECRCHS also receives students under the Public School Choice Program. Founded in 1969, ECRCHS became an independent charter school in 2011. The school colors are dark blue, light blue, and camel. The school mascot is the “Conquistador”. In 2009, El Camino was named a California Distinguished School by the California Department of Education.

The El Camino campus is comprised of the main building (A, B, and C hallways), the performing arts building (D building), the bungalows (T, Z, and H classrooms), the shop building (S classrooms), the multipurpose room (Anderson Hall), the gym, and the P.E. area. Included in these buildings are the Parent Center, the library, the College Office, computer labs, and a theater. The main student gathering area is the central courtyard bordered by the main building and Anderson Hall known as the “quad”. It is here that the school holds pep rallies, concerts, activity signups, and Senior Awards Night.



An Alternative Education program was added and serves students in need of credit recovery and alternative educational opportunities. ECRA leases this facility from LAUSD. The Alternative Education program offers smaller class sizes and more individualized guidance, and assists

students who have fallen behind with credit recovery. Students are recommended to this program by their guidance counselors, and may begin the program as early as the sophomore year. The Independent Study program assists students who are unable to attend school in the traditional, five days a week format. It is designed for students with special interests and abilities, scheduling issues, or individual needs that cannot be accommodated in the traditional school. Students who graduate from these programs receive an ECRCHS diploma. The addition of these programs has allowed ECRCHS to provide enhanced academic support services for at-risk students and improve their chances of completing high school, as evidenced in the ECRCHS steadily increasing graduation rate and steadily decreasing dropout rate.

Since becoming a charter school, ECRCHS has focused on operating lean in an effort to maximize resources directed to the classroom, augment support services, and save for future liabilities such as health care, employer pension contributions, and facilities upgrades. These efforts have allowed ECRCHS to hire 23 additional teachers and eight additional general education and special education assistants, which has led to lower class sizes and thus increased the amount of individualized attention the most “at-risk” students receive. The school hired four additional counselors, which has allowed for the creation of dedicated college counselor positions and significantly lowered the student to guidance counselor ratio from 883:1 in the 2010-2011 school year, to 645:1 in the 2014-2015 school year. This has increased the amount of individualized academic guidance and personal guidance received by each student

The hiring of fourteen additional security staff has helped to reduce truancies and keep students in school for the entire school day. A new full-time attendance clerk makes daily phone calls to the parents or guardians of absent students in order to confirm the parents or guardians are aware of the absence and update them on the students’ attendance record.

The hiring of 13 additional classified staff members, including clerical office staff and technology office staff, has enabled ECRCHS to provide greater responsiveness in the front office and improved home/school communications. The addition of this staff has also led to improved non-academic support services; employees are now focused on key tasks such as the administration of the free and reduced price meal (FRPM) program, which ensures students and families have access to necessary resources. The technology office has built an online student store that allows students and families to make school purchases online, and implemented software that enables the school to send reminders to families regarding upcoming deadlines and school events. In addition, the technology office has automated the processes for attendance, admissions, and enrollment and created dashboards that share data related to student attendance, enrollment, discipline, and instruction.

Prior to charter conversion, a nurse was on campus just 1.5 days each week. ECRCHS now has a full-time nurse who attends to ill and injured students and provides nutritional counseling when necessary. In addition, the hiring of six additional building and grounds staff has provided students and staff with cleaner, well-maintained facilities.

All of these changes have enhanced ECRCHS’s ability to serve students of all subgroups and offer academic programs and extracurricular activities that appeal to students of diverse backgrounds. This has led to increased interest from students and families throughout the San Fernando Valley. While ECRCHS continues to serve all students who wish to attend and reside

in the former attendance boundaries of the school, there is increasing interest from families who live outside this area; in the 2014-2015 school year, 53% of students entered the school through the lottery, and these students resided in over 60 different zip codes. For the 2016-2017 school year, ECRCHS received over 1,000 lottery applications; this number has been steadily increasing over the last four years.

ECRCHS has received numerous recognitions in a variety of areas including but not limited to: 10 state championships from the Academic Decathlon team, National Merit Scholarship Corporation, Robotics team, Naval Junior Reserve Officer Training Corp, Speech and Debate Team, and six Los Angeles CIF championships to name a few we are proud of. More details and programs are included in chapter IV.

Family and Community Trends

Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents the local communities of the school's former attendance boundaries - Woodland Hills, West Hills and Canoga Park - as well as other surrounding areas that are home to students who enter the school through open enrollment. Approximately 50% of ECRCHS students reside within the school's former attendance boundary. The students who reside outside the former attendance boundary represent over 60 zip codes, with the greatest concentration coming from Canoga Park and Reseda. While enrollment at ECRCHS has remained relatively stable over the last few years due to our enrollment capacity, the number of applications received from outside the attendance boundary has grown steadily, reaching just over 1,000 students for the 2016-17 school year. ECRCHS strives to foster a community atmosphere within the Charter School that both maintains a familiar environment for local families as well as creates a welcoming environment for families who reside outside the local community.

We consider our diversity one of our greatest strengths, and it is our intention to maintain that diversity. In 2015-16, ECRCHS enrollment was 3,855 students in grades 9-12, and the racial breakdown of our student body was 47.2% White; 27.3% Hispanic/Latino; 14.4% Asian/Filipino/Pacific Islander; 6.9% African American; 3.0% Two or More Races, and 0.6% American Indian or Alaska Native. 10.1% of students qualified for Special Education. That same year, 2.4% of students were English Learners, with another 21% reclassified fluent English proficiency, RFEP. In addition, 21.7% of our students qualified for free and reduced price meals (CDE Dataquest).

State/Federal Program Mandates

ECRCHS pursues the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress are measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

English Learners

ECRCHS adheres to all applicable state and federal laws and regulations with respect to serving students who are English Learners. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards, if he or she has not previously been identified as an English Learner by a California public school or if there is no record of prior CELDT/ELPAC test results. The CELDT/ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at ECRCHS.

The testing coordinator assesses English language proficiency of all currently enrolled English Learners in accordance with California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the CELDT/ELPAC, according to the guidelines set forth in the student's IEP. ECRCHS staff notify parents of the school's responsibility to conduct CELDT/ELPAC testing, and inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students with Disabilities

Federal Law Compliance Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment, and retention of students with disabilities at charter schools. Students within the former catchment area of ECR may enroll throughout the year, after providing required documentation of residency. At the time of enrollment, ECR requests any information that parents may provide for the special needs of their students. This may include an IEP or a 504 plan. Once the parent provides the paperwork, special education personnel will document any accommodations, update the IEP or 504 as needed, and notify all school personnel who may be working with the student as to the student's special needs or accommodations. IEP or 504 plan information is not required when a student applies for enrollment to ECR through the lottery. It is only when the student is chosen in the lottery process and enrolls in ECR that IEP or 504 plan information is requested, as part of the enrollment process. If ECR is unable to provide program or services that a student may require as part of the IEP or 504 plan, the parent and administrator

may work together to create a program or services that will meet the student needs, or the parent may choose to have the student enroll in a LAUSD school. ECR will then work with the Charter School Office and Charter Operated Programs to find an appropriate placement for that student.

El Camino Real Charter Petition

reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted to the Office of the Independent Monitor (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**

The usual file including District ID.

- Norm day District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**

- All Students enrolled as of December 1 of each school year

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District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout (Including Charter Schools)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (Including Charter Schools)

- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured

TITLE I Federal Funds

Title I (federal) - are used to provide additional support to "at risk" students. We define "at risk" students as students who:

- Qualify for free and reduced price meals
- Are homeless or foster youth, or live in a group home
- Have a record of chronic absenteeism and/or trancies
- Are behind in high school credits (<55 for Sophomore, <110 for Juniors, <170 for Seniors)
- Are on the D/F list (any combination of 2 or more "D's" or "Fails" at the end of each semester)
- Are not on track to graduate

Local Control and Accountability Plan

ECRCHS complies with all applicable laws and regulations as related to AB 97 (Local Control Funding Formula). We submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1 each year. In accordance with Education Code sections 47604.33 and 47606.5, the school updates its goals and annual actions to achieve those goals identified pursuant to Education Code section 47605(b)(5)(A)(ii), using the LCAP template adopted by the State Board of Education. In developing the LCAP, the school complies with the requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).) As an independent charter school, ECRCHS is its own LEA (Local Education Agency) and thus responsible for developing the LCAP, which is an important component of the Local Control Funding Formula, (LCFF). The LCAP describes how the LEA intends to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to *EC* Section 52060(d).

Our LCAP is described in detail under number five of this section.

Parent/Community Organizations

Parents provide input for establishing school-wide goals, examining academic results, and allocating resources. Parents participate in the School Site Council, Parent Teacher Student Association (PTSA), Friends of ECR, English Learner Advisory Committee (ELAC), Charter Renewal Committee (during summer 2015), The Village Nation, Bilingual Parent Committee, Athletic and Activity Booster Clubs, and as focus group members in the WASC self study. This strong parental support, along with a dedicated, professional staff, and focused students, lead to high levels of achievement in both academic and extra and co-curricular areas. Our students score well above state averages on state mandated standardized tests as well as on AP exams and SAT tests.

Community Foundation Programs

ECRCHS has partnerships with several community organizations, including the West Valley~Warner Center Chamber of Commerce, the Woodland Hills Rotary Club, the Woodland Hills Women's Club, and the Valley Industry Commerce Association (VICA). These partnerships provide ECRCHS students the opportunity to participate in many community events. For example, in Spring 2016, an art class designed and painted unique recycling containers for display at the Tarzana Earth Day Festival and a local summer play production series; the student artists were recognized by local Councilmember Bob Blumenfield. In addition, the ECRCHS Jazz Band performed at an event honoring first responders at West Hills Hospital.

We also partner with the Tarzana Treatment Center to provide students with access to substance abuse education and mental health services, as well as the Body Image Group to provide treatment to students with eating disorders. Other community partnerships include.

ECRCHS also has a very active American Cancer Society Relay for Life team. Each year the team fundraises and holds a Relay for Life event at the school. In the 2015-16 school year, our students raised over \$63,000 for the American Cancer Society, and the student leadership team recruited over 500 students to participate in the walk.

School/ Business Relationships

ECRCHS works with the West Valley~Warner Center Chamber of Commerce and the Woodland Hills Rotary Club to plan an annual Career Expo, which attracts dozens of local businesses, colleges, vocational schools, occupational centers, and military branches. This event provides students with an opportunity to network with community leaders and explore their post-secondary options. Some organizations also offer mentoring services and internship opportunities.

ECRCHS also works with local organizations to invite guest speakers and plan field trips. This past fall, for the second school year in a row, a team of medical professionals from UCLA Health visited with all sections of the school's physiology classes to speak about their diverse career paths and answer students' questions about college and career options within the medical field. In the 2015-16 school year, students in the Art and Design Academy took field trips to the clothing manufacturer Patagonia and to the Fashion District. Art students toured GrowthPoint Structures, a manufacturer of low cost housing and green school buildings that repurpose old shipping containers; this field trip complemented the class's unit on "zero net energy" buildings,

for which students drew, designed, and fabricated model homes that produce as much energy as they consume over the course of a year. That same year, chemistry students attended the biennial Solar Decathlon, held at the Great Park in Irvine. The Solar Decathlon takes place every other year and brings together college teams to create homes that are entirely solar powered. This field trip supports the chemistry classes' solar cell lab, which takes place in the spring. Science students, including all enrolled in AP Environmental Science, visited three different water treatment facilities across the greater metro Los Angeles area as part of their water filtration and environmental engineering curriculum. Additionally, AP Spanish and Humanitas students toured local landfills to learn about the issues associated with waste and recycling. Lastly, El Camino has worked with TreePeople, a Los Angeles based, environmental nonprofit organization whose mission is to inspire, engage and support people to take personal responsibility for the urban environment, making it safe, healthy, fun and sustainable. English students took part in a tour of Tree People's facility as part of the environmental literacy thread, while the school's Environmental Club partnered with the nonprofit to plant native species on campus, and won a citywide green schools competition co-hosted by TreePeople.

In fall 2016, ECRCHS hosted the Chamber of Commerce on campus for their all-day "Get Empowered, Get Employed" event, during which members of the Chamber of Commerce run mock interviews with students and provide feedback. Volunteers from the business community visited El Camino, were provided with student resumes, and interviewed students in front of their classmates. Additionally, the volunteers gave presentations on social media etiquette and personal branding. The Chamber of Commerce plans to host another round of mock interviews and presentations to upper level students (primarily juniors and seniors). Stemming from this event, one of the owners of a local business, who is a member both the local Chamber of Commerce and the Rotary Club, began providing weekly job readiness seminars for groups of students at the alternative school.

With nearly 50 years of history in the neighborhood, numerous local businesses are owned and operated by El Camino graduates and families of current students. As El Camino focuses on solidifying "a clear school-wide identity in terms of College & Career Readiness," Goal #2 in the school's LCAP, moving forward, tapping into the wealth of knowledge and business connections from the school's parents and alumni base represent an enormous opportunity. This community-business connection has the added benefit of improving the economic sustainability of the region.

2. Staff Description:

There are 152 certificated staff members (58.6% female, 41.4% male) and 121 classified staff members (46% female, 54% male) at ECR. All of our teachers are credentialed by the state and hold CLAD certificates. Included in the certificated count, ECRCHS has two psychologists, two college counselors, five guidance counselors, two deans, one intervention coordinator, four Assistant Principals and one Executive Director. Several staff members have received special recognition and awards for their accomplishments. All El Camino teachers are highly qualified as determined by NCLB. Ten have earned their National Board Certification (NBC). Sixty nine teachers and administrators hold Master's degrees along with two who have earned a PHD. El

Camino serves as a student teacher training site for California State University Northridge (CSUN) and Pepperdine University. Many teachers are involved in implementing programs and grants such as those involved with the Careers in Entertainment Academy, the Math/Science Academy, the Art and Design Academy, and the Humanitas Academy. Several of our teachers have presented at annual regional and state conferences and have been readers of Advanced Placement Exams. The ethnic composition of certificated staff members is 70% White, 16.0% Hispanic, 11% Asian, 3% African American, and 1.5% American Indian.. Our classified staff's ethnic breakdown is 33.% White, 40% Hispanic, 11.% Asian, 16.% African American. In addition, our Board Chairperson and 27 of our teachers are graduates of El Camino. El Camino staff show confidence in the quality education delivered by ECR as they enroll their own children here. Many faculty and staff currently have, have had, or will have their children attend ECR.

3. ACS WASC accreditation history of the school

School Purpose

During the Focus on Learning process, our stakeholders participated in numerous brainstorming sessions and activities focused on evaluating the school's mission and vision statements, discussing our progress as a school over the last six years, and answering key questions about our hopes and goals for the next six years, The focus group leaders analyzed the responses from our school-wide activities in an effort to identify key themes, which led to the drafting of updated, refined mission and vision statements. Our focus group leaders continued to work with their groups to collaboratively solicit feedback and finalized the mission and vision statements to reflect who we are as a school community. The Expected School-wide Learning Results were measured and updated by focus groups and departments to reflect our now current Student Learner Outcomes, (SLOs).

Mission Statement

The mission of ECRCHS is to prepare our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students' unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.

Vision Statement

We envision a charter school community, highly regarded for its innovative teaching methods that empower students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future in the world they will inherit.

Student Learning Outcomes (SLOs):

In order to succeed in a changing global community, all ECR students will be:

Critical Thinkers who:

- Observe, interpret, analyze, evaluate, and integrate information
- Collaborate confidently in a variety of settings
- Develop multiple literacies (linguistic, environmental, historical, numerical, scientific, cultural, digital)
- Make predictions based on evidence
- Produce claims with credible support
- Reassess previous interpretations when presented with new evidence

Effective Communicators who:

- Synthesize data from print and digital media
- Organize and prioritize information
- Express ideas with a deliberate use of rhetoric
- Consider audience, by demonstrating clear and appropriate language and behavior
- Utilize technology to present findings purposefully

Hard-working graduates who:

- Achieve college education, career and individual goals
- Explore options and plan for success
- Persevere in the face of challenges
- Become informed, empowered decision makers
- Possess a sense of agency
- Exhibit professionalism in all endeavors

Socially Responsible Citizens who:

- Demonstrate compassion, honesty, and respect
- Utilize technology appropriately
- Live sustainably
- Engage in the civic process
- Work towards a just society
- Connect local issues to global systems to create positive change

Brief History or Past ACS WASC Accreditations:

El Camino Real High School was awarded a full six-year clear accreditation by the Western Association of Schools and Colleges (WASC) for 2004-2011 and 2011-2016. In winter, 2012, the Visiting Committee Chairperson was sent back for a one-day visit due to our conversion to a charter school. The school's accreditation status was reaffirmed at that time. A written report was sent at the three year mark with no school visit required.

4. Program Improvement Status of School

History, Timeline, and Actions

ECRCHS became a Program Improvement, (PI) school in the 2013-14 school year. We did not meet the percentile mark for proficient or above on CSTs in English school-wide, or mathematics in our Hispanic sub-group, for two consecutive years. Our percentile mark in English decreased 6% from 2012 to 2013 and although we improved 3% in mathematics from 57.1% in 2012 to 60.6% in 2013, we did not hit the state target of 88.7% proficient or above in math (CDE). Our target for English school-wide was 88.9% and we scored 74.9% in 2012 and 70.4% in 2013 (CDE).

To address this need, the Single Plan for Student Achievement, or SPSA, was amended to include the following actions:

- Identify all incoming 9th graders who had received D's or Fails in 8th grade English and/or Math for the summer intervention bridge program.
- Utilize data from low performing students in both the summer bridge program and spring 2014 English and Mathematics classes. These students will be offered a 7th period for elective credit that will focus on literacy and/or mathematics.
- Engage La Familia to work with low performing Latino students and their families
- Increase focus on SDAIE strategies in all content classes
- Broaden efforts to increase parent participation in evening ELAC and Title I committee advisory meetings

In the 2014-15 school year, ECRCHS was moved to PI, year 2. This was the transition year from CST's to a field test for Smarter Balance testing. Although, we met 23 of the 25 Annual Measurable Objectives, (AMOs), the percent proficient in both English and mathematics was set by the state at 100%, and we did not achieve this. Our English percentile improved from 70.4% in 2013 to 74.7% in 2014, and our math percentile improved 14.4% from 60% in 2013 to 74% in 2014 (CDE). This Success in our increased percentiles within our revised SPSA plan was encouraging. We have continued to implement our plan and provide professional developments through departments.

In the 2015-16 school year, ECRCHS was moved to PI, year 3. The participation target in the new Smarter Balance testing was set by the state at 95% in both English and Mathematics, and we had 78% school-wide participation in English and 75% participation in mathematics.

As a school, we have continued to provide Professional Developments through departments and to focus on the actions/strategies identified in the SPSA and LCAP. Additionally, we have collaborated with the Los Angeles County Office of Education (LACOE) to improve student achievement. Each month the administrator in charge of categorical programs attends the meetings/professional developments provided by LACOE. In addition, our EL coach, EL counselor, and administrator also attend LACOE professional developments three to four times each year.

The results of the review of Academic Program Surveys can be found in our Appendix.

5. LCAP Identified Needs and Description of Goals That Apply to the School

ECRCHS's LCAP development process is collaborative in nature and comprehensive in scope. Since ECRCHS is an independent charter and its own LEA, our school developed an LCAP specific to the needs of our school community.

Starting in the summer of 2013, our school engaged various stakeholder groups and held brainstorming sessions to review student achievement data and listen to concerns and aspirations. These groups included student associations such as Student Council; the parent fundraising group Friends of ECR; and organizations that span various stakeholders in the school community, including the English Learner Advisory Committee, Student Academic Committee, Parent Teacher Student Association, The Village Nation, and La Familia.

The goal of the sessions was to identify and prioritize needs early on, set goals that address these needs, and determine how to measure our progress toward fulfilling these goals.

Each year, ECRCHS engages stakeholder groups to assess the evolving needs of our student population and monitor and revise the goals, metrics, and actions of the LCAP as needed.

ECRCHS's three-year LCAP is included in the appendix. Our four goals, metrics and actions are listed in brief:

Goal 1:

1. Ensure implementation of academic content standards for all core subjects as they are adopted

- Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 X 6 7 8

Identified Needs:

- Implementing key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction
- Providing professional development on research-based instructional strategies and teaching methods

- Building the capacity of school staff to understand, interpret, and use data to guide and modify instructional decisions

Goal Applies to:

- Applicable Pupil Subgroups: English Learners, Students with Disabilities, Low Income Hispanics/Latino, African American, Foster Care Youth

Expected Annual Measurable Outcomes:

- Increase the percentage of grade 11 students scoring “Exceeded” and “Met” standard in ELA on SBAC to 62% in 2017.
- Increase the percentage of grade 11 students scoring “Exceeded” and “Met” standard in Math on SBAC to 40% in 2017.
- Increase the school-wide four-year cohort graduation rate to 94.5% in 2016-17.
- Decrease the four-year cohort dropout rate to 2.7% in 2016-17.
- Of the parents returning the annual survey, 76% will agree or strongly agree that, “The school provides high quality instruction to my child” in 2016-17.

Actions/Services:

- Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts tied to CCSS and/or NGSS
- Develop CCSS-aligned curricular maps by course in English/Language Arts and Mathematics establishing common scope and sequence, priority standards, and common formative assessments by the end of the 2016-17 school year.
- Provide EL coaching to core academic teachers on helping EL students access CCSS and ELD standards
- Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools
- Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) on what was learned.
- Maintain 95% faculty meeting highly-qualified definition
- Maintain school facilities to promote optimal learning environment

Goal 2:

2. Solidify a clear school-wide identity in terms of College & Career Readiness

- Related State and/or Local Priorities 1 X 2 X 3 X 4 X 5 6 7 8 X

Identified Needs:

- Reinforcing the college prep orientation of the school
- Strengthening the connection between student learning and real world relevance (including career planning)

Goal Applies to:

- English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American, Foster Care Youth

Expected Annual Measurable Outcomes:

- Increase school-wide UC/CSU eligibility rate (i.e., A-G completion) to 45% in 2016-17.

- Increase the % of students deemed “college ready” on the Early Assessment Program (EAP) based on Grade 11 SBAC in ELA to 28% in 2016-17
- Increase the % of students deemed “college ready” on the EAP based on Grade 11 SBAC in math to 16% in 2016-17.
- Increase the % of students enrolled in at least one AP course to 24% in 2016-17.
- Increase the % AP exams passed with a score of 3 or higher to 72% in 2016-17.
- Increase the % of students earning “C” or better in regular, non-honors ELA to 79% in 2016-17.
- Increase the % of students earning “C” or better in regular, non-honors Math to 58% in 2016-17.
- Increase the % of students earning “C” or better in regular, non-honors Science to 70% in 2016-17.
- Increase the % of students earning “C” or better in regular, non-honors History/Social Studies to 81% in 2016-17.
- Increase the % of seniors enrolled in higher level Math (i.e., above Algebra II) to 32% in 2016-17.
- Of the parents returning the annual survey, at least 74% will agree or strongly agree that, “School staff (teachers, counselors, administrators) encourage all students to prepare for college.”

Actions/Services:

- Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration”
- Reinvigorate implementation of AVID program
- Increase AVID tutorial component
- Provide required professional development for AVID site team
- Implement PSAT exams for grades 9th -11th school -wide

Goal 3:

3. Ensure that all students receive personalized supports to succeed

- Related State and/or Local Priorities 1_ 2 3 X 4 X 5 X 6 ___ 7 X 8 X

Identified Needs:

- Closing existing achievement gaps
- Improving the 9th grade transition to high school
- Expanding intervention services – during school and extended day – to students of all grades requiring additional support
- Providing non-academic supports that meet the holistic needs of students

Goal Applies to :

- English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American, Foster Care Youth

Expected Annual Measurable Outcomes:

- Increase four-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup) to 93.1% in 2016-17.

- Meet AMAO 1 with 57% EL students moving 1 or more CELDT levels under Title III in 2016-17.
- Meet AMAO 2 with 30% EL students, less than 5 years, attaining English proficiency under Title III in 2016-17.
- Meet AMAO 2 with 45% EL students, 5+ years, attaining English proficiency under Title III in 2016-17.
- Increase EL reclassification rate to 19.3% in 2016-17.
- Increase % of low-income students earning “C” or better in ELA to 87% in 2016-17.
- Increase % of low-income students earning “C” or better in Mathematics to 66% in 2016-17.
- Increase % of low-income students earning “C” or better in Science to 75% in 2016-17.
- Increase % of low-income students earning “C” or better in History/Social Studies to 85% in 2016-17.
- Increase the % of low-income students that pass AP exams with a score of 3 or higher to 64% in 2016-17.
- Increase the % of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 88% in 2016-17.
- Of the parents returning the annual survey, at least 64% will agree or strongly agree that, “The teachers at the school care about students’ progress.”
- Maintain student attendance (ADA) at (or above) 95.5% in 2016-17.
- Reduce chronic absenteeism to 9% in 2016-17.
- Reduce student suspension rate to 0.7% in 2016-17.
- Maintain expulsion rate of 0% in 2016-17.

Actions/Services:

- Continue the role of the Black Student Union and Village Nation
- Provide College and Career Readiness training for Latino and African American youth through “The Village” and “La Familia” assemblies, field trips, and guest speakers
- Hispanics Scholars Club (part of La Familia)
- Identify foster and homeless youth and ensure access to materials and individualized counseling and other services
- Continue to utilize Student Success Team model for struggling students
- Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.
- Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.
- Offer online credit recovery programs (e.g., Cyber High)
- Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.
- Provide pilot technology-based literacy intervention programs to assist underperforming students, including Surface Pros for Title I students.
- Provide pilot technology-based literacy intervention programs to assist underperforming students, including Chromebooks for ESL and underperforming, unduplicated EL students
- Support FRPM and EL student technology
- Provide nutritional snacks for students in the extended day intervention programs
- Develop, implement, and maintain a Student Relationship Management (SRM) dashboard

Refer targeted students to :

- With drug and alcohol substance abuse issues to Tarzana Treatment Center.
- With eating disorders to the Body Image Group
- Behavior concerns Anger Management programs.
- Offer Mental health and therapy to services on or off campus
- Introduce communication tools (e.g., ticket system, Google Doc) to close the feedback loop between the Attendance Coordinator and teachers.

Goal 4:

4. Build parents' capacity as partners in supporting and monitoring their child's education progress

- Related State and/or Local Priorities 1__ 2__ 3 X 4 X 5 X 6 X 7 X 8 X

Identified Needs:

- Improving school-to-home communication
- Increasing parental input into school decision-making
- Increasing parental participation in programs serving targeted students and subgroups

Goal Applies to :

- English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American, Foster Care Youth

Expected Annual Measurable Outcomes:

- Increase % of parents/families that complete an annual needs assessment and school climate survey to 10% in 2016-17.
- Involve at least 5% of parents in school governance or advisory forums (e.g., SSC, ELAC, La Familia, Village Nation, PTSA) to 5% in 2016-17.
- Of the parents returning the annual survey, at least 61% will agree or strongly agree that, "The school encourages me to participate in parent groups."
- Involve at least 50% of parents/families in Back-to-School Night in 2016-17.
- Involve at least 5% of parents/families in a workshop or training on campus to 5% in 2016-17.
- Of the parents returning the annual survey, at least 71% will agree or strongly agree that, "I feel welcome to participate at the school."
- At least 30% of parents/families will log on to the Aeries system to access student assessment information in 2016-17.
- Involve at least 25% of parents/families in an annual parent-teacher and/or student-led conference in 2016-17.
- Involve at least 20% of parents/families in meeting individually with their child's counselor in 2016-17.

Actions/Services:

- Redesign the school website to include links to monthly electronic parent newsletter and options for parent volunteerism and the Parent Center on campus
- Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.

- Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions
- Recruit parents into school advisory committees:
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- School Advisory Committee (SAC) Title I
- Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals

B. School Program Data

1. Regular Program of Study

ECRCHS offers A-G standards-based curriculum; these courses are approved by the University of California Doorways for ninth through twelfth grades. ECRCHS has a highly effective curricular plan that is accessible to all students. The effectiveness of our program is reflected in our student data; our Class of 2016 graduation rate was 95.1% (school data via Aeries).

According to surveys submitted by our graduating seniors, 41.5% went on to attend a four year institution, 55% went on to attend a two year college, and 2.5% joined the military.

ECRCHS's curricula align with the newly adopted Common Core Standards (CCSS), the pre-existing California State Content Standards, the Next Generation Science Standards (NGSS), and English Language Development Standards. Additionally, technology is implemented in every course of study from core subjects to non-core subjects.

Courses are offered in Applied Technical Arts, English Language Development, English Language Arts, Physical Education, Career/Vocational Education, Mathematics, Science, Social Science, Special Education, Visual and Performing Arts, World Languages, Health and Life Skills.

To earn a diploma, students must satisfactorily complete the required course of study, earn at least 230 credits, and meet the Service Learning requirement. In addition, all graduation requirements must be met in order to participate in the graduation ceremony.

Students are required to demonstrate mastery of standards in five core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, and visual and performing arts. All of ECRCHS's courses have been designed in alignment with the Common Core Standards. With the exception of World Languages and also Algebra 2, graduation requirements have also been designed to meet the UC/CSU A-G requirements, as shown below. To be eligible for graduation from ECRCHS, students must complete all required courses with a grade of D or better. Students are made aware that colleges do not accept D's; this is discussed when counselors meet with students each semester, and teachers, counselors, and assistant principals discuss this with parents at parent conferences. The College Office also includes this information in their printed materials and on the school's website, and our college counselors review college requirements when they make presentations to students and families. Additionally, our college counselors visit all English classes and 9th grade College and Career Readiness classes each year to instruct both the staff and students on how to utilize the Naviance program, a college and career readiness online program purchased by ECRCHS in 2014.

ECRCHS typical course program by grade level:

Subjects	HS Graduation <i>Grades 9 – 12</i> <i>(230 credits to graduate)</i>	UC/CSU “A – G” Requirements <i>Grades of C or better</i>
Social Studies “A” Requirement	30 Credits: World History AB US History AB Prin. Am Democracy Economics	2 Years: World History, US History (more recommended)
English “B” Requirement	40 Credits: English 9AB English 10AB Amer Lit/Cont Comp 12 th grade Comp/12 th grade Lit	4 years of college prep English
Math “C” Requirement	20 credits: Algebra 1AB Geometry AB (or Adv. App Math AB) OR 2 years college prep math	3 years: Algebra 1AB Geometry AB Algebra 2AB (more recommended)
Lab Science “D” Requirement	20 credits: Biological Science AB (Biology) Physical Science AB (Chem AB or Physics AB)	2 years: Biological Science AB (Biology) Physical Science AB (Chem AB or Physics AB)

		(more recommended)
World Language <i>“E” Requirement*</i>	<i>Not a high school graduation requirement</i>	2 years of same world language (more recommended)
Visual/Performing Arts <i>“F” Requirement</i>	10 credits: Visual/Performing Art	1 year: Visual/Performing Art (Students must take the A and B portion of the same visual/performing art)
Electives <i>“G” Requirement</i>	75 additional credits	1 year or more advanced courses in math, arts, English, lab science, world language or social sciences
Applied Technology	5 credits	<i>Not a UC/CSU requirement</i>
Computer Course	5 credits	<i>Not a UC/CSU requirement</i>
Physical Education	20 credits	<i>Not a UC/CSU requirement</i>
Health	5 credits	<i>Not a UC/CSU requirement</i>
Total Credits	<i>230 total credits</i>	

El Camino’s instructional design includes two key components that exist throughout its many departments. “Writing Across the Curriculum” and “Literacy Across the Curriculum” reach various departments beyond the traditional academic disciplines, including Visual/Performing Arts and Physical Education. Both literacy and writing serve as cornerstones of our school’s instructional design, extending into all disciplines within the school. Each department works to integrate these programs, as well as continue to support Sustained Silent Reading (“SSR”), a tool to promote and model reading. SSR occurs during the first fourteen (14) minutes of third period, a 68-minute block designed specifically for this purpose.

2. Summary of all types of programs offered at ECRCHS

As stated in our mission statement, we aim to prepare all students for the next step of their educational, professional, and personal journey through a rigorous, customized academic program. To that end, we offer specialized programs that cater to the unique needs and interests of our diverse student population:

- Advancement Via Individual Determination, or AVID, supports students who are the first in their families to pursue higher education. We currently have 164 students enrolled in AVID, approximately 5% of the student body. AVID students are co-programmed into English, Math, History-Social Science, AVID study skills and, starting in 10th grade, Science. AVID students receive extra support in the form of study skills classes, tutoring, college field trips, and special events that offer academic and motivational support. In addition, all AVID students are assigned to the same guidance counselor.
- ECRCHS's Career/Technical Education (CTE) Department integrates academic and career -technical skills, concepts, and principles in the context of work, family, and personal responsibilities. The department's content instruction focuses on the interrelationship of science, technology, career -technical, and life management skills to prepare students for advanced education, careers, and managing work and family roles. CTE courses equip students with skills for living and earning a living as these courses expose students to the following career pathways: Family & Consumer Sciences (Hospitality, Tourism, and Recreation; Child Development and Education; Fashion Design, Manufacturing, and Interior Design), Careers in Construction, and Graphic Design.
- Humanitas, an interdisciplinary cohort program that connects English, Social Studies, Science and Art, has a long, highly successful record here at ECRCHS. In the 2016-17 school year, 231 students have enrolled in Humanitas, and these students are co-programmed into English, Science, Art and Social Studies. In addition, all Humanitas students are assigned to the same guidance counselor.
- ECRCHS offers academies that provide students the opportunity to develop skills for careers, while also creating a sense of belonging at our large school. These academies are the Art and Design Academy (ADA) and the Careers in Entertainment Academy (CEA). Those students enrolled in these academies choose from a set of electives that encompass these programs. In the 2016-2017 school year, 147 students enrolled in the Art and Design Academy, which requires the following courses: Introduction to the Fashion Industry AB, Beginning Clothing, Clothing & Textiles, Fashion Merchandise AB, Housing/Interior Design and Fashion Design AB. Students in the Art and Design Academy construct their own fashion line for El Camino's annual fashion show. In 2016, the work of an ECRCHS student was featured in Fashion Week Los Angeles.
- Enrollment for 2016-17, 102 students enrolled in the Careers in Entertainment Academy (CEA), which offers the following courses: Filmmaking 1AB, Filmmaking 2AB, and Film Production AB, Broadcast Journalism, Digital Image Production and Film History. This academy exposes students to varied career paths in the entertainment industry. CEA students participate in prestigious film festivals such as the National Film Festival for

Talented Youth (NFFTY) and the Los Angeles Student Film Festival (LASFF), which attracts over 700 schools. El Camino's student filmmakers won "Best Film" in the Youth Section of the Newport Beach Film Festival in April 2016, and "Best Student Film" at the Burbank International Film Festival in September 2016.

- College and Career Readiness is a big focus after ECRCHS' LCAP committee identified the need to increase the rigor of the 9th grade curriculum, as well as reinforce college preparation and strengthen the connection between student learning and real world relevance. The 9th grade semester elective College and Career Readiness was developed to meet this need. During this course 70% of our 9th graders receive instruction in areas of sustainability, career and college options, and rigorous literacy strategies modeled after the AVID program. The Naviance program, a college and career readiness program, is used in the class to introduce students to college and career preparation during their first year at El Camino. Counselors and teachers have access to their students' Naviance profile and use this information to better direct and connect students to college and career options, and parents may also access their child's profile to stay informed. The program is not limited to 9th graders since each grade level will be required to complete a task related to their college and career goals. These goals will be accessed and discussed with their counselors as they meet with their counselor every semester.

The LCAP committee identified the need for college and career outreach at all grade levels, so a cart of 40 chromebooks was purchased to allow our counselors to provide this outreach to any classroom.

Intervention Programs programs have grown to include opportunities during the day for credit recovery:

Adding LAUSD's former continuation school, Miguel Leonis High School to our charter, allowed us to expand true intervention programs:

Alternative Education and Intervention Program

- Students who are behind the four year pacing plan are identified for this personalized intervention setting. Courses offered are not set on a semester timeline. Each course is designed to allow students the flexibility to access the curriculum at their own pace. The instructional curriculum has the flexibility to provide specific intervention that caters to the needs of each student, throughout each course's entirety. A self-paced format allows the teacher to slow down the curriculum at anytime during the course and address learning deficits. This approach allows students of all levels to demonstrate growth and mastery within the curriculum and be successful in grade appropriate classes. Students may enroll in one to six periods each semester.

ECRCHS also offers summer school courses for credit recovery. The summer school schedule changes each year, as it is driven by student demand for specific courses.

Independent Study

- Our Independent Study program is offered to those students who are unable to attend school in the traditional five days a week format. It is designed for students with special interests and abilities, scheduling problems or individual needs that cannot be

accommodated in the traditional school. All of the courses are offered on-line as well as in person from our NCLB qualified teachers on campus. Students must meet all independent study eligibility requirements. Because this program offers rigorous, challenging courses, students must be able to work independently and have a desire to learn.

Online Learning

- Beginning in the 2016-17 school year, we have included *Cyber High* within our credit recovery and Independent Study programs. This program is operated by the Fresno County of Education, and all classes offered meet A-G requirements and are listed on UC Doorways. These online classes are offered after school for credit recovery or to make up a “D”. Additionally, most of the Independent Study classes are through *Cyber High*. More details about this program are included in section B of this report.

School/College Partnerships

- ECRCHS has an extensive list of college partnerships. Many of our students have the opportunity to take concurrent classes with our local community college, Los Angeles Pierce College. Every year, Pierce provides classes on the ECRCHS campus after school for our students. The course offering often includes but is not limited to American Sign Language, Sociology, Psychology, and Child Development. ECRCHS students are able to receive both college credits and high school credits to count towards their graduation requirements if needed. Students can take up to two college classes for free each semester. We have had approximately 120 students take concurrent enrollment classes at Pierce.
- ECRCHS works with Pierce, Santa Monica College, and Los Angeles Valley Community College to provide students with access to information about the application process. Representatives from these colleges visit ECRCHS at least once a month, and sometimes once a week, to work with our students and provide assistance throughout the application process. We have coordinated plans for our students to take the college placement tests and participate in the college orientation process at the ECRCHS campus in order to provide a more comfortable transition from high school to college.
- In the past 3 out of five years, ECRCHS has worked with LA Pierce Community College to host college fairs for high school students. This partnership extends to other local high schools. As such, the event provides a great resource for our students to meet with and talk to college representatives throughout the nation.
- ECRCHS also works with the Posse Foundation every year. The Posse Foundation provides competitive students with a four-year, tuition-free scholarship to the organization’s partner colleges. Through this process, ECRCHS students have been able to attend UC Berkeley, Pepperdine University, Dickinson College, Tulane University, and Syracuse University. Those students who were recommended to Posse but did not receive the full scholarship benefits have successfully gained admission to college through the Posse Access program.
- ECRCHS sponsors the Regional Admission Counselors of California (RACC) college fairs to expose ECRCHS students to out-of-state colleges. Around thirty college representatives have visited ECRCHS each year to speak with our parents and students about out-of-state college options.
- Every year, the College Office arranges visits from a variety of colleges including UCLA, UC San Diego, Redland University, CSUN, CSU Channel Island, University of Southern California, University of San Francisco, and many other universities. Students in all grade

levels are given the opportunity to attend these events and speak with representatives from visiting colleges and universities.

Normal School Day Sample Schedules

General Education Student

Time	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade 12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	English 9	English 10	English 11	English 12	59
Period 2 9:07-10:01	Algebra 1	Geometry	Algebra 2	AP Statistics	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Life Skills	Modern World History	U.S. History	Economics/ Government	68
Period 4 11:39-12:33	PE	PE	Elective or AP Course	Elective or AP Course	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Elective	Biology	Chemistry	Physics	54
Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP Language or other Elective	54
Total Instructional Minutes (without optional Period 0 and with 35 minutes of passing periods):			378		

Honors Student

Time	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade 12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	Honors English 9	Honors English 10	AP/ Honors English 11	AP/ Honors English 12	59
Period 2 9:07-10:01	Geometry	Honors Algebra 2	Pre-Calculus	AP Calculus	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Life Skills PE	Elective	Elective/ AP Elective	Elective/ AP Elective	68
Period 4 11:39-12:33	Honors Biology	AP Biology	AP Chemistry	Physics	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Honors Modern World History	AP European History	Honors U.S. History	AP Government	54
Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP World Language or other Elective	54
Total Instructional Minutes (without optional Period 0 and with 35 minutes of passing periods):			378		

AVID Student

Time	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade 12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	AVID English 9	AVID English 10	AVID English 11 Or AP English	AVID English 12 or AP English	59
Period 2 9:07-10:01	Algebra 1 Or Geometry	Geometry Or Algebra 2	Algebra 2 Or Math Analysis	Math Analysis or AP Statistics /Calculus	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	AVID 9 Elective	AVID 10 Elective	AVID 11 Elective	AVID Sr Elective	68
Period 4 11:39-12:33	PE	World Language 1	World Language 2	World Language 3 e	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Elective	AVID H Biology	AVID H Chemistry	Physics	54
Period 6 2:20-3:14	AVID Modern World History	Elective	AP U.S. History	AP Government	54
Total Instructional Minutes (without optional Period 0 and with 35 minutes of passing periods):			378		

Humanitas Student

Time	Grade 9 (60 Credits)	Grade 10 (60 Credits)	Grade 11 (50 Credits)	Grade12 (50 Credits)	Instructional Minutes
Period 0 7:00-7:54	Optional PE	Optional PE, Elective, or AP	Optional PE, Elective, or AP	Optional PE, Elective, or AP	54
Period 1 8:01-9:00	Humanitas English 9	Humanitas English 10	Humanitas English 11	Humanitas English 12	59
Period 2 9:07-10:01	Geometry	Algebra 2	Pre-Calculus	AP Calculus	54
Nutrition 10:01-10:17					16
Period 3 10:24-11:32	Life Skills	Humanitas Modern World History	Humanitas U.S. History	Humanitas Principles of American Democracy	68
Period 4 11:39-12:33	Humanitas Drawing or Theatre	Elective or AP Course	AP Studio Art or other Elective	Elective or AP Course	54
Lunch 12:33-1:12					39
Period 5 1:19-2:13	Humanitas Zoology and Genetics	Humanitas Biology	Humanitas Chemistry	Humanitas Physiology	54
Period 6 2:20-3:14	World Language 1 or other Elective	World Language 2 or other Elective	World Language 3 or other Elective	AP World Language or other Elective	54
Total Instructional Minutes (without optional Period 0 and with 35 minutes of passing periods):			378		

Intervention Programs

English Learners

The English Learner (EL) population at ECRCHS includes students with many different home languages, including: Spanish, Armenian, Farsi, Tagalog, Arabic, Hebrew, Vietnamese, Korean, Mandarin (and “other” Chinese), Japanese, Bangla, Pashto, Malayalam, Russian, and French. The English Language Development (ELD) program implements both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The school’s ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type” (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to make progress in each of the following: Listening, Speaking, Reading, and Writing. The EL Coordinator and EL Coach monitor EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student’s parents/guardians.

Language Arts Support (LAS) Non-Core/Non-College Prep

This is a multi-leveled class of students with varying English proficiencies. It is designed to allow students to develop their English skills at a pace that best fits their learning style and needs. The course uses Hampton-Brown’s High Point series as its foundation, with the structure and direction of the class differentiated significantly based on individual students’ needs. This program has been found effective in helping EL students to make progress toward reclassification (Vuckovic, Hayes & Salazar, 2006).

ECRCHS employs one instructor to teach English as a Second Language (ESL) courses. As of the 2016-17 school year, ECRCHS has approximately 115 students classified as EL, with approximately 28% are in the English as a Second Language course. The students are assessed in the first week of school to determine proficiency and level. Students are placed in levels 1-4,

according to the assessment results. ESL courses are taught within a single class with a two period block. At any given time, there could be all four levels in the classroom, depending on student progression. There are two bilingual aides who assist the instructor in a rotation-based format. Typically, one group of students receives direct-instruction from the ESL teacher while other students are working on independent literacy needs such as reading comprehension activities, grammar exercises, writing lessons, or phonetics drills. Technology-based programs and websites such as Grammarly, Rosetta Stone, Khan Academy and others are utilized to improve areas of individual needs among students. Currently, the ESL classroom has laptops available for all students, and EL students have the option to check out the laptop to use throughout the school day and at home. In addition, a Study Skills class was added to the Alternative Education Master Schedule to provide EL students with additional support in English and Math. Lastly, peer mentoring, tutoring, and support groups are now available both during period 7 and at lunch.

ECRCHS follows the LAUSD EL Master Plan that adheres to all state and federal laws and regulations. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards, if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. The CELDT/ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at ECRCHS.

The LCAP committee identified in 2014 the need to increase academic intervention among the EL student body. Three of the four goals in this year's LCAP have specific actions/strategies for EL students, specifically Goal 1, 3, and 4.

Ongoing outreach: The bilingual parent group has met once a month for many years, and emphasizes being an active partner in school with their student. Workshops on many subjects are offered, including college readiness, college applications, financial aid, and school-wide data, and parents are invited to participate in WASC, LCAP, ELAC, and SSC. In addition, group and one-on-one training sessions are available to familiarize parents our student information system, Aeries.

During the 2016-17 school year, parent workshops have been hosted by the Mathematics department, Student Support Services, the College Office, and the Admissions Office. Parents have been invited to participate in WASC, LCAP, ELAC, and SSC, as well as PTSA and Friends of ECR. Moreover, a new ESL parent group meets once a month this year.

Socioeconomically Disadvantaged Students

Approximately 26% according to ECR data, (using total population of 3,611 as of January 2017) of ECRCHS students qualify for free or reduced-price lunch. ECRCHS's teachers and staff all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports. ECRCHS provides a number of field trips to colleges and universities, theatres, museums, and community events at no charge to students. Furthermore, the ECRCHS PTSA provides funding for yearbooks, dances, and senior activities for low-income students. These opportunities augment the instructional program and enhance the educational experience for all ECRCHS students.

As provided by the College Board, students who qualify for free or reduced lunch pay reduced AP test fees, and receive fee waivers for two SAT tests, two SAT Subject tests, two ACT tests, and four college applications to private or out of state schools. ECRCHS also provides students who qualify for the free and reduced price meal program with a fee waiver for the PSAT, as well as access to a Chromebook tablet to ensure these students have access to the technology needed to complete school assignments at home. As of Fall 2016, one hundred students have been provided with a tablet. We anticipate that more students will request a tablet as the year goes on and student interest grows.

ECRCHS is a single school site charter and therefore its own LEA. We are required to have both a Single Plan for Student Achievement, or SPSA, and an LCAP.

Student critical needs assessments, metrics and actions are for subgroups: English Learners, Students with Disabilities, Low Income, Hispanic/Latino, African American and Foster Youth. Student achievement actions are school-wide in many cases. Metrics and targets have been identified in line with the LCAP and SPSA.

Interventions for students performing below state standards

State targets for student performance on annual summative assessments was:

Year	2013-14	2014-15	2015-16
State Target CST Proficient and above:	88%	100%	Participation Rate for SBAC 95%
PI Status	Year 1	Year 2	Year 3
AMO not Met	English Percentile Schoolwide : 70.4%	English Percentile Schoolwide: 74%	Participation rate in SBAC:78%
AMO not Met	Math Percentile, subgroup Hispanic: 60%	Math Percentile Subgroup Hispanic: 74%	Participation rate In SBAC Schoolwide: 75%
Gains: Targeted Interventions implemented	-----	Improvement: ELA 3.6% Math 14%	

Source: CDE

To address this need, the Single Plan for Student Achievement, or SPSA, was amended in 2014 to include the following actions for the school year 2014-15:

- Identify all incoming 9th graders who have received D's or Fails in 8th grade English and/or Math for the summer intervention bridge program.
- Utilize data from low performing students in both the summer bridge program and Spring 2014 English and Mathematics classes. These students will be offered a 7th period for elective credit that will focus on literacy and/or mathematics.
- Engage La Familia to work with low performing Latino students and their families
- Increase focus on SDAIE strategies in all content classes
- Broaden efforts to increase parent participation in evening ELAC and Title I committee advisory meetings

To address the poor participation rate in SBAC assessments, the following targeted interventions have been implemented for 2016-17:

- Counselor phone calls home when students ask to waive out of the test

- School-wide communication on positive aspects of the test
- Classroom motivational strategies to encourage students to participate.

As a school, we have continued to provide Professional Developments through departments and to focus on the actions/strategies identified in the SPSA and LCAP. Additionally, we have collaborated with the Los Angeles County Office of Education (LACOE) to improve student achievement. Each month the administrator in charge of categorical programs attends the meetings/professional developments provided by LACOE. In addition, our EL coach, EL counselor, and administrator also attend LACOE professional developments three to four times each year.

Services for students who have special learning needs

The special education (SPED) population at ECRCHS has steadily increased since our conversion to a charter school in 2011; we served 27.5% more students with special needs in the 2015-16 school year than we did in the 2011-2012 school year (CALPADS). ECRCHS serves a diverse population of SPED students whose disabilities range from mild to severe. The goal of the program is to support all students so that they are mainstreamed into general education classrooms, with the assistance of personnel from the special education department.

The Special Education Department consists of two parts: the resource program and the special day program. Resource program students participate in general education class setting. An additional teacher or paraprofessional provides support in the English or math class, based on the requirements of the IEP of students in that classroom. All students enrolled in the special day program class have an IEP, and instruction in special day program classes is structured to accommodate the needs of those students. Instructional strategies are based on the individual needs set forth in the IEP.

The model in the resource program can vary, but all students have access to the general education curriculum. Within the general education classes, English and math are offered in a collaborative model, with the SPED teacher in the classroom to provide support to students with an IEP. A second resource elective class is also offered to SPED students who need a higher level of support. SPED students also have access to all elective and extracurricular activities including sports, clubs, and the arts.

Technology is integrated into resource elective classes and special day classes through the use of student laptop computers for online classes and additional support in math classes (ALEKS program). In addition, technology is integrated into special day classes through the use of LCD projectors and laptops. The SPED program utilizes online programs in math and literacy to support specific student needs. We continue to distribute laptops for student use in an effort to expand the use of technology in the classroom.

The special education program offers after-school tutoring classes staffed by multiple teachers and assistants. The special day program also offers a study skills class as an elective to support their students who struggle with organization, homework, reading, writing and mathematics.

The special education department meets the needs of all students by ensuring student’s IEP accommodations are implemented consistently and student is making progress toward IEP goals. Students with an IEP, who are also identified as gifted and talented, may take honors and advanced placement classes as part of their academic program. ECR provides multiple services (per student IEP) including: language and speech therapy, occupational therapy, physical therapy, orientation mobility, vision therapy, deaf and hard of hearing, and pupil counseling.

The SPED staff consistently collaborates with general education teachers and staff. General education teachers have access to all student IEP accommodations through the Aeries system and a passport that is provided to all general education teachers, with an overview of vital information from the IEP. SPED teachers also regularly communicate with parents by phone, email, or in-person meetings in an effort to improve parent participation and facilitate parent involvement in their student’s education.

Other local intervention programs

ECRCHS offers a variety of support for students with extraordinary needs, such as foster youth, students in rehabilitation, or pregnant and parenting students. Our extensive intervention program provides several levels of guidance depending on the needs of the student, including counseling, an option for Independent Study, and referrals to outside resources.

We have a small population of students who are are migrant, homeless, or foster youth. The numbers are shown in the table below.

Migrant, Homeless, and Foster Youth			
	2013-14	2014-15	2015-16
Migrant	0	0	0
Homeless	2	3	3
Foster Youth	3	3	4

Source: Aeries, CALPADS

Since assigning a staff member to focus on communicating the benefits of the FRPM program to students and families, we have been able to identify more students in need and therefore offer more services. We have also made an effort to offer services for all students that particularly appeal to those who qualify for free and reduced price meals, or who are migrant, homeless or foster youth. These students have access to the following benefits:

- Free or reduced meals
- Reduced price (\$5.00) AP exams
- Two waivers for free SAT exams
- Two waivers for free SAT subject exams
- Two waivers for free ACT exams
- A tablet computer

- Tutoring support
- Extended counselor hours
- Additional financial support (e.g., supplies, transportation, etc.)
- Alternative education options

Online Instruction

- Types of online instruction. In addition to online instruction, and online resources offered in each classroom, (such as IXL in math, and Google Documents) as well as online programs for students in special education settings, ECRCHS is piloting Cyber High, an A – G online instruction program used in Independent Studies and for after school credit recovery options.

Learning Management Systems at ECR:

- Canvas, Schoology, Moodle and Google Classroom. Cyber High is an online curriculum that assists students in earning credits toward high school graduation. The program integrates educational principles and contemporary pedagogy with technology to provide students with experiences and resources not always available in a traditional classroom setting.
- Web based programs: Cyber High is Windows and OSX compatible and supports the latest version of all major browsers on each platform including Firefox, Chrome, Safari, and Internet Explorer. Cyber High supports the iPad natively; users do not have to install apps or different browsers, it works directly from within Safari. In addition, Cyber High supports most android tablet devices as well as Chromebooks.
Hardware Connection Requirements: Typical high-speed connections work well for individual users. A T3 connection is recommended for all labs.
- All teachers overseeing the grading and verification of Cyber High courses in progress , as well as those completed, are highly qualified, credentialed) in each subject area.
- Personnel involved in the instructional process are highly qualified and are compensated for helping students gain mastery over online curriculum. There are credentialed math, English, social studies, and health teachers available to help students after school, five days a week.
- All curriculum offered through Cyber High is offered concurrently onsite.
- All instruction offered on Cyber High is asynchronous.
- All ECRCHS students have access to Cyber High. A request from their counselor is required. Once a student has counselor authorization, a teacher from the Alternative Education Program assigns the course needed. One course is given at a time, and a total of two courses may be completed each semester.

- Both unit and final exams are required in each Cyber High class. A variety of assessment-related activities, such as essays, creation of power points and blogs, and small group online activity is also required.

Focused Programs

ECRCHS offers seven specialized programs that cater to students with specific career interests, unique learning styles, or those who require additional support in preparation for college. These programs provide a more personalized environment within a large school setting:

The addition of new credentialed staff also led to the creation of more student support programs, such as The Village Nation, a nationally recognized project that aims to close the achievement gap between African American students and White students. The mission of The Village Nation is “to boost the capacity of caring adult mentors and support them in creating culturally responsive learning environments that engage and inspire African American youth and encourage them to embrace their natural intelligence and leadership capabilities.” The Village Nation achieves this by hosting assemblies that educate African American students about the history of their ancestors and encourage students to empower each other to make better choices. The presence of The Village Nation has led to increased engagement of African American students in school activities. ECRCHS plans to monitor academic data in order to evaluate the impact of The Village Nation on graduation rates, dropout rates, AP participation rates and test scores, and college attendance rates and completion rates, among other factors.

The Humanitas Academy

The Humanitas Academy at El Camino offers an academically enriched, interdisciplinary, community service oriented, writing- based curriculum that helps students develop skills necessary for academic success. It is a four- year program in which students share the same teachers who work together to develop thematic units and projects that connect the subject-area content of the different disciplines. Approximately 260 students participate in the program and it is open to all students. The program includes 12 specially trained teachers, who have worked collaboratively with their grade level teams to produce award-winning curricular units that are used as models by Los Angeles Education Partnership in their support and development of Humanitas programs throughout the Los Angeles Unified School District. 100% of the seniors enrolled in Humanitas graduate from ECR and over 95% go on to attend college.

The Humanitas Academy is also dedicated to extending learning beyond the classroom through field trips and volunteer service. This past year alone, Humanitas students have participated in curricular field trips to the Museum of Tolerance, the Natural History Museum, the Grammy Museum, the Huntington Library, the House of Blues, and Underwood Family Farms. Each year, Humanitas students collectively contribute over 6,000 hours of volunteer service in our local community. Humanitas sponsors a wide variety of events, including Relay for Life, Coastal Cleanup Day, AIDS Walk, and ECRCHS Sustainability Events.

In this interdisciplinary program, several projects combine the arts and sciences. For example, in ninth grade Humanitas, students created watercolor works that related to social and scientific issues. The project, “Power to the People: Visualizing Environmental Efficacy,” crossed over between STEAM and another ECRCHS initiative, sustainability. Many of Humanitas’s projects, such as the E3XPO, where students present research on a topic related to sustainability, making connections to social equity and environmental issues. Chemistry and Physics teachers coordinated a similar exposition where students demonstrated their research on solar energy and energy efficient model homes. This latter example represents one of the attempts to integrate engineering into the STEAM and sustainability program. The entire Humanitas program had a Shared Inquiry training (basically a text-based Socratic Seminar pedagogy) on the first day of Summer in June 2015.

Career Technical Education (CTE)

The CTE Department offers CTE-aligned courses that focus on the interrelationship of science, technology, career -technical, and life management skills to prepare students for advanced education, careers, and managing work and family roles. The CTE-aligned courses expose students to the following careers: family and consumer sciences (hospitality, tourism, and recreation; child development and education; fashion design, manufacturing, and interior design), construction, and graphic design.

Consumer and Family Studies

Students interested in this field complete a Consumer and Family Studies (CFS) introductory comprehensive course (Foods and Nutrition) and one or more concentration courses such as Advanced Foods. Students are exposed to careers in hospitality, tourism, and recreation. Many students have participated in state and local competitions in culinary arts, sponsored by FCCLA (the statewide student organization for Family and Consumer Sciences). This program is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Hospitality, Tourism, and Recreation Industry Sector. These courses provide rigorous, standards-driven instruction and assessment.

Child Development and Education

These courses are designed to prepare students to pursue a career in either the field of child development or teaching preschool through grade 12. Based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards, this pathway provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through the Foundation and Pathway Standards, and contributes significantly to students’ academic achievement.

An important instructional strategy is the use of simulation exercises to help the students understand the complexities of adult life. For example, each student is asked to complete a two-

day parenting exercise using infant simulators. The simulators offer real-life experiences that address substance abuse education, prenatal education, child care skills, infant safety and CPR, and Shaken Baby Syndrome. Parent permission is required for this assignment. Modifications are made in cases where students with physical or emotional disabilities need assistance in completing this assignment. For the students whose parents will not allow them to participate by bringing the simulator baby home, there is an alternate research paper assignment available for them to complete. They will research parenting skills, interview parents regarding their own parenting experiences and write a paper summarizing their findings.

Fashion Design and Interior Design

These courses provide students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. This encompasses two distinct options: fashion design and interior design. ECRCHS is one of only two high schools in the city of Los Angeles to offer this unique program.

The fashion design courses are designed to train students who are pursuing a career in fashion design and manufacturing. Students study all aspects of the industry, including industry awareness, professional standards/dignity of work, workforce and organizational management, operational procedures and safety practices, laws and regulations, design elements and principles, history of fashion, fashion forecasting, textiles and textile products, garment construction in manufacturing, product knowledge and apparel merchandising, sales and service, patternmaking for apparel design, developing and merchandising a line, textile design, and garment alteration and repair. The highlight of the fashion design program is the annual fashion show. Each advanced-level student is asked to design and construct his or her own fashion line. A typical show consists of 80-100 garments. Preparation for the fashion show includes a visit to the Los Angeles Garment District, where students learn about the fabrics and notions used by local manufacturers. In 2016, the work of an ECRCHS student was featured in Fashion Week Los Angeles.

Fashion design students enjoy participating in ECRCHS's "Project Gratitude" drive. Students are asked to write a letter of gratitude to a U.S. serviceperson. The letter is then written on a "fabric postcard", on which students create a patriotic collage to show their thanks. The feedback from the "Project Gratitude" staff has been very positive.

This course of study is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Fashion and Interior Design Industry Sector. This model provides standards-driven instruction and assessment, integrates academic and career-technical concepts through Foundation and Pathway Standards, and contributes significantly to students' academic achievement.

Woodshop

ECRCHS offers a woodshop class. Seniors in the woodshop class are required to participate in a major project during their senior year that has an opportunity for recognition through the Bob Ganssle Industrial Arts Scholarship Award.

Curricular and instructional materials used in class include:

- Power woodworking machines and tools
 - Machine upgrades have been undertaken to train students on machines being used presently in the industry.
- Instructor's original project designs
 - Project designs are made available to students that enable them to learn and apply skill sets across the curriculum from basic to more advanced.
- Industry specific textbooks, DVDs, videos, and taped media instruction

Instructional methods and strategies used in class include:

- Extensive demonstrations
 - Prior to each step students are given demonstrations of techniques and proper use and set-up of machines required.
 - On numerous occasions, outside professionals serve as guest instructors to demonstrate a variety of methods and techniques.
- Hands-on individualized instruction by the instructor and more advanced students
 - The Instructor has extensive experience within the field through previous experience and is a licensed contractor in a related field that reinforces the use and application of all methods and machines and tools.
- Instruction by guest industry professionals and experts
- Utilization and monitoring of industry standards, modifications, and updates.

Students are given instruction in safety and OSHA standards for an industrial environment.

Graphic Design

This competency based course provides technical instruction and practical experience in workplace safety, the basic principles and technique of graphic design, print and web typography, color theory and management, elements of illustration, logo design, branding, conceptualization of images through sketching, digital imaging software and their application, basic word processing resource management and employability skills.

The Graphic Design Fundamentals and Desktop Publisher courses instruct students in the use of industry standard software and application of design principles, as well as encourage students to explore their creativity. Each year, as part of the curriculum, students participate in industry sponsored design competitions organized through the Printing Industries Association of Southern California. These competitions have included digital design, silkscreen production, packaging, and creation of multi-page publications. Since 2001, ECRCHS has placed as one of the top three winners of this competition each year.

Through collaboration with other departments, graphic design students are given the opportunity to experience all aspects of design with an emphasis on practical applications of their newly

learned tools. These projects enable students to hone design skills, gain experience in customer/client relations, and develop an understanding of real life design projects, which includes paying attention to copyright restrictions and deadlines. For example, graphic design students work with the play production class every year to design posters (including concepts, thumbnails, rough drafts, and printer ready poster comprehensives) and programs for play productions. Graphic design students also work with the Art and Design Academy and dance teams to create printed tickets for fashion and dance shows, as well as create various school forms and notepads for teachers. Lastly, since Graphic Design Fundamentals and Desktop Publisher courses are part of the VPA department, a core element of the course involves creating works associated with VPA events including “The Big Event”, “Earth Day Festival”, and “Power to the Artist.”

Intervention Strategies and Meeting the Needs of All Students in CTE

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

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

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

Students with disabilities are given additional time to finish all projects, if needed, and some students are paired with peer mentors. In some cases, lab equipment is modified to accommodate students. All students are offered the services required within their IEP.

Instruction in CTE courses is designed to be sensitive to the customs and beliefs of all ethnic sub groups. As necessary, modifications are made to assignments to accommodate these groups. For example, in foods labs, students are given the option to substitute an ingredient that is restricted due to religious beliefs or customs.

All students are encouraged to work to the best of their abilities. Gifted and talented students are encouraged to be creative and plan independent projects to expand their skill sets. Similarly, students who show a great proficiency for a particular subject are encouraged to take their assignments to a higher level and add complexity to a project. As most assignments in CTE courses are physical in nature, students are seated in groups at tables. In the event that a student

has been absent or falls behind in achieving a goal or technique, he or she is paired with a more experienced student in the group so the two may work together. Under the supervision of the classroom teacher, students are encouraged to help each other improve their skills. For example, in a Beginning Sewing class, a student who has mastered the skill of threading a sewing machine may coach another student who has difficulty with this skill. Ultimately, the student who has fallen behind will be asked to demonstrate the skill for the teacher.

CTE courses are aligned with the California State Standards, which include Common Core State Standards. In fact, CTE activities are the “practical application” of the Common Core State Standards. Technology is integrated throughout the department. Examples of this include:

- Fashion design students use internet sources to research trends in the fashion world
- Some culinary lessons are delivered through online video tutorials. In addition, students use computer -aided recipe analysis to compare the nutritional values of ingredients.
- In woodshop, state of the art CNC router and CAD/CAM programs

Careers in Entertainment Academy

The Careers in Entertainment Academy (CEA)s in its eighth year and grew out of a state Specialized Secondary Program (SSP) grant. The program provides students with the opportunity to learn the behind-the-scenes aspects of the entertainment industry, and offers a series of elective classes that span grades nine through twelve, including Filmmaking 1AB, Filmmaking 2AB, and Film Production AB, Broadcast Journalism, and Film History. The teachers in the academy have previous entertainment industry experience and have used their connections to facilitate industry internships, create liaisons with university film departments, and to provide industry professionals as guest speakers.

CEA prepares students artistically and technically for a myriad of jobs in the entertainment industry. After completing the 4 yr. program, the students have the preparation to continue their film arts education in college film programs, or to immediately enter the work force in the film industry. The films that they complete in the academy provide them with concrete evidence of their talent and technical skills. These films comprise their portfolios which they use as samples when applying to university film studies programs or when applying for jobs in the film industry. Currently, recent graduates from the CEA are attending top level film programs at Chapman University, USC, NYU, CSUN, UCSB, UCSD and the University of Oregon.

The students' films are also submitted to local, national, and international film festivals. Selection at these festivals gives the students a public forum to showcase their work and meet other student filmmakers from all parts of the world. Many alumni from the academy have ended up working with and for other student filmmakers they meet at the festivals. Numerous college admissions representatives use the festival circuit as a recruitment pool for their film programs, so many of our academy students have had the opportunity to sit down with those representatives and have one to one feedback on their films and to hear firsthand about the various university options. CEA students participate in prestigious film festivals such as the National Film Festival for Talented Youth (NFFTY) and the Los Angeles Student Film Festival (LASFF), which attracts over 700 schools. El Camino's student filmmakers won “Best Film” in the Youth Section of the Newport Beach Film Festival in April 2016, and “Best Student Film” at the Burbank International Film Festival in September 2016.

Internships with industry professionals and film/tv companies and studios are offered during senior year. These internships act as an entry into the professional world and provide a network of filmmakers and executives to assist the students throughout their future careers. Networking opportunities are also provided by the numerous speakers from many different facets of the industry who present workshops and give professional advice.

Visual and Performing Arts Program

The goal of Visual and Performing Arts (VPA) instruction is for students to recognize the relationship between the arts and society and the connection to global world culture. Students in VPA classes have the opportunity to express their creativity effectively and skillfully. They take ownership of their creative process and product as they develop, direct, and redirect ideas. Students develop critical thinking skills which enable them to develop informed judgments about the arts and aesthetics. Students explore the concept of the arts as an expression of culture and society and its changes are a reflection of the differences across cultures and societies.

A variety of creative and forward thinking courses meet the needs of our diverse student body. VPA students design, build, and participate in exhibits, performances, and productions that connect classroom learning to real life events. Often, students take introductory courses first and then move on to VPA courses that specialize in their creative path of study. In addition, VPA recently became a core curriculum course for all 9th grade students in the Humanitas program.

The VPA program provides many opportunities for students to participate in public performances. Band, dance, drama, and choir groups all perform in the surrounding community. Students also collaborate with younger students in local schools. Through these experiences, students develop skills in leadership, time management, and organization, and connect art to the issues in the world around them.

The VPA department has made many important changes since ECRCHS became a charter school. The department now organizes or participates in several events throughout the school year. What's more, the VPA department has empowered students to address the social and environmental issues they are most passionate about, and to contribute their creative talents to develop theatrical scenes, musical performances, visual art, and service learning projects that inform, challenge, and inspire an audience to action.

The "Big Event," a multifaceted student planned and directed event, includes and unites performances and exhibits from all the arts; dance, drama, choir, band, graphic art and fine art students have a chance to shine as they demonstrate their skills and introduce other students to new arts opportunities. The "Earth Day Festival", which celebrates the earth and promotes efforts toward conservation, is an art and writing exhibit of student work created independently or in class. The "Power to the Artist" Event, an art and writing exhibit, makes a statement about issues students feel strongly about. The VPA department is also involved in "Get Lit" and the "Poetry in Performance" program, which uses classical poetry as a prompt for students to write original poetry, and includes public performances and competitions.

The VPA Department has made many strides to increase the use of technology. The program *Visualizer* (with display screen) allows demonstrations, virtual art lessons, and online tours of museums and colleges. These demonstrations are more accessible visually to students. Students and teachers utilize Internet research and study past and current artistic events and future possibilities in VPA productions while planning performances, activities, and events.

Looking forward, the VPA department's goals include increasing teacher common planning time, facilitating student internships, engaging in community outreach programs, and providing students with direct links to agencies and studios. The department faculty aspire to foster relationships with institutions of higher education that offer VPA programs in order to help students with that transition after graduation and to make sure they are prepared to undertake university-level study in their specific area of interest. The VPA department plans to increase class selection and offer AP courses, use modern computer labs for performance video creation and editing/animation/media art/VPA study and research, and continue to expand and improve school events and exhibits.

Business and Technology

The business/technology department currently offers the following courses: Introduction to Computers, Advanced Computer Applications, Digital Media, Web Design, AP Computer Science, AP Computer Science Principles, Marketing, Accounting, and Personal Finance. The courses in this department are aligned to California's Career-Technical Education Model Curriculum Standards. The Common Core State Standards (CCSS) for College and Career Readiness are integrated into all of these classes wherever appropriate. For instance, the department faculty recently developed a lesson series on cyberbullying for the Introduction to Computers course curriculum that utilizes Socratic seminars to facilitate student comprehension and communication.

From 2014 through 2016, the department also sponsored the ECRCHS chapter of DECA, a co-curricular organization that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management. Students who are enrolled in or those who have completed the marketing or accounting courses are encouraged to join. This program gives students the opportunity to apply what they have learned in the classroom to real-world business situations and to travel and compete with other high school business students across the state and nation. ECRCHS DECA competed for the first time in March 2015, when six students attended the California State Conference in Santa Clara. The students competed in the areas of apparel and accessories marketing, hotel and lodging management, and sports and entertainment marketing.

The main goal of the Business/Technology Department is to hone student competency in six areas identified by the International Society for Technology in Education: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving and decision making; digital citizenship; and technology operations and concepts. All business/technology courses are taught in a computer lab environment, and nearly all assigned work is done through a computer. The success of the Business/Technology Department in building students' technology skill set is reflected in the popularity of the AP Computer Science courses; over 125 students are regularly enrolled in this course.

In order to support lower achieving students, teachers in the department make use of various peer-tutoring strategies that allow technologically savvy students to assist their peers. This includes cooperative group work, in-class assistance when more advanced students finish their assignments with time to spare, and lunch tutoring sessions. Additionally, teachers make their classrooms available during nutrition, lunch, and after school to give students extra assistance or to allow them more time to work on assignments. Because courses in the department are taught in a 1:1 computer lab environment, teachers can curate online resources that allow all students to access the course curriculum. For instance, advanced students may be self-directed in additional exploration of course topics, and English Learners can be directed to resources that support their language needs. The needs of students with disabilities are met through the use of technological accommodations such as on-screen keyboards, narration, and magnification. Netop, another classroom management system is also utilized to assist all students in additional learning.

As with employment in the technology industry, females make up a minority of students enrolled in ECRCHS's AP Computer Science, AP Computer Principles, and Web Design elective courses. We have taken many initiatives to enroll more females and minorities (such as lunchtime information sessions and personal invitations), but there is room for improvement. The department introduced the new AP Computer Science Principles (APCSP) course in the 2016-17 school year, which emphasizes basic computer science concepts over computer programming. To prepare for the new APCSP course, the department faculty interviewed female students to determine how best to target these students when promoting technology courses. Their responses suggested that female students might not feel welcomed by male peers at information sessions, many students are not effectively informed about elective choices, and samples of course content should be made available for students to preview. The students interviewed also suggested that the department create a computer science extra-curricular program specifically for female students (e.g. Women in Technology) to encourage and prepare female students to enter the APCS course and pursue careers in the technology industry. This feedback led to the creation of STEM GIRLS club.

AVID Program

Advancement Via Individual Determination, or AVID, supports students who are the first in their families to pursue higher education. AVID students are co-programmed into English, math, history-social science, AVID study skills and, starting in 10th grade, science. AVID students receive extra support in the form of study skills classes, tutoring, college field trips, and special events that offer academic and motivational support. In addition, all AVID students are assigned to the same guidance counselor. Students learn proper note taking methods, use writing as a tool of learning, learn inquiry methods and effectively participate in collaborative groups. Approximately 170 students are enrolled in AVID and eleven teachers are specially trained to teach in this program. Recent AVID students have had a graduation and college admission rate of 100%.

Here is more information about the extra support built into this program:

- Six college students, all graduates of ECRCHS, including three graduates of the AVID program, provide tutoring two times a week.

- A mandatory parent workshop is held at the beginning of each year; this workshop introduces parents to AVID strategies, provides information about college readiness, and gives parents an opportunity to meet the AVID staff.
- The site team meets approximately every 10 weeks to discuss ongoing uniformed literacy strategies, students grades, and innovative ideas.
- A literacy coach is assigned to the AVID program.

Alternative Education:

ECRCHS is committed to providing an appropriate and challenging educational program for all students, including students achieving at a level significantly below their peers, defined as those who are 30 credits or more behind the four year pacing plan. These students are given the opportunity to capture credits through the Alternative Education program. This program applies student centered, data driven strategies to create a more personalized instructional setting specific to each student's academic needs. Students in this program are expected to master the skills and content necessary for success in colleges and careers and demonstrate mastery. All content classes are offered within this program with the exception of world languages and fine art.

Courses offered are not set on a semester timeline. Each course is designed to allow students the flexibility to access the curriculum at their own pace. Personalized learning plans are developed for each student. The instructional curriculum has the flexibility to provide specific intervention, catering to the needs of each student, throughout each course's entirety. A self-paced format allows the teacher to slow down the curriculum at any time throughout the course and address learning deficits. Students are not required to move forward and keep up with the class but rather set their own pace based on their skills and ability to process the information necessary to be successful in each course. This approach allows students of all levels to demonstrate growth and mastery within the curriculum and be successful in grade appropriate classes.

In addition to these credit recovery opportunities, an Independent Study program is offered to those students who are unable to attend school in the traditional five days a week format. This program is designed for students with special interests and abilities, scheduling problems, or individual needs that cannot be accommodated in the traditional school. This program offers courses that meet the CSU/UC college A-G course requirements. All of the courses are offered online as well as in person from our NCLB qualified teachers on campus. Students must meet all independent study eligibility requirements. Because this program offers rigorous, challenging courses, students must be able to work independently and have a desire to learn. ECRCHS will adhere to California Department of Education regulations and requirements for Independent Study programs at charter school sites and California Education Code 47612.5.

The Alternative Education and Independent Study programs provide students with several opportunities to prepare for college and career. Local business leaders from the Woodland Hills Rotary Club volunteer for resume building workshops and mock interviews on a monthly basis. These workshops target graduating seniors and provide direct, personal feedback. Students receive writing and editing feedback on their resumes and a personalized critique on their interview skills.

In addition, workshops focused on college applications and financial aid are held during the spring semester in small group settings on an as-needed basis. Every student in need of help accessing college admission is given guidance. Graduates are required to organize and maintain senior portfolios, in which they keep track of all college and career readiness information. The portfolios include a mandatory college readiness project, which is expected to be completed by May 15th of their culminating year.

Both Alternative Education and Independent Study programs include a variety of assessments. Due to the multitude of learning styles in these unique programs, instructors provide options such as, but not limited to: presentations, project based assignments, and formal exams.

Sustainability and STEAM:

ECRCHS hired a Director of Sustainability and STEAM Initiatives to bring an interdisciplinary approach to the school. Numerous departments – such as Science and Visual and Performing Arts – as well as small learning academies – including Art and Design, Humanitas, AVID, and CEA – have integrated environmental and social aspects of sustainability into their curriculums. Many of these have taken the form of projects and cross-disciplinary ventures. These include the following:

- 10th Grade Humanitas' E3 Technology Expo ("E3XPO"): an interdisciplinary event where students research, represent and market a new technology at the E3XPO. Each team is responsible for the development of informative brochures, booth display materials, and an informative three-minute presentation. Each of these required components must address the environmental, economic, and social equity issues that are central to the technology. Topics include, but are not limited to: Ending the Digital Divide, Malaria Nets, Artificial Coral Reefs, 3D Printing, Wind Power, Improved Sanitation, Genetic Engineering, Hybrid Cars, and Social Media for Activism
- Solar Cell and Green Building Presentation (Chemistry and Physics): students from the chemistry and physics courses present their work in an exhibit hall where they demonstrate the solar cells they have built (Chemistry) and green homes they have designed and created models for (Physics) in a joint venture highlighting these technologies.
- Student documentaries (CEA): as part of the requirement of the Filmmaking course, students choose topics related to sustainability. In the 2015-16 school year, film students traveled to Nepal to document the work of building sustainable homes in a remote village devastated by a natural disaster. The school news reality show has featured topics such as the school's skateboard racks and electric vehicle charging stations, as well as covered the Earth Day Art and Poetry Festival.
- "Art of Science" (Art and Biology): one science teacher and one art teacher joined together to co-teach a unit on "Art of Science", in which both art and science students created an artwork that represents a relationship in nature. In addition, art students toured GrowthPoint Structures, a manufacturer of low cost housing and green school buildings that repurpose old shipping containers as part of their unit on "zero net energy" buildings, and subsequently drew, designed, and fabricated model homes that produce as much energy as they consume over the course of a year.
- Earth Day Festival (English, Drawing, Painting, Graphic Design, History): inspired by the vision of the two teachers who coordinated the "Art in Science" unit, the Earth Day Art and Poetry Contest became the Earth Day Festival. Teachers from various

departments use the same prompt to encourage students to create original pieces (including poems, photography, digital imagery, paintings, drawings and posters). Student clubs also participate in the Earth Day Festival, and held workshops on how to create various items from repurposed goods. The event includes healthy, natural food options, and the viewing of a documentary.

Counselors discuss these programs with eighth-grade students during middle school visits, and students may express interest in these programs during the initial visit with their assigned counselor or at any time throughout the year.

ECRCHS host several opportunities for incoming students to understand expectations and get familiar with ECRCHS. two evening events for incoming 9th graders and their families. Our 8th grade “Information Night” occurs early in the spring semester, with another opportunity in August, right before school starts. Both events include school information, performances and breakouts with their counselors.

C. Demographic Data:

Socioeconomic status of the school according to district data collections:

Our efforts to collect data from parents has improved over the last three years. In the 2015-16 school year approximately 90% of parents responded to questions about their educational attainment, up from 70% three years ago. This has allowed us to better understand the demographics of our parent body as well as their expectations for their children's education. The survey results in the 2015-16 school year indicate that over 51% of ECRCHS parents/guardians have attained some college credits or a Bachelor's degree, while 15.44% have earned a graduate degree.

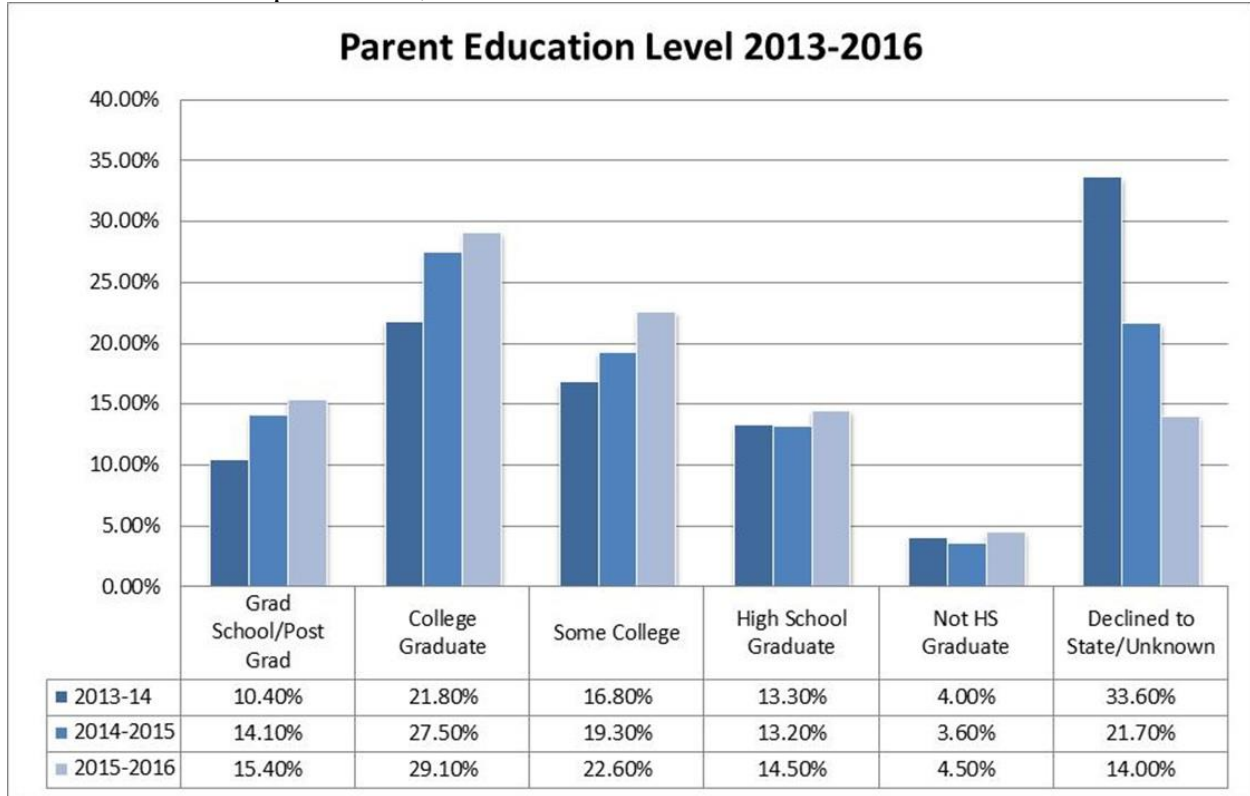
Parent Education Level and Students Eligible for Free and Reduced Price Meals:

Parent Education Level and Students Eligible for Free and Reduced Price Meals			
Highest Level of Parent Education Level			
	2013-14	2014-2015	2015-2016
Grad School/Post Grad	10.40%	14.10%	15.40%
College Graduate	21.80%	27.50%	29.10%
Some College	16.80%	19.30%	22.60%
High School Graduate	13.30%	13.20%	14.50%
Not HS Graduate	4.00%	3.60%	4.50%
Declined to State/Unknown	33.60%	21.70%	14.00%
Student Information			
Total Student Enrollment	3754	3870	3903
Students Eligible for Free and Reduced Price Meals	997	725	837
	-26.60%	-18.80%	-21.40%

Source: Aeries

The percentage of ECRCHS students who qualify for free or reduced price meals has historically hovered around 20%. Our three year data shows small variations from 26.6% in 2013-14, 18.8%

in 2014-15, 21.7% in 2015-16. As of February 1, 2017, we currently have 942 students who qualify for free and reduced price meals, or 25.5% of total enrollment.



TOTAL ENROLLMENT 2016-2017: 3688

With the exception of the current school year, ECRCHS’s total enrollment has hovered around 3,800 students since our conversion to a charter school. The drop in enrollment this school year is not indicative of lower interest in attending ECRCHS, but rather the result of a request from LAUSD to gradually reduce our enrollment to 3,600 students; this request was made when we submitted our charter renewal petition to LAUSD in October 2015. ECRCHS has since submitted a material revision to LAUSD to request an enrollment capacity of 3,800 students, and is currently waiting for a response.

For the 2016-2017 school year, ECRCHS received over 1,000 lottery applications; this number has been steadily increasing over the last five years. Although ECRCHS had to accept less students from the lottery this year due to our lower enrollment capacity, we are optimistic that our material revision will be approved and that we will be able to return to normal enrollment levels.

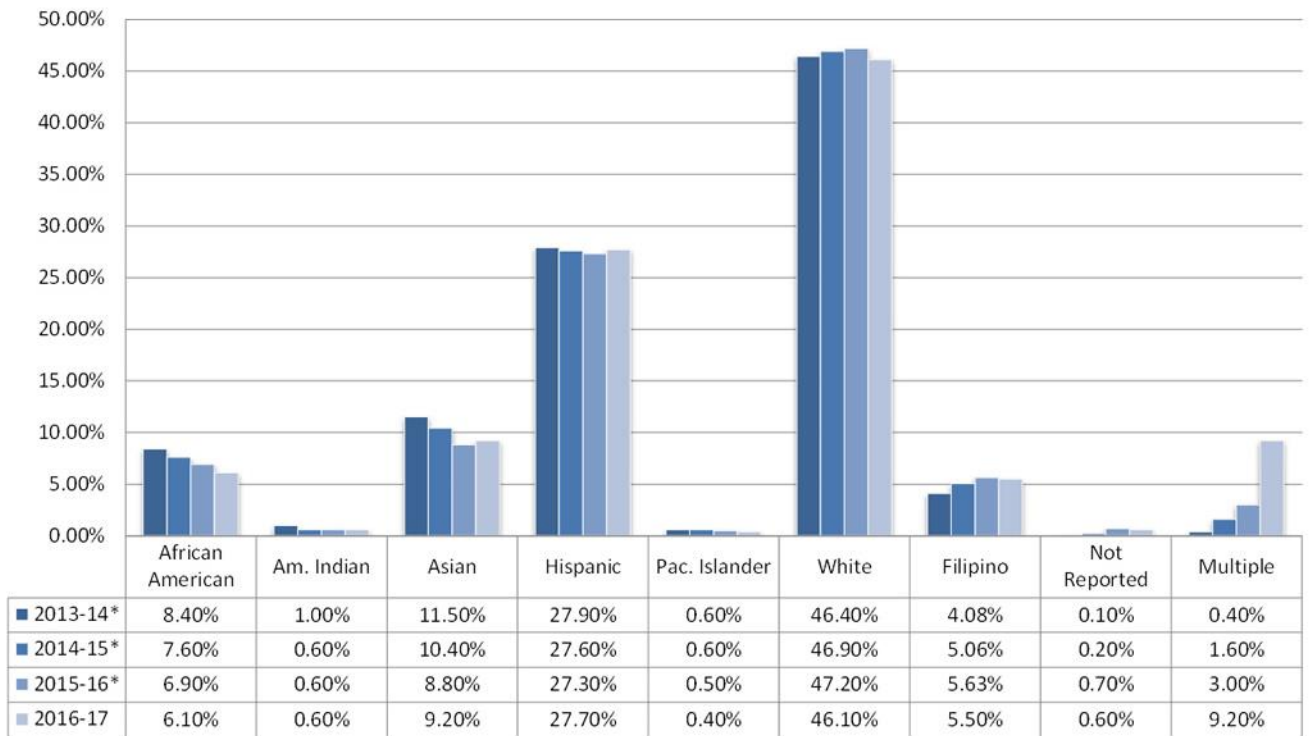
School Enrollment by Grade and Gender			
	2014-15	2015-16	2016-17
Grade 9	957	884	829
Grade 10	957	998	863
Grade 11	1018	967	967
Grade 12	938*	1054 *	1029 *
Total	3870	3903	3688
Gender / EL Population			
Female	1908	1889	1762
Male	1960	1966	1838
EL population:	105	93	93
* Includes International Students			

Source: Aeries

Ethnic Distribution

We consider our diversity one of our greatest strengths, and it is our intention to maintain that diversity. As the tables illustrate, percentiles of the various ethnicities have remained relatively stable over the last three years. Students in the collective White population include students of Eastern European, Russian, and Middle Eastern descent, with a large number of students representing both Jewish and Muslim groups.

Enrollment by Ethnicity 2013-2017



Source: CDE

Languages other than English

Although historically our EL population is under 3%, ECRCHS data reports that 34% of our students have a home language other than English.

Languages Other Than English					
	Total student enrollment	Home language other than English (#)	Home language other than English (%)	EL Students (#)	EL Students (%)
2013-2014	3,754	1234	33	124	3.20%
2014-2015	3,868	1285	33	105	2.70%
2015-2016	3,855	1301	34	93	2.40%

Source: Aeries, CALPADS

Title I

Title I Student Population			
Year	Total Students	Title I Students (#)	Title I Students (%)
2013-14	3754	997	26.50%
2014-15	3870	725	18.70%
2015-16	3903	837	21.70%
2016-17	3688	942	25.50%

Source: Aeries

Special needs and other focused programs

The data in the tables show the number of special needs students, international students, and students enrolled in specialized programs here at ECRCHS.

These programs cater to students with specific career interests and unique learning styles, as well as those who require additional support in preparation for college, thus providing a more personalized environment within a large school setting:

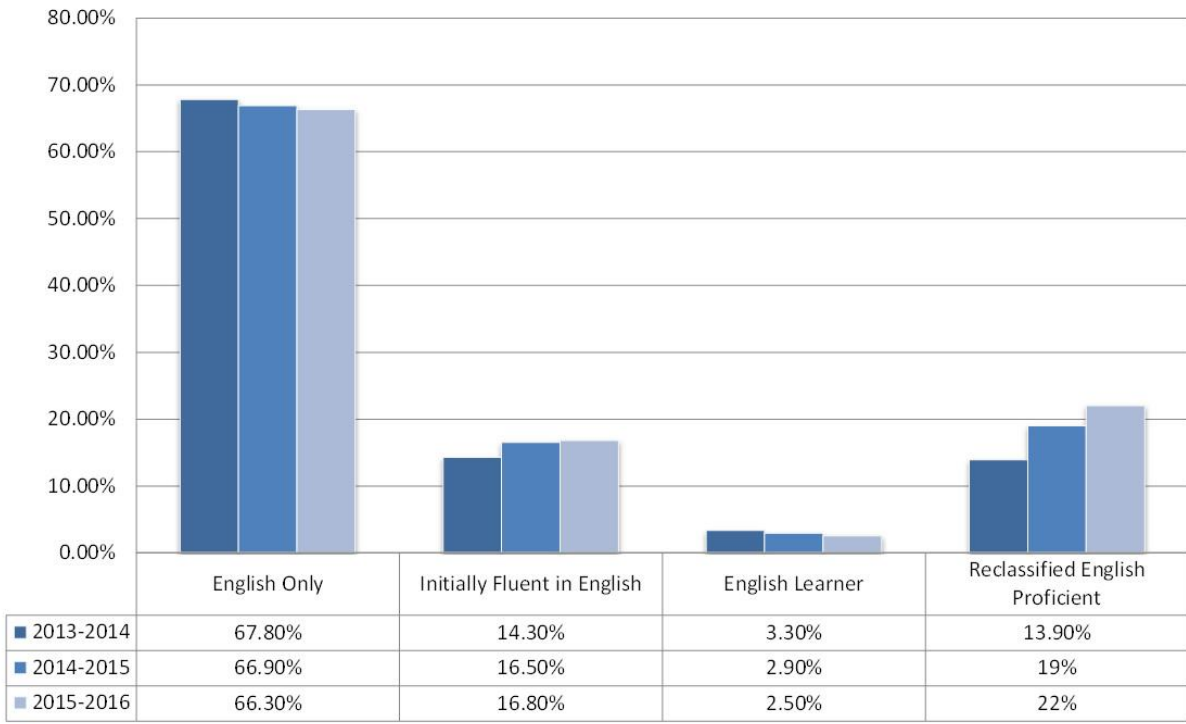
School Enrollment by Specialized Program						
Program	2013-14		2014-15		2015-16	
	#	%	#	%	#	%
Students with Disabilities	349	9%	362	9%	380	9.90%
Alternative Ed. Program	177	5%	174	5%	171	4%
AVID	164	4%	164	4%	164	4%
Humanitas	231	6%	231	6%	231	6%
Independent Study	88	2.50%	97	3%	110	3%
CTE	142	4%	215	6%	237	6%
CEA	224	6%	133	3%	166	4%
Advanced Placement	762	20%	818	21%	839	22%
International Students	108	3%	108	3%	108	3%

Source: Aeries

Language Proficiency

ECRCHS is very proud of its reclassification percentiles. Each year, more services and resources are offered to English Learner students.

Language Proficiency 2013-2016



Source: Aeries, CDE DataQuest,

Although the CDE Dataquest is two years behind in reporting CELDT data, 2013-14 data indicates that approximately 67% of the school's EL's are categorized as "advanced" or "early advanced", and an additional 24% of EL's are categorized as "intermediate". These categories, in terms of the new CA ELD Standards, translate to the "expanding" and "bridging" levels on the ELPAC.

Because the school's EL population is more advanced, the school focuses instruction on vocabulary acquisition and applying a variety of linguistic structures in the content areas. EL's fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The specific needs of students in the ESL program, along with those of our newcomers, are assessed and addressed throughout the year. For example, since half of our ESL student population's home language is Farsi, we hired a college student who is fluent in Farsi to assist in the ESL classes five days a week for a total of 15-20 hours a week.

D. Data on Addressing Eight State Priorities

1. Conditions of Learning

All teachers except one are certificated and have earned their California credential. The one teacher who does not have a credential is an intern and is currently working on obtaining a provisional intern credential (State Priority 1).

Number of National Board Certified Teachers

There are 10 National Board Certified Teachers in the following subjects:

- Science 2
- English 5
- Alternative Ed./English 1
- Math 1
- Visual and Performing Arts 1

Percent of teachers instructing outside credentialed areas with explanation. There is one teacher who is teaching outside of his credentialed area; this is due to his vast professional expertise in the subject matter (woodshop).

Number of teachers with short term permits and provisional permits

We have one teacher (American Sign Language) who is working on a provisional intern credential.

Number with advanced degrees

Nearly half of our teachers have advanced degrees; 69 teachers have a Master's degree, and one teacher has a Ph.D.

Years of educational service within district and total number of years in education

The teachers at ECRCHS have an average of 5 years at ECRCHS and 14 years with LAUSD. Our Charter is five years old, therefore 5 years is the most anyone teacher can have. Only one teacher returned to LAUSD when ECR went charter, the rest remained.

Specialized Trainings/intern programs

There are seven teachers in a BTSA program with ECRCHS mentor teachers assigned to each new teacher within their department.

New teachers meet on a monthly basis to receive training on policies and procedures relevant to their teaching responsibilities. Teachers meet with an administrator in various locations throughout the campus so that they may learn where classrooms are located and what programs are offered. In addition to the administrator responsible for their specific department, administrator is specifically assigned to assist new teachers in navigating their first year at ECR.

Professional Development

The ECRCHS faculty and instructional leaders constantly strive to bring new techniques as well as timely and relevant developments from the field of education to their teachers through afternoon professional development in-service trainings. Following the work of Johnson and Marx (2009), ECRCHS implements a variation of transformative professional development ('TPD'), which "is responsive to the needs of individual schools and teachers and the focus of each program is emergent in nature" (p. 130). On a number of cases, teachers have developed unique solutions to deal with concerns that arise on campus (such as social justice issues) and present solutions to their fellow faculty members. For example, in October 2014 our ESL teacher and literacy coach providing a professional development session on the new English language standards and instructional strategies to give our EL students equal access to the curriculum instruction. Additionally, the special education instructors provided tools and techniques to help their colleagues better address the needs of students who have differing abilities. ECRCHS also invites guest speakers who are experts in their field. For example, in August 2015, the Director of LAUSD Charter Operated Programs presented to all teachers at a professional development session. The objectives of this session were to review adaptations and gain a greater understanding of accommodations and modifications, as well as to understand how to grade students with IEPs and 504 Plans. The entire Humanitas program had a Shared Inquiry training (basically a text-based Socratic Seminar pedagogy) on the first day of Summer in June 2015. The Great Books foundations sent a facilitator and materials, and the 15 teachers participated in the Penthouse from 8 AM to 3 PM

All teachers participate in Professional Development Days twice a month, and the schedule is shared with all staff before the start of the school year. At these Professional Development Days

we utilize our teachers who have a variety of expertise in areas such as differentiating instruction, integrating technology, using depth and complexity icons, thinking map skills, strategies for behavior support, and more.

Professional development and department meetings have been used for vertical planning within departments, and subject level planning to create long-term and short-term goals. Additionally, teachers look at current student data to help drive instruction and ensure universal access and success for all students. Teachers meet in their content specific groups to establish the curriculum, share best practices, evaluate strategies, develop common formative and summative assessments, examine data, and reflect on next steps.

In order to give the faculty the opportunity to be more involved in the planning of professional development opportunities, ECRCHS created two committees that facilitate their participation. ECRCHS started in Fall 2015 an Instructional Committee that serves as a “think tank” for ECRCHS instructional practices; committee members are responsible for researching educational theories and brainstorming how to best apply these theories in the classroom. This committee is led by the Executive Director and the Assistant Principal, Curriculum and Activities, and the 15 additional members include department chairs and academy lead teachers. It is each member’s responsibility to disseminate information among his or her team/department. This committee meets twice a month. Within this committee, the charter school created a *Professional Development Sub-Committee*; this committee works with the Instructional Committee to create training sessions and materials for faculty professional development. This sub-committee of 15 teachers is led by the Assistant Principal, Curriculum and Activities.

The Professional Development committee was tasked with coming up with a plan to spend the Educator Effectiveness Grant funds that ECRCHS received for the 2015-2018 time period. As part of the plan, the committee decided to extend the teacher’s working calendar by two days to add two pupil-free, professional development (PD) days in the 2016-17 school year. The first PD day took place on October 24, 2016 and focused on Active Learning, Tech-Based Lessons, and Formative Assessment. The second PD day is scheduled for March 31, 2017. The Committee is meeting throughout the school year to plan for the second PD day.

In addition, on August 8, 2016, before the start of the 2016-17 school year, teachers attended a half-day session focused on the concept of design thinking. Teachers met in groups led by members of the Professional Development Committee. The group leaders led a team activity that introduced the concept of design thinking, and facilitated a discussion about the application of design thinking in the classroom.

Also starting in the 2015-2016 school year, ECRCHS began conducting ongoing professional development trainings focused on social justice issues such as LGBTQ sensitivity. These trainings are led by both teachers and students. Prior to the start of the current school year, a panel of students presented to the entire faculty on social injustices they have experienced in their teenage years. This effort is being led by a group of passionate students and teachers who strive to promote tolerance and ensure that all students at the school feel safe, welcomed, and accepted.

The administration encourages teachers to attend conferences that relate to the Common Core and to their subject area. Before the start of the 2014-2015 school year, all teachers were invited to attend a three-day Common Core Training presented by a professional organization, Insight Education, at ECRCHS, all departments were represented. That same school year, teachers and/or administrators also attended the following conferences:

- College Board
- Next Generation Science Standards Conference
- Math Conference
- Behavioral Strategies
- Students with Learning Disabilities
- California Consortium on Independent Study
- Technology in the Classroom
- World Languages Seminar
- Smarter Balance Workshops
- Common Core Training
- Common Core Math Conference
- Council of the Great City Schools
- DECA Advisor Council
- Baseball Coaches Conference
- Film/Media Conference
- Journalism Conference
- STEAM through the Arts
- National Charter Schools Conference

In addition, each year, teachers of AVID students attend a week-long seminar presented by the AVID Institute. In Summer 2015, all 15 Humanitas teachers attended a Shared Inquiry training presented and facilitated by The Great Books Foundation.

Additional professional development opportunities for Special Education teachers include ongoing academic support training and support in the areas of autism, self-regulation, motivation, and Non Violence Crisis Intervention. ECRCHS conducts ongoing in-services for special education. As part of the bi-monthly professional development meetings, our entire staff is trained about services and programs related to students with learning disabilities and how to implement accommodations and modifications in the general education classroom.

At the end of each school year, teacher leaders and the administrative instructional team meet to analyze and identify the needs of the staff, and administrators and grade level teams meet to survey, discuss and identify our students' needs and the strengths and weaknesses of our academic programs. Data is analyzed and a comprehensive needs assessment is utilized to establish goals for the following year. These goals are communicated to the department chairs and instructional advisors of each department, who work collaboratively in developing an annual staff development plan.

Gender and Ethnicity of Certificated Staff

Gender and Ethnicity of Certificated Staff						
	African American	Asian	Hispanic	White	Male	Female
Number	5	17	25	111	133	148
Percent	3.20%	10.80%	15.80%	70.20%	47.30%	52.60%

Source: Aeries

Attendance rates of teachers: 95%

Number and assignment of paraprofessionals who meet the requirements of the ESEA

There are three ways that paraprofessionals may prove they are highly qualified:

1. Complete an associate degree **OR**
2. Complete two years of college **OR**
3. Demonstrate knowledge of reading, writing, math, and the ability to assist in instructing these subjects.
4. This demonstration must be met through a state or local academic assessment, which does not necessarily mean a pencil and paper test.

14 out of the 17 paraprofessionals working for ECR are highly qualified.

Pupils have access to standards-aligned instructional materials (State Priority 1)

All of our students have access to standards-aligned instructional materials. We utilize a system of periodically adopting new textbooks in each subject. Recently purchased materials have been aligned to the Common Core. We have enough books for every student, and enough science supplies for every science classroom to participate in laboratory activities.

School Facilities are maintained in good repair (State Priority 1)

Include: description of safety conditions, cleanliness, adequacy of school facilities, science facilities meeting UC A-G course requirements for laboratory time, chemical storage and facilities.

The facilities at El Camino are maintained in good repair. We strive to maintain a safe, healthy, nurturing, and orderly campus for our students and staff. We have adequate classroom space on campus and none of our teachers has to travel. We have specialty classrooms for subjects such as art, cooking, science, woodshop, graphic arts, and science. Our science rooms have eight lab tables around the perimeter. Each table has sinks, electricity, and gas outlets. There is an additional sink with an eyewash station in the front of each room. The chemistry rooms also have a fume hood. Each pair of science rooms has a storeroom in between the rooms so that equipment can be stored out of the reach of students. Twelve out of our thirteen science teachers teach in a lab room all day. The other teacher has science tables in the room to perform simple activities and schedules time in a lab room to perform more involved labs. Having these excellent facilities enables our science teachers to easily meet the UC A-G requirements for laboratory time.

We have a full day and evening custodial staff. The classrooms, buildings, and exterior are swept daily and the trash is also emptied daily. We contract out with LAUSD for maintenance whenever a repair is needed. The district has the institutional knowledge, personnel, and equipment to ensure that the repairs are performed properly.

In addition to maintaining a safe facility, El Camino prides itself on campus security. We have two full-time Dean of Students and 14 campus safety officers. At any given time during the school day, there are at least eight campus safety officers providing security for the school. We also contract with LAUSD to provide us with a full-time school police officer who has an office on campus. All visitors must sign in to our computer-based screening system before entering campus. We annually update our three-volume safe school plan and perform multiple emergency drills.

The degree to which the school has implemented academic, content, and performance standards (State Priority 2)

ECRCHS has embraced State Priority 2 to the highest degree. Our ongoing efforts to implement the State content standards include the planning, design, and implementation of innovative instructional methods and appropriate teacher-created assessments common to each department and aligned to standards to accurately gauge student achievement. Additionally, the Professional Development committee focuses on Common Core aligned pedagogical techniques. As a result of effective professional developments and planning time, it is now common practice for all teachers to incorporate CCSS and NGSS within curriculum and daily lessons. Moreover, in January 2016 ECRCHS hired a new Assistant Principal with extensive knowledge of Common Core standards.

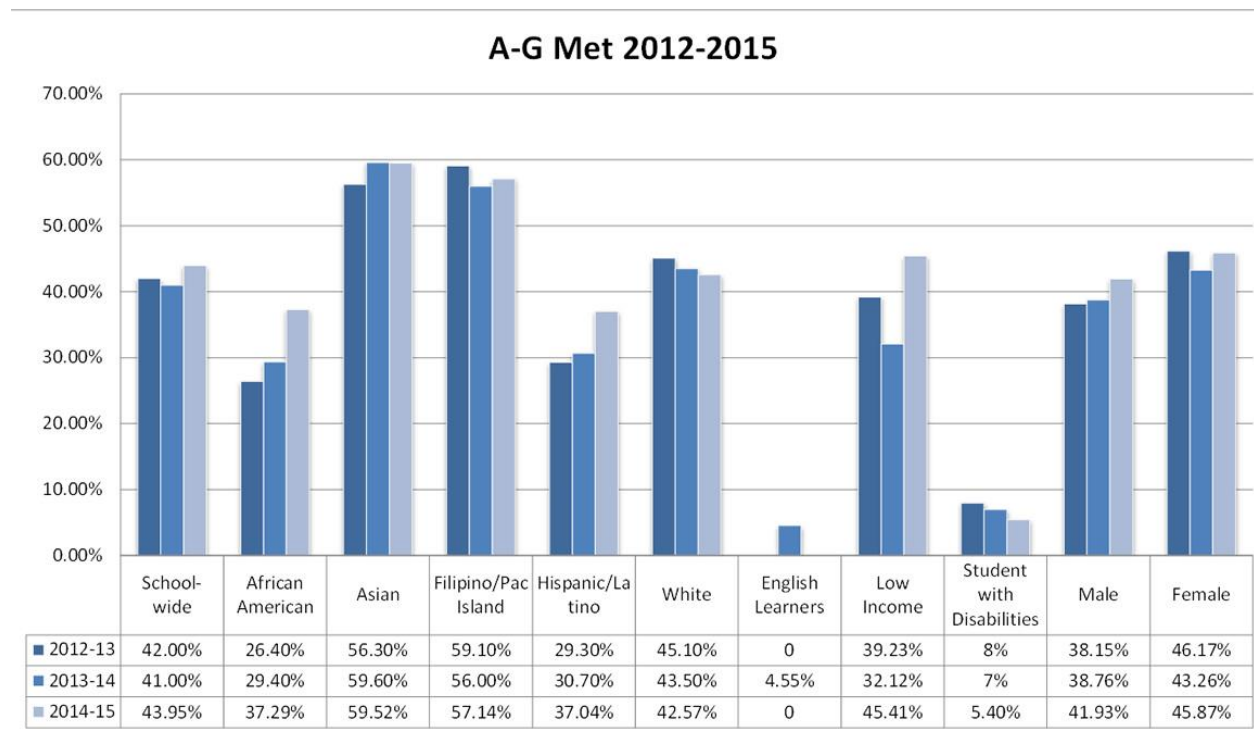
As described in chapter 1, section A 5 of this report, our LCAP goals, action and metrics continue to strive for better results.

Pupil access and enrollment in a broad course of study that includes subject areas described in Education Code (State Priority 7)

While 100% of our students are enrolled in at least one UC approved course, data from the CDE Dataquest indicates a need to improve the percentage of seniors meeting UC A-G requirements. Many of our subgroups have demonstrated a significant improvement over a three year span. The percentage of students meeting A-G requirements has increased for African American students (+11%), Latino students (+8%), and low income students (+6%).

Students Meeting A-G Requirements by Subgroup						
Group	2012-13		2013-14		2014-15	
	#	%	#	%	#	%
School-Wide	356	42.00%	355	41.00%	374	44.00%
African American	14	26.40%	20	29.40%	22	37.30%
Asian	71	56.30%	65	59.60%	75	59.50%
Filipino/Pac.Island	13	59.10%	19	56.00%	20	57.10%
Hispanic	60	29.30%	73	30.70%	80	37.00%
White	194	45.10%	175	43.50%	172	42.60%
English Learners	0	0%	1	4.60%	0	0%
Low Income	71	39.20%	88	32.10%	99	45.40%
Students with Disabilities	6	8%	5	7%	4	5.40%
Female	187	46.20%	186	43.30%	200	45.90%
Male	169	38.20%	169	38.80%	174	41.00%

Source: CDE Dataquest



We as a school community have committed to focus on improving the A-G percentiles and have dedicated many resources, both fiscal and human, to achieving this goal, State Priority 4c.

Our commitments and goals for the next three years are stated in goal 2 if our LCAP:

Our Assistant Principal in charge of Secondary Counseling Services is responsible for maintaining course approval.

Number of students taking Algebra by grade level: In the 2016-17 school year, 28 ninth graders (or .7% of the freshmen class) are enrolled in Algebra 1A1/1B1 all with IEPs.

Students Enrolled in Algebra I by Grade Level									
	2016-2017			2015-2016			2014-2015		
Grade	Class Size	In Algebra I (#)	In Algebra I (%)	Class Size	In Algebra I (#)	In Algebra I (%)	Class Size	In Algebra I (#)	In Algebra I (%)
9 th	819	651	79.50%	852	485	56.90%	921	441	47.90%
10 th	857	35	4.10%	927	42	4.50%	906	66	7.30%
11 th	966	19	2.00%	912	11	1.20%	963	22	2.30%
12 th	1007	8	0.80%	1001	13	1.30%	883	10	1.10%

Source: Aeries (school data)

Student Participation in co-curricular activities and extracurricular activities

ECRCHS offers numerous co-curricular and extracurricular activities, including:

- 105 clubs, focused on special interests (nintendo, zombie survival club), identity (chinese club, pinoy pride, la familia), faith (christian club, muslim student association, jewish club), service (key club), social justice (social justice, falling whistles, environmental), and charitable causes (Relay for Life, Unicef). Current count of students participating in one of the various clubs is 2,305, with an average of 23 students per club; however, some of our clubs are as large as 300, CSF, Key club, 190 and as small as Spearfishing Club, 5, or STEM Girls 10.
- 22 athletic teams. All sports at least Junior Varsity and Varsity teams, and eight also have frosh/soph teams.
- Two club athletic teams (equestrian and mountain biking)
- Student Government class (for elected and appointed offices)
- Student Senate (made up of homeroom representatives)
- Grade-level steering committees
- Academic teams such as AcaDeca, Science Bowl, robotics, speech and debate, mock trial, Model UN
- NJROTC
- Band, drumline, orchestra
- Camerata, chorus
- Color Guard, Winter Guard
- Drama
- School newspaper
- Yearbook
- School news reality show

- Filmmaking
- Graphic arts

Expenditures per pupil, monies from other funding sources - Title 1, grants, foundations

As reported on our most recent School Accountability Report Card (SARC), in the 2014-15 school year ECRCHS spent a total of \$8,106 per pupil; \$7,109 of this amount was basic/unrestricted and \$997 was supplemental/restricted. In the 2015-16 school year, ECRCHS spent \$9,777 per pupil; \$8,757 of this amount was basic/unrestricted and \$1,020 was supplemental/restricted.

ECRCHS received funds from the following sources in the 2015-16 school year.

Federal funds

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. At ECR, Title I funds primarily support the Alternative Education program and the Independent Study program, which serve students in need of credit recovery or those who are unable to attend school in the traditional, five days a week format.

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

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

The National School Lunch Program (NSLP) offers reimbursement to schools serving nutritious meals to students at reasonable prices. In California, the program is administered by the California Department of Education, Nutrition Services Division.

State Funds

Local Control Funding Formula (LCFF) is funded through a combination of local property taxes and state aid.

Education Protection Account – General Purpose. These funds will support instructional program expenditures: certificated teacher salaries. Funds will not be used to support school administration and other EPA non-allowable expenses.

Statewide Special Education Funding Model (AB602) combines funds from several different revenue sources: state, federal, and local property taxes. AB 602 funds may be used to ensure that all students with disabilities enrolled in the school receive specialized instruction and related services in a manner that complies with all provisions of federal law regardless of the student's district of residence.

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

Educator Effectiveness funds may be used to support the professional development of certificated teachers, administrators, and paraprofessional educators.

Mandate Block Grant funds are unrestricted and allocated using average daily attendance (ADA) calculated as of the 2014-15 Second Principal Apportionment. Rates are as follows: Charter schools receive \$14.21 per ADA for students in grades K through 8, and \$42 per ADA for students in grades 9 through 12.

One-Time Funds for Outstanding Mandate Claims are allocated to LEAs based on \$529 per unit of 2014–15 P-2 ADA; prioritize the use of funds for professional development, induction for beginning teachers with a focus on relevant mentoring, instructional materials, technology infrastructure, and any other investments necessary to support the implementation of the common core standards in English language arts and mathematics, English Language Development standards and Next Generation Science Standards.

2. Pupil Achievement Outcomes

Performance on Standardized Tests:

California Assessment of Student Performance and Progress (CAASP), Source: CDE

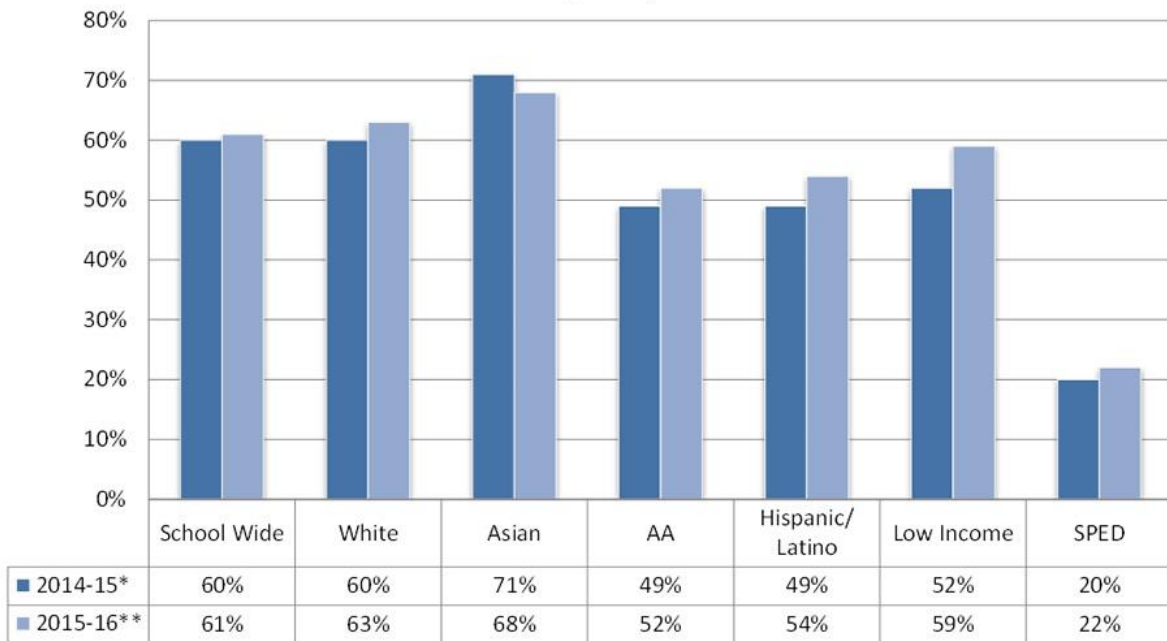
Smarter Balance Assessment System, SBAC

Percentage of students meeting or exceeding standard on SBAC ELA by subgroup

SBAC ELA - Students Meeting or Exceeding Standards

* School wide participation rate in 2014-15: 79.8%

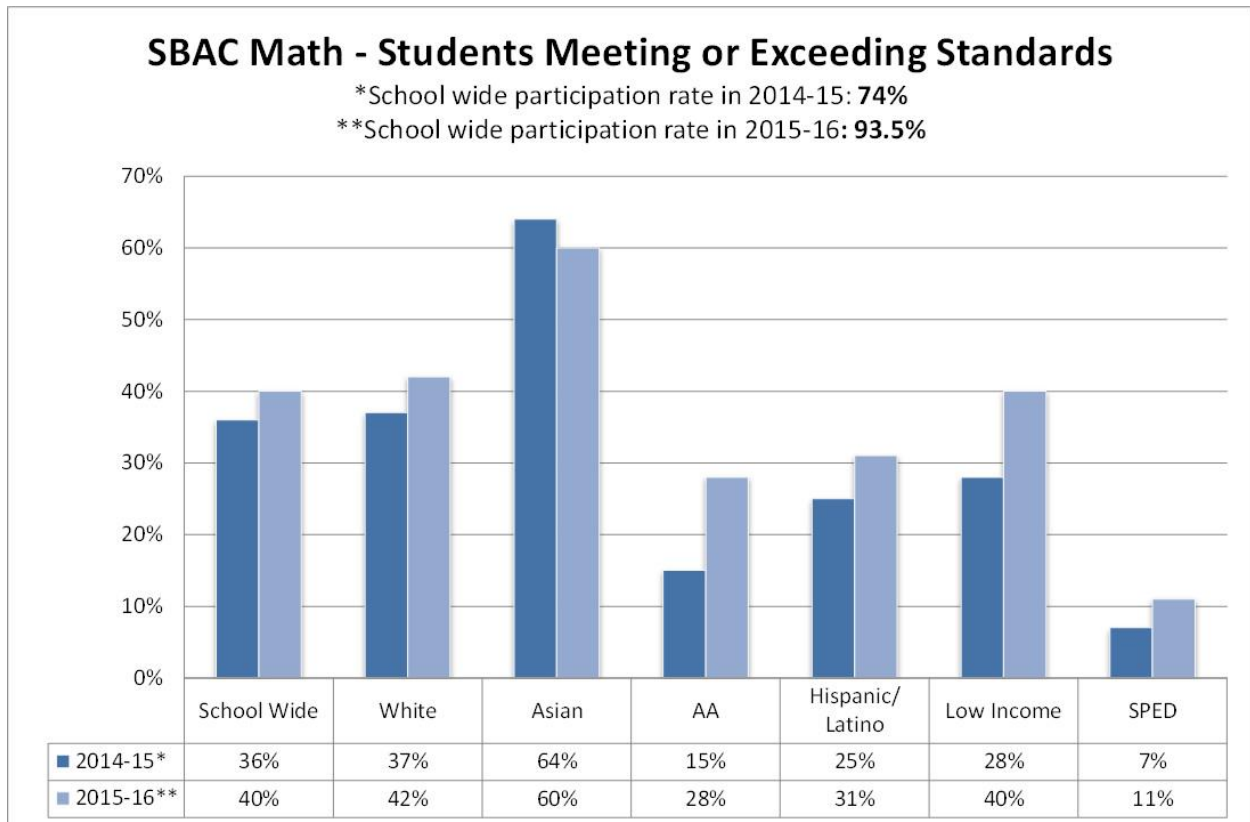
** School wide participation rate in 2015-16: 94%



Percentage of students meeting or exceeding standard on SBAC Math by subgroup

*School wide participation rate in 2014-15: 74%

** School wide participation rate in 2015-16: 93.5%



As indicated by the graphs, we have much to do in raising our scores on the newly implemented CAASP.

In English, school-wide our combined percentiles for meeting or exceeding the standard was 60%, ranging from 81% for the Asian subgroup, 61% for the white subgroup, and 49% for both the Latino and African American populations.

Further disaggregation illustrates the need to also target our low income subgroup (52%), EL’s (32%), and special education students (20%).

In mathematics, a much lower percentage of students met or exceeded the standard as compared to ELA. School-wide our combined percentiles for meeting or exceeding the standard was 36%, with the Asian subgroup at 64%, White subgroup 37%, Hispanic 25%, and African Americans 15%. The percentage of ELs to meet or exceed the standard was 24%, low income students 28% and special education students 7%.

To address these scores and help our students perform better on upcoming CAASP assessments, we have implemented many strategies:

- Common vocabulary among all disciplines and offices
- Actions and resources identified in our LCAP
- Sharing of disaggregated data with the faculty
- Formation of a school-wide Data Committee
- Increased time on practice questions using the machines on which students are tested
- Focus on integrating terminology geared toward higher level thinking, similar to that used on the CAASP assessments, during faculty PD time
- Accommodations according to IEP, extended time

SBAC ELA 11th Grade					
Group/ Subgroup	Number of Students	Exceeded Standard	Met Standard	Nearly Met Standard	Did Not Meet Standard
School Wide	760	26	34	25	13
African American	57	11	38	27	14
Asian	96	43	38	8	9
Filipino	35	26	34	29	11
Hispanic/ Latino	209	17	32	35	14
White	349	28	33	23	14
Other	*	*	*	*	*
English Learners	19	21	11	32	37
Low Income	149	18	34	29	18
Students with Disabilities	76	6	14	39	39
Male	378	22	35	24	18
Female	382	30	33	27	8

SBAC Math 11th Grade					
Group/ Subgroup	Number of Students	Exceeded Standard	Met Standard	Nearly Met Standard	Did Not Meet Standard
School Wide	729	14	22	26	36
African American	58	2	13	45	37
Asian	92	37	27	15	18
Filipino	32	19	25	13	44
Hispanic/ Latino	199	7	18	28	45
White	334	12	25	26	36
Other	*	*	*	*	*
English Learners	16	12	12	12	59
Low Income	144	10	18	25	45
Students with Disabilities	76	3	4	16	77
Male	364	14	22	24	38
Female	365	13	23	29	34

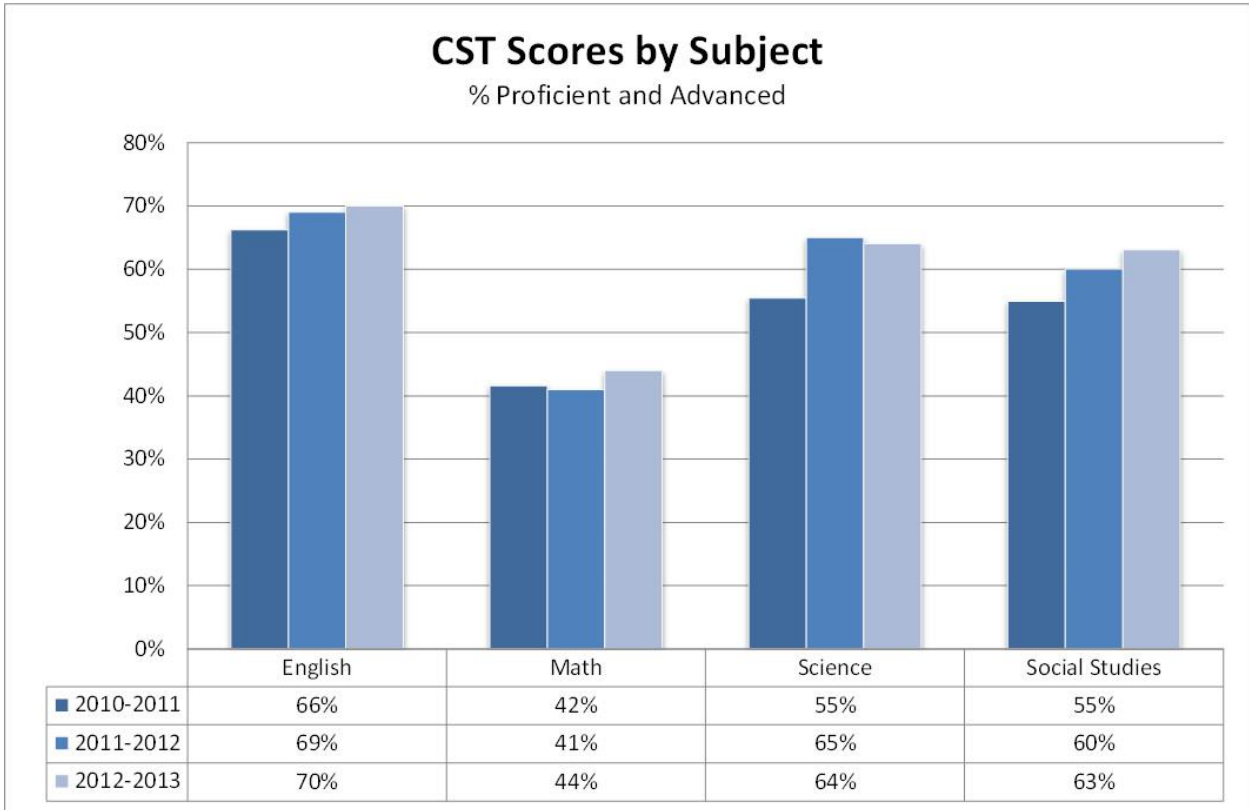
California Standards Tests

In the CST Scores by Subject table, a general increase in the percent of students scoring in the Proficient and Advanced range and a general decrease in the percent of students scoring in the Below Basic and Far Below Basic range can be seen. The exception to this is an increase in students scoring Far Below Basic and Below Basic in math. Source for all CST data: CDE

CST Scores by Subject						
Subject	% Far Below Basic and Below Basic			% Proficient and Advanced		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
English	10.30%	9%	8%	66.20%	69%	70%
Math	27.20%	17%	30%	41.60%	41%	44%
Science	18.00%	14%	11%	55.40%	65%	64%
Social Studies	21.80%	14%	13%	54.90%	60%	63%

Grade Level Proficiency Scores												
	English						Math					
	9 th Grade		10 th Grade		11 th Grade		9 th Grade		10 th Grade		11 th Grade	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Advanced	46%	40%	40%	35%	36%	32%	12%	17%	17%	9%	14%	11%
Proficient	27%	36%	31%	34%	31%	31%	19%	33%	33%	32%	30%	27%
Basic	20%	18%	23%	24%	22%	26%	10%	23%	29%	30%	29%	27%
Below Basic	6%	4%	5%	5%	6%	7%	4%	20%	17%	22%	22%	25%
Far Below Basic	2%	2%	2%	2%	5%	4%	2%	7%	4%	6%	5%	11%

Grade Level Proficiency Scores												
	Science						Social Studies					
	9 th Grade		10 th Grade		11 th Grade		9 th Grade		10 th Grade		11 th Grade	
Year	12-Nov	13-Dec	12-Nov	13-Dec	12-Nov	13-Dec	12-Nov	13-Dec	12-Nov	13-Dec	12-Nov	13-Dec
Advanced	49%	47%	43%	40%	20%	20%	22%	39%	24%	31%	34%	30%
Proficient	27%	32%	31%	31%	22%	25%	39%	35%	30%	30%	30%	30%
Basic	14%	14%	19%	21%	30%	37%	28%	20%	31%	26%	21%	24%
Below Basic	5%	3%	4%	6%	15%	12%	4%	2%	6%	6%	7%	7%
Far Below Basic	6%	4%	4%	2%	12%	6%	8%	3%	8%	7%	9%	9%



CST: English Language Arts

2012-2013 data is very similar to 2011-2012 data. Almost the same percent of students scored in the Proficient and Advanced range and in the Far Below Basic and Below Basic range. The major exception to this is the eight percent decrease in African American students scoring in the Far Below Basic and Below Basic range.

CST: English Language Arts							
Subgroups	% Far Below Basic/Below Basic				% Proficient/Advanced		
	2010-2011	2011-2012	2012-2013		2010-2011	2011-2012	2012-2013
African American	12%	18%	10%		57%	56%	54%
Asian	4%	4%	4%		79%	85%	85%
Filipino	9%	3%	4%		68%	81%	79%
Hispanic	15%	11%	10%		53%	56%	58%
White	9%	8%	8%		72%	74%	74%

CST Mathematics

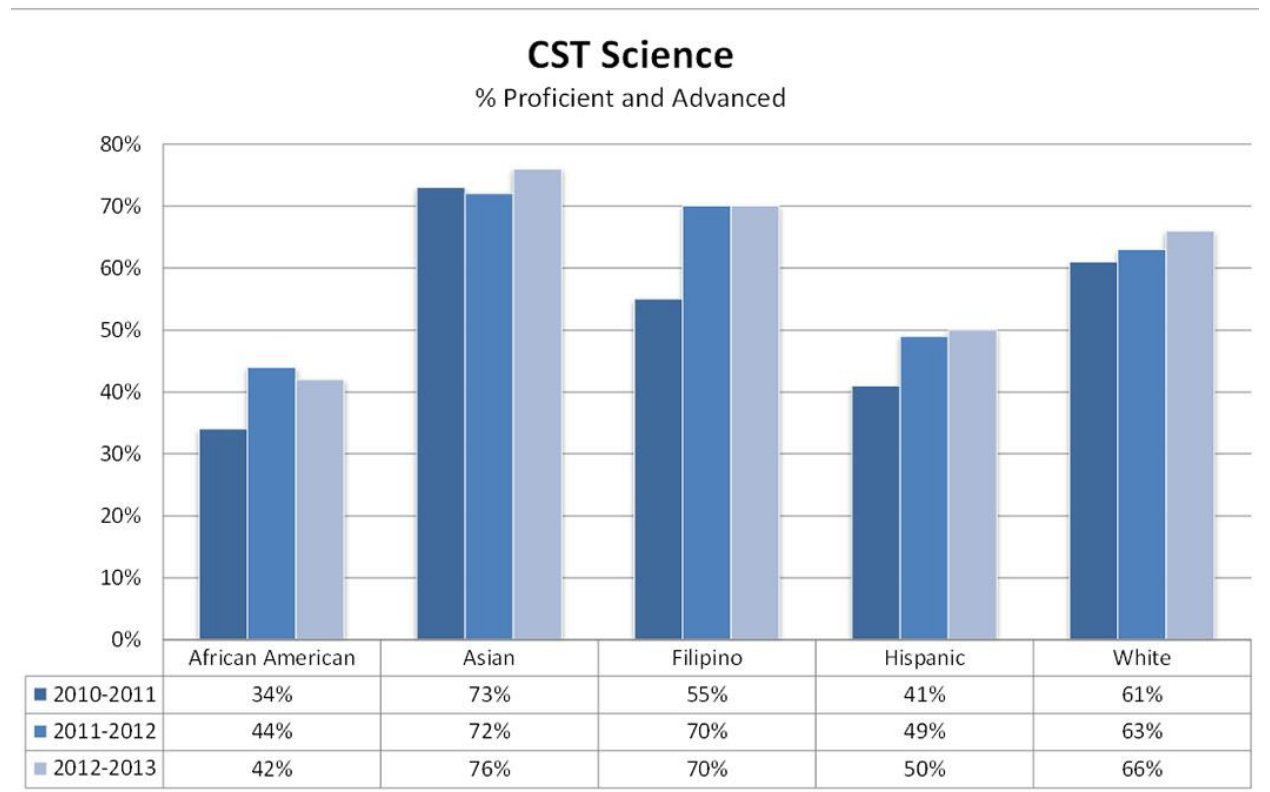
In 2012-2013 there was a decrease in all subgroups scoring in the Proficient and Advanced range and an increase in all subgroups scoring in the Far Below Basic and Below Basic range.

CST: Mathematics							
Subgroups	% Far Below Basic/Below Basic				% Proficient/Advanced		
	2010-2011	2011-2012	2012-2013		2010-2011	2011-2012	2012-2013
African American	41%	36%	43%		20%	34%	26%
Asian	14%	10%	12%		65%	71%	61%
Filipino	28%	11%	28%		47%	65%	35%
Hispanic	34%	25%	42%		28%	40%	33%
White	24%	18%	26%		45%	56%	48%

CST Science

All subgroups demonstrated a decrease in the number of students scoring Far Below Basic and Below Basic and an increase in the percent of students scoring in the Proficient and Advanced range.

CST: Science							
Subgroups	% Far Below Basic/Below Basic				% Proficient/Advanced		
	2010-2011	2011-2012	2012-2013		2010-2011	2011-2012	2012-2013
African American	26%	26%	18%		34%	44%	42%
Asian	6%	7%	6%		73%	72%	76%
Filipino	15%	9%	6%		55%	70%	70%
Hispanic	29%	23%	18%		41%	49%	50%
White	15%	14%	11%		61%	63%	66%



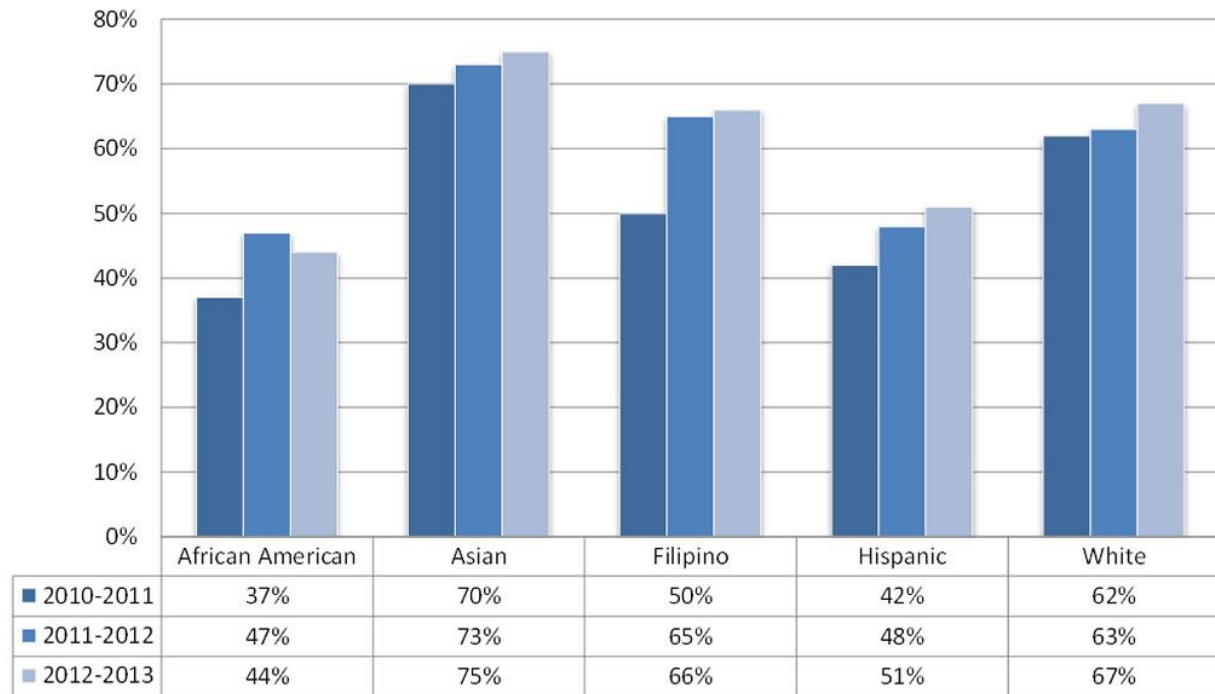
CST Social Science

Most subgroups showed a decrease in the percent of students scoring in the Far Below Basic and Below Basic range and all subgroups showed an increase in the percent of students scoring the Proficient and Advanced range.

CST: Social Science							
Subgroups	% Far Below Basic/Below Basic				% Proficient/Advanced		
	2010-2011	2011-2012	2012-2013		2010-2011	2011-2012	2012-2013
African American	31%	20%	18%		37%	47%	44%
Asian	11%	9%	7%		70%	73%	75%
Filipino	23%	5%	9%		50%	65%	66%
Hispanic	32%	21%	19%		42%	48%	51%
White	19%	13%	13%		62%	63%	67%

CST Social Science

% Proficient and Advanced



2013-14

CST results are only reported CDE/Dataquest under AYPs one of the AMOs:

2013-14 CST		
Percent Scoring Proficient or Advanced		
	English	Math
Overall	75%	74%
African American	66%	61%
Asian	86%	88%
Hispanic	66%	64%
White	79%	79%
English Learners	63%	68%
Low Income	56%	69%
Students with IEPs	40%	34%

California High School Exit Exam, (CAHSEE)

CAHSEE pass rates in both Math and ELA outperform pass rates of the District, State, and comparison resident schools: Source CDE

ECRCHS's 10th graders achieved an overall 94% pass rate on the CAHSEE math portion, and 95% pass rate on the CAHSEE ELA portion in 2013-2014, the latest published data available. These passage rates exceed LAUSD's rates of 79% for math and 78% for ELA for the same year, along with the statewide passage rates of 85% for math and 83% for ELA.

CAHSEE Results for Tenth Grade Students						
(First Time Test Takers)						
Group	English Language Arts			Mathematics		
	Mar-14	Mar-13	Mar-12	Mar-14	Mar-13	Mar-12
All Students	95%	94%	96%	94%	92%	94%
Female	96%	97%	98%	94%	93%	94%
Male	94%	90%	93%	95%	91%	94%
African American	95%	88%	93%	93%	80%	85%
American Indian	n/a	n/a	100%	n/a	n/a	94%
Asian	97%	99%	95%	97%	98%	96%
Filipino	97%	100%	98%	91%	100%	96%
Hispanic/Latino	93%	92%	93%	92%	92%	91%
Pacific Islanders	n/a	n/a	n/a	n/a	n/a	n/a
White	96%	94%	97%	95%	93%	96%
Students with Disabilities	79%	69%	68%	76%	57%	57%
EL	62%	61%	40%	54%	72%	60%
RFEP	96%	98%	99%	95%	97%	96%
Socioeconomically Disadvantaged	94%	91%	90%	92%	89%	93%
Not Socioeconomically Disadvantaged	96%	95%	95%	95%	95%	93%

Program Improvement:

Details in **Section A number 4** and **Section B number 3**

ECRCHS became a Program Improvement, (PI) school in the 2013-14 school year. We did not meet the percentile mark for proficient or above on CSTs in English school-wide, or Mathematics in our Latino sub-group, for two consecutive years.

In the 2014-15 school year, ECRCHS was moved to PI, year 2. Although, we met 23 of the 25 Annual Measurable Objectives, (AMOs), the percent proficient in both English and Mathematics was set by the State at 100%, and we did not achieve this.

In the 2015-16 school year, ECRCHS was moved to PI, year 3. The participation target in the new Smarter Balance testing, SBAC, was set by the state at 95% in both English and Mathematics, and we had 78% school-wide participation in English and 75% participation in mathematics.

Adequate Yearly Progress (AYP).

Adequate Yearly Progress (AYP)			
Criteria	2012-2013	2013-2014	2014-2015
Made AYP	No	No	No
AYP Criteria Met	20 out of 26	23 out of 25	2 out of 11
ELA Participation Rate	Yes	Yes	No
Math Participation Rate	Yes	Yes	No
ELA Percent Proficient	No	No	n/a
Math Percent Proficient	No	No	n/a
API	Yes	n/a	n/a
Graduation Rate	No	Yes	Yes

Source: 2015 School Report from CDE Dataquest:

AYP Proficiency Data

English Language Arts Proficiency Data				
	2012-13		2013-14	
	Target = 88.9%		Target = 100%	
	% at or above proficient	Met AYP Criteria	% at or above proficient	Met AYP Criteria
School-wide	70.40%	No	74.7	Yes (SH)
African American	67.70%	*	65.9	--
Asian	86.80%	Yes (SH)	85.8	No
Filipino	88.50%	*	71.9	--
Hispanic	55.40%	No	65.8	Yes (SH)
White	73.60%	No	78.6	Yes (SH)
Special Ed.	24.40%	*	40.4	--
English Learners	58.50%	Yes (SH)	63.3	Yes (SH)
* No, but not enough scores to be numerically significant				
SH = Passed by Safe Harbor. The school, LEA, or student group met the criteria for safe harbor, which is an alternate method of meeting the percent proficient (AMO) if a school, an LEA, or a student group shows progress in moving students from scoring at the below proficient level to the proficient level.				

Mathematics Proficiency Data				
	2012-13		2013-14	
	Target = 88.7%		Target = 100%	
	% at or above proficient	Met AYP Criteria	% at or above proficient	Met AYP Criteria
School-wide	72.10%	Yes (SH)	74.40%	Yes (SH)
African American	54.70%	*	60.70%	--
Asian	88.60%	Yes (SH)	87.60%	No
Filipino	76.90%	*	78.10%	--
Hispanic	60.40%	No	63.90%	Yes (SH)
White	76.20%	No	78.80%	Yes (SH)
Special Ed.	29.30%	*	34.00%	--
English Learners	63.80%	Yes (SH)	67.50%	Yes (SH)
* No, but not enough scores to be numerically significant				
SH = Passed by Safe Harbor. The school, LEA, or student group met the criteria for safe harbor, which is an alternate method of meeting the percent proficient (AMO) if a school, an LEA, or a student group shows progress in moving students from scoring at the below proficient level to the proficient level.				

2014-15 AYP Information			
	Participation		Graduation Rate
	English	Math	(2015 cohort)
Goal	95%	95%	90%
School-wide	78%	75%	94%
African American	75%	77%	97%
Asian	86%	82%	96%
Hispanic	79%	75%	92%
White	75%	72%	93%

College Testing: SAT and ACT Results

SAT & ACT SCORES

SAT Scores	Verbal (SAT)	Math (SAT)	Writing (SAT)	ACT Scores
National	494	508	482	20.8
State	491	500	485	22.6
El Camino	511	523	511	23.3

ACT

There were 249 students who took the ACT test at ECRCHS compared to 2012 when only 158 students took the ACT. There was a steady increase in the number of students who took the ACT because the of the College Office’s attempt to keep students informed about the different testing options students have for college entrance.

According to the ACT ECRCHS school profile 83% of our students demonstrated that they have met college readiness benchmarks on the ACT. Sixty two percent of our students met the benchmark in mathematics.

Percent Who Met Benchmarks for ACT

Year	Number of students		English		Mathematics		Reading		Science		Met all Four	
	ECRCHS	State	ECRCHS	State	ECRCHS	State	ECRCHS	State	ECRCHS	State	ECRCHS	State
2014	215	113,732	86	71	73	57	63	51	49	43	43	34
2015	211	121,815	86	72	68	56	64	54	61	46	49	37
2015	249	127,225	83	72	62	56	61	55	53	45	40	37

(Source: ACTSTUDENT.ORG)

SAT

There were 479 students at ECRCHS who took the SAT test during the 2015-2016 school year. Out of the 479 SAT tests, 338 of the students were seniors (2016). 141 juniors took the test.

Ethnicities	Test Takers	Critical Reading	Mathematics	Writing
American Indian	1	--	--	--
Asian	105	519	573	519
Black/African American	33	456	465	462
Native Hawaiian or Other Pacific Islander	--	--	--	--
Hispanic or Latino	115	480	478	479
White	185	526	524	529
Two or more races	9	593	553	551
Other	6	587	622	557
No Response	25	541	556	529
Total	479	511	523	511

Source: College Board

EAP (Early Assessment Test) Testing

The Smarter Balance assessments incorporates the college readiness, which is the EAP (Early Assessment Test). The California Standards exceeded means that the students are ready for English/Math college-level work. Standards met means that students are conditionally ready for English/Math college-level work. Standard nearly met means that students are not yet demonstrating readiness for English/Math college-level work. Standard not met means that students are not demonstrating readiness for English/Math college level work.

The results of the 2016 EAP test for the English Language Arts/Literacy for ECRCHS 11th graders are:

Number of Students Enrolled	967
Number of Students Tested	908
Standard Exceeded	30%
Standard Met	31%
Standard Nearly Met	23%
Standard Not Met	16%

The English Language/Literacy is reported in four different key areas:

Reading: How well do students understand stories and information that they read? 35% performed Above Standard.

Writing: How well do students communicate in writing? 37% performed Above Standard.

Listening: How well do students understand spoken information? 23% performed Above Standard

Research/Inquiry: How well can students find and present information about a topic? 39% performed “above standard”

Mathematics Achievement for ECRCHS 11th graders are:

Number of Students Enrolled	967
Number of Students Tested	905
Standard Exceeded	14%
Standard Met	26%
Standard Nearly Met	24%
Standard Not Met	36%

Source: California Department of Education

Advanced Placement Tests

There were 839 students who sat for 1524 examinations across 29 subjects. 74% of all students received a college credit grade of 3 or better. The Advanced Placement Coordinator is a college counselor and this person is responsible for maintaining the AP course approval and organizing the AP tests which are given in May.

In 2014-15, 818 students (21% of total enrollment) took 1,506 AP exams, achieving a score of “3” or higher on 71% of all AP exams taken. Students scored a “5” on 18% of AP exams. This represents an increase in participation from the previous year, when 767 students took 1,426 exams

Subject	Number of students	Grade 3 +	Subject	Number of students	Score 3 +
Biology	56	71%	Human Geography	27	67%
Calculus AB	83	65%	Italian	5	100%
Calculus BC	53	98%	Music Theory	1	100%
Chemistry	55	49%	Physics 1	6	50%
Chinese Lang	5	80%	Physics C Elec+Mag	1	100%
Computer Science A	46	74%	Physics C Mechanics	3	100%
Econ Macro	118	75%	Psychology	77	92%
Econ Micro	54	59%	Spanish Language	79	95%
English Language	95	91%	Spanish Literature	27	81%
English Literature	60	95%	Statistics	75	89%
Environ Science	97	48%	Studio Art: 2-D Design	2	100%
Euro History	80	26%	Studio Art:Drawing	22	100%
French Lang	12	100%	U.S. History	177	72%
Gov/Politics	61	67%	World History	151	80%

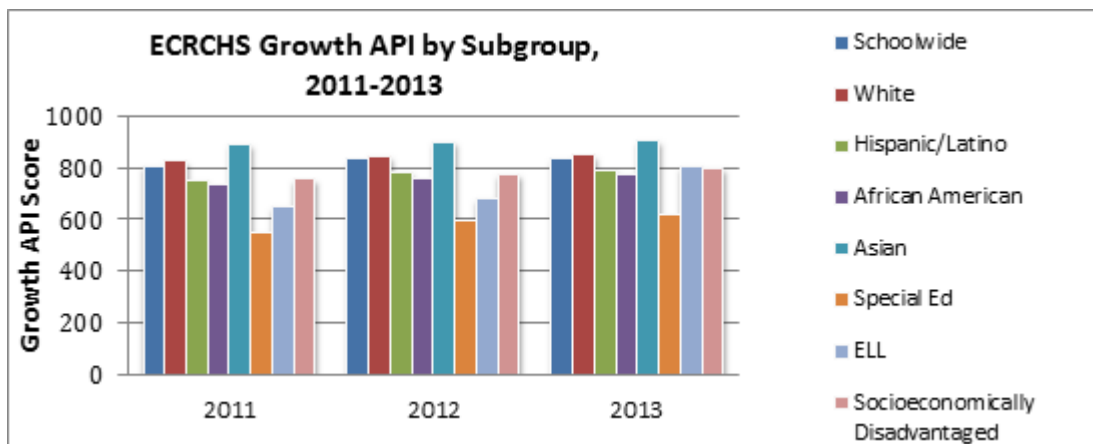
Source: College Board

Score on Academic Performance Index

The post-conversion benefits of increased autonomy and flexibility have impacted curriculum development and hiring practices, leading to improved student academic outcomes as detailed more fully in the next section. Of particular note:

- The schoolwide API increased 29 points from 805 to 834 between 2011 and 2013, with all statistically significant subgroups realizing significant gains as well:
 - English Learners gained a remarkable 155 points in two years, to 803;
 - Hispanic/Latino students gained 52 points to 790;
 - African American students gained 42 points, to 773;
 - Socioeconomically Disadvantaged students gained 44 points to 797; and
 - Students with Disabilities gained 71 points to 586.

The following graph illustrates improvements in closing the achievement gap since ECRCHS's conversion to a charter school.



Source: CDE

ECRCHS's API statewide ranking rose from 8 to 9 between 2011 (pre-conversion) and 2013 (the most recent year rankings are available), and the similar schools ranking rose from 3 to 7 in the same time period.

As discussed in Chapter 1 section **1-A**, these improved student outcomes were made possible by the staffing changes and resulting program improvements since charter conversion

Share of pupils who are college and career ready

Of the 940 graduates in the Class of 2016, 55% matriculated into community college; 41.5% matriculated into a four-year college (19.5% enrolled in the CSU system, 9% enrolled in the UC system, and 13% enrolled in private or out of state colleges), and 2.4% joined the military.

We asked students the following question in our 2015-2016 School Experience Survey: “How prepared for the next step (i.e. next year in high school, college, or career) do you feel in the following subject areas? Please place a checkmark inside the appropriate box. 5=Very prepared; 4=Prepared; ; 3=I'm not sure; 2=Unprepared; 1=Very Unprepared.”

On average, the 236 senior students who completed the survey indicated the following degrees of readiness: Math (3.6); Science (3.7); Reading (4.2); Writing (4.0); Foreign Language (3.4); Critical Thinking (4.1); Problem Solving (4.0); Creativity (4.2); and Teamwork (4.2).

In the 2014-15 school year, we administered a separate survey designed just for senior students. We asked the following question: “As graduation approaches, how prepared do you feel to do the following? Please place a checkmark inside the appropriate box. 5=Very prepared; 4=Prepared; 3=I'm not sure; 2=Unprepared; 1=Very unprepared.”

On average, the 608 senior students who completed the survey indicated the following degree of preparedness: Pursue higher education (4.3); Enter the workforce (3.8); Start working toward my career goals (4.1); Deal with personal issues (3.9).

We also asked our seniors what they planned to study in college (we did not limit the response to one choice). The breakdown was as follows: STEM fields (44.1%); Business (29.1%); Art, Music, or Drama (16.4%); Humanities (12%); Education (8.1%); and Other (19.8%).

This data was very helpful in understanding our students’ perception of and confidence in their own abilities, as well as understanding their postsecondary goals and plans. Going forward, we would like to return to separate surveys for each grade level, as this will allow us to ask more detailed questions and will yield data that helps to inform the development of targeted support programs.

Share of English Learners who become English Proficient:--CELDT and % at each proficiency level-

Reclassification rate:

Reclassification Rate			
Year	Reclassified ELs (#)	Reclassified ELs (%)	State Average
2013-14	15 *	14%	12%
2014-15	22	19%	11%
2015-16	22	21%	11%

Source: * Aeries, CDE DataQuest

California English Development Test, CELDT, Source: CDE

CELDT Test		
	2013-14	2014-15
Advanced	35%	17%
Early Advanced	32%	36%
Intermediate	24%	22%
Early Intermediate	6%	15%
Beginning	4%	10%
Number Tested	217	104
No data available for 2015-16		

Title III Accountability Report: Source: CDE

According to CDE/dataquest, our EL student group did not meet the minimum group size, and no value is reported.

Share of students determined prepared for college by EAP

EAP (Early Assessment Test) Testing

The Smarter Balance assessments incorporates the college readiness, which is the EAP (Early Assessment Test). The California Standards exceeded means that the students are ready for English/Math college-level work. Standards met means that students are conditionally ready for English/Math college-level work. Standard nearly met means that students are not yet demonstrating readiness for English/Math college-level work. Standard not met means that students are not demonstrating readiness for English/Math college level work.

The results of the 2016 EAP test for the English Language Arts/Literacy for ECRCHS 11th graders are:

Mathematics Achievement for ECRCHS 11th graders are:

Number of Students Enrolled	967
Number of Students Tested	908
Standard Exceeded	30%
Standard Met	31%
Standard Nearly Met	23%
Standard Not Met	16%

Source: CDE

Other pupil outcomes:

Report Card analyses: D and Fail % for last 3 semesters:

Specifically tracking students across three years, the English D/Fail rate decreased from 44% as freshmen to only 27% as juniors, and the English D/Fail rate decreased from 30% as sophomores to 14% as seniors. Analyzing the traditional Math curriculum progression, Algebra 1 has 38-42% D/Fail rate, Geometry has 45-53% D/Fail rate, and Algebra 2 has 32-35% D/Fail rate. If students do take classes beyond these basic Math classes (ie the more advanced Math classes - Math Analysis, Calculus and Statistics), the D/Fail rate drops to 5-20% depending on the course. Reviewing the typical course progression of Social Studies - World History, US History and Government/Economics, this also shows the D/Fail rate decreasing from 30-37% in World History as sophomores to 4-13% in Government/Economics when the students are seniors. The Biology D/Fail rate across these same years ranges from 15% to 28%. The Chemistry D/Fail rate ranges from 21-35%.

As a school we began the process of course alike goals, objectives and common formative assessments. We believe, grade equity and a better focus on what students need to know will

bring an aligned curriculum and allow us to address our A-G rate. One example: What does it take to earn an “A”?/What does “A” work look like?

There has been more targeted intervention over the last three years, which has shown improvement in the D/F rate.

3. Engagement Indicators

Efforts to seek parent input in decision making

Parents provide input for establishing school-wide goals, examining academic results, and allocating resources. Parents participate in the School Site Council, English Learner Advisory Committee (ELAC), Charter Renewal Committee (during Summer 2015), The Village Nation, Bilingual Parent Committee, athletic and activity booster clubs, and focus groups hosted by the school. In addition, teachers who are also parents of ECRCHS students participated on all WASC focus groups. The school makes an effort to inform parents of ECRA Board meetings in advance, and parents frequently share their thoughts with the board. Our parents also individually donate their time and financial resources to support the myriad activities offered at El Camino such as band, drama, robotics, athletics, journalism, and Academic Decathlon. This strong parental support, along with a dedicated, professional staff, and focused students, lead to high levels of achievement in both academic and extra and co-curricular areas.

Promotion of parent participation in programs for Els

The Assistant Principal who oversees English Learners and the advisor for La Familia meet monthly with parent members of the school's English Learner Advisory Council (ELAC) to listen to their concerns and provide information families need to make informed decisions for their children. ECRCHS has implemented many suggestions from ELAC parent members, including extended library hours and after school tutoring programs.

La Familia was created to support Latino students. La Familia aims to strengthen Latino communities through a focus on family, culture, education, and pride in one's heritage and unites Latino students through activities that promote teamwork as a means to achieve academic success. La Familia hosts assemblies with Latino guest speakers who share stories about the struggles they faced in their pursuit of higher education and career advancement, as well as their strategies for success. In addition, La Familia works closely with parent members of the school's English Learner Advisory Council (ELAC) to promote the dissemination of information families need to make informed decisions for their children.

Parent play an integral role in the IEP process. As members of the IEP team, they help create a plan to assist with their child's individual needs. Parents help the team assess their child's skills, assist with the creation of educational goals, and give insight as to what services their child may benefit from.

High school dropout rate

The 2014-2015 overall dropout rate was 4.8%, a significant improvement from the 2010-2011 overall dropout rate of 14.7% (CDE).

We believe adding the Alternative Education and Independent Study programs to the school has made the difference in our dropout rate. Offering different types of learning and catching the students in time to graduate with their peers is the cornerstone of these innovative programs.

ADA

ECRCHS's Average Daily Attendance (ADA) of 95.6% in 2014-15 has contributed to the school's overall success. Ensuring prompt and consistent attendance is a major focus of school staff. Following conversion to a charter school in 2011, ECRCHS hired a full-time attendance clerk who makes daily phone calls to the parents or guardians of absent students in order to confirm the parents and guardians are aware of the absence and update them on the student's attendance record.

Chronic absentee rate

Our chronic absentee rate remains a challenge. The chronic absentee rate was 10.83% in 2015-16, compared to 9.93% in 2014-15, and 12.34% in 2013-14. As of February 2017, our chronic absentee rate is 4.01%; we will re-evaluate our progress at the end of the year.

Over the last two years, we have targeted our efforts to improve senior attendance and updated the senior attendance policy. Among other changes, seniors with more than 15 absences are not eligible to attend prom.

Tardiness rate

Month three snapshot

	Data								
Grade	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Total
9	2	459	66	69	72	56	51	0	775
10	31	790	110	144	109	135	130	1	1450
11	275	917	187	244	149	232	194	4	2202
12	146	768	136	130	123	127	65	4	1499
Grand Total	454	2934	499	587	453	550	440	9	5926

Month 4 snapshot

Grade	Period 0 Tardies	Period 1 Tardies	Period 2 Tardies	Period 3 Tardies	Period 4 Tardies	Period 5 Tardies	Period 6 Tardies	Period 7 Tardies	Total
9	3	357	65	57	42	55	69	0	648
10	22	546	103	113	82	131	99	0	1096
11	190	716	147	228	118	200	183	1	1783
12	142	588	111	136	97	120	85	2	1281
Grand Total	357	2207	426	534	339	506	436	3	4808

Our student tardiness is the highest going to period 1, after nutrition, and lunch.

Last year we began a school-wide effort to address this issue through use of technology and consequences. Our system is fully implemented at the present time; we are hopeful we will see improvement. The system has been designed with 2 stationary units in the main entrance and six mobile stations throughout the campus

The system is also integrated with Aeries. This means all tardies processed in the App will Auto-Update/Sync to the student attendance record. In other words, when a tardy is processed the following operations will auto trigger:

- Student tardy is tracked for given period
- Tardy code is written to Aeries
- If student meets detention threshold (5 tardies in any given period) the system will automatically print a "Detention" slip
- Parent is emailed a tardy notification

High school graduation rate: Source: Aeries, senior surveys

The Class of 2016 regular graduation rate was 95.1%. Of the graduating seniors, 41.5% went on to attend four-year institutions, 55% enrolled in two-year community colleges, and 2.4% joined the military.

ECRCHS achieved a 93.1% cohort graduation rate in the 2014-2015 school year, down from 94.1% in the previous school year and up from 79.8% in 2010-2011, the school year prior to charter conversion (Source: CDE).

The graduation rate for English Learner students has fluctuated in recent years. While the 2014-2015 graduation rate for this subgroup exceeded the 2010-2011 graduation rate by 1.9%, there is room for improvement. To address this, the advisor of La Familia and the Assistant Principal who oversees English Learners meet regularly with parent members of the school’s English Learner Advisory Council (ELAC) to listen to their concerns and provide information that families need to make informed decisions for their children’s education. ECRCHS has implemented many suggestions from ELAC parent members, including extended library hours and after school tutoring programs. La Familia is addressed in greater detail in sections 2b and 2d, and ECRCHS’s strategies for meeting the needs of English Learner students are addressed in section 27.

Discipline referrals:

Discipline Referrals		
2013-14	2014-15	2015-16
543 out of 3754	381 out of 3868	383 out of 3855
14.50%	10.90%	9.90%

As the table illustrates, our discipline referrals have decreased over the past three years. We believe this is in response to the targeted intervention and progressive intervention programs we have implemented over this time. Our focus is on involving the parent/guardian from the first referral with ongoing meetings as needed. Other strategies include:

- In school suspension, with instruction materials
- Behavior Modification through Ripple Effects online learning
- Anger Management classes with a certified therapist
- Counseling services from California Family Counseling and Phillips Graduate Institute
- Drug counseling and education from a drug counselor from Tarzana Treatment Center

Suspension rates -

ECRCHS’s suspension and expulsion rates are significantly lower than District, State and surrounding schools rates:

ECRCHS	Suspension %	Expulsion %
2013-14	0.80%	0
2014-15	1.40%	0
2015-16	0.90%	0

In the 2015-16 school year, the suspension rate was 0.9%, compared to LAUSD’s 1.3% and the statewide rate of 4.4% (for all grades – notably, high school rates are typically much higher than elementary rates). Meanwhile, the surrounding schools’ suspension rates ranged from 0.5% to 3.2%. We have implemented many progressive discipline policies to keep our students in school. Some of these policies include:

- In school suspension, with instruction materials
- Behavior Modification through Ripple Effects online learning
- Anger Management classes with a certified therapist
- Counseling services from California Family Counseling and Phillips Graduate Institute
- Drug counseling and education from a drug counselor from Tarzana Treatment Center

Expulsion rates

Zero students have been expelled in the last three years at ECRCHS. While District and State expulsion percentages are effectively 0-.1%, we are proud of our efforts to minimize expulsion and work with our students and families to keep students in school.

Other local measures include crime stats and surveys about safety and school connectedness

For the last two years, ECRCHS has created and distributed a parent survey in the spring semester to garner parents’ perceptions of the school environment, school operations, academic programs, and extracurricular opportunities. One of the questions on the survey asked parents to indicate how strongly they agree or disagree with the statement “The school is safe.” In spring 2016, 84% of parent respondents agreed or strongly agreed with this statement. Moreover, 66.2% agreed or strongly agreed that teachers, counselors, administrators and other school staff foster a

welcoming environment for all students, and 74% agreed or strongly agreed that the school celebrates diversity and encourages students to respect each other's differences. What's more, 76.41% of respondents agreed or strongly agreed that the rules at the school encourage positive behavior, while 67.4% agreed or strongly agreed that the rules apply fairly to all students. Meanwhile, 45.27% of respondents agreed or strongly agreed that school staff is responsive to reports of bullying, while 48.7% felt neutral about this.

A summary of the results of the parent surveys from spring 2015 and spring 2016 are provided in the appendix.

E. School-wide Learner Outcomes

The ESLR from 2011 Self Study we have chosen is:

Academic, Personal, and Social Responsibility

We believe our students are meeting this ESLR to the highest degree indicated by our data.

Academic: As we analyzed student achievement data, we found an improvement trend over a three year span in almost all cases. For example:

- Language Proficiency: Reclassified Els have increased from 13.9% to 21%
- A-G: Although all subgroups improved some, the subgroups with the largest gains over a three year period: African Americans 11% and Hispanic 7%
- Algebra: Students needing to repeat Algebra has decreased each year, from 7.28% to 4.08%
- CST scores by ethnicity show an average increase in Advanced/Proficient scores for all statistically significant subgroups over a three-year period in each of the core subjects. Filipino students had the highest average percentage increase in the core subjects with a 7.5% improvement. They were followed by Hispanic students (7.0% increase), African-American students (4.5% increase), White students (3.8%) and Asian students (2.5% increase).
- Graduation rate has increased from 79.8% to 96% since going charter, with every subgroup improving each year. Low Income showed the largest gain: 83% to 90% in three years.

We strongly believe these results are from targeted interventions and school wide focus on student achievement. For example, with the addition of our credit recovery program, Independent study, after school classes, attendance and intervention coordinator, we have improved graduation percentiles, student attendance, algebra proficiency, and state summative data.

Personal Responsibility: School-wide data on suspensions, expulsions, and discipline referrals shows a decrease in percentiles over a three year period. As previously mentioned, the parent involvement and progressive discipline strategies have allowed our students to learn from past mistakes and not repeat them.

Every week our Intervention Coordinator shares “Wednesday Words of Wisdom” during the morning announcements to inspire our students to be responsible young adults. Moreover, the school recognizes students for strong academic performance through “On the Spot Recognition” awards. These efforts motivate students to take pride in their work. Over the years, we have noticed improved attendance at tutoring, and students have increasingly taken on the responsibility of starting clubs focused on causes they care about. We currently have 105 student clubs, most spearheaded by the students themselves.

School-wide efforts have been implemented to address teen issues and help our youth. Some of these programs are: anger management classes, Tarzana treatment drug counseling, Peer Active Listening, and online behavior modification.

Social Responsibility: We believe our students have shown respect for themselves, others, and the environment through a multitude of ways. From our list of 105 clubs, 30 are dedicated to improving our world. For example, we have a student led social justice club, which meets regularly to discuss controversial issues, host assemblies that focus on social issues and racism, and have presented to the entire faculty. Native Plant and Environmental club, Key Club with 190 members, our student athletes donate a Saturday each year to plant trees and shovel wood chips around plants to conserve water. Our Black Student Union has participated in 12 city events, (AIDS Walk, Sickle Cell Anemia, Toy Drive for battered women's shelters, to name a few), Challah for Hunger distributes food and Relay for Life has raised over \$250,000 over the past five years to support research and a variety of programs used to combat cancer, another great example is the Cool 2 Be Kind club. Fairly new, this active group has demonstrated against student violence in the community, praised students for doing the right thing here at school and hosted school wide assemblies on anti-bullying and positive outcomes. Some of our faculty also incorporate social responsibility into the school fabric. Alternative Education frequently hosts trips around the community to help those in need. Some examples are:

- Blessing Bags to Skid Row
- Serving Dinner at Homeless and Winter Shelters
- Toy Drive for Battered Women’s Shelter
- Clothing drive for Foster children

The Humanitas Academy integrates social responsibility into a number of their thematic units, including:

- Thinking Outside the Box: Creative Solutions for the Problems We Face
- Finding Identity: Nature, Nurture, and the Choices We Make
- The Ties That Bind: Discovering Our Shared Humanity through the Power of Stories
- The Courage of Our Convictions: Challenging the Status Quo for Change
- Power to the People: Individual and Collective Efficacy in the Modern Age
- Becoming Politically Conscious

Furthermore, the Social Studies department undertakes a service learning project. Many of the teachers engage in the “Economic Summit”, where students learn about and present information from various countries across the world.

Perception Data

For the last two years, ECRCHS has created and distributed a parent survey in the spring semester to garner parents' perceptions of the school environment, school operations, academic programs, and extracurricular opportunities. A link to this survey is sent to parents electronically in our weekly newsletter, and is also posted on our website. The survey remains open for a few months in order to give parents ample time to provide feedback. The results of the parent survey are analyzed and discussed among the administration team and are used to inform the decision-making process. Going forward, ECRCHS plans to make an effort to share the parent survey results with all teachers and staff and start a discussion about how we as a school can better serve the needs of ECR families.

A summary of the results of the parent surveys from spring 2015 and spring 2016 are provided in the appendix.

EL CAMINO REAL CHARTER HIGH SCHOOL

CHAPTER: 2

SUMMARY FROM ANALYSIS OF PROFILE DATA



HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE

WASC: APRIL 2017

WOODLAND HILLS, CA 91367



1. Significant Developments

The most significant development that has occurred since the last full visit is that we converted to an independent charter school. The school was going through the conversion process during the last full visit in Spring 2011 and we opened as an independent charter in Fall 2011. As one of the lowest funded high schools in the State, we have enjoyed the increased flexibility to allocate resources to meet our school's specific needs. We have hired talented staff and established a lean operating structure in order to maximize resources directed to the classroom. The following chart shows the number of additional certificated staff added to each academic department. These additions allowed us to lower class size and better serve our students and teachers.

Department	Counseling	English	For. Lang.	Math	Science	Soc. Studies
Additional Staff	2	2	1	2	2	2

In 2012, ECRCHS merged with the former LAUSD's Miguel Leonis Continuation High School; thus, adding the school and student population to ECRCHS's charter. This additional site has led to the development of two programs: an Alternative Education program, which serves students in need of credit recovery, and an Independent Study program, which assists students who are unable to attend school in the traditional, five days a week format. The former principal of Miguel Leonis is now an assistant principal at ECRCHS; this administrator's main duty is to oversee these two programs. In December 2015, ECRCHS purchased a private site that will eventually serve as the new location for the Independent Study program. The addition of these programs has allowed ECRCHS to provide enhanced academic support services to at-risk students and improve their chances of completing high school, as evidenced in the ECRCHS's steadily increasing graduation rate (+13% in the 2011-2016 period as reported by CDE) and steadily decreasing dropout rate.

Our prudent financial management has also led to improved school operations. Before going charter we had a nurse for one and a half days per week but after going charter we were able to hire a full time nurse. We were also able to supplement our classified staff. Initially, we added 4 ½ new positions in the offices, ten new custodial positions, and seven new campus safety officer positions. During the first semester as a charter school, LAPD reported a decreased number of truancies among El Camino students.

Our charter was renewed for a second term by a unanimous vote from the LAUSD Board of Education in October 2015.

The second most significant development occurred in Fall 2016; following LAUSD's issuance of a Notice of Violations for alleged fiscal mismanagement, ECRCHS entered into a Memorandum of Understanding (MOU) with LAUSD to stay the charter revocation process. The terms of the MOU included the resignation of our Executive Director, who had been with the school since 1995, the last 10 years as Principal/Executive Director; the resignation of the Chief Business

Officer, who left in December 2016; and the resignation of four ECRA Board Members, who left at different times throughout November 2016 to January 2017. Our Lead Assistant Principal was named the new Executive Director, and elections have been held to fill the vacant board positions. We also hired two new Assistant Principals (one to replace the former Lead Assistant Principal, and one to replace a former Assistant Principal who retired in June 2016); a Controller; and a Chief Compliance Officer.

2. Schoolwide Critical Areas for Follow-up

The visiting committee did not leave us with any schoolwide critical areas for follow-up. They did, however, list areas of strength and key issues for each section of Chapter 4 (listed below). There were no critical areas of follow-up mentioned during the Substantive Change visit in January 2012 either. We did not have a midterm visit; we were just required to submit a midterm report.

Organization

Areas of Strength

- ECR members are a cohesive unit and cooperate with one another to enhance student achievement.
- ECR is characterized by a culture of high expectations and academic excellence.
- Student leadership/involvement is a valued component of the school.
- The school's mission, vision and ESLRs were developed collaboratively with all stakeholders.
- Community and local businesses support academic programs and academic achievement.
- Decision making is collaborative and becoming more data driven.
- Resources from LAUSD and Local District 1 support the vision and the overall program of ECR

Key Issues

- There is a need for the school leadership team to provide more data-driven professional development to inform instruction.
- Improved interdisciplinary coordination to enhance the overall academic program as needed.
- Continue to encourage diverse community and parental participation.
- Provide more support to freshman to improve their high school experience and thereby reduce the failure rate.
- There is a need for the school leadership team to explore new avenues for school-wide professional development as an independent charter organization.

Curriculum

Areas of Strength

- ECR provides rigorous, college preparatory curriculum in all departments.
- ECR provides a wide variety of AP and honors courses that challenge students at a high level.
- ECR provides a myriad of electives designed to stimulate student interest in a variety of areas.

- Specialty programs such as Humanitas, AVID, Math/Science Academy, Careers in Entertainment, and Art and Design have been implemented to address the needs of many students.
- Writing across the Curriculum is a strong focus and all staff and students participate in the process.

Key Issues

- Expand access to the entire school program for all students. Support systems should be in place that will motivate more underrepresented students to enroll in rigorous courses that are challenging.
- Data suggests that EL students and special populations need additional support/intervention to be successful at ECR.
- A monitoring system needs to be implemented to evaluate the effectiveness of school programs especially as ECR moves to become a charter school.
- All staff should be involved in the regular analysis of data in order to effectively drive instructional programs.

Instruction

Areas of Strength

- Students are provided rigorous and relevant curriculum.
- There is a high level of student engagement and students produce high quality work.
- Students are offered a wide variety of learning experiences. ECR offers many elective classes and has developed some unique interest based academies to serve student interests and capitalize on community support.
- The Writing across the Curriculum is adhered to in all content areas. The prompts and student writing samples are impressive.

Key Issues

- Increase the use of instructional technology. Increase the use of internet, standards aligned software, and presentation software to enhance lessons.
- In addition to summative assessments such as CAHSEE and CST and semester grades, student work should be analyzed and calibrated regularly so that instruction can be modified/adjusted to suit student needs on a more frequent basis.
- Develop frequent site based formative assessments, and use a data system to analyze student progress toward mastery of standards.
- To the maximum extent possible, students should all have access to the rich variety of instructional programs available at ECR.
- Seek out professional development opportunities on current instructional best practices.
- Provide time for tutoring, intervention, and enrichment during the regular school day.

Assessment and Accountability

Areas of Strength

- Students are held accountable for their learning through a variety of assessments.
- Assessment data is communicated to students and their families in a timely manner.
- Parents are notified every five weeks of their student's academic progress.
- Parents have online access to their student's daily attendance and grades.
- Cross-curricular writing assessments with rubrics are used.
- Some departments give departmental finals and other common assessments such as the LAUSD periodic assessments.

Key Issues

- Through The Professional Learning Community model, teachers need to create site common rubrics, and summative and formative assessments, some of which need to be aligned to high stake tests.
- PLCs need to analyze common assessments to derive meaningful data, and modify assessments, curriculum and instruction in AP, honors, AE, and regular classes
- Analyze student CAHSEE assessment data, to increase interventions as it pertains to CAHSEE proficiency, not just passing rate data
- The school needs to explore innovative and 21st century technology to gather and analyze student data.

Culture

Areas of Strength

- ECR does not tolerate bullying, violence and drugs and has policies to promote a safe campus.
- Students have numerous opportunities to participate in extracurricular activities such as, athletics, performing arts, and school events.
- Students participate in numerous charitable activities through clubs and organizations.
- Students and parents receive college information and support.
- ECR offers rigorous courses at all learning levels that cover a variety of student interests
- ECR has strong parent and community involvement.

Key Issues

- Ensure the summer bridge program remains a priority for re-instatement during the charter conversion process.
- Offer more support such as after-school tutoring for struggling and mid-range students.
- Increase involvement of parents of underrepresented students.
- Explore opportunities for more counselors, a full-time nurse, and technical support for computers/technology

3. Ongoing Follow-up Process

Goal #1: To Close the Achievement Gap	
Action Plan Item	Progress Made
<p>Use data analysis to identify under performing subgroups on the CST and CAHSEE.</p>	<p>In the 2011-2012, we created a data analysis committee that met for several years. There became less data to analyze with the suspension of the CAHSEE and CST. Departments also moved away from the LAUSD periodic assessments. For these reasons, the committee dissolved for a two year period, although data analysis continued at the department level. Following the introduction of the SBAC, the committee was reinstated in Spring 2017.</p>
<p>Create support programs for underachieving students.</p>	<p>Our Peer Tutoring program offers tutoring four days per week. The Math, Science, and World Language departments have run after-school tutoring programs. The Science and World Language departments switched to tutoring during lunch and nutrition provided by the Spanish and French Honors Society, and the Math department continues to run after school tutoring for all levels. We have created a 7th period study skills class that is taught by the intervention coordinator and have added after school intervention classes in English, Health, Teen Health, and Social Studies. Moreover, in Spring 2017, we started offering additional support for EL students struggling with math, by creating an additional Study Skills class during Period 4 as well as an after school class.</p> <p>In the 2016-17 school year we started an “EL Study Table” during nutrition and period 3 to create an opportunity for our EL students to receive tutoring in subjects in which they are struggling, during the school day, from college tutors. Our goal is to provide students with 1-1 attention and give them tools to be successful in all subjects despite their lack of English proficiency.</p>

	<p>Additionally, about a third of our EL students will be provided with electronic translators for use in your classes. Moreover, students who qualify for free or reduced price lunch are also eligible to receive a Chromebook tablet to use for school work throughout the year.</p> <p>In 2012, we added additional support for underachieving students by adding the Alternative Education program and the Independent Study program. These programs provide a pathway for underachieving students to find success in school. More information about these programs may be found in Chapter 1.</p>
<p>Institute a system that would regularly engage parents in the learning process</p>	<p>All parents have access to Aeries, the student information system we use. Parents are regularly encouraged to log-in to Aeries to check grades and attendance records. In addition, most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests.</p> <p>The school makes phone calls to parents to remind them of important events throughout the school year, such as school events including Back to School Night, Algebra Night, College Office events, and board meetings; testing days; and earthquake drills.</p> <p>In the 2016-17 school year, ECR started a weekly parent newsletter that is emailed to all parents who provided the school with an email address (around 2,800 parents). This newsletter covers news about academic programs, extracurricular activities, and athletic events; highlights student achievements; and advertises upcoming events. This information is also shared on our website in the “News” and “Calendar” sections. There is also a “Parent” tab on the website that includes information about</p>

	<p>parent groups, tutoring, forms, emergency procedures, the school handbook, cafeteria procedures, and common core.</p> <p>Parents are encouraged to attend all College Office events, including college fairs, financial aid information sessions, and other events. Communications are sent to parents via phone calls and social media communications.</p> <p>Last year, ECR invited a parent representative to participate on the charter renewal committee. In addition, parent participation is encouraged during the LCAP planning process and WASC preparation process.</p> <p>The advisor of the parent bilingual literacy group and the Assistant Principal who oversees English Learners meet regularly with parent members of the school’s English Learner Advisory Council (ELAC) to listen to their concerns and provide information families need to make informed decisions for their children’s education. ECRCHS has implemented many suggestions from ELAC parent members, including extended library hours, after school tutoring programs, and field trips to colleges.</p>
<p>Expand counseling services.</p>	<p>Since the last full visit, four additional counselors were added to the staff, for a total of six guidance counselors and two college counselors. This significantly lowered the student to guidance counselor ratio from 883:1 in the 2010-2011 school year, to 645:1 in the 2014-2015 school year. This has increased the amount of individualized academic guidance and personal guidance received by each student.</p> <p>In the 2016-17 school year, a committee of stakeholders at ECRCHS decided to use the funds from the College Readiness Block Grant to provide extended counseling hours</p>

	<p>for students, and improved access to counselors for parents. One counselor is now available one day a week after school from 3:30pm to 6:30pm, as well as for one Saturday morning each month. Also, one counselor will now be available for 20 hours/week during summer school, and counselors will be available for an additional 200 hours of office hours as well as provide 200 additional hours (to be divided evenly among the counseling staff) over the summer.</p>
<p>Reinstate La Familia and The Village Nation.</p>	<p>Several teachers have revived the student group La Familia, a program in which students attend weekly meetings on a variety of subjects. La Familia aims to strengthen Latino communities through a focus on family, culture, education, and pride in one’s heritage and unites Latino students through activities that promote teamwork as a means to achieve academic success. When la Familia first started, it was aimed at helping close the achievement gap by hosting assemblies with Latino guest speakers who share their stories about their academic struggle as well as their strategies for success. However, in the recent years, La familia has transition from a program to a student club. Teachers along with administrators are working together to create an extension of La Familia. This extension, would be a program that would work at targeting not only students but parents and the community in an effort to close the achievement gap. La Familia hosts assemblies with Latino guest speakers who share stories about the struggles they faced in their pursuit of higher education and career advancement, as well as their strategies for success. In addition, La Familia works closely with parent members of the school’s English Learner Advisory Council (ELAC) to promote the dissemination of information families need to make informed decisions for their</p>

	<p>children.</p> <p>The founder of The Village Nation joined the ECRCHS faculty in 2014, and started this nationally recognized program at the school. The Village Nation is a project aimed at closing the achievement gap between African-American students and White students. The mission of The Village Nation is “to boost the capacity of caring adult mentors and support them in creating culturally responsive learning environments that engage and inspire African American youth and encourage them to embrace their natural intelligence and leadership capabilities.” The Village Nation achieves this by hosting assemblies that educate African American students about the history of their ancestors and encourage students to empower each other to make better choices. The presence of The Village Nation has led to increased engagement of African American students in school activities.</p>
<p>Create Hispanic Scholars Club and expand the role of the Black Student Union.</p>	<p>The Black Student Union has come back strong and meets on a regular basis, and works closely with The Village Nation. In November 2016, the BSU and The Village Nation worked together to organize a food drive and serve Thanksgiving dinner to families in need at the Family Rescue Center in Canoga Park. BSU also helped bring a fabulous one man show to the school about the life of Paul Robeson; this event will take place again in 2017.</p> <p>The Hispanic Scholars Club no longer exists.</p>
<p>Use data analysis of periodic assessments to inform teaching/re-teaching.</p>	<p>Teachers in several departments capture formative assessment data through the use of programs like Clickers, Kahoot, and Zipgrade. For a few years, the chemistry department used clickers to electronically capture assessment data several times per week. In all cases, the data can influence the pace and content of future lessons. Science</p>

	<p>department is developing common, standards-based, periodic assessments constructed around new NGSS criteria.</p>
<p>Explore the use of technology-based intervention programs to assist under-performing students.</p>	<p>For two years, we offered online elective programs to under-performing students. In Fall 2014, we offered an afterschool math program using the Khan Academy.</p> <p>We decided to explore different options for technology-based intervention programs. Beginning in the 2016-17 school year, we have included <i>Cyber High</i> within our credit recovery and Independent Study programs. This program is operated by the Fresno County of Education, and all classes offered meet A-G requirements and are listed on UC Doorways. These online classes are offered after school for credit recovery or to make up a “D”. Additionally, most of the Independent Study classes are through <i>Cyber High</i>.</p> <p>Many math classes use document cameras, scientific or graphing calculators, computer programs such as Geogebra, WolframAlpha, and other e-learning tools. Calculus classes use Webassign for online homework, and are in the process of acquiring a new online homework program. Math teachers have used online tests from Examview software to create assessments on the days leading up to a test, and analyze the scores to adjust their teaching accordingly; a school-wide roll out of this program is planned when Examview 11 is released.</p> <p>Most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests.</p>
<p>Institute research-based professional development to implement state-of-the-art instructional strategies.</p>	<p>Clay Roberts from the Search Institutes spoke with our staff about Asset Building in the first two years of charter.</p> <p>In addition, the Insight Education Group provided a three day workshop on the</p>

Common Core in early August 2014 for all interested teachers.

The administration has encouraged teachers to attend conferences that relate to the Common Core and to their subject area. As an example, here is a list of conferences attended by teachers in the 2014-15 school year.

- College Board
- AVID Conferences
- Next Generation Science Standards Conference
- Shared Inquiry Humanitas Training
- Math Conference
- AP Workshops for all new AP teachers
- Behavioral Strategies
- Students with Learning Disabilities
- California Consortium on Independent Study
- Technology in the Classroom
- World Languages Seminar
- Smarter Balance Workshops
- Common Core Training
- Common Core Math Conference
- Council of the Great City Schools
- DECA Advisor Council
- Baseball Coaches Conference
- Film/Media Conference
- Journalism Conference
- STEAM through the Arts
- National Charter Schools Conference

Members from the Student Support Services Department, as part of Option 3 grants, attended several workshops including:

- Curricular Adaptation and Grading for Moderate to Severe Students
- Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student
- Woodcock/Johnson Professional Development Training

- Reducing Classroom Behavior Problems

In addition, ECRCHS has an Instructional Cabinet, composed of department chairs, academy leads, and administrators. The Instructional Cabinet meets monthly to disseminate school wide operational information and plan academic strategies such as “Writing Across The Curriculum”, common formative assessments, and SBAC testing strategies.

In order to give the faculty the opportunity to be more involved in the planning of professional development opportunities, ECRCHS created two committees that facilitate their participation. ECRCHS started in Fall 2015 an Instructional Committee that serves as a “think tank” for ECRCHS instructional practices; committee members are responsible for researching educational theories and brainstorming how to best apply these theories in the classroom. This committee is led by the Executive Director and the Assistant Principal, Curriculum and Activities, and the 15 additional members include department chairs and academy lead teachers. It is each member’s responsibility to disseminate information among his or her team/department. This committee meets twice a month. Within this committee, the charter school created a *Professional Development Sub-Committee*; this committee works with the Instructional Committee to create training sessions and materials for faculty professional development. This sub-committee of 15 teachers is led by the Assistant Principal, Curriculum and Activities.

The Professional Development committee was tasked with coming up with a plan to spend the Educator Effectiveness Grant

	<p>funds that ECRCHS received for the 2015-2018 time period. As part of the plan, the committee decided to extend the teacher’s working calendar by two days to add two pupil-free, professional development (PD) days in the 2016-17 school year. The first PD day took place on October 24, 2016 and focused on active learning, project-based learning, student-centered lessons, tech-based lessons, and formative assessment. The second PD day is scheduled for March 31, 2017. The Committee is meeting throughout the school year to plan for the second PD day.</p> <p>In addition, on August 8, 2016, before the start of the 2016-17 school year, teachers attended a half-day session focused on the concept of design thinking. Teachers met in groups led by members of the Professional Development Committee. The group leaders led a team activity that introduced the concept of design thinking, and facilitated a discussion about the application of design thinking in the classroom. Previously, in May 2016, ECRCHS held its first Design Thinking Festival, where sophomore and senior English classes led interactive demonstrations that focused on the application of design thinking to solve real world problems.</p>
<p>Expand the analysis and calibration of student work to inform teaching</p>	<p>Although several departments use student work to formally assess their teaching, we are still in the process of establishing a school-wide approach. There are many recent examples of how departments use student work to inform teaching. The physical education department analyzed results of the physical fitness test and realized many students performed poorly on the upper body portion of the test, so the teachers incorporated more upper body exercises into their lesson plans.</p> <p>Both formal and informal assessment of</p>

	<p>student performance is applied in the Science department to gauge student understanding, such as using Kahoots, “thumbs up/thumbs down”, direct questioning, and class projects. These assessments are used to modify instruction to better meet students needs. Reassessment and reteaching of critical knowledge is applied to improve student understanding. Culminating activities, such as labs that build upon on previously taught material, are being used to create content mastery in the students.</p> <p>The math department holds after school tutoring sessions to review exam material that proved difficult for certain students, and offers these students the opportunity to retake the exam.</p>
<p>Provide training to core teachers to be able to re-teach difficult concepts while staying on pace for the periodic assessments</p>	<p>We continue to work on this item through our newly created professional development committee.</p>

Growth Targets:

Meet or exceed API growth targets determined by the State for all sub-groups

We met the API growth targets determined by the State for all sub-groups except Hispanic/Latino students and students with disabilities.

The schoolwide API increased 29 points from 805 to 834 between 2011 and 2013, with all statistically significant subgroups realizing significant gains as well:

- English Learners gained a remarkable 155 points in two years, to 803;
- Hispanic/Latino students gained 52 points to 790;
- African American students gained 42 points, to 773;
- Socioeconomically Disadvantaged students gained 44 points to 797; and
- Students with Disabilities gained 71 points to 586.

ECRCHS’s API statewide ranking rose from 8 to 9 between 2011 (pre-conversion) and 2013 (the most recent year rankings are available), and the similar schools ranking rose from 3 to 7 in the same time period.

Meet or exceed AYP growth targets determined by the State for all sub-groups

We met 23 of the 25 AYP criteria. We did not meet the growth target for Asian students in ELA or math.

Increase the percent of students scoring Advanced or Proficient on the CST by at least 10% in all subjects

We did not meet the percentile mark for proficient or above on CSTs in English school-wide, or mathematics in our Latino sub-group, for two consecutive years. Our percentile mark in English decreased 6% from 2012 to 2013 and although we improved 3% in mathematics from 57.1% in 2012 to 60.6% in 2013, we did not hit the state target of 88.7% proficient or above in math (CDE Dataquest). Our target for English school-wide was 88.9% and we scored 74.9% in 2012 and 70.4% in 2013 (CDE Dataquest).

Increase the proficiency rate of underachieving students by at least 10%

When comparing 2009-10 and 2013-14 CST scores, there was a 32% increase in Advanced/Proficient scores for both Hispanic and African American students in math. There was also a 12% increase for both groups in English.

CST Proficiency Rates for Hispanic and African American Students				
(percent of students scoring Advanced or Proficient)				
	Math		English	
	2009-10	2013-14	2009-10	2013-14
African American	29%	61%	54%	66%
Hispanic	32%	64%	54%	66%

Goal#2: To Provide Intervention Programs to Improve Student Achievement	
Action Plan Item	Progress Made
Expand the role of the Intervention Coordinator and make it a full-time position.	The Intervention Coordinator remains a part-time position due to the fact that we added counselors and the alternative school program reducing the need to make this a full-time position. The Intervention Coordinator also teaches a 7th period Study Skills class for struggling students. In addition, we added an attendance coordinator position to support the intervention coordinator.
Re-establish Summer Bridge Program for incoming 9th graders identified as needing extra help.	The summer bridge program has become a part of our regular summer school. We have been in communication with the middle school to identify current 8 th graders who are performing below standard in English and Math.
Increase the role of peer support groups such as PALs, PETs, and BRC.	All three groups have met this goal and we continue to look for ways to increase their involvement.
Create formal tutoring programs including lunch, after school, and/or	Our Peer Educational Tutoring (PETS) program offers tutoring four days per week.

Saturdays.	The Math, Science, and World Language departments have run after-school tutoring programs. The Science and World Language departments switched to tutoring during lunch, and the Math department continues to run after school tutoring for all levels. We have created a 7 th period study skills class that is taught by the Intervention Coordinator and have added after school intervention classes in Math, English, Social Studies, Teen Health and Health.
Increase number of counselors.	<p>Since the last full visit, four additional counselors were added to the staff, for a total of six guidance counselors and two college counselors. This significantly lowered the student to guidance counselor ratio from 883:1 in the 2010-2011 school year, to 645:1 in the 2014-2015 school year. This has increased the amount of individualized academic guidance and personal guidance received by each student.</p> <p>In Spring 2017, one of the college counselors was promoted to Assistant Principal, Counseling Services through June 2017, at which time a performance evaluation will be conducted.</p>
Increase nursing hours to full time.	We now have a full time nurse and a full-time assistant in the Health Office.
Create a data analysis team.	In the 2011-2012, we created a data analysis committee that met for several years. There became less data to analyze with the suspension of the CAHSEE and CST. Departments also moved away from the LAUSD periodic assessments. For these reasons, the committee dissolved for a two year period, although data analysis continued at the department level. Following the introduction of the SBAC, the committee was reinstated in Spring 2017.
Continue to offer CAHSEE intervention classes and boot camp.	We continued to offer these classes to our students while the CAHSEE was being

	administered.
Increase technical and instructional support for computers and technology	We now have three staff members on campus who provide technology support.
Re-establish Advanced Placement Transition program to increase skills of students wishing to participate in AP classes.	<p>In Summer 2014 and Summer 2015, we offered a voluntary transition program in AP Calculus based on student demand.</p> <p>We created an AP English Language for underrepresented students in the 2014-2015 school year, in an effort to expand access to AP classes. Following this successful pilot, we now offer four sections of AP English Language as part of our commitment to college readiness for all students.</p>
Increase articulation with feeder middle school especially focusing on transition to high school.	<p>The majority of our incoming 9th graders attended Hale Middle School and we continue to work closely with this school. We have successfully focused on the transition to high school as it applies to our summer bridge program for incoming 9th graders. We also have increased the number of programs that visit Hale to present information to current eighth graders. During the first few years of our charter term, Hale staff was invited to two Special Education professional development sessions held on our campus. Our Special Education department also visited Hale to meet with the new Assistant Principal and the teachers. We look forward to working out the logistics so we can resume these activities in the near future.</p> <p>During the school year, our counselors attend various “high school nights” at local middle schools to share information about our academic, athletic, and extracurricular programs and address questions from middle school students and parents.</p> <p>We also host several school tours throughout the academic year. These tours are open to the community and often attract over 100 interested students, parents, and family</p>

	<p>members. An assistant principal, a teacher, and a member of the business office participate in each tour. The tours start with an information session, which includes a review of academic, athletic, and extracurricular programs. There is ample time for questions regarding the transition to high school, available courses, open enrollment details, etc. ECR employees then lead families on a tour of the campus and visit classrooms and important buildings. If a family cannot attend a scheduled tour, the school can often accommodate the family with a private tour.</p>
<p>Continue online credit recovery program</p>	<p>For two years, we offered online elective programs to under-performing students. In Fall 2014, we offered an afterschool math program using the Khan Academy.</p> <p>We decided to explore different options for technology-based intervention programs. Beginning in the 2016-17 school year, we have included <i>Cyber High</i> within our credit recovery and Independent Study programs. This program is operated by the Fresno County of Education, and all classes offered meet A-G requirements and are listed on UC Doorways. These online classes are offered after school for credit recovery or to make up a “D”. Additionally, most of the Independent Study classes are through <i>Cyber High</i>.</p>
<p>Improve Freshman Orientation Process and Initial Support of Freshman</p>	<p>For the orientation for the incoming members of the Class of 2020, we added informational banners for students to read while standing in line. We also created informational videos that focused on topics such as lockers and schedules (information that was previously addressed in pdf files), and played these videos on TV monitors throughout the day.</p>
<p>Institute research based professional development to implement state of the art instructional strategies</p>	<p>Clay Roberts from the Search Institutes spoke with our staff about Asset Building in the first two years of charter.</p>

	<p>In addition, the Insight Education Group provided a three day workshop on the Common Core in early August 2014 for all interested teachers.</p> <p>The administration has encouraged teachers to attend conferences that relate to the Common Core and to their subject area, including those that focus on intervention programs to improve student achievement. Here is an example of conferences our teachers have attended that focus on this topic:</p> <ul style="list-style-type: none"> ● AVID Conferences ● Next Generation Science Standards Conference ● Math Conference ● Behavioral Strategies Conference ● Students with Learning Disabilities Conference ● Common Core Math Conference <p>Members from the Student Support Services Department, as part of Option 3 grants, attended several workshops including:</p> <ul style="list-style-type: none"> ● Curricular Adaptation and Grading for Moderate to Severe Students ● Motivating the Unmotivated: Practical Strategies for Teaching the Hard-to-Reach Student ● Woodcock/Johnson Professional Development Training ● Reducing Classroom Behavior Problems
<p>Explore alternative scheduling/calendar</p>	<p>When we converted to a charter school, we revised our calendar to be more in line with college deadlines. Staff has created a survey to understand teachers’ interest in pursuing alternative scheduling.</p>
<p>Expand Positive Reinforcement Programs such as Awards Nights and Assemblies to include all grades and various</p>	<p>We currently have a “Principal’s Honor Roll”, and we plan to create a “Dean’s List” to recognize students for various</p>

achievements	achievements.
Professional development on differentiated instruction to address the needs of special education students	In August 2015, the Director of LAUSD Charter Operated Programs presented to all teachers at a professional development session. The objectives of this session were to review adaptations and gain a greater understanding of accommodations and modifications, as well as to understand how to grade students with IEPs and 504 Plans.

Growth Targets:

Decrease the D/Fail rate for all students by at least 20%

A comparison of failure rates shows at least a 30% decrease between Spring 2013 and Spring 2016.

Failure Rates		
	Students with at least 2 Fails	Students with at least 3 Fails
Spring 2013	304	149
Spring 2016	212	96
Percent Decrease	30%	36%

Increase the graduation rate to 96%

Our Class of 2016 regular graduation rate was 95.1%. The Class of 2015 cohort graduation rate reported by CDE was 93.1% (CDE Dataquest).

Intervene in the 9th grade to prevent the same students from experiencing failure repeatedly

The summer bridge program has become a part of our regular summer school. We have been in communication with our feeder middle school to identify current 8th graders who are performing below standard in English and Math.

Increase student participation rate in Advanced Placement classes by 25%

The number of students who take AP exams, as well as the total number of exams taken, has been steadily increasing since our first year of charter. In the 2015-16 school year, 839 students

took 1,524 AP examinations in 29 subjects, an increase from 2011-2012 data when 645 students took 1,139 exams in 22 subjects. The number of students who take AP exams increased 30%, while the number of exams taken has increased 33.8%.

Decrease present drop-out rate by 50%

Dropout rates have decreased significantly since charter conversion. The 2014-2015 overall dropout rate was 4.8%, a significant improvement (67.3% decrease) from the 2010- 2011 overall dropout rate of 14.7% (CDE Dataquest).

Goal #3: To Improve English Learners’ Proficiency in Mathematics and English Language Arts	
Action Plan Item	Progress Made
Parent Support Programs	<p>We have two support programs for parents. The English Learner Advisory Council (ELAC) meets once a month to address the needs of EL students. The staff who lead this group are the Assistant Principal who oversees EL students, the EL Coach, and the guidance counselor assigned to EL students. This group provides information about many important topics such as the A-G requirements, college options, and financial aid.</p> <p>In addition, our Dean of Students has formed the Latino Outreach Program for parents. This group also meets monthly. The goal of these meetings is to provide parents with information they need to make informed decisions for their children’s education. Recent topics of focus include Aeries training, understanding college financial aid, and using the public library as a resource.</p> <p>The advisor of La Familia and the Assistant Principal who oversees English Learners meet regularly with parent members of the school’s English Learner Advisory Council (ELAC) to listen to their concerns and provide information families need to make informed decisions for their children’s education. ECRCHS has implemented many suggestions from ELAC parent members, including extended library hours, after</p>

	<p>school tutoring programs, and field trips to colleges.</p> <p>In the 2016-17 school year, a committee of stakeholders at ECRCHS decided to use the funds from the College Readiness Block Grant to provide extended counseling hours for students, and improved access to counselors for parents. One counselor is now available one day a week after school from 3:30pm to 6:30pm, as well as for one Saturday morning each month. Also, one counselor will now be available for 20 hours/week during summer school, and counselors will be available for an additional 200 hours of office hours as well as provide 200 additional hours (to be divided evenly among the counseling staff) over the summer.</p>
<p>After school/Saturday Tutoring</p>	<p>Our EL students have access to all tutoring programs offered at ECRCHS. Our Peer Tutoring program offers tutoring four days per week. The Math, Science, and World Language departments have run after-school tutoring programs in the past. The Science and World Language departments switched to tutoring during lunch, and the Math department continues to run after school tutoring for all levels. We have created a 7th period study skills class that is taught by the intervention coordinator and have added after school intervention classes in Math, English, Social Studies, Teen Health and Health.</p>
<p>Create Math Intervention Program for EL students</p>	<p>In Spring 2017, we started offering additional support for EL students struggling with math, by creating an additional Study Skills class during Period 4 as well as an after school class.</p>
<p>Institute research based professional development to implement state of the art instructional strategies</p>	<p>During the 2014-15 school year, we held a professional development session focused on SDAIE strategies to encourage teachers to apply research-based strategies and increase</p>

	<p>differentiation in the classroom.</p> <p>EL strategies are embedded into several professional development sessions and discussions occur around how to differentiate using research-based strategies for all students.</p> <p>We continue to strive to improve our efforts to implement state of the art instructional strategies.</p>
<p>Data analysis to focus on skills in which work is needed</p>	<p>We plan to focus more on this item this year. Although we have distributed language proficiency data to classroom teachers , going forward there will be a more targeted focus with the implementation of “Ellevation”, an online web-based program that synthesizes Aeries information into helpful insights that inform classroom instruction.</p> <p>The upcoming rollout of the English Language Proficiency Assessments for California (ELPAC) will lend itself to more insightful data analysis.</p>
<p>Teacher Training/Professional development in the use of SDAIE strategies</p>	<p>Much of our professional development is focused on the transition to Common Core. However, we now have an EL coach who works with teachers one period each day. The EL coach sends periodic emails to teachers with information about working with EL students.</p>

Growth Targets:

Increase the proficiency rate of English Learners by at least 10%

Our Reclassified Fluent English Proficient rate rose from 13.9% in 2013-14, to 19.1% in 2014-15, to 21% in 2015-16.

Increase parent involvement in the English Learners’ education process

Our Dean of Students has formed the Latino Outreach Program for parents that meets monthly. The focus is: school involvement, understanding school systems, being part of their student’s academic learning.

The advisor of La Familia and the Assistant Principal who oversees English Learners meet regularly with parent members of the school’s English Learner Advisory Council (ELAC) to listen to their concerns and provide information families need to make informed decisions for their children’s education. ECRCHS has implemented many suggestions from ELAC parent members, including extended library hours, after school tutoring programs, and field trips to colleges.

In the 2016-17 school year, a committee of stakeholders at ECRCHS decided to use the funds from the College Readiness Block Grant to provide extended counseling hours for students, and improved access to counselors for parents. One counselor is now available one day a week after school from 3:30pm to 6:30pm, as well as for one Saturday morning each month. Also, one counselor will now be available for 20 hours/week during summer school, and counselors will be available for an additional 200 hours of office hours as well as provide 200 additional hours (to be divided evenly among the counseling staff) over the summer.

Participation of at least 80% of English Learners in support programs.

We did not meet this target.

Ensure teaching methods include appropriate scaffolding methods in 100% of classes that serve English Learners

Although we did not meet this target, all of our teachers are credentialed to teach English Learners, and there has been a renewed focus on ELs through the addition of an EL coach and professional development sessions that address teaching EL students.

Goal #4: To Improve Student Proficiency in Mathematics	
Action Plan Item	Progress Made
Create a formal tutoring program for mathematics (at lunch, after school and/or Saturday).	The Math department continues to run after school tutoring for all levels. Moreover, in Spring 2017, we started offering additional support for EL students struggling with math, by creating an additional Study Skills class during Period 4 as well as an after school class.
Expand the peer tutoring program in order to meet the needs of more students.	The peer tutoring program meets four days a week and has expanded the number of tutors in the program. The Intervention Coordinator oversees this program.

<p>Adopt different, state-approved mathematics textbooks, especially in Algebra I and Geometry.</p>	<p>New books have been ordered in all subject since the previous WASC report, including mathematics.</p> <p>New books for Algebra 1 and Geometry (“Springboard” - common core aligned) were ordered for the 2016-17 school year.</p>
<p>Re-establish Summer Bridge program and specifically target incoming 9th graders identified as needing extra intervention in mathematics.</p>	<p>The summer bridge program has become a part of our regular summer school. We have been in communication with the local middle school to identify current 8th graders who are performing below standard in English and Math.</p>
<p>Continue to offer CAHSEE intervention classes and boot camp.</p>	<p>We continued to offer these classes to our students while the CAHSEE was being administered.</p>
<p>Expand the use of the online learning program to give students more options for credit recovery in mathematics.</p>	<p>For two years, we offered online elective programs to under-performing students. In Fall 2014, we offered an afterschool math program using the Khan Academy.</p> <p>We decided to explore different options for technology-based intervention programs. Beginning in the 2016-17 school year, we have included <i>Cyber High</i> within our credit recovery and Independent Study programs. This program is operated by the Fresno County of Education, and all classes offered meet A-G requirements and are listed on UC Doorways. These online classes are offered after school for credit recovery or to make up a “D”. Additionally, most of the Independent Study classes are through <i>Cyber High</i>.</p>
<p>Institute research based professional development to implement state of the art instructional strategies</p>	<p>Clay Roberts from the Search Institutes spoke with our staff about Asset Building in the first two years of charter.</p> <p>In addition, the Insight Education Group provided a three day workshop on the Common Core in early August 2014 for all interested teachers.</p>

	The administration has encouraged teachers to attend conferences that relate to the Common Core and to their subject area, including those that focus on Math. Our teachers have attended the Math Conference in Palm Springs and the Common Core Math Conference in Los Angeles.
Use data analysis of the periodic assessments in mathematics to identify state standards that students are having the most difficulty mastering	We were using the District’s periodic assessments, but the District phased out these assessments, so we did as well. There is a new focus on developing common formative assessments.
Use data analysis of the periodic assessments in mathematics to identify specific students that are struggling to meet state standards	We were using the District’s periodic assessments, but the District phased out these assessments, so we did as well. There is a new focus on developing common formative assessments.
Increase parental engagement in the learning process. For example, bring back Algebra Night and increase communication with parents about the topics being covered.	We brought back Algebra 1 Night in Fall 2016. We are planning a Math & Science Night for Spring 2017.
Explore the creation of a school-wide mathematics program similar to Writing Across the Curriculum that emphasizes the practical applications of a mathematics education	While there has been discussion about this item, we did not follow through with the creation of a program. This topic has come up during the self study, and there is a renewed interest due to the transition to Common Core.
Provide training to core subject teachers on how to re-teach difficult concepts while staying on pace for the periodic assessments	We continue to work on this item through our newly created professional development committee.
Explore the use of technology based mathematics programs to supplement the core curriculum	Technology is integrated into resource elective classes and special day classes through the use of student laptop computers for online classes and additional support in math classes (ALEKS program). The Alternative Education program uses the IXL online program. We explored the KHAN Academy program for after school tutoring.

<p>Provide professional development on differentiated instruction in mathematics to address the needs of special education students</p>	<p>There was no professional development sessions that address the needs of special education students specific to mathematics. Please see above for more information about professional development sessions that address the general needs of special education students.</p>
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Growth Targets:

Decrease the D/Fail rate for mathematics by at least 20%

While this rate did not decrease by 20%, we have seen a significant decrease in the D/Fail rate. The D/Fail rate in mathematics was 31% in Fall 2009 and was 24% in Fall 2016. We are confident that our newly adopted Springboard mathematics program will help improve upon this even more.

Intervene in the 9th grade to prevent the same students from experiencing failure repeatedly

The summer bridge program has become a part of our regular summer school. We have been in communication with our feeder local middle school to identify current 8th graders who are performing below standard in English and Math.

Improve proficiency rate on CST (mathematics)

While our proficiency rate in mathematics improved from 57.1% in 2012 to 60.6% in 2013, we did not hit the state target of 88.7% proficient or above in math (CDE).

PROGRESS REPORT



EL CAMINO REAL CHARTER HIGH SCHOOL

**HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE**

WASC: APRIL 2017

WOODLAND HILLS, CA 91367



Introduction

The three Critical Needs identified in this chapter are implicit in the descriptions and analyses contained in Chapters 1 and 2. Chapter 1 provides a picture of what makes ECRCHS the school it is: its people, the quantitative data that they collectively generate, along with perceptions of ECRCHS's strengths, weaknesses, and needs. Chapter 2 focuses on the Action Plan that grew out of 2011 Self Study.

Implications of the profile and progress data:

Percentage of graduating seniors that completed A-G Requirements by subgroup							
Year	School Wide	White	Asian	AA	Hispanic	Low Income	SPED
2012-13	42	45	56	26	29	39	1
2013-14	41	43.5	59	29	30	32	1
2014-15	44	42.5	59.5	37	37	45	1

Percentage of students meeting or exceeding standard on SBAC ELA by subgroup							
Year	School Wide	White	Asian	AA	Hispanic/Latino	Low Income	SPED
2014-15*	60	60	71	49	49	52	20
2015-16**	61	63	68	52	54	59	22

*School wide participation rate in 2014-15: 79.8%

** School wide participation rate in 2015-16: 94%

Percentage of students meeting or exceeding standard on SBAC Math by subgroup							
Year	School Wide	White	Asian	AA	Hispanic/Latino	Low Income	SPED
2014-15*	36	37	64	15	25	28	7
2015-16**	40	42	60	28	31	40	11

*School wide participation rate in 2014-15: 74%

** School wide participation rate in 2015-16: 93.5%

Percentage of graduates by subgroup							
Year	School Wide	White	Asian	AA	Hispanic/Latino	Low Income	SPED
2012-13	94	94.7	95.4	94.7	90	83	
2013-14	94	93	96	95	90	91	89
2014-15	96	93	96	97	93	92	90

A-G:

School-wide, the percentage of students meeting the A-G requirements, was 44% for the 2014-2015 school year. Though this percentage has increased slightly (+1.95%) over a three year span, we have seen more significant increases in many subgroups. Specifically, we have seen increases in the percentage of students meeting A-G requirements in the following populations: African American students increased by 11%, Latino students increased by 8%, and low income students increased by 6%. Though we are seeing some positive implications in our A-G data, we would like to make a more concentrated effort to make school-wide improvements in this area. Additionally, we have recognized a need to provide additional supports to English learners and students in special education.

Implication:

Implications:

- Investigate counselor to student ratios to allow more individualized attention to students' educational plans
- Increase school-wide professional development on high school requirements, A-G requirements, and an overall culture of college readiness

- Analyze our D and F data to see in which A-G courses students are struggling
- Identify and provide extra supports in classes that are preventing our students from meeting A-G requirements
- Identify and provide extra supports to English learners and students in special education

CAASP:

Several areas of concern exist among the SBAC results. For ELA results, African American (11%), Latino (17%), Low Income (18%), Students with Disabilities (6%), and Males (22%) all scored below their colleagues in terms of “exceeding standards”. Additionally, Latino (35%), Students with Disabilities (39%), English Learners (32%), had disproportionately higher rates of “nearly met standard” and Male (18%), Students with Disabilities (39%), and English Learners (37%) are also disproportionately higher in terms of the percentage of students “not meeting the standards”.

For Math results, 2% of African American students “exceeded standards”, with 13% meeting the standard. This leaves approximately 85% not meeting the standard, with 45% nearly meeting the standard. Only 7% of Latino students exceeded the standard and 44% did not meet the standard (28% nearly meeting - for a total of nearly 75% not meeting the standard). Lastly, 45% of the Filipino students did not meet the standard in math - granted there are only 32 Filipino students. 24% of males nearly met the standard and 38% of males did not meet the standard, both of which were higher rates than female students. 59% of EL students did not meet the standard, as well as 45% of Low Income students, and 77% of students with disabilities.

Implications:

- El Camino needs to focus on supporting student subgroups that perform below their peers. A multi-pronged, research based approach would be essential to ensure that the subgroups are provided with interventions that have shown to have a high level of effectiveness. Develop professional development track to help teachers reach students from different subgroups.

College Testing: SAT and ACT Results

ECR students have scored higher than the national and state levels on both the SAT and ACT. ECR average verbal score on the SAT is 511, math is 523 and writing is 511 compared to the state level which is at verbal (491), math (500), writing (485). ECR students on the ACT scores has averaged 23.3 on the ACT’s five sections compared to the state average, which is 22.6.

ACT Scores

On the ACT, there were 249 students who took the ACT test at ECRCHS compared to 2012 where only 158 students took the ACT.

According to the ACT ECRCHS school profile, 83% of our students demonstrated that they have met college readiness benchmarks on the ACT. Sixty two percent of our students met the benchmark in mathematics.

African American students are the lowest number of ACT test takers as well as the fact that they are scoring below both the school, national, and state averages. However, looking at five year trend from 2012, the numbers of African American students who have taken the ACT tests have slowly increased from 10 to 17 students taking the test.

SAT scores

There were 479 students at ECRCHS who took the SAT test during the 2015-2016 school year. Out of the 479 SAT tests, 338 of the students were seniors (2016). We had 141 juniors take the test. ECRCHS students continue to score about the national and state averages in the verbal, mathematics and overall SAT scores. Like the ACT test, the African American students (33) have the lowest amount of students taking the SAT test. They have also scored the lowest in all three areas (456-Reading, 465-Math, 462-Writing)

Implications:

- There is a disparity of number of African American students taking either test.

EAP (Early Assessment Test) Testing

The Smarter Balance assessments incorporates a college readiness piece, which is the EAP (Early Assessment Test). The California Standards exceeded means that the students are ready for English/Math college-level work. Standards met means that students are conditionally ready for English/Math college-level work. Standard nearly met means that students are not yet demonstrating readiness for English/Math college-level work. Standard not met means that students are not demonstrating readiness for English/Math college level work. Being college ready means that the students are ready for college level English and Math courses the first semester. This assessment testing only pertains to CSU schools. Community colleges like Pierce has their own assessment tests and UC schools do not use the results of the EAP tests.

There were 908 students tested for the EAP English Language. The results of the 2016 EAP test for the English Language Arts/Literacy for ECRCHS 11th graders are: 30% Standard Exceeded, 31% Standard Met, 23% Standard Nearly Met, 16% Standard not met.

Mathematics Achievement for ECRCHS 905 11th graders who were tested are: 14% Standard Exceed, 26% Standard Met, 24% Standard Nearly Met, 36% Standard Not Met

Implications:

- Students taking the EAP tests are not demonstrating college readiness. It could be the result of a number of factors. But one factor is the lack of effort from the students. The EAP test portion is optional but students should take it and put their best efforts in performing well on the test. If the student demonstrates that he or she is proficient, they do not have to take the ELM or EPT tests.

Advanced Placement Tests

There were 839 students who sat for 1524 examinations across 29 subjects. 74% of all students received a college credit grade of 3 or better.

Implications:

- The Environmental Science class as well as the European History classes, while the percentage of passing rates are lower than the others, these two classes in particular do not “gate keep” the class. In other words, these two classes allow any students who want to take an AP class to take the class. Therefore while the percentage of passing rate is low, these students are being provided with the opportunity to take an AP course, exposing them to a rigorous environment and curriculum and thus making them college ready.

Overall Implications:

- The numbers of African American students taking college entrance exams need to increase. While the African American population is only 6.1% of the student body, a more intense focus on helping and guiding the African American students with college entrance exams is necessary. Providing SAT or ACT test prep on campus after school or on the weekend may help give African American students more guidance and access

Ds and Fs

Though the D and Fail rate at ECRCHS may seem high in certain subjects and classes, analyzing data from 2012 through 2015, as students progress through high school, the D/Fail rate decreases.

Specifically tracking students across three years, the English D/Fail rate decreased from 44% as freshmen to only 27% as juniors, and the English D/Fail rate decreased from 30% as sophomores to 14% as seniors. Analyzing the traditional Math curriculum progression, Algebra 1 has 38-42% D/Fail rate, Geometry has 45-53% D/Fail rate, and Algebra 2 has 32-35% D/Fail rate. If students do take classes beyond these basic Math classes (ie the more advanced Math classes - Math Analysis, Calculus and Statistics), the D/Fail rate drops to 5-20% depending on the course. Reviewing the typical course progression of Social Studies - World History, US History and Government/Economics, this also shows the D/Fail rate decreasing from 30-37% in World History as sophomores to 4-13% in Government/Economics when the students are seniors. The Biology D/Fail rate across these same years ranges from 15% to 28%. The Chemistry D/Fail rate ranges from 21-35%.

Implications:

- 9th grade students may need more targeted support
- 10-12th grade students acculturate to the high school climate?

Based on our profile and progress data we anticipate that the multiple objectives in the new Action Plan will be supported by the LCAP goals and actions and will fall into three broad areas. The first concern is ECRCHS’s efforts at providing effective instruction for all students as

measured by their performance on assessments. The second concern is the school's focus on College and Career Readiness, and the third addresses school supports for underachieving students.

Critical Learner Needs:

ECRCHS will develop and implement data driven instruction for all students

LCAP Priority 1, 2, 4, 5

- Provide training and collaboration time to ensure common faculty understandings about the key instructional shifts
- Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools
- Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)
- Incorporate schools student tracking system, CDE, and DataQuest in a teacher user format, for continual data driven decisions

Correlation to ECRCHS's Student Learner Outcomes are:

Critical Thinkers who:

- Observe, interpret, analyze, evaluate, and integrate information
- Collaborate confidently in a variety of settings
- Develop multiple literacies (linguistic, environmental, historical, numerical, scientific, cultural, digital)

Effective Communicators who:

- Synthesize data from print and digital media
- Organize and prioritize information
- Utilize technology to present findings purposefully

ECRCHS will give all students access to a rigorous curriculum designed to help them pursue their passion and interest while preparing them for college and careers

LCAP Priority 1, 2, 4, 7

- Expand student access to AP classes
- Analyze our D and F data to see in which A-G courses students are struggling
- Identify and provide extra supports in classes that are preventing our students from meeting A-G requirements

Correlation to ECRCHS's Student Learner Outcomes are:

Hard-working graduates who:

- Achieve career, education, and individual goals
- Explore options and plan for success

- Persevere in the face of challenges
- Become informed, empowered decision makers
- Possess a sense of agency
- Exhibit professionalism in all endeavors

ECRCHS will increase the support for learning for all students, especially the underperforming subgroups.

LCAP Priority 3,5,6,7,8

- El Camino needs to focus on supporting student subgroups that perform below their peers. A multi-pronged, research based approach would be essential to ensure that the subgroups are provided with interventions that have shown to have a high level of effectiveness.
- Develop professional development track to help teachers reach students from different subgroups.

Correlation to ECRCHS’s Student Learner Outcomes are:

Critical Thinkers, Effective Communicators and Hard-working graduates

Questions Raised:

- What supports can we offer to help all students meet the A-G requirements?
- How can we provide the identified effective supports school-wide or in underachieving populations such as our English learners or students in special education?
- How can we support the shift from multiple choice to critical thinking/short answer/ free response across all subject areas?
- How can formative assessment be utilized for classroom instruction
- How can we ensure that all students have access to the same curriculum throughout their experience at ECRCHS?
- What plan can be put in place to support struggling learners amongst all sub-groups?
- What PD can we embed to ensure that all teachers are prepared for the CASSP test and that the CCSS are being implemented equally amongst all subjects?

SELF-STUDY FINDINGS



**HOME OF ACADEMIC AND
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CHAPTER: 4-A

ORGANIZATION: VISION AND PURPOSE,
GOVERNANCE, LEADERSHIP AND STAFF,
AND RESOURCES



HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE

WASC: APRIL 2017

WOODLAND HILLS, CA 91367

Chapter 4-A: Leadership Team

Focus Group Leader

David Hussey.....	Administration
Heather Knight	Social Studies
Stefanie Bero.....	Support Services

Group Members

Dave Chae.....	Alternative Education
Donna Bennett.....	Clerical
Dani Perry	Clerical
Eric Choi	English
Kyna Collins	English
Heidi Crocker/Maury.....	English
Lisa de Rubertis.....	English
Samantha Spencer.....	English
Jon Beckerman	Health/College and Career Readiness
Ramon Diaz.....	Math
Jennifer Matre.....	Math
Ron Dunn	NJROTC
Lori Chandler.....	Physical Education
Jamie Di Bere-Gorger	Science
Mark Sakaguchi	Science
Jeff Craig	Social Studies
Alonzo Solarez	Social Studies
Britinn Aldridge.....	Student Support Services
Barbara Guenther	Student Support Services
Melissa Hill.....	Student Support Services
Brandon Holmes.....	Student Support Services
Lisa Huffaker	Student Support Services
Carlos Monroy.....	Student Support Services

Susan Niven.....Student Support Services
Dalia Tirado.....Student Support Services
Doug Coleman.....Support Services
Corrine Brennan..... VPA
Shelly Mark VPA
Nadine de la Rosa World Languages
Susanna Jacobs..... World Languages



Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1 Vision and Purpose Criterion

Vision - Mission - Schoolwide Learner Outcomes - Profile

A-1.1. The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

Summary of Findings

ECRCHS has a clearly stated Vision and Mission which was developed collaboratively among all stakeholders. This process included high quality standards, student community profile data and actions from our LCAP and the belief that all students can learn. Included in the staff professional development was current educational research on how students learn and student-centered classrooms. This led to the drafting of updated, refined mission and vision statements. Our focus group leaders continued to work with their groups to collaboratively solicit feedback and finalized the mission and vision statements to reflect who we are as a school community. The Expected School-Wide Learning Results were measured and updated by focus groups and departments to reflect our now current Student Learner Outcomes, (SLOs) emphasizing skills for college and career readiness.

We have grown significantly over the past few years and have increased our focus on looking at data to develop programs and interventions. Additionally, we conduct surveys among our seniors (covering such topics as college and experiences at the school), to validate annually our students' performance, with more than 90% of our seniors going on to attend two or four year colleges. Over the past four years we have implemented Naviance, an individualized graduation plan, along with field trips and workshops.

Implementation of the renewed LCAP has led to the revival of a data committee to review student performance. The committee has four goals: 1) Ensure implementation of academic content standards for all core subjects as they are adopted. 2) Solidify a clear school-wide identity in terms of College & Career Readiness. 3) Ensure that all students receive personalized supports to succeed. 4) Build parents' capacity as partners in supporting and monitoring their child's education progress.

Findings	Supporting Evidence
<p>El Camino Real Charter High School’s Vision:</p> <p>We envision a charter school community, highly regarded for its innovative teaching methods that empower students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future in the world they will inherit.</p>	<ul style="list-style-type: none"> ● Vision statement posted in every room and office ● Focus groups agendas ● Advisory committee agendas ● Student council agenda ● School site council agenda ● Board meeting agendas
<p>El Camino Real Charter High School’s Mission:</p> <p>The mission of ECRCHS is to prepare our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students’ unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.</p>	<ul style="list-style-type: none"> ● Mission statement posted in every room and office ● Focus groups agendas ● Advisory committee agendas ● Student Council agenda ● School Site Council agenda ● Board meeting agendas
<p>El Camino Real Charter High School’s Student Learner Outcomes (SLO’s):</p> <p>In order to succeed in a changing global community, all ECR students will be:</p> <p><i>Critical Thinkers who:</i></p> <ul style="list-style-type: none"> ● Observe, interpret, analyze, evaluate, and integrate information ● Collaborate confidently in a variety of settings ● Develop multiple literacies (linguistic, environmental, historical, numerical, scientific, cultural, digital) ● Make predictions based on evidence ● Produce claims with credible support ● Reassess previous interpretations when presented with new evidence <p><i>Effective Communicators who:</i></p> <ul style="list-style-type: none"> ● Synthesize data from print and digital media ● Organize and prioritize information 	<ul style="list-style-type: none"> ● SLO’s posted in every room and office ● Focus groups agendas ● Advisory Committee agendas ● School Site Council agendas ● Board meeting agendas ● Naviance ● Graduation checklist ● Student program sheet ● College Office evening events and workshops ● Twitter and Facebook ● School wide staff college poster ● Career & College Readiness class

<ul style="list-style-type: none"> ● Express ideas with a deliberate use of rhetoric ● Consider audience, by demonstrating clear and appropriate language and behavior ● Utilize technology to present findings purposefully <p><i>Hard-Working Graduates who:</i></p> <ul style="list-style-type: none"> ● Achieve college education, career and individual goals ● Explore options and plan for success ● Persevere in the face of challenges ● Become informed, empowered decision makers ● Possess a sense of agency ● Exhibit professionalism in all endeavors <p><i>Socially Responsible Citizens who:</i></p> <ul style="list-style-type: none"> ● Demonstrate compassion, honesty, and respect ● Utilize technology appropriately ● Live sustainably ● Engage in the civic process ● Work towards a just society ● Connect local issues to global systems to create positive change 	
<p>The development of the school’s statements has been impacted by profile data from many resources to a high degree.</p>	<ul style="list-style-type: none"> ● Parent and student surveys ● Informational meetings ● Registration information collected ● Emphasis on demographic-based recruitment for AP classes ● Updated Life Skills course--college and career readiness ● Our Special education population has increased since going charter; we embrace and do not turn away students with IEPs. Independent contract for DIS services. ● EL Coach to meet needs of ELL population A-G requirements.

ECRCHS staff is highly encouraged to attend conferences and share current skills and strategies based on research and best practices. Academic coaches and the professional development committee develop and implement school-wide professional development for staff throughout the year.

Administration attends state and national charter school conferences to stay current on educational research and school reform.

Additionally, the Independent Study coordinator attends annual state conference and presents to staff regarding research on troubled youth.

Our master schedule includes 14 minutes of Silent Sustained Reading (SSR) every day during period 3. Educational research suggests many reasons to encourage reading. Books offer an outstanding wealth of learning and at a much cheaper price than taking a course. Reading gives students a chance to consume huge amount of research in a relatively short amount of time. The benefits for our students include:

- Developing verbal skills
- Improving focus and concentration
- Improving imagination
- Fostering the enjoyment of reading
- Increased agency in student learning

- Professional Development agendas
- Department meeting sign-ins
- Conference sheets
- Classroom observation
- Anne E. Cunningham and Keith E. Stanovich's "What Reading Does for the Mind"•

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A-1.2. There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Summary of Findings:

El Camino Real Charter High School developed the school’s mission, vision, beliefs, and SLO’s collaboratively involving all stakeholders. Data analysis and monitoring of our Action Plan is integral to our school.

School Site Council (SSC) meets each month and is well attended by ECRCHS staff and Advisory Committee chairs. Our Board, which consists of representatives of all stakeholder groups, is provided with feedback regarding our vision, mission and SLO’s.

During the last several years, many committees have developed out of need and concern of stakeholders. Our current committees are the following: Professional Development, Technology, Data, Calendar, Food, School Climate, and Copy Room Committees.

Findings	Supporting Evidence
<p>Staff collaboratively worked to update the 2011 vision and mission statements beginning in the 2015-16 school year.</p> <p>Focus groups were formed during Spring 2016 through Spring 2017 where refinement of the statements took place.</p> <p>Summer meetings with teachers, parents, and students also took place to further the discussion.</p> <p>The final poster identifying our newly defined Vision, Mission, and SLO’s, was designed by students and is on display in every classroom. Students were present in each focus group.</p>	<ul style="list-style-type: none"> ● School meeting agendas and sign-ins ● Parent focus groups ● Board presentations ● Board Agendas and minutes
<p>Teachers meet regularly by departments to discuss needs and student performance.</p> <p>State summative data is given to departments for analysis. Teachers also share best practices with one another during these meetings</p>	<ul style="list-style-type: none"> ● Department Sign-ins ● Administrator feedback from Department Chairs ● Instructional Cabinet ● Lesson plans ● Student projects ● Shared Google Docs

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

A-1.3. Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

Summary of Findings:

ECRCHS is committed to communicating with and addressing all stakeholders regarding our vision, mission and SLO’s. Through a continuing effort to embed these into daily classroom instruction, parent conferences, and board meetings, we will ensure that our community is aware of our student expectations and embrace the objectives for which we strive.

Findings	Supporting Evidence
<p>Teachers have designed lesson plans that embed the standards and SLO’s. This has increased awareness of the school’s vision, mission, and SLOs among the students.</p> <p>Communication and education of our board during monthly meetings regarding the school’s mission, vision, and SLOs has contributed to our commitment, along with Parent Advisory committees and school clubs.</p>	<ul style="list-style-type: none"> ● Posted on website and in classrooms ● Presented at Back to School Night and informational parent presentations, new student orientation ● Involvement of parent groups including ELAC, Friends of ECR, The Village Nation ● Newsletters

A2 Governance Criterion

Governing Board and District Administration

A-2.1 The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.

Summary of Findings:

Six years ago, El Camino Real Charter High School started with a founding board responsible for converting the school to an independent charter. Many of these early policies were carried over from LAUSD. Since this time, there has been a shift in the policies to better reflect the needs of our school community. Complaint procedures are included annually in the parent-student handbook. These are revised as needed, including a recent change to the complaint procedure.

As ECRCHS matures as an institution, policies and procedures develop with more clarity and depth. One example is the Fiscal Policy and Procedures Handbook that was developed two years ago and revised periodically since then. Prior to the official handbook, staff members met with our Chief Business Officer (CBO) to discuss policy and procedures.

Findings	Supporting Evidence
<p>Six years ago the Board meetings were held in the Principal's Conference Room. As ECRCHS has developed, attendance at our board meetings has grown and the meetings are now held in Anderson Hall, our largest meeting room on campus.</p> <p>Open forum allows stakeholders to comment on agenda and non-agenda items.</p> <p>The board chairman continually clarifies procedures and board policies.</p>	<ul style="list-style-type: none"> ● Board agendas ● Board sign-ins from speakers ● Brown Act training ● Complaint Procedure ● Fiscal Policy ● Organization Chart ● Posting of Board meetings
<p>Every board meeting includes the Executive Director's report. This includes student progress, parent and community engagement and site governance by various Advisory Committees.</p>	<ul style="list-style-type: none"> ● Board agendas ● Board minutes
<p>LCAP is monitored by ECRCHS' School Site Council every month. SLO's are embedded in the LCAP goals.</p> <p>The four goals: 1) Ensure implementation of academic content standards for all core subjects as they are adopted; 2) Solidify</p>	<ul style="list-style-type: none"> ● SSC agendas ● SSC minutes ● SSC sign-ins ● LCAP goal monitoring ● LCAP annual update

<p>a clear school-wide identity in terms of College & Career Readiness; 3) Ensure that all students receive personalized supports to succeed; and 4) Build parents' capacity as partners in supporting and monitoring their child's education progress.</p> <p>Development of the LCAP has added to the monitoring of student progress and program effectiveness.</p> <p>Due to the requirement of monitoring and updating the LCAP annually, student needs are addressed continuously with the addition of new actions each year as the data illustrates.</p>	
<p>Monthly Board updates</p> <p>Charter School Division provides oversight and has annual visits with emphasis on student progress indicators, parent and community participation and implementing all District policies.</p> <p>Charter document was unanimously approved and renewed by school board</p>	<ul style="list-style-type: none"> ● School website has an ECR Board section which includes: new policies and procedures and contact information ● ERP was created to streamline and verify purchasing and reimbursements ● Acceptable Use Policy of internet use for students ● Automated calls home to encourage attendance at board meetings

Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Summary of Findings:

In addition to online instruction, and online resources offered in each classroom, (such as IXL in math, and Google Documents) as well as online programs for students in special education settings, ECRCHS is piloting Cyber High, an A – G online instruction program used in Independent Studies and for after school credit recovery options.

Findings	Supporting Evidence
<p>Canvas, Schoology, Moodle and Google Classroom are various types of Learning Management Systems at ECRCHS. Cyber High is an online curriculum that assists students in earning credits toward high school graduation. The program integrates educational principles and contemporary pedagogy with technology to provide students with experiences and resources not always available in a traditional classroom setting.</p>	<ul style="list-style-type: none"> ● Student log in ● Class lessons
<p>The mission of ECRCHS is to prepare our diverse student body for the next phase of their educational, professional, and personal journey through a rigorous, customized academic program that inspires the development of students’ unique talents and skills, builds character, and provides opportunities for civic engagement and real-world experiences.</p>	<ul style="list-style-type: none"> ● Student log in ● Class lessons

Understanding the Role of the Governing Board

A-2.2. There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

Summary of Findings:

The roles and responsibilities of the governing board are clearly outlined in our charter renewal petition. Attendance at board meetings by representatives of all stakeholders in the community (teachers, students, community members, classified, parents, etc) has increased over the last few years, which has contributed to a clearer understanding about the roles and responsibilities of the governing board.

In the past, there was limited communication between the board and staff, but with the election of several new board members, the process has improved.

Findings	Supporting Evidence
<p>As outlined in our charter renewal petition, the board’s duties include but are not limited be to the following:</p> <ul style="list-style-type: none"> ● Hire, supervise, evaluate, discipline, and dismissal of the Executive Director of the Charter School; ● Approve all contractual agreements; ● Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff; ● Approve and monitor the Charter School’s annual budget and budget revisions; ● Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipts of grants and donations consistent with the mission of the Charter School; ● Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices; ● Establish operational committees as needed; ● Regularly measure progress of both student performance ● Involve parents and the community in school related programs; ● Execute all applicable responsibilities provided for in the California Corporations Code; ● Engage in ongoing strategic planning; ● Approve the school calendar and schedule of Board 	<ul style="list-style-type: none"> ● Charter renewal petition ● Board agendas ● Speaker sign-ins ● Board meeting minutes ● Website ● Charter organization chart ● Board members application to run, including qualifications ● School’s policies on conflict of interest, form 700

<p>meetings;</p> <ul style="list-style-type: none"> ● Participate in the dispute resolution procedure and complaint procedures when necessary; ● Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration; ● Approve annual independent fiscal audit and performance report; and ● Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions. <p>There is effective communication with the board chairman.</p> <ul style="list-style-type: none"> - At a recent board meeting, one of the board members clarified that responses via email flow through the board chairman. This information was unbeknownst to a large portion of the community prior to this <p>The board’s attorney attends board meetings and answers questions about the board’s roles and responsibilities.</p> <p>Encouragement for community participation and attendance, emails, questions, comments welcome.</p> <p>The Executive Director is present at every meeting and gives a monthly school update.</p> <p>The CBO is present at every meeting and gives a monthly financial report.</p> <p>Staff is interested in re-establishing charter-mandated ad-hoc board committees.</p>	
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Governing Board and Stakeholder Involvement

A-2.3. Parents, community members, staff and students are engaged in the governance of the school.

Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Summary of Findings

El Camino Real Charter High School has utilized many forms of communication to reach out and involve community members and parents. Board meetings are advertised on the school marquee, school website, school calendar, and phone calls. Various Booster Clubs on campus are well attended by parents. Groups serving specific populations of the school such as The Village Nation, Bilingual Literacy and ELAC are also well attended. The general governance of the school through SSC, Friends of ECR, and PTSA meetings do not have a similar parent or school community involvement; this is something we hope to improve in the future.

Findings	Supporting Evidence
<p>Many forms of communication are utilized; however, more outreach must occur in order for ECRCHS parents to actively participate in the general school committees.</p> <p>We have had success with our ELAC committee through personal phone calls home from college tutors who speak various languages.</p> <p>Participation by some staff members in the Chamber of Commerce and Rotary Club has successfully engaged community members to actively engage with our student body.</p> <p>LCAP is monitored through the SSC and the recently reformed Data committee. Representatives from other Advisory committees often attend one of these meetings.</p> <p>Administration attends and is represented in the various school-wide committee meetings. This allows for direct feedback regarding guidance or direction to the school.</p>	<ul style="list-style-type: none"> ● Website ● School calendar ● Automated call system ● Student presentations at board meetings ● Advisory committees sign-ins ● Booster Club sign-ins ● The Village Nation sign-ins ● ELAC sign-in ● Bilingual Parent sign-ins ● Student workshops with Chamber of Commerce and Rotary Club

Board’s Evaluation/Monitoring Process

A-2.4. There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.

Summary of Findings:

There is a high degree of clarity of the evaluation and monitoring carried out by ECRCHS’s administration. Our charter’s policies and guidelines outline organizational structure and responsibilities, Governing Board operations and District monitoring procedures. In addition to District mandates, the Executive Director presents monthly school updates to the board, and the CBO presents monthly financial updates at the board meetings. Board monitoring of fiscal policies has increased since converting to charter six years ago.

Findings	Supporting Evidence
<p>In addition to the Executive Director’s report, the Assistant Principal and Director of STEAM present findings, review student achievement and updates on the goals and actions of LCAP.</p>	<ul style="list-style-type: none"> ● Board agendas ● Board minutes
<p>ECRCHS’ college counselors visit each English class throughout the entire school. They provide hands on instruction for our college readiness online program Naviance. Naviance is a comprehensive website that parents and students can use to make plans about colleges and careers. Naviance allows the counselors and teachers to track and analyze data about college and career plans, so as to provide them up-to-date information that’s specific to our school, the students and our community. This information collected by counselors help guide students through making better choices in class selection and prepare the students to be college ready. By using the program, students will also be able to link to useful websites, surveys and many relevant career and college topics so that they can make career choices and post high school plans that are unique to their individual goals. Naviance also lets the school share information with the parents and students about upcoming meetings, events, and local scholarship opportunities.</p> <p>CTE programs are included in the Master Schedule.</p>	<ul style="list-style-type: none"> ● ED’s report ● Class lessons ● Student online portfolios ● IGPs ● IEPs ● EAP’s assessments ● PSAT ● State data on physical fitness results, CAASP, ● A-G rates

<p>The new 9th grade class, College and Career Readiness (CCR), is designed to create and build the culture of college readiness as outlined in ECRCHS' Vision, Mission and SLO's.</p> <p>Counselors meet with students to review Individual Graduation Plans at least once per semester.</p> <p>Special Education SOPs are completed during the senior year with students who have a 504 plan. They meet with the counselor to create a plan to discuss advocacy and accommodations in college.</p> <p>Smarter Balance Testing - once during their 11th grade year, EAP portion determines College Readiness</p> <p>AP Subject Tests</p> <p>AP Potential list from PSAT</p> <p>Physical Fitness Tests</p>	
<p>Executive Director's Report to the Board includes an overview of the school's programs and monitoring of funding for programs such as Title III, Title I, and the LCAP.</p> <p>CBO reports monthly regarding fiscal health of the school.</p> <p>Student and teacher presentations to the Board allow for the members to hear first hand about school programs.</p>	<ul style="list-style-type: none"> ● Board agendas ● Board minutes ● ED's report ● CBO's report

Complaint and Conflict Resolution Procedures

A-2.5. The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.

Summary of Findings

Stakeholders have access to a variety of procedures to address complaints and conflicts. Parents can communicate with teachers, counselors, and administrators about classroom concerns. Teachers can utilize procedures set forth in the charter document and the bargaining agreement to resolve concerns with peers or administration. Student conflicts are dealt with through a conflict resolution process. All stakeholders can use the Uniform Complaint Procedure to address concerns about federal or state laws and regulations.

Findings	Supporting Evidence
<p>Teachers are asked to respond to parent communications within 48 hours. Information on contacting teachers is included in the teachers’ Letter to Parents and in the Parent-Student Handbook. Support staff (including Counselors, Deans, Coordinators) serve as a second level of response, followed by Assistant Principals and the Executive Director. Parents and students can also contact the Board and the Charter Schools Division after meeting with the Executive Director.</p> <p>Students can also talk to teachers, support staff, and administrators to express their concerns. The Deans’ Office mediates conflicts through a conflict resolution process.</p> <p>If a stakeholder feels that the school violated a Federal or State law/regulation, they can follow our Uniform Complaint Procedure. Additionally, there is a Williams-Valenzuela complaint procedure to address adequate instructional materials. The Parent-Student Handbook contains information about both procedures.</p> <p>The Collective Bargaining Agreement with United Teachers Los Angeles (UTLA) and the Charter Document contain procedures for addressing and resolving staff conflicts, complaints, and grievances.</p>	<ul style="list-style-type: none"> ● Letters to parents ● Parent-Student Handbook ● Collective Bargaining Agreement ● Charter Renewal Petition

A3 Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Board-Based and Collaborative

A-3.1: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

Summary of Findings:

Since becoming a charter school in 2011, El Camino Real Charter High School has had the opportunity to create, implement and foster programs aligned with ECRCHS’ vision, mission and SLO’s, and increase student achievement. Collaboration among teachers and students can spearhead new classes or activities on campus. For example, if a teacher determines a student need for a new class, sign-ups begin. If enough interest is evident, it is incorporated into the Master Schedule.

Findings	Supporting Evidence
<p>The school has identified the need to focus on student achievement by using data as an indicator to drive decision making. The Data Committee existed in the early stages of the charter and was recently revived to bring this focus back.</p> <p>LCAP utilizes student achievement data to determine student needs in a continuous cycle that includes monitoring, updating, and analyzing it. The SSC is the governing advisory committee that oversees the LCAP.</p> <p>Over the last two years there has been a focus on using data to drive instruction. A data consultant was hired to assist in forming the LCAP. This outside source worked with a group of stakeholders analyzing three years of data. The LCAP Committee then became the ambassadors of ECRCHS and offered time during the school day for any teacher to come and learn about what the data tells us. During this time period, faculty and professional development time was allotted to present findings.</p> <p>LCAP Goal 1 focuses on data analysis and providing training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools.</p>	<ul style="list-style-type: none"> ● Data Committee sign-ins ● LCAP ● SPCA ● Goals of SPCA and LCAP for student achievement ● PD Agendas and presentations on LCAP and SPSA goals ● SSC agenda ● SSC minutes ● Board agenda ● Board meeting minutes
<p>The LCAP Committee identified a need to provide training for data analysis and developed an action for the purpose of</p>	<ul style="list-style-type: none"> ● LCAP agendas ● Faculty agendas ● Professional

<p>driving instruction with strategies and actions to increase student achievement. This is under Goal 1.</p> <p>Departments are currently working on course-alike goals and common formative assessment. This collaboration will lead to instructional strategies for developing common skills among classes. Many actions, ideas, and strategies are shared through Dropbox or Google Drive.</p> <p>Most departments implement targeted actions for struggling students. They work together to offer tutoring.</p> <p>Physical Education’s monthly meetings are designed to exchange best practices, work on standards as a department, and consistent grading and test standards.</p> <p>Humanitas and Careers in Entertainment Academies design interdisciplinary curriculum to meet student needs.</p> <p>Advanced Placement classes have identified the need for further interaction regarding data with administration.</p>	<ul style="list-style-type: none"> ● Development agendas ● Department agendas and notes ● Shared plans on Google Drive or Dropbox
<p>ECRCHS monitors results in a variety of ways:</p> <ul style="list-style-type: none"> ● Aeries and query function to gather and assess data and effectiveness of interventions. ● Revision Assistant Pilot is a writing based program used in English and history to collect data instantly--formative assessment based on common core writing skills. ● LCAP monitors goals and actions based on data collection continuously throughout the year. ● Departments are given CAASP results each year. ● Physical Education department analyzes State Physical Fitness Test, which determines semester curriculum and pacing. ● College office provides an updated school profile annually ● Counselors and English teachers are given results of EL students for targeted help in English and reclassification. <p>AVID site team meets once a month and monitors students’ academic progress throughout the semester. Targeted intervention is then implemented for students who are struggling and not meeting standards.</p>	<ul style="list-style-type: none"> ● Aeries ● Lessons in English and History ● LCAP meeting minutes ● Department agendas and notes ● PFT results ● Spreadsheets for EL students ● Case carrier notes ● IEPs

AVID's eleven essentials are based on annual data and the site team must update their action plan based on results.

Students with IEPs are monitored throughout the year through each student's case carrier and a counselor assigned to students with IEPs. Additionally, there are annual meetings with parents, student, case carrier and general education teachers to monitor and assess current goals and design new ones when needed.

A-3.2. The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

Summary of Findings:

El Camino Real Charter High School staff elected representatives to the School Site Council, which is responsible for oversight of the SPSA and LCAP. Members of SSC reach out to various stakeholder and advisory groups to attend the meetings in order to incorporate feedback, suggestions, and ideas into the school plans. Development of these documents is based on both quantitative (grades, testing, and scores) and qualitative (focus groups, stakeholder meetings, etc) measures.

Findings	Supporting Evidence
<p>SPSA and LCAP utilizes student achievement data to determine student needs in a continuous cycle. Goals are formed based on identified needs. Both the SPSA and LCAP are monitored continuously and updated annually. The SSC is the governing advisory committee that oversees both plans.</p>	<ul style="list-style-type: none"> ● SSC agendas and minutes ● SPSA ● LCAP
<p>The school-wide learner outcomes are interwoven in all learning at ECRCHS. These essential outcomes reflect our expectations for ECR graduates. Therefore, all school plans, SPSA and LCAP, include these components. For example, to achieve the following action in Goal 2 of the LCAP:</p> <p><i>By the end of 9th grade, identify each student’s career/industry sector interests and then provide counseling on educational requirements for different careers in that sector</i></p> <p>The following SLO must be incorporated.</p> <p>Hard-working graduates who:</p> <ul style="list-style-type: none"> ● Achieve career, education, and individual goals ● Explore options and plan for success ● Persevere in the face of challenges ● Become informed, empowered decision makers ● Possess a sense of agency ● Exhibit professionalism in all endeavors 	<ul style="list-style-type: none"> ● SPSA ● LCAP ● SLOs
<p>The SSC is responsible for oversight of the SPSA and LCAP and monitors and helps develop these plans. This is done monthly with the feedback from various stakeholders and personnel responsible for overseeing actions and strategies within each goal.</p>	<ul style="list-style-type: none"> ● SSC agendas and minutes ● SPSA ● LCAP

A-3.3. The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

Summary of Findings:

El Camino Real Charter High School has a highly effective procedure and process for involving staff in shared decision making to support student learning. Staff is continuously encouraged to take part in various committees such as professional development committee, data committee, technology committee, advisory groups, SSC, and Instructional Cabinet so that they can take part in shared decision making processes at ECRCHS. As new policies come up, teachers are further encouraged to join the corresponding committee(s) in order to share their thoughts. For example, the decision to change the school schedule to support the upcoming SBAC testing was the result of a shared decision making process.

Findings	Supporting Evidence
<p>Some examples of shared decision making and responsibilities are:</p> <ul style="list-style-type: none"> ● Department Chairs are voted by members of that department ● Ad hoc volunteers to participate in Learning Walks ● NBC new teacher mentor program <p>Although administration/teacher conferencing allows for goal setting and self reflection actions, writing the Self Study for WASC has been a great opportunity for all stakeholders to take responsibility for guiding the school forward and utilizing self reflection in individual practice.</p>	<ul style="list-style-type: none"> ● Department meeting notes ● Learning Walk log ● New teacher mentor program notes/log ● PD agendas
<p>The departments feel they have support for student learning actions and classroom lessons.</p> <p>Science department's example: Administration has always trusted and welcomed innovative strategies to improve student performance. For instance, the administration approved the purchase of clickers for every science teacher to provide instantaneous feedback and potential data analysis (formative assessment). Furthermore, science teachers were able to purchase consumables (chemicals, dissection samples, owl pellets, equipment, etc.) as well as texts to support inquiry-based instruction and provide a</p>	<ul style="list-style-type: none"> ● Department meeting agendas and notes ● Supply list

rich hands-on laboratory experience for students in all science courses. In addition, science teachers were able to purchase class sets of novels (*Napoleon's Buttons*, *Silent Spring*, *The Hot Zone*, etc.) so that they can better connect science content to other disciplines of study as well as to the real world. The science department was also able to take students on many field trips. For example, the student were able to go to the Hyperion Water Plant to show real-life application of content to employment opportunities as well as to learn the importance to our lifestyles. Administration has also supported student-driven events like Solar Energy Seminars where students from several classes create presentations to inform peers on the theory, benefits, and uses of solar energy.

Having monthly departmental meetings, where teachers are able to collaborate and to strategize on how to better engage students in activities.

Administration approves of teacher coverages if a teacher wants to observe a colleague's teaching techniques and strategies so that they can exchange information and ideas.

Internal Communication and Planning

A-3.4. The school has effective existing structures for internal communication, planning, and resolving differences.

Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Summary of Findings:

Internal communication has undergone a recent policy change which has had a positive impact on staff relations. The use of email, Google Apps (for Education), and the weekly newsletter that goes to all faculty, staff, and parents, helps to inform the community about administrative and governance issues, as well as highlight classroom, athletic, and club events that support the education.

Findings	Supporting Evidence
<p>Current policies and strategies for effective internal communication now include:</p> <ul style="list-style-type: none"> ● Bi-monthly Google training for intra-communication as well as classroom tools. ● Staff presentations on information learned at conferences (this might be faculty, department or program presentation). ● Email and shared Google Drive to access all information, ● Humanitas has a shared common planning that provides ease of planning and collaboration. ● Student Passport with 504 accommodations provide teachers easy access to their student’s accommodation needs. ● Teachers can check other classes to see progress of their students through Aeries. ● Newly hired teachers meet regularly with NBC/mentor teacher to discuss the process of dispute resolution, among other concerns. ● Emergency Staff Meetings as needed for urgent issues ● Hand-held radios ● PA announcements ● Texting ● Open Door Policy: Department Chairs, UTLA, Executive Director ● Staff Meetings → separation of PD from “staff meetings” to separate the two and make the time spent on communication more clearly delineated 	<ul style="list-style-type: none"> ● Google Calendar ● PD agenda ● Website ● Weekly newsletter ● Website ● Automated calls ● Emails

<ul style="list-style-type: none"> ● Google Docs ● Updates to website ● Suggestion Box 	
<p>Differences are resolved in a variety of ways, all of which have proven to be effective. Some procedures are included in the Collective Bargaining Agreement and the Charter Document. In general, the following procedures are used:</p> <p>Departmental issues with curriculum or treatment are worked out by the individuals involved, with the help of the department chair and an administrator if necessary.</p> <p>Non-departmental issues between certificated staff members are worked out by the teachers involved with assistance of the union chairperson and an administrator. Issues between classified staff members are handled by the immediate supervisor and/or an administrator.</p> <p>Conflicts with staff and administration are resolved with (as applicable) the help of the Executive Director, union chairperson, Assistant Principals, and the Charter School Division.</p> <p>Collective bargaining occurs on a regular basis, where a variety of workplace concerns are addressed and collaboratively resolved.</p>	<ul style="list-style-type: none"> ● Collective Bargaining Agreement ● Charter Document ● Department Chair ● Staff members ● Administration

A4 Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff

A-4.1 The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.

Summary of Findings:

The philosophy of the administration is to allow autonomous selection by departments. A group of teachers, the Department Chair, and Assistant Principal in charge of the department take part in the selection process of new hires. Part of the process is to ensure all staff are highly qualified and credentialed in their content area; this includes online learning. Interviews generally include a lesson with students, and a portfolio of standard-based lessons and strategies to engage the class.

Findings	Supporting Evidence
<p>A group of teachers, the Department Chair, and Assistant Principal in charge of the department take part in the selection process of new hires.</p> <p>All new positions are posted on EdJoin and applicants are screened prior to being invited for interviews. The screening process includes: credential check with CTC, phone calls to references listed on application, and quality of application responses. After the interview the applicants are still required to submit to a background check, provide a proof of TB test, and pass school policies such as the Child abuse, Blood Borne Pathogens and Sexual Harassment in the workplace and other items.</p> <p>Other procedures to ensure new and current staff remain highly qualified:</p> <ul style="list-style-type: none"> ● CTC credential checks ● Teacher evaluation procedure ● Learning walks ● Assistance and guidance from administration ● BTSA ● New teacher meetings ● Classified mandatory training 	<ul style="list-style-type: none"> ● EdJoin ● Interview notes ● Learning Walk notes ● Aeries credential checks ● New teacher meetings ● Training logs

Staff Assignment and Preparation

A-4.2. The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.

Summary of Findings

ECRCHS’s process for appropriate orientation and to maximize teacher expertise is driven by each department. Departments are key in hiring positions and instrumental in providing assistance and guidance. Department Chairs are given an additional conference to work with new and veteran teachers, share best practices, model class lessons and identify strengths and areas of need. School programs such as Humanitas have common planning time for this purpose. AVID holds monthly site team meetings to ensure and maximize the expertise of all staff. Quality of student learning increases as teachers are given opportunities to hone their craft and share lessons and skills, and collaborate.

Findings	Supporting Evidence
<p>Monthly orientation meetings for new teachers are mandatory. Topics of discussion include IEPs, alternative education, and the various programs of the school. Prior to 2016 new teachers were not required to attend these meetings, but were strongly encouraged to do so.</p> <p>Other changes this year include:</p> <ul style="list-style-type: none"> ● NBC (National Board Certified) teachers serve as mentors to all new teachers, regardless of experience. ● Monthly department meetings are mandatory and designed to maximize expertise. ● Literacy, Math and EL Coaches have been implemented to work with teachers in their field school-wide. <p>An identified need at ECRCHS is to design a handbook with general teacher tips, passwords, resources, and materials.</p> <p>Some staff members also mentioned the need to improve morale.</p>	<ul style="list-style-type: none"> ● Agendas ● NBC logs ● Notes from instructional coaches ● New teacher’s meeting Agendas
<p>Departments work with the Assistant Principal in charge of counseling to design the school matrix. Departments vary slightly in philosophy. For example, in math, all teachers teach at least one section of Algebra 1. The Special Education department assigns teachers based on their proficiency in a</p>	<ul style="list-style-type: none"> ● Department matrix ● Faculty agendas ● Academic coaching notes ● Surveys

specific subject matter. The Physical Education department allows their teachers to pick their speciality.

Some school-wide practices to maximize staff expertise are:

- Staff presentations at professional development meetings
- Teacher and student presentations at board meetings
- Teacher surveys
- Student surveys
- Technology training
- Sending teachers to conferences and trainings

- Board meeting agendas
- Training logs

Defining and Understanding Practices/Relationships

A-4.3 The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Summary of Findings:

At the beginning of each school year, District and school-wide policies are distributed to staff. Examples of some of the school-wide policies are Child Abuse Training, Workplace Sexual Harassment and Blood Borne Pathogens. In addition, a list of administrators’ duties and assignments are distributed to the staff and faculty. Staff is encouraged to join committees throughout the year. Staff meetings include updates about student achievement, school operations, facilities, and finances.

ECRCHS’ website is a fountain of information and houses school bulletins, policies, and key school documents such as the charter renewal petition, board meeting agendas and minutes, WASC, SPSA and LCAP.

Findings	Supporting Evidence
<p>Although there are many avenues to access policies and procedures, staff has identified a need to house them in one forum, the Intranet. This is in the development stage and should be available in some form next school year.</p> <p>Some examples of written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff are:</p> <ul style="list-style-type: none"> ● Mandatory policy bulletins ● Email at beginning of year stating which administrators were overseeing which department, including all roles and responsibilities of the each administrator. ● Coordinator/Department Chair job descriptions and duties are published. ● Email distribution provides instant access to all documents as needed. ● Faculty meetings cover a lot of this information ● Course descriptions updated, collaboratively written ● Increasing transparency in decision making, open to more faculty input. 	<ul style="list-style-type: none"> ● Emails to staff members ● Mandatory policy bulletins ● Surveys ● School website ● Faculty meeting agendas ● Charter document ● Job descriptions for out of class personnel

Support of Professional Development/Learning and Measurable Effect on Student Learning

A-4.4. The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.

Summary of Findings:

Since becoming a charter school, we have been able to allocate more resources to the classroom and accommodate teacher needs and requests. The start of each school year begins with one and a half days of professional development. In the past, administrators determined the agenda. Last year, professional development has evolved to be more teacher driven, and we created a teacher-led professional development committee. Learning walks began last year to look at teacher objectives and students’ awareness of the objectives and what they are learning in the classrooms.

Resources and time has been readily available for all teachers to effectively continue learning and increase student achievement. Three academic coaches have been added: Literacy, math, and an EL coach, with the goal of mentoring, collaborating and helping teachers to shift to student centered techniques in teaching.

Findings	Supporting Evidence
<p>The identified need to update teaching practice and meet our SLO through more student centered classrooms has become a focus for the majority of the staff.</p> <p>We schedule 14 shortened professional development days throughout each year and one full day at the start of each school year. In addition, starting in 2016-17, we added two additional full professional development days.</p> <p>A teacher-led Professional Development (PD) committee was formed to plan for three full professional development days in the 2016-17 school year. The PD committee has been given support by administration to create meaningful, innovative, teacher-led PD. The goal is to make a smoother transition to student-centered, inquiry-based teaching practices that take into account the CCSs and NGSSs (for science teachers) standards. This year the PD committee has committed to introducing Understanding by Design (UbD) to the faculty. Every PD day time will be devoted to the support of this teaching strategy. In science, some teachers will be trying the strategy for appropriate lessons.</p> <p>Another tool we will use school-wide are Learning Walks . Any staff member can be on a team of three to visit a classroom with the goal of coaching and mentoring. The team generally consists</p>	<ul style="list-style-type: none"> ● PD committee sign-ins and notes ● Faculty agendas and sign-ins ● Professional Development agendas and sign-ins ● Learning walk notes ● Administration classroom observations

of department chairs, coordinators, administration and academic coaches. Another intent of this strategy is to promote clear goals and objectives in all classrooms as well as student centered instruction. We will use this data to determine strengths and areas of need, which will inform future PD activities.

Our Fiscal Policies and Procedures Handbook allows for classified staff and administration to take up to four courses at UCLA extension (or a similar organization). For UCLA, the school pays upfront, for other organizations, the school will reimburse up to \$2,800 per year (\$700/class).

A-4.4. Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

Summary of Findings:

Online staff members are given professional development by a representative from Cyber High. ECRCHS online staff lead teacher has met with him twice since the adoption of the program and has spoken via telephone with him as questions arise. School counselors were recently trained through a professional development in January 2017. Online staff members are from the Alternative Education Small Learning Community and share a common conference period. Questions, comments, and answers are shared on a bi-weekly basis and are resolved quickly. As staff members become more comfortable using the online learning program, communication with students and counselors have become streamlined and more effective.

Findings	Supporting Evidence
<p>Processes and procedures for involving online staff members in professional development activities:</p> <p>An administrator and several teachers attend an annual conference specific to Independent Study and online learning. Since online curriculum is utilized in our credit recovery and Independent Study program staff training takes place throughout the year.</p> <p>Our completion rate for online classes for fall of 2016 was 90%. This is a new program and we will be monitoring it carefully.</p>	<ul style="list-style-type: none"> ● Conference agendas ● Training sign-ins ● Student log-ins ● Student completion letters from Cyber High.

A-4.5. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

How effective are the school’s supervision and evaluation procedures?

Summary of Findings:

Administration follows the LAUSD/UTLA process that was in place at the time of our charter conversion. This process involves an initial planning document, a planning conference, classroom observations with feedback, and a concluding conference and evaluation. The school has identified a need to increase peer-to-peer feedback, classroom observations, and professional development to further promote the professional growth of staff.

Findings	Supporting Evidence
<p>In the formal evaluation process, teachers set goals for the year through an initial planning conference and planning document. Throughout the year, administration conducts scheduled and unscheduled classroom observations and provides feedback. At the conclusion of the year, a final evaluation conference occurs and the final evaluation is submitted.</p> <p>The school has identified a need to increase the number of administrative observations and increase the use of peers to provide feedback and professional development. This past year we have allocated resources to create an instructional coach for English and math (three periods off for each position). Teachers can also seek support from the administrator in charge of the department. In addition, we have a newly revitalized PD committee that has offered teacher-led sessions on a variety of topics. ECRCHS will continue to use the department chairs and 10 NBC teachers as professional growth resources as well.</p>	<ul style="list-style-type: none"> ● Initial planning sheets ● Completed evaluations ● Administration notes ● Department chair, NBC teacher, or instructional coach’s notes

A-4.5. Additional Online Instruction Prompt: How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

Summary of Findings:

The use of online learning has recently been adopted by our school. During 2016-2017, ECRCHS are piloting this program. The online staff, teachers who are part of the Alternative Education Small Learning Community, have been trained formally on this program in the summer of 2016, before the program was used with students. A representative from Cyber High trained the entire online staff for three hours. The lead online staff member, has met with the representative since then and has held professional developments to disseminate information. In the Spring of 2017, it was determined that all school counselors should have logins to the program so they can view the progress their students. They were trained as a group by our lead online staff member. Teachers who were lacking in technological competencies are offered training on an individual, as needed basis. In our second semester of using online learning, the need for training, both on a group and individual basis, is rare. Online staff feel comfortable and are competent in using the program.

Findings	Supporting Evidence
<p>More students are utilizing our online learning program each semester. For example, 89 in Fall of 2016, 150 enrolled in the Spring of 2017.</p> <p>Completion rates are high: 89%</p> <p>A-G requirements are being met, which helps graduates transfer to colleges and universities as well as increasing our graduation rate.</p>	<ul style="list-style-type: none"> ● Numbers of students registered in Cyber High. ● Number of class completion letters generated from Cyber High. ● Number of students attending universities upon graduation from ECRCHS.

A5 Resources Criterion

Allocation Decisions and Their Impact

A-5.1 There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Summary of Findings

The purpose of both the SPSA and LCAP is to design and allocate resources for student identified needs based on quantitative and qualitative data analysis. The goals and action/strategies encompass the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the academic standards, and the college- and career-readiness standards. Both student achievement plans are monitored throughout the year during the SSC and Data committee monthly meetings. ECRCHS is required to submit annual plans before July 1st each year. Agendas and committee minutes are available on the school's Website.

SSC is comprised of a variety of stakeholders. Elections for Chairperson, Assistant Chairperson, and the Recording Secretary are held within the first month of school during Back to School Night. Parents, teachers, students and an Assistant Principal are part of this collaborative process. Priority to allocating resources to the needs of the students or specific programs, requests for resources to support these varied programs (and by proxy student achievement) are discussed at SSC meetings. Finally, the leadership team of the SSC, sets goals and actions and then the CBO allocates funding depending on category.

The initial LCAP led to the replacement of textbooks with ones that are Common Core aligned. Through this LCAP process, new actions and services have been identified. More resources were allocated to the school plan for student achievement (SPSA), which led to scores increasing in math (EVIDENCE).

Each year, ECRCHS engages stakeholder groups to assess the evolving needs of our student population and monitor and revise the goals, metrics, and actions of the LCAP as needed.

ECRCHS's three-year LCAP and SPSA are included in the appendix. The goals, metrics and actions are designed to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the academic standards, and the college- and career-readiness standards with metrics attached.

Goal 1: Ensure implementation of academic content standards for all core subjects as they are adopted

Goal 2: Solidify a clear school-wide identity in terms of College & Career Readiness

Goal 3: Ensure that all students receive personalized supports to succeed

Goal 4: Build parents’ capacity as partners in supporting and monitoring their child’s education progress

Findings	Supporting Evidence
<p>Some examples of allocated resources that are identified in the SPSA and LCAP:</p> <ul style="list-style-type: none"> ● The initial LCAP led to the replacement of textbooks with ones that are Common Core aligned (State priority 1, Goal 1) ● PSAT for all 9th-11th grade students. The PSAT scores generate an AP potential list. ECRCHS utilizes this list to identify underrepresented subgroups and design supports needed for the AP rigorous format (State priority 7, Goal 2) ● Resources are allocated for College field trips, plays, academic trips (State priority 7, 6, Goal 2, 3) ● Campus wide tutoring in math for all students after school ● EL coach and EL tutor ● Resource teachers or assistants in collaborative classes ● Some department chairs have extra conference period to work on department-wide goals ● Computer carts for testing and student use ● Teacher and program for cyber high ● IXL program for visual learning students ● Translators and Chromebooks for ESL classrooms and EL students to check out (State priority 4,5,8 Goal 3) ● Computer carts for the college office to train all English classes and College and Career Readiness (CCR) class on the program and tool of Naviance (State Priority 4, 5, 7,8 Goal 2, 3) ● Funding allocated for closing the achievement gap: The Village Nation (TVN), La Familia (State priority 3, 4, 	<ul style="list-style-type: none"> ● CCSS textbooks and materials ● Results of PSAT ● Sign-in for AP potential assembly and parent night ● A-G night sign-in ● College Office Evening Events ● ERP for field trips ● Sign-in for tutoring and extra help ● Department Chair notes for observations ● Lessons ● Field trips <p>TVN and La Familia</p> <ul style="list-style-type: none"> ● College trips ● Assemblies ● Speakers ● Financial aid workshops ● Parent workshops <p>Science:</p> <ul style="list-style-type: none"> ● Consumable materials for lab dissections ● Clickers ● iPads ● Surface Pros ● Digital thermometers

<p>5, 7, 8 Goal 2, 3, 4)</p> <ul style="list-style-type: none"> ● College tutors for ESL, EL, CCR class (State priority 2, 4, 5, 7, 8 Goal 1, 2, 3) <p>Science classes have become more student centered and hands on, along with items that support critical thinking and inquiry through allocated resources (State priority 1, 2, 7, Goal 1).</p> <p>New elective was designed this year for 9th graders. Approximately 70% of the 9th grade class will have this elective: CCR. The curriculum that is used is Plan Ahead. The entire focus of this class is to exposure students to careers and planning college. Students and teachers use the Naviance program to do this (State priority 7, Goal 2).</p>	
<p>School Site Council (SSC) is the governing body that writes and monitors the SPSA and the LCAP.</p> <p>SSC is comprised of a variety of stakeholders. Elections for Chairperson, Assistant Chairperson and Recording Secretary are held within the first month of school during Back to School Night. Parents, teachers, students and an Assistant Principal are part of this collaborative process. Priority to allocating resources to the needs of the students or specific programs, requests for resources to support these varied programs (and by proxy student achievement) are discussed at SSC meetings.</p> <p>Quantitative and qualitative data is analyzed throughout the year to determine student needs.</p>	<ul style="list-style-type: none"> ● SPSA and LCAP plans ● SSC Agendas and minutes ● Surveys ● Back to School Night Agenda

What impact has the process for the allocation of resources made on student learning?

Results are very encouraging:

A-G completion percentiles over 3 years

- African American increased from 26% to 37%
- Hispanic increased from 29% to 37%
- Low Income increased from 39% to 45%
- Special Education remained at 1%

SBAC: Percent of students meeting or exceeding standards in English over 2 years

- African American increased from 49% to 52%
- Hispanic increased from 29% to 37%
- Low Income increased from 52% to 59%
- Special Education increased from 20% to 22%

SBAC: Percent of students meeting or exceeding standards for math over 2 years

- African American increased from 15% to 28%
- Hispanic increased from 25% to 31%
- Low Income increased from 28% to 40%
- Special Education increased from 7% to 11%

Graduation Rates over 3 years:

- African American increased from 94.7% to 97%
- Hispanic increased from 90% to 93%
- Low Income increased from 83% to 92%
- Special Education increased from 89% to 90%

- Aeries
- CDE website /Dataquest

Practices

A-5.2. There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Summary of Findings

The ECRA Board of Directors approved an updated version of the Fiscal Policies and Procedures Handbook in December 2015, which clearly and thoroughly outlines the school’s proper business and accounting practices. All ECRA Board Members, as well as certain administrators, have received training on this document. ECR’s controller is currently training support staff on the updated policies and procedures.

Findings	Supporting Evidence
<p>The ECRA Board of Directors approved an updated version of the Fiscal Policies and Procedures Handbook in December 2015. The handbook provides an overview of the safeguarding of financial assets, the annual financial audit, key personnel financial responsibilities, the role of key financial staff, and financial instruments. The handbook also outlines payment/reimbursement policies and proper procedures related to accounting, accounts payable, accounts receivable, payroll, finance/reserves/insurance/liabilities/assets</p> <p>In consultation with the Chief Business Officer and Finance Committee, the Back Office Services Provider prepares the annual financial budget for approval by the Governing Board. The approved budget is submitted to the District.</p> <p>The ECRA Board of Directors commissions an annual financial audit by an independent third party auditor who reports directly to the Governing Board. The Governing Board is responsible for approving the final audit report, and a copy is provided to the charter-authorizing entity. Any audit exceptions and/or deficiencies must be resolved to the satisfaction of the Governing Board and be in compliance with GAAP and/or related laws and regulations.</p>	<ul style="list-style-type: none"> ● ECRA Fiscal Policies and Procedures Handbook ● Annual budget ● Annual financial audit

Facilities

A-5.3. The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

Summary of Findings:

Health and safety needs of students are the top priority at our school. ECRCHS was built in 1969 for 2750 students. Bungalows have been added to accommodate approximately 3800 students. Our enrollment this year is approximately 3600. We are looking to update the classrooms and add a science lab with more adequate safety equipment and space.

The continued care and maintenance of ECRCHS’s facilities demonstrates our commitment to maintaining an environment conducive to learning (State priority 1). There are an abundance of both fiscal and human resources dedicated to the educational health and safety of our students.

Findings	Supporting Evidence
<p>The following represent the many ways in which the school ensures these goals are met:</p> <ul style="list-style-type: none"> ● Contracted a full time campus security staff for safety ● Full time police officer for school safety and traffic ● Full time nurse ● K-9 Drug dog ● ADA compliant ● Working elevator ● 2 psychologists with 2 private offices ● 2 full time deans ● 2 full time campus maintenance staffs ● Individualized offices for each counselor for student privacy ● Increased technology for student access ● Regularly scheduled fire/earthquake/lockdown drills ● Campus improvements to school facilities, football field, theater, MPR, gym, college office and several teacher classrooms ● New furniture for flexible instruction ● Library open for students before and after school ● Classroom speakers ● Cafeteria upgrade ● Upgraded patio furniture with umbrellas ● Resurfacing parking lots 	<ul style="list-style-type: none"> ● Staff roster ● Plant observation ● Classroom observation ● Emergency drill sign-off and agendas ● Library sign-ins ● Cafeteria ● Science labs and storage

- Annual quest for better cafeteria food for students

The science department works with LAUSD, OSHA, and HazMat companies to ensure proper storage/disposal of all chemicals and biohazardous waste. The science department also helps create/participate in safety plans and keeps records of chemicals/hazardous materials on campus. Science department members also maintain safety with evacuation plans/paperwork, earthquake drills, lock down 'bucket', first aid kits, and goggle/glove/apron availability.

Instructional Materials and Equipment

A-5.4. The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Summary of Findings

The school has maintained a budget surplus since its inception as a charter school. Audits are submitted to the district, with the assistance of a back office provider. Traditional targets are 3% of total revenue, while ECRCHS has achieved a mark of 10%, which will provide funding for future obligations (such as benefits and facilities upgrades).

Currently, ECRCHS has audit process by both Charter School Division and financial office (Independent audit completed by Feddersen & Co).

Until 2016-17, the staff was able to request supplies and classroom materials of any type through an Assistant Principal. As a result, the turnaround was fairly quick, within a couple of weeks or at the most a month. This year a new system was introduced: Enterprise Resource Planning, ERP, which contains a process that includes more checks and balances to any purchasing order.

Teachers and all staff members are now responsible for putting all orders through the ERP process and getting preapproved for ordering school supplies, attending a conference, and receiving reimbursements. Currently, the turnaround time is much longer because of the multi-level approval process. However, as with any new system, ECRCHS is trying to improve the system to meet the staff's needs.

ECRCHS' Board must approve any school expenditure that is \$50,000 and above.

Findings	Supporting Evidence
ECRCHS' new system, ERP, requires training and practice. The ERP provides a better and a more effective policy than before and ensures that all proper documentation is provided for any purchases. For example, once a teacher submits an order, the Department Chair must approve the purchase through the ERP, and then it goes to the Assistant Principal in charge of ERP, then on to the controller. The controller then checks for accuracy and legitimacy. Finally the purchasing department investigates actual costs and then orders item(s).	<ul style="list-style-type: none">● ERP

There has been an abundance of fiscal and human resources allocated to support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, laboratory and instructional materials in the LCAP and the SPSA as well as general budget.

However, as more technology, media resources and software are utilized there is an increasing need for technical support.

Currently, we have a CIO, Director of Technology and Technician. Ongoing Internet disruption due to LAUSD's cessation of support for the current infrastructure has created frustration and lost classroom time. The need has been identified for additional tech help. Additionally, ECRCHS has initiated a plan for our own internet network with new switches, routers, servers, and other necessary equipment to provide the faculty and staff with reliable Internet access.

- SPSA
- LCAP
- Classroom supplies
- Data server
- Print server
- On site print center

Well-Qualified Staff

A-5.5. Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Summary of Findings

ECRCHS has a professional and experienced teaching staff. All teachers are considered highly qualified as judged by ESSA (formerly NCLB). Ten teachers are National Board Certified. All teachers are CLAD certificated. Teachers and paraprofessionals participate in at least 21 hours of required professional development per year and many attend additional conferences. New teachers are required to attend one after school meetings a month for the purpose of nurturing, checking in on practice and provide ongoing professional development targeted for new staff. Also new this year, new teachers are assigned a mentor teacher from their subject who is NBC certified.

Findings	Supporting Evidence
<p><i>Resources ECRCHS employs to hire, nurture, and provide ongoing professional development to ensure a well-qualified staff.</i></p> <p>Other built in supports are:</p> <ul style="list-style-type: none"> ● Professional development days ● ECRCHS’ school calendar provides for fourteen professional development days. On these days, students are released early and teachers meet in the afternoon; this development time totals 21 hours. <p>Professional development topics in recent years analysis of student achievement data, best teaching practices, research-based findings about education, and Writing Across the Curriculum, Common Formative Assessments, SDAIE strategies, Common Core State Standards, design thinking, college going culture, closing the achievement gap, etc.</p> <p>Advanced Placement teachers must attend required classes and training to stay abreast of the most current testing trends</p> <p>Department chairs (with 15 or more members in their department) are given an extra period out of the classroom for the purpose of nurturing and mentoring new hires.</p>	<ul style="list-style-type: none"> ● PD Agenda and notes ● School Calendar ● Conference attendance forms ● Department Chairs notes ● Professional Development Committee notes and agendas ● Learning Walks notes ● Fiscal Policies & Procedures ● NBC new teacher mentoring program

All teachers can seek support from their department chair to share best practices or assist fellow teachers.

Teachers can also seek support from the administrator in charge of the departments. Supervision is provided whenever necessary.

Along with teacher required evaluations every two years, administration also drops in from time to time at the teacher's request to share best practices and engaging instruction. Feedback is often provided. Teachers are encouraged to attend conferences, field trips, IEPs or 504 meetings.

The identified need to update teaching practice and meet our SLO through more student centered classrooms has become a focus for the majority of the staff.

A Professional Development (PD) committee of teachers formed to plan out the two PD days per month. With support from the administration, the PD committee creates meaningful, innovative, teacher-led PD to make a smoother transition to student-centered, inquiry-based teaching practices that take into account the CCSS and NGSS for science teachers. This year the PD committee has committed to introducing Understanding by Design (UbD) to the faculty. Every PD day time will be devoted to support this teaching strategy. In science, some teachers will be trying the strategy for appropriate lessons.

Learning Walks represent another schoolwide tool to improve instruction and foster a community of learners.

Any staff member can be on a team of 3 to visit a classroom with the goal of coaching and mentoring. The team generally consists of department chairs, coordinators, administrators and instructional coaches. Another intent of this strategy is to promote clear goals and objectives in all classrooms as well as the use of student centered instruction. We will use this data to determine strengths and areas of need and inform future development activities.

Our fiscal policies allow for classified staff and administration to take up to 4 courses at UCLA extension (or a similar organization). For UCLA, the school pays upfront. For other organizations, the school will reimburse up to \$2,800 per year (\$700/class).

Long-Range Planning

A-5.6. The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Evaluate the effectiveness of these processes.

Summary of Findings

ECRCHS’ process for regularly and effectively aligning the LCAP with site resources is excellent. Both the SPSA and LCAP plans are designed and allocate resources for student identified needs based on quantitative and qualitative data analysis. The goals and action/strategies encompass the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the academic standards, and the college- and career-readiness standards. Both student achievement plans are monitored throughout the year during the SSC and Data committee monthly meetings. This ongoing evaluation keeps the process current and effective.

Parents, teachers, students and an Assistant Principal are part of this collaborative process. The allocation of resources to the needs of students and/or specific programs, and requests for resources to support these varied programs (and by proxy student achievement) are discussed during SSC meetings. Finally, the leadership team of the SSC, sets goals and actions and then the CBO allocates funding depending on the category.

Each year, ECRCHS engages stakeholder groups to assess the evolving needs of our student population and monitor and revise the goals, metrics, and actions of the LCAP as needed.

ECRCHS’s three-year LCAP and SPSA are included in the appendix. Our goals, metrics and actions are designed to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the academic standards, and the college- and career-readiness standards with metrics attached.

Findings	Supporting Evidence
<p>The examples listed are student and school resources allocated through our process of identification for critical needs based on data analysis:</p> <ul style="list-style-type: none"> ● The initial LCAP led to the replacement of textbooks with ones that are Common Core aligned (State priority 1, Goal 1) ● PSAT for all 9th-11th grade students. The PSAT scores generate an AP potential list. ECRCHS utilizes this list to identify underrepresented subgroups and design supports needed for the AP rigorous format (State priority 7, Goal 2) ● Resources are allocated for college field trips, plays, 	<ul style="list-style-type: none"> ● CCSS textbooks and materials ● Results of PSAT ● Sign-in for AP potential assembly and parent night ● A-G night sign-in ● ERP ● Sign-in for tutoring and extra help ● Department Chair notes for observations ● Lessons

<p>academic trips (State priority 7, 6, Goal 2, 3)</p> <ul style="list-style-type: none"> ● Campus wide tutoring in math for all students after school ● EL coach and EL tutor ● Resource teachers or assistants in classrooms ● Some department chairs have extra conference period to work on department-wide goals ● Computer carts for testing and student use ● Teacher and program for Cyber High ● IXL program for visual learning students. ● Translators and Chromebooks for ESL classrooms and EL students to check out (State priority 4, 5, 8 Goal 3) ● Computer carts for the college office to train all English classes and College and Career Readiness class on the program and tool of Naviance (State Priority 4, 5, 7, 8 Goal 2, 3) ● Funding allocated for closing the achievement gap: The Village Nation (TVN) La Familia (state priority 3, 4, 5, 7, 8 Goal 2 ,3, 4) ● College tutors for ESL, EL, College and Career Readiness class (State priority 2, 4, 5, 7, 8 Goal 1, 2, 3) 	<p>TVN and La Familia</p> <ul style="list-style-type: none"> ● College trips ● Assemblies ● Speakers ● Financial Aid workshops ● Parent workshops <p>Science:</p> <ul style="list-style-type: none"> ● Consumable materials for lab dissections ● Clickers ● iPads ● Surface Pros ● Digital thermometers
<p>Our data shows the effectiveness of our procedures to get resources to our students. The results are very encouraging:</p> <p>A-G completion percentiles over 3 years</p> <ul style="list-style-type: none"> ● African American increased from 26% to 37% ● Hispanic increased from 29% to 37% ● Low Income increased from 39% to 45% ● Special Education remained at 1% <p>SBAC: Percentage meeting or exceeding standards in English over 2 years</p> <ul style="list-style-type: none"> ● African American increased from 49% to 52% ● Hispanic increased from 29% to 37% ● Low Income increased from 52% to 59% ● Special Education increased from 20% to 22% <p>SBAC: Percentage meeting or exceeding standards for math over 2 years</p> <ul style="list-style-type: none"> ● African American increased from 15% to 28% ● Hispanic increased from 25% to 31% ● Low Income increased from 28% to 40% ● Special Education increased from 7% to 11% <p>Graduation Rates over 3 years:</p>	<ul style="list-style-type: none"> ● School-wide profile data ● Dataquest ● Aeries ● College Board

<ul style="list-style-type: none">● African American increased from 94.7% to 97%● Hispanic increased from 90% to 93%● Low Income increased from 83% to 92%● Special Education increased from 89% to 90%	
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A6 Resources Criterion [Charter Schools only]

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A-6.1. The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.

Summary of Findings

In recent years there was a need for increased communication from the administration, which led in part to the formation of committees and the creation of a weekly newsletter. Committees include school safety, technology, copier, food, data, and professional development.

ECRCHS submits annual financial statements to LAUSD. Since converting to a charter school, we have established a lean operating system that has enabled us to maximize resources allocated to the classroom and save for future obligations (e.g. STRS/PERS employer contributions and health benefits), facilities upgrades, and special projects.

In January 2015, ECRCHS created a nonprofit parent company, El Camino Real Alliance (ECRA) to oversee future school sites. ECRA purchased a private facility in December 2015 with the goal of expanding our independent study program. The business office staff shares updates about these plans at board meetings and staff meetings. The campus is currently being renovated and we anticipate opening it to students in late 2017 or early 2018. Previously, this building was a NPS (non public school option). El Camino successfully secured a change in the CUP (Conditional Use Permit) to allow a public charter school to operate on the site. El Camino’s governing board approved the contract to begin design and permitting for the facility, which will take place over the course of the 2017 calendar year. This project fulfills our school’s mission by expanding access to a program that assists students who are unable to attend school in the traditional, five days a week format, thus providing them with a rigorous, customized academic program that prepares them for the the next phase of their educational, professional, and personal journey. This project also fulfills our student learner outcome to prepare hard working graduates who achieve college education, career, and individual goals.

Findings	Supporting Evidence
<p>Our former CBO left in December 2016 and our Board is currently undergoing a search for a replacement. We are utilizing our back office services provider, EdTec, until a new CBO is hired. During the last five years the process has been:</p> <ul style="list-style-type: none">● Financial reports are presented to staff during faculty meetings 3-4 times a year.	<ul style="list-style-type: none">● Faculty meeting agendas● Board meeting agendas● Financial reports (see appendix)● Department requests

<ul style="list-style-type: none"> ● CBO/ EdTec presents monthly updates at board meetings. ● Surveys are sent out to get input on needs of departments, teachers, and students. ● The ECRA Board of Directors regularly hosts vendors to consider facilities upgrades, including but not limited to energy efficiency projects and renovations to existing buildings. <p>In 2015 we created a trust account to save for ECR employees' lifetime benefits. As of February 2017, the balance in this account was around \$4 million.</p> <p>ECR has saved an additional \$12 million for other future obligations such as healthcare, STRS/PERS employer contributions, and facilities upgrades.</p>	<ul style="list-style-type: none"> ● Account statements
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Regular Accounting and External Audit Procedures

A-6.2. The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.

Summary of Findings

ECRA is committed to safeguarding public funds. As outlined in our Fiscal Policies and Procedures Handbook, which was reviewed and approved by the ECRA Board of Directors in December 2016, there are several layers of financial oversight at ECRA. The Fiscal Policies and Procedures Handbook very clearly defines internal controls, contracts, regular accounting, and external audit procedures.

Findings	Supporting Evidence
<p>Charter School Authorizer (i.e. LAUSD's Charter Schools Division) reviews financials annually.</p> <p>Independent Certified Public Accountant conducts annual financial audit.</p> <p>Back Office Services Provider (e.g. EdTec, ExED) ensures segregation of duties and fiscal compliance</p> <p>Business office staff and back office service provider present monthly financial updates at regular board meetings</p> <p>ECR seeks board approval of check registers and all major financial documents (e.g. interim financials, budget, Local Control and Accountability Plan (“LCAP”), etc.)</p> <p>Business office staff posts major board approved financial documents on the school website, including adopted budget, interim reports, and annual audit.</p>	<ul style="list-style-type: none"> ● ECRA Fiscal Policies and Procedures Handbook ● CSD oversight visit reports ● Annual financial audit ● Board meeting packets ● Check registers ● Board-approved budget ● Interim reports ● School website

Processes for Implementation of Financial Practices

A-6.3. The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

Summary Of Findings

As outlined in our Fiscal Policies and Procedures Handbook, which was reviewed and approved by the ECRA Board of Directors in December 2016, there are several layers of financial oversight at ECRA. The Fiscal Policies and Procedures Handbook very clearly outlines 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Key Personnel Financial Responsibilities • Approve Contracts • Executive Director • Chief Business Officer • Assistant Principals with check signing authority • Approve Purchases for Payment • Executive Director • Assistant Principals with check signing authority • Approve Purchase Orders • Executive Director • Chief Business Officer • Department Heads • Assistant Principals • Record Transactions • Accounting staff (non-senior) • Analysts • Reconcile Transactions • Back Office Services Provider • Role of Key Financial Staff (Segregation of Duties) • Executive Director - Authorizing • Chief Business Officer - Reporting and Analysis 	<ul style="list-style-type: none"> • Fiscal Policies and Procedures Handbook

- Chief Compliance Officer – Compliance with Policies and Procedures
- Back Office Services Provider - Recording, Reconciling and Reporting
- Assistant Principals - Purchasing, Authorizing and Custody
- Accounting Manager/Controller - Authorizing and Reconciling
- Analysts - Recording and Analysis
- Accountants - Recording, Purchasing and Custody
- Financial Instruments
- Debit Cards
- Use is not permitted

Credit and Charge Cards

Only one general card is authorized by the Board and it is issued in the name of ECRA and the Chief Business Officer or Executive Director. The credit card is stored in the Charter School's safe for staff use

Must have established, Board-approved spending limits (currently, \$100,000 within a monthly statement period; textbook purchases are exempt from this limit, and shall not exceed \$250,000 within a monthly statement period)

“Platinum” or similar luxury status credit cards cannot be taken out under ECRA’s account

Vendor-specific credit cards for teachers (limited to Home Depot and Smart and Final) have a limit of \$500 within a monthly statement period

Any additional, vendor-specific credit or charge cards must be approved by the ECRA Board with the same limits as above.

Bank Check Signers

Board-approved personnel, as noted in Overview, item 11, including Executive Director, CBO, and Assistant Principals.

Check Stock

Held in student store

Accounting /Enterprise Resource Planning (“ERP”) System(s)
Overseen by Chief Information/Technology Officer

Budgeting Process - Transparency

A-6.4. The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.

Summary of Findings

El Camino's administration team is very responsive to teachers' requests for resources, and communicates these requests to the Business Office so they are incorporated into the budget planning process. The school's budget must be approved by our Governing Board. Every year, El Camino submits board-approved financial statements to the LAUSD Charter Schools Division (CSD).

El Camino's back office services provider, together with the Chief Business Officer (or, in his absence, a representative from the Business Office) provide monthly financial updates at the ECRA Board meetings. In the past, the CBO also gave presentations at staff meetings.

Findings	Supporting Evidence
<p>In consultation with the Chief Business Officer and Finance Committee, the back office services provider prepares the annual financial budget for approval by the Governing Board.</p> <p>The back office services provider submits a monthly balance sheet and monthly revenue and expense summaries to the Chief Business Officer including a review of the discretionary accounts and any line items that are substantially over or under budget. The report is reviewed at the scheduled board meeting and action is taken, if appropriate.</p> <p>Non-budgeted contracts that exceed \$50K during a calendar year and last beyond an academic year require Governing Board approval.</p>	<ul style="list-style-type: none">● Fiscal Policies and Procedures Handbook● Board meeting packets

Adequate Compensation, Staffing, Reserves

A-6.5. The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?

Summary of Findings

The ECRA Board of Directors provides competitive salaries and has a strong financial position. We have accumulated approximately \$16 million in reserves since converting to a charter school. As one of the lowest funded high schools in California, it is important that ECR saves for future obligations.

Findings	Supporting Evidence
<p>El Camino's teacher salaries are 7% above the LAUSD salary scale. Administrator and staff salaries are also above the respective LAUSD salary scales.</p> <p>Since converting to a charter school, we have increased our teaching and counseling staff by 15%, as well as hired additional teaching support staff, facilities workers, and campus safety officers.</p> <p>El Camino saves approximately \$3 million, or 10% of its annual budget, every year. This far exceeds the recommended threshold.</p> <p>Since converting to a charter school, El Camino has accumulated approximately \$16 million in reserves, \$4 million of which are set aside for employees' retirement benefits.</p>	<ul style="list-style-type: none">● ECRA-UTLA Collective Bargaining Agreement● Board-approved financial statements● Account statements

Marketing Strategies

A-6.6. The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Summary of Findings

The school's marketing strategies have led to a steady increase in lottery applications, which has enabled the school to maintain its existing programs and add new programs. Our marketing strategies include school tours for the families of prospective students; the use of social media to promote school events and achievements, including the school's official social media accounts and several extracurricular and athletic accounts; a weekly newsletter sent to parents, staff, LAUSD and ECRA board members, and the local press.

We ran our first fundraising campaign since becoming a charter school in the spring semester of 2016. Fundraising requires educating families about ECR's status as one of the lowest funded high schools in California. We strive to continue to educate our community and improve our fundraising efforts.

Findings	Supporting Evidence
<p>Over the past five years, the number of lottery applications have increased 84% to 1,000 applications for the 2015-16 school year.</p> <p>In the 2015-16 school year, ECRCHS ran a fundraising campaign and raised approximately \$16,000 from ECR families.</p>	<ul style="list-style-type: none">● Lottery applications● Donations

Informing the Public and Appropriate Authorities

A-6.7. The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.

Summary of Findings:

Information about our financial position is communicated to our stakeholders (staff, parents, community) on a regular basis, including at board meeting and staff meetings, in our weekly newsletters, and on our website.

Findings	Supporting Evidence
<p>Due to ECR’s relatively low percentage of students who qualify for free or reduced price lunch (26% vs LAUSD’s 78.7%, according to CDE 2015-16 data), we receive low levels of supplemental funding, and as a result we are one of the lowest funded high schools in California. This message is communicated regularly by the Chief Business Officer (or in their absence, a representative from the Business Office) during financial updates at board meetings and staff meetings, as well as in the parent and staff newsletter.</p> <p>Although we are one of the lowest funded high schools in California, our ability to operate lean, maximize resource allocation to the classroom, and save for the future have contributed to our healthy financial position. This is communicated to our stakeholders (staff, parents, community) on a regular basis, including at board meetings and staff meetings, in our weekly newsletters, and on our website.</p>	<ul style="list-style-type: none">● School records● Budget

Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary

Findings and supporting evidence show that the majority of criteria in Category A are being met, especially in relation to areas of critical need. Staff training and collaboration has been a focus. Professional Development, common planning periods, and staff collaboration on our school Mission and Vision have been stressed. In several Professional Development meetings, staff was trained to analyze Common Formative Assessment data in small, collaborative groups. Our Student Learning Outcomes are visible in each classroom, and their importance is tied into assignments in core classes. Staff buy-in to SLO's has grown as a direct result of collaborative group exercises held on staff development days. The presence of The Village Nation and La Familia has positively impacted graduation rates and test scores.

We have determined ECRA must develop a strategic plan to include the following: increase fundraising in order to stay competitive with neighboring charter schools, develop facilities to ensure a learner centered environment, and the creation of a long term vision to propel the school forward. With this in place ECRCHS will have the capacity to continue the effort to improve student achievement through data driven decisions, support for all subgroups and community involvement.

Areas of Strength

- Entire staff collaboration process in the development of the updated Vision, Mission and SLOs
- ECRCHS' commitment to continual resources for all stakeholders, Board members, Administration, Teachers, Students, and Parents to ensure current and research based practice and school reform: professional developments, conferences, curriculum and instructional development time, as well as opportunities for coaching and mentoring.
- Expansion in various stakeholders participation in Board meetings, advisory committees, school-wide committees, and school policies
- Resources allocated based on student identified needs through stakeholder input (in part via the LCAP development process) has yielded positive results as indicated by CST and SBAC growth
- Allocation of resources to ensure a conducive learning environment that includes the safety and health of ECRCHS' students
- Procedures in place to for hiring, nurturing and provide ongoing professional development to ensure a qualified staff
- Positive trend over three years of CST data for all subgroups, demonstrates the effective process of aligning resources to support student achievement
- ECRA's Board of Directors, provides competitive salaries for all staff and has 16 million dollars in reserve, although it is one of the lowest funded school in California.
- Positive and effective marketing strategies has led to an increase in lottery applications every year. 2015-16 has a list of approximately 1000 students, up from 550 in 2011-12.

Areas of Growth

- ECRCHS must continue the focus on data to drive educational decisions
- ECRCHS must continue the effort to inform various stakeholders and community members' about ECRCHS' Vision, Mission and SLOs
- ECRCHS must continue the focus on increasing parent engagement and attendance in school advisory committees
- ECRCHS must continue the focus on the effectiveness of our existing structures for internal communication and planning
- ECRA must develop a strategic plan to include the following: increase fundraising in order to stay competitive with neighboring charter schools, develop facilities to ensure a learner centered environment, and the creation of a long term vision to propel the school forward

EL CAMINO REAL CHARTER HIGH SCHOOL

CHAPTER: 4-B

STANDARDS-BASED
STUDENT-LEARNING:
CURRICULUM



HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE

WASC: APRIL 2017

WOODLAND HILLS, CA 91367



Chapter 4-B: Curriculum Team

Focus Group Leader

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Group Members

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Jesus Aguilera Math
Rahim Hassanali..... Math
Julie Sabbah..... Math
Michael Consoletti NJROTC
Peggy Gocke..... Nurse
Shelly Marshall..... Physical Education
Holly Kiamanesh..... Science
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RobbBoyle..... Social Studies
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Ruth Ozstreicher.....	Student Support Services
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Steve Burstein.....	Support Services
Xenia Paniagua.....	Support Services
Marilyn Brooks.....	VPA
Matt Harbourt.....	VPA
Jacqueline Mata.....	World Languages
Karolina Mole.....	World Languages



Category B: Standards-based Student Learning: Curriculum

B1 Rigorous and Relevant Standards-Based Curriculum Criterion

Current Educational Research and Thinking

B-1.1. The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Summary of Findings

Numerous departments utilize research based techniques like SDAIE methods and scaffold content for their students. Many departments have engaged in student-centered learning approaches, though not all have adopted this technique. With the advent of Common Core State Standards, there has been a push toward learner centered environments. A transition to deeper inquiry, versus breadth of coverage, began with the implementation of the Common Core State Standards. This process has a foundation in research as noted in Bransford, Brown, and Cocking (2000).

Differentiated instruction has been an ongoing goal for the school as well. The special education department has led numerous professional development presentations, while the professional development committee, which began in early 2016, created a full day professional development experience for all faculty members centered on design thinking. Since this time, the professional development committee has worked to create and implement meaningful professional development on a range of topics, including technology and best practices in education.

Findings	Supporting Evidence
<p>Special education programs are based on current research that supports inclusion and placement in the least restrictive environment. Advanced planning improves outcomes, as demonstrated by research, for special education students.</p> <p>Science and ELA have moved toward a more heuristic model as informed by NGSS and CCSS.</p> <p>Feedback and revision are cornerstones of TurnItIn.com’s Revision Assistant, which teachers have piloted over the past year. This program provides descriptive, real-time feedback to students to impact their writing.</p> <p>Appropriately designed assessments (formative) to help drive instruction and provide information to teachers (in science and ELA). As well as checks for understanding in math, world languages, and physical education (both technology and non-technology based options).</p> <p>Inclusion of real world examples in numerous departments (including, but not limited to world languages, college and career readiness, health, business/tech department, math, CTE, etc.)</p> <p>Total physical response in world language, connecting mind and body.</p>	<ul style="list-style-type: none"> ● RSP students are in collaborative general education classes. ● All special education students have an Individual Transition Plan, which includes future educational and career planning. ● Increase in use of Socratic Seminar, hands-on projects (e.g. Design Thinking, presentations) ● Use of clickers and Google Forms as a formative assessment tool ● CTE, PE, VPA, and world language courses employ performance based assessments ● Assignments

Academic and College- and Career-Readiness Standards for Each Area

B-1.2. The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

Summary of Findings

Across all departments at El Camino, evidence based writing prevails. Over the past six years, Writing Across the Curriculum (WAC) reigned as the primary vehicle for writing. Prompts were generated and sent to a coordinator for feedback. WAC helped create an atmosphere of writing as an integral part of the school’s academic culture. This focus aligned with the transition to Common Core State Standards, requiring all students to support their arguments in a written format.

As the shift to Common Core becomes more evident, we have seen implementation of Socratic Seminar and hands-on approaches to learning that approximate more authentic learning as enumerated in the CCSS. Skill standards have become an essential part of our school’s educational experience. Instead of focusing entirely on rote memorization, students now must analyze, critique, and synthesize information. These higher level cognitive tasks come through in assignments across the curriculum. Comparing content from different eras in ELA and Social Studies, developing a hypothesis in science classes that draws on concepts from other units (which approximates the Next Generation Science Standards’ cross cutting concepts), has become increasingly familiar to students.

In world language, physical education, visual performing art, career technical education, and business/technology departments, standards specify skill and performance. These departments act as a crucial support for the ELA and math departments. Additionally, science and the NGSS focus more intently on inquiry. Inquiry will be an area of growth across the curriculum, as we move toward student generated questions and research, as evidenced by our new AP Capstone course.

Findings	Supporting Evidence
<p>Math and ELA are based on common core state standards, while science, world language, social studies and special education support CCSS through programs (e.g. Read like a Historian).</p> <p>Departments follow content and skills standards.</p> <p>Science has begun the shift to the next generation science standards, with a focus on inquiry and cross cutting concepts.</p>	<ul style="list-style-type: none">● Course syllabi● Textbooks● Lesson and unit plans

<p>Business/Technology department employs various sets of standards depending on course (ISTE, National Standards for Business Education, CA CTE Curriculum Standards/Business and Finance, etc).</p>	
<p>World language driven by ACTFL standards.</p>	

B-1.2. Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

Summary of Findings

2016-2017 is the first year El Camino has used Cyber High for online courses. The Fresno County Office of Education maintains Cyber High. Many of the courses meet A-G requirements. By contracting with this county office of education, we aim to ensure that it remains relevant and that it consistently meets state academic standards. At the current time, no other outsourced curricular materials are used, making their integration a non-issue.

Findings	Supporting Evidence
<p>All online courses are run through Cyber High, which is operated through the Fresno County Office of Education.</p>	<ul style="list-style-type: none"> ● Course offerings/ Course list(s)

Congruence

B-1.3. There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Summary of Findings

Over the past three years, there has been a nascent, but now concerted, effort to integrate the Common Core State Standards in the ELA and math, with support from other academic departments. Science has been on a similar journey with the Next Generation Science Standards. At the beginning of the 2014-15 school year, El Camino hosted a three-day professional development seminar for teachers. More recently, with the hiring of the new Assistant Principal in charge of Curriculum and Instruction, there has been administrative expertise to support the implementation of Common Core State Standards. Over the past two school years, the newly formed professional development committee has worked to provide meaningful experiences for the faculty and work to inform teachers of ways to align their teaching more closely with CCSS. This includes the addition of two full days for professional development woven into the school year, on top of time before students return to school in the fall.

ELA and math instructional coaches have taken on the role of working with all teachers to ensure alignment with Common Core State Standards, not just in their subject areas. This includes use of academic language (i.e. key terms) found on the Smarter Balanced Assessment Consortium (SBAC) test. Teachers across the disciplines are being trained to use these terms to help students think in more analytical ways.

In the most recent school year, a group of dedicated stakeholders met to revise the previous ESLRs (Expected Schoolwide Learning Results) and develop their successors, the Student Learning Outcomes (SLOs). Many of these are currently being integrated into the curriculum.

Findings	Supporting Evidence
<p>Among the SLOs, several are visible throughout the curriculum, namely the following: Observe, interpret, analyze, evaluate, and integrate information; Collaborate confidently in a variety of settings; Utilize technology to present findings purposefully; Explore options and plan for success; Persevere in the face of challenges; Demonstrate compassion, honesty, and respect; Utilize technology appropriately; Work towards a just society; and Connect local issues to global systems to create positive change.</p> <p>Science: Across the curriculum, students learn to collaborate, collect and analyze data, and draw conclusions with supporting evidence.</p>	<ul style="list-style-type: none">● Student presentations● Club List● College and Career Readiness curriculum● Guided inquiry labs● Transition coordinator.● Academic Alignment Matrix● Course reflections (Alternative Education)

Social Studies: Collaborative group work amongst students with oral presentations by all members and skill building activities through short constructed response questions to build high level essay writing.

Special Education: Dedicated coordinator for transition to workplace and higher education opportunities.

CTE: Employment of the Academic Alignment Matrix. Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard. The alignment matrices include the subjects of Common Core ELA and math standards, social studies standards, and NGSS Core Ideas.

Alternative Education: Student outcomes are posted in each classroom and discussed with students at least on a weekly basis. The SLOs are tied in to course reflections.

Integration Among Disciplines

B-1.4. There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Summary of Findings

Schoolwide professional development on innovative approaches to education, like design thinking, help create a common language for teachers. Additionally, the small learning communities and academies naturally work together to develop their curriculum in a way that is most impactful for students. These include the Humanitas Academy, a cohort model where students have the same ELA, science, and social studies teacher in grades 10-12 (in 9th grade they have the same art teacher instead of social studies). Teachers in this academy have a common planning period and have met regularly as a whole faculty to coordinate units.

Outsourced curricular materials obtained from the College Board for Advanced Placement courses help ensure integrity and reliability across various departments. These strands exist in numerous areas throughout the school. However, there has not been an overarching approach until recently. With the new Assistant Principal overseeing curriculum and instruction, there has been a shift towards curriculum mapping, along with a previous effort to align academic language. The latter began in earnest with attempts to prepare students more fully for SBAC testing and has been supported more thoroughly by the ELA and math coaches. These instructional coaches have started to impact teachers by providing the necessary support to ensure they have the tools and skills to bring common themes into their teaching. While we are in the early stages of this work, it has begun to take shape in numerous areas.

Findings	Supporting Evidence
<p>Woodshop classes engage in a STEM project where they design, build, and test carbon dioxide powered pinewood derby models.</p> <p>Math department strives to use applicable real-world examples and scenarios to illustrate and apply mathematical concepts such as population modeling, growth, interest, projectile motion, sound waves, and economics optimization.</p> <p>World language cover the 4 C's (Communication, Cultures, Connections, Comparisons and Communities) aim to extend the student's learning development by presenting, comparing and connecting the world languages with other disciplines including science, health, literature, current affairs.</p>	<ul style="list-style-type: none">● STEM Project Outline● Textbooks● Department Goals (world language)● Humanitas website

Business/Technology courses cover software applications integrated into other courses (PowerPoint, Excel, Word, etc) and employ MLA and other formatting as required by departments to ensure integrity.

Physical education works to align various aspects with other departments, namely, math as evidenced by the timed mile and scorekeeping; social studies in accessing historical aspects of sports and cultural components of events such as the Olympics; physics for trajectory and angles in basketball and volleyball; and English for the academic terminology and language of sports and fitness.

Articulation and Follow-up Studies

B-1.5. The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Summary of Findings

Primarily through the auspices of El Camino's college office, outreach has been strong to local community colleges and universities. Our new assistant principal in charge of secondary counseling services (APSCS) formerly headed the college office and has worked with the local community college (Pierce College) to further the discussion of articulating courses, particularly with the intent of offering a more robust career readiness track. Conversations with the community colleges are in the early stages, but concurrent enrollment (and the desire to find opportunities for dual enrollment via Assembly Bill 288) have led to an increased relationship with Pierce College. Our graphic arts/design instructor has been in conversation with faculty at Pierce and is working on a plan to articulate her course. Articulation enables our students to earn credit at Pierce and El Camino while taking the class on our campus.

More informally, alumni often return to share their experiences about their level of preparedness in higher education. Additionally, partnering with the Chamber of Commerce provides our students with experience that helps them succeed in the workforce. Combined with our Work Experience course, these programs create a pathway for students to meet with success in multiple avenues.

Over the past six years there has been less coordination with the middle school. This seemingly occurred after we converted to an independent charter school. The stakeholders involved in the LCAP formation identified this as a need and created a series of actions and services to rectify this. As an initial step, we reached out to the local middle school (Hale Charter Academy, an affiliated charter school, which remains under the auspices LAUSD) to provide an articulation day. While this remains in the works, the format has been put in place. ECRCHS also provides a Transition to High School Night for incoming 8th graders in the spring semester and one right before the start of school in the fall semester. Our counselors visit 8th graders at their middle schools to program them for their freshman year. El Camino's Executive Director visited several middle schools' "High School Night" to introduce them to our programs.

Meetings with academic departments has not continued in the same fashion as when El Camino was part of the LAUSD. The AVID (Advancement Via Individual Determination) program continues the goal of providing college readiness opportunities for first generation college going students. The AVID program has a dedicated coordinator who is responsible for ensuring the continuity of AVID throughout the various grade levels.

Findings	Supporting Evidence
<p>The Career and Entertainment Academy (CEA) works actively with graduates of the film program, to do follow up study with graduates, as well as show a clear understanding of what is available for film schools.</p> <p>Articulation day with Hale Charter Academy and other local middle schools.</p> <p>Through the Board adopted math placement policy, we have created a plan to administer a placement test to 8th grade students and use their final grade in mathematics on the student’s official, end of the year 8th grade report card to assist with placement in 9th grade math courses.</p> <p>The Special Education Department maintains an ongoing dialogue with our feeder schools. Our transition specialist keeps parents, students and teachers informed of post high school educational opportunities, and maintains regular follow-up with graduates.</p> <p>Graduates of the French program come to speak to current classes about their experiences in post secondary education in relation to their studies of French.</p> <p>For the CTE program, guest speakers from FIDM (Fashion Institute of Design and Merchandising) visit our campus to present students information about the college programs. Guest speakers from various local culinary schools visit the foods classes to inform students about their culinary programs.</p>	<ul style="list-style-type: none"> ● <u>Articulation day agenda</u> ● <u>Math placement policy</u> ● Guest speakers ● Alumni speakers ● Transition staff notes and opportunities

B2 Access to Curriculum Criterion

Variety of Programs — Full Range of Choices

B-2.1. All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Summary of Findings

With 55% of 2015-16 graduates attending a two-year school and an additional 41.5% pursuing education at a four-year institution, the college going culture remains strong at El Camino. The CTE program continues to develop and partnerships with both technical programs at two-year schools and career pathways have become increasingly important. Through well-established programs like the Art and Design Academy, which has collaborated with FIDM (Fashion Institute of Design and Merchandising), as well as the Careers in Entertainment Academy (CEA), we have worked to make career readiness a priority. We recently added a 9th grade course - College and Career Readiness (CCR) - that explicitly covers college and career exploration.

Our college office expanded to include two counselors (prior to the promotion of the lead college counselor to the APSCS position that became available when the previously AP in this role was promoted to Executive Director) to service our students. Over the past several years the college counselors used Naviance for outreach and education for both career and college options. Naviance training for the CCR instructors has been a priority this year so that the teachers could bring this important tool to the 9th graders in an effort to start them on their pursuit of post-secondary options.

Numerous courses embed career exploration in their curriculum. Discussing the potential job opportunities as they relate to the content students learn helps maintain a level of engagement necessary for student success.

Findings	Supporting Evidence
<p>Physiology and art classes include discussions of career options as pertains to the curriculum.</p> <p>English: College application personal statements are used to support 11-12 grade narrative common core standards to set up an understanding of what is expected for post-secondary education options.</p> <p>Each academy brings in professionals to explain which careers require college and illustrate the various career paths, including those that do not require college.</p>	<ul style="list-style-type: none"> ● School profile ● Course syllabi ● Plan Ahead curriculum ● Field trips ● Guest speakers ● NJROTC documentation ● Student projects ● Naviance Trainings ● Naviance student profiles ● Master schedule

Alternative Education: Field trips to local colleges, college readiness program/ FAFSA Night, guest speakers from various professions present information to our students, college research project (Independent Study).

CCR: Through Naviance, the plan head curriculum, student assessments, career exploration, exposure to speakers and college field trips, students can determine post-secondary and pre-technical options.

NJROTC works with local recruiters, college ROTC and the service academy programs to provide access to scholarships and post high school opportunities for interested cadets. We have several cadets each year who forgo college and pursue careers in the military as enlisted personnel with the Army, Navy, Air Force and Marines, though this is not the primary goal of NJROTC.

Accessibility of All Students to Curriculum

B-2.2. A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Summary of Findings:

Increasingly, multiple sections of Advanced Placement (AP) courses have opened up for the general student population. Previously, many courses only admitted a select few, but there has been an effort to expand access and recently to provide a more equitable approach, wherein students that do not have the same resources are provided with supports (e.g. AVID tutorials and expanded access to the counseling staff through the College Readiness Block Grant) to level the playing field.

Guest speakers and field trips - the experiential, real-world component of the curriculum - have played an important role in bringing the content to life. The Pierce College courses offered on campus provide further levels of rigor.

Many of the academies and small learning communities (Humanitas, AVID, CEA, and Art and Design) provide a coherent curriculum. Humanitas and AVID prepare students for the rigor of college, while CEA and Art and Design work to ensure students are ready for the demands of the related career fields.

Findings	Supporting Evidence
<p>All departments align their curriculum with the state standards (content, CCSS, NGSS, etc) to ensure the appropriate level of rigor.</p> <p>Science provides several avenues for students to make real world connections, especially the Robotics and Environmental Clubs, where students apply scientific concepts to the real world and bring about change and action in their school community. AP Environmental Science is open to interested students, without prerequisites and has doubled to four (4) sections since its reintroduction in 2014.</p> <p>Business/Technology courses employ real world applications for many of their assignments. By nature, these disciplines connect with examples from the business world, by definition, tied to the real world. Additionally, world language courses and CTE programs rely heavily on real world scenarios and connections.</p> <p>Guest speakers from a range of community organizations have come in to present to students in physics, art, drama, college and career readiness, health, creative writing, alternative education, and social studies.</p>	<ul style="list-style-type: none"> ● Standards ● College Block Grant Program ● Pierce College course offerings ● AP course syllabi ● Course catalogue

B-2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Summary of Findings

2016-2017 represents the first year the El Camino has used Cyber High for online courses. The Fresno County Office of Education maintains Cyber High. Many of the courses meet A-G requirements.

Findings	Supporting Evidence
All online courses are run through Cyber High, which is operated through the Fresno County Office of Education.	<ul style="list-style-type: none">• Course offerings/ Course list(s)

Student-Parent-Staff Collaboration

B-2.3. Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.

Summary of Findings:

Students meet with their academic guidance counselor a minimum of two times per school year (each semester) to review their academic progress and program their schedule for the succeeding semester. Additionally, students at all grade levels meet with the PCCs (Peer College Counselors) to learn about the college process. Starting in the second semester of their junior year, students meet with the college counselor to review the college application process.

Back-to-School-Night where parents, students, teachers, and administrators collaborate in presenting all that ECRCHS has to offer. Continual meetings with parents, and an open line of communication through electronic means (email, website, etc.) and via phone, help to ensure constant dialogue. Weekly progress reports are available to parents that request them. Aeries (our grading and attendance program) allows parents and students to stay up to date on all assessments of all manner, as well as their grades. Furthermore, it allows parents to email teachers about concerns. As noted earlier, teachers have a 48 hour window in which to respond to emails.

Our counseling and college offices, and our departments, work closely to provide students and parents with various opportunities to understand and give input. This is achieved through various events put on by the college office, articulation between the staff and the counselors, and parent conferences including SST (Student Success Team) meetings to develop personal learning plans. Parents are informed of their student’s academic progress through myriad avenues, including: senior at risk letters and progress reports every five weeks. Our Aeries system provides online enhanced data display views for class schedules, graduation requirements, attendance, course history, transcripts, and teacher grade books. Other forms of communication include Twitter, Remind, email, and teacher websites. These systems that are in place allow students and parents to have access to their attendance and academic progress at all times.

Findings	Supporting Evidence
<p>Special education: Every year each student has an Individualized Education Plan meeting, in which parents are invited and encouraged to fully participate, to evaluate progress and plan the succeeding year’s goals and objectives. All special education teachers regularly collaborate with each student’s general education teachers to best attain the student’s goals. Methods include one-on-one meetings with teachers, providing copies of goals, objectives and accommodations; all goals, objectives and accommodations are also available on Aeries (a secure Internet database).</p>	<ul style="list-style-type: none"> ● IEPs ● SST meetings ● Course syllabi ● Teacher websites ● Teacher social media (twitter, remind, etc) ● Back to School Night agenda and materials

English: Teachers use Remind, websites, email, and letters to inform parents and welcome them to collaborate in individual student learning plans.

World Language: Teacher's letter to parents at the beginning of the semester explains requirements and welcomes parents to make contact. Teachers reach out to parents (by email, phone call and conference) to collaborate, discuss plans, and set educational goals.

Alternative Education: The teachers communicate with parents through weekly progress reports and follow up with student-teacher conferences, parent-teacher conferences, and student -parent -teacher conferences. Students are also required to attend an after school study hall when sufficient progresses not been made.

Post High School Transitions

B-2.4. The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Summary of Findings:

At El Camino Real Charter High School, students have many opportunities to make appropriate choices and pursue a variety of post-secondary paths. Students enroll in college-prep classes that best prepare them for the various opportunities they take after high school. The natural sequencing of classes taken will allow students to meet the A-G requirements, making them eligible to apply to 4-year universities their senior year. Those students who choose other career paths also benefit from the rigor of the course of study.

Guidance and college counselors play a pivotal role in the transition toward college. The strategies include the PCC program, multiple college nights geared toward specific grade levels, a newly minted A-G Night and AP potential presentation. Several groups on campus expose their students to local colleges via field trips and presentations. Additionally, we have a transition coordinator for special education who deals primarily with this population as they enter the workforce or matriculate into higher education.

Close ties with local community colleges such as Pierce College allow a smooth transition for students who have not met A-G requirements or prefer to being at a community college. With our flexible scheduling and zero-period offerings, students are able to enroll in college classes as well as pursue work experience in the latter half of the day.

Findings	Supporting Evidence
<p>Science: The science curriculum incorporates lab skills, using various scientific tools such as microscopes, Bunsen burners, balances and scales. The use of technology is fully integrated into classes allowing students to take accurate data measurements using sensors for temperature, motion, force, sound, charge and magnetic fields. In AP classes, these lab skills are further developed and fine-tuned. With incorporation of NGSS engineering practices in projects such as the Egg drop project and mouse trap car, students are also exposed to the engineering model of establishing constraints, research, designing and planning, prototyping, testing and evaluation and finally redesigning as needed. With these skill sets, students are well-equipped to pursue study in any technical field.</p> <p>Social Studies: We provide students special programs for seniors that encapsulate a wide range of steps that are necessary to navigate the pathway to college (i.e., financial aid</p>	<ul style="list-style-type: none"> ● Course syllabi ● Egg drop and mouse trap car projects (physics) ● Event fliers (college office) ● Plan Ahead curriculum ● College readiness packets (Alternative Education)

programs, scholarship opportunities, college workshops on how to choose a major, and the main differences between in-state universities, out-of-state universities, and trade schools). Information gathered from our college counselors indicates that more than 40% of our graduating seniors attend a four-year university and more than 50% attend a two-year/community college. Other students volunteer to pursue a career in the military and/or other trade schools.

CCR: Introduces Naviance in 9th grade. Additionally, students are exposed to Naviance in English classes through a special presentation by the college office. Prior to 2016, Naviance had been primarily an upper level focus, but the awareness of A-G and college requirements, as set forth in LCAP goal 2 (Solidify a clear school-wide identity in terms of College & Career Readiness) necessitated its move to 9th grade. Additionally, we have been working to reinstitute the “Road to the Future” speaker series during lunch. This is open to all students, not just CCR. In the past, professionals from the community would come in and speak about their career field to interested students during lunch.

Since 2015 we have been involved with the Woodland Hills Chamber of Commerce’s Education Committee and the Rotary Club, These organizations conduct resume writing and mock interview student workshops with our students, primarily AVID and Alternative Education.

Events through the College Office include the college fair, FAFSA night and PSAT night. Several evening events take place, including each grade level (i.e. Junior night, 9th/10th grade night) as well as general opportunities such as UC/CSU night, and highly selective college night. During the school day, we offer Wednesday workshops (1st semester for seniors, 2nd semester for juniors). Topics include College Application 101, ACT vs SAT, how to write an effective college essay, etc). For the Alternative Education and Independent Study programs, there is a Pierce College financial aid advisor. Additionally, Alternative Education teachers pull ten students one day per month out of advisory class for a college application workshop, and assist our students in the enrollment process.

Category B: Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Summary

Findings and evidence show that both strengths, as well as needs for growth, in relation to standards-based curriculum are analyzed by school staff during common planning periods and professional development days. College and career readiness programs, integrated into most core and elective classes, are in alignment with State Standards and emphasize deep thought and effective communication. Field trips to college career days and university tours have been highly effective. Introduction and widespread student use of Naviance have helped make students self-starters, motivated to work hard to steer toward future goals. Increase in the number of counselors on campus and improved relationships with Pierce College have positively impacted the futures of our students.

The need for data analysis to help improve completion of A-G requirements and an improved curriculum that strongly embodies the State Standards and related goals of improving depth of knowledge and producing highly effective communicators has been noted. Efforts to work on these areas will continue and improvement will be measured.

Areas of Strength

- Alignment to college and career readiness standards in our small learning communities (Humanitas, AVID, CEA, CTE, Alternative Education) as well as the College and Career Readiness course and science, business/technology, and world language departments
- Common Core State Standards alignment in ELA and math with the support of other departments
- Science, physical education, CTE, VPA, world languages, and business/technology departments integrate problem based, real-world applications, as well as performance based assessments
- Articulation with Pierce College allows for five courses on ECRCHS campus
- Full range of college and career educational improvements include: increase college counselors from one to two, embed Naviance school-wide, implement 9th grade elective: College and Career Readiness, partner with Fashion Institute, FIDM, Film industry contacts, and career and college fairs on campus.
- ECRCHS has highly effective programs and strategies to facilitate college and career transitions from high school to college, including: 21 AP course offerings, workshops for financial aid, college application process, college information, and SAT/ACT.

Areas of Growth

- ECRCHS continual use of data to inform instruction and incorporate current educational research in curriculum development
 - This includes the need to provide training and collaboration time to ensure common faculty understandings about the key instructional shifts
 - Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools

- Identify and provide extra support in classes that are preventing our students from meeting A-G requirements, thus increasing the percentage of students meeting A-G courses in all subgroups
- Increase percentage of all students being eligible to attend a four year college institution
- Equity and support for students outside the AE/Honors/AP track
- Tracking graduates to determine the effectiveness of our programs as gauged by their level of preparedness for career and college
- The development, creation, and maintenance of curriculum maps by department
- Student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK)
- Incorporate school's student tracking system, CDE, and DataQuest in a teacher user format to give all students access to a rigorous curriculum designed to help them pursue their passion and interest while preparing them for college and careers

EL CAMINO REAL CHARTER HIGH SCHOOL



CHAPTER: 4-C

STANDARDS-BASED STUDENT-LEARNING: INSTRUCTION



HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE

WASC: APRIL 2017

WOODLAND HILLS, CA 91367

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Category 4 C: Standards based student learning instruction

C1 Challenging and Relevant Learning Experiences Criterion

Results of Student Observations and Examining Work

C-1.1: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.

Summary of Findings:

ECRCHS is aware of the achievement gap among subgroups, specifically White and Asian versus African American, Hispanic, English Language Learners and Special Education students. Although we are pleased with the improvement of various measures in the above mentioned subgroups, especially the Low Income students, (see chapter III for all the details) we continue to strive to close the gap further. Examples of targeted strategies ECRCHS has implemented are:

- Utilizing AP potential list from the PSAT results. This data is used to identify underrepresented subgroups in AP classes and provide challenging and relevant learning. Along with this strategy will be extra supports to ensure success: lower class size, summer preparatory classes, college tutors, extended time for teachers to work with students.
- ECRCHS’ College Board data indicated African American and Hispanic students are less likely to take a SAT or ACT exam. This fact will now lead to outreach. The Village Nation will spearhead college readiness among African American students and ELAC and the Bilingual Literacy group will provide opportunities for Hispanic students to understand why these exams are important. The school will also provide tutoring for both exams for any subgroup that is underrepresented for these college entrance exams.
- Extending library hours so all students have access to technology and internet and checking out Chromebooks to Low Income students to take home and use for the year are some examples.

All teachers scaffold and modify the curriculum for the EL and special education population. The entire teaching staff is CLAD certified and utilize SDAIE strategies to include EL students in the daily lesson. As a daily practice, teachers check for understanding in a variety of ways and then reteach, modify, simplify or utilize a different method in order for the students to master the content. Other school-wide examples include: emphasis on critical thinking, written and oral communication; variety of assignments directed towards students with differing learning styles; evaluation based on student’s specific needs and goals; directed teaching, small-group learning, Google Docs used extensively, in-class writing, research involving technology, field trips, continual, direct contact with teacher for improved goal-setting and student’s ability to self-direct.

Findings	Supporting Evidence
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Small learning communities such as AVID, Humanitas, CEA and CTE have additional support for their students to be involved in challenging and relevant learning and achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes

Some examples are:

- Real life application with career-related field trips and college campus tours
- All small learning communities have a site team that meets to discuss and collaborate on teaching strategies to increase student learning.

AVID incorporates:

- College tutors two days a week in an AVID tutorial strategy. This provides immediate feedback on what the students know in each class and what help can be given. AVID by nature serves underrepresented subgroups in the college system and/or first generation to go to college.

Humanitas:

- Humanitas consists of three core college-prep classes at each grade level that work together to build skills and develop deeper understandings of course content.

EL coach position was created to assist and reteach EL students during a “study table” period 3. Any teacher can send their EL student with work to get assistance. Two college tutors are available to interpret the language, reteach, or modify the assignments. Another component of the position is to assist staff with differentiated instruction methods.

English:

The English department uses texts from a variety of cultural, political, and philosophical viewpoints to expose students to a variety of ideas as well as allow students to find texts that they can personally relate to. Collaborative learning groups are regularly utilized in English classrooms to increase student achievement. The use of Turnitin.com department wide has helped teachers assess and track student progress in writing and offer remediation when needed.

Math:

- Has students present problems to the class on the front board
- Utilizes technology such as document cameras for different modes of learning

- Field trip forms
- Site team Agenda
- Tutorial sheets
- Humanitas Project sample:
 - E3XPO,
 - Humanitas
 - Salon & TED Conference
 - Art as a Vehicle for Social Change
 - the Public Service Announcement Video,
 - Humanitas benefit album
- VPA projects
 - Fashion Show
 - Power to the Artist, school plays
 - group concerts
 - Earth Day displays

Physical Education:

- Students perform exercises on a daily basis such as stretching (upper and lower body), situps, pushups and weekly graded runs.

Science:

Working together in collaboration allows for peer teaching thus allows students of diverse backgrounds to learn from each other:

- Group lab work encourages collaboration and involvement of students with a variety of learning challenges in that it provides a visual and hands on experience for the students to fully understand a particular idea.
- Students participate in challenging, inquiry based lab work as the work with group members to develop lab procedures based on a given purpose, collect data and detailed observations, and use data to come to conclusions and understanding of scientific material.

Social Studies:

Teachers utilize formative and summative assessments to check for understanding. Examples of assessments to inform instruction and allow for methods to reteach or modify include:

- exit tickets
- reading quizzes
- warm-up questions
- reflective writing

Examples of summative assessments include:

- utilizing rubrics to assess skill- and content- based curriculum
- unit exams
- authentic project assessments
- writing and discussing the larger significances of skills and content

Examples of college- and career-readiness skills in history include:

- contextualization of historical evidence through a variety of sources
- corroboration of evidence
- comparing opposing viewpoints
- causation by utilizing a variety of sources to make informed conclusions.

Special Education:

All instruction is based on CCSS, delivered according to student needs as proscribed by their IEPs. Instruction involves:

- group discussion
- individualized attention and challenge, using audio, visual, and kinesthetic instruction

Assessing students by their work samples, teacher-made tests, informal observation, check for understanding by having student re-teach the lesson.

VPA:

In the arts, the students evaluate each other based on the skills they've learned from previous classes. Through performance, oral presentations, group projects, we examine student work and make it diverse.

World Language:

As a department we have established “can do statements” that serve as guidelines/benchmarks for each unit. These objectives are given at the beginning of each unit so that students understand the skills and concepts that must be demonstrated or achieved by the end of the unit. Teachers are responsible for assessing each student’s level of ability. The goal is to have students be accountable and independent learners. Teachers also provide additional support as needed based on the student’s level of achievement.

The department provides 3 levels for each language, except ASL which is new to our program this year. There are AP language courses provided for Spanish and French with an additional AP literature course offered for Spanish. There are also two levels of Spanish offered to Spanish Speakers where two years is equivalent to 3 years of the standard Spanish courses.

Each class, within the department, has a diverse set of students and teachers invite all students to share and compare their own cultural experiences. To help students have an equitable education, teachers have been informed on how to accommodate students with IEP, 504s and other needs. Teachers receive portfolios containing pertinent student information/plans along with ongoing support from the alternative education department

Alternative Education:

The students enrolled in the Alternative Education program come from a background of diversity and differing ability levels. In order to accommodate their needs, rigorous, standards-based curriculum has been adapted and student accountability has been emphasized. Myriad modes of instruction delivery include:

Math—One on one instruction, direct instruction, small group learning, professional paid tutor in the classroom periods 1—4, use of computer math programs through IXL, classroom set of laptop computers available, after-school help offered by the teacher twice weekly, assignments that connect with ‘real life’ situations such as credit card interest rates, investment opportunities, and real estate. Project-based learning; student-led classroom; group competitions to show mastery.

Independent Study—Individualized help through weekly meetings with supervising and subject-matter teacher; field trips; project-based learning; academic counseling; professional therapeutic counseling; online learning; one on one academic help; family involvement; volunteer opportunities

ROTC - Pretests for academic chapters are given which allow instructors to gauge the prior knowledge of cadets on a topic, for instance - Navy involvement in WWII. They are aware of events of WWII but we go into deeper detail on how the Navy helped shape the outcome of WWII.

C1.1. Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Findings	Supporting Evidence
<p>For students taking online courses through Cyber High a general timeline is implemented. Each course takes approximately 75 hours to complete, with adjustments taken into account by the supervising teacher. An automatic pacing framework can be activated on the Cyber High website that places strict parameters on the student’s ability to move through the courses. This pacing can be activated or deactivated by the online instructor only. Students are expected to complete the class in one semester's time. Other parameters can be set by the instructor at the time of enrollment such as minimum score requirements on quizzes and tests before a student is eligible to take a final exam or move on to the next unit. Having these structures in place allows the instructor to ensure that students are completing all components effectively and meeting all standards.</p>	<ul style="list-style-type: none"> ● Cyber High “pacing” ● Score requirements set by supervising teacher ● Course completion rate ● Student progress reports

Student Understanding of Learning Expectations

C1.2. The students understand the standards/expected performance levels for each area of study.

Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

Summary of Findings:

ECRCHS teachers post daily objectives on the board along with short and long term performance expectations. Some departments require the students to write it down as a warmup. Students see how the assignments tie into the objectives. Clear rubrics are provided for projects and presentations so students understand how they will be evaluated. Teachers meet regularly in departmental and course alike groups to develop clear expectations and common goals.

Findings	Supporting Evidence
<p><i>Counseling:</i> Utilize the Gradebook Summary portion of Aeries to reinforce the standards that are being taught. Also offered are SST's 504's we help students access the curriculum by providing accommodations when necessary</p> <p><i>English:</i> Teachers meet in grade-alike groups to work on course objectives, standards, and goals. This information is disseminated to students in the form of course outlines, clear objectives and standards for assignments, and exemplar papers and projects provided when assignments are given.</p> <p><i>Math:</i> Teachers also use review questions, warm-up questions, and other assignments to inform and direct students to help understand the expected performance levels.</p> <p><i>Physical Education:</i> Students are provided with a syllabus to provide them with a grading scale, class standards and requirements. Freshman students are provided with individual goals to meet California State Fitnessgram Standards.</p> <p><i>Science:</i> Objectives are stated on lab reports and mentioned throughout the lesson to tie in to what the students are currently doing and learning.</p> <p><i>Social Studies:</i></p>	<ul style="list-style-type: none"> ● Aeries ● SST forms ● 504 forms ● Department meeting notes ● Course outlines ● Student work samples ● Scaffolding samples ● College applications

Students demonstrate understanding of daily and unit objectives through formal and informal, summative and formative assessments.

Teachers clearly communicate what lesson and unit objectives are by explicating them verbally and visually. Teachers provide feedback so that students can improve (feedback loop). Reteaching as needed, scaffolding to prior knowledge

Special Education:

As a department, Special Education posts State Standards of each subjects and teach students standards specifically. After the lesson, reviewing the standards and check for understanding by having students answer some teacher-made questions, and/or challenge students to work together on a project created by teachers according to the state standards. Re-teach the lesson as necessary.

Evaluation based on student's specific needs and goals; directed teaching, small-group learning.

VPA:

Rubrics, modeling different grades ("A" vs. "F"), peer evaluations, previous student work are employed along with participating in competitive drama, and music festivals which help assess mastery and knowledge of standards.

World Language:

Students are given a list of "Can do statements" at the beginning of each unit, which are then presented, reviewed and assessed throughout the unit.

Business/Computer:

Daily agendas and objectives are posted online and are orally addressed at the beginning of each lesson or class period. Students are also presented with online rubrics.

Alternative Education:

The biggest challenges and concerns is making sure that our students become self-directed learners and take responsibility for their productivity. In every core and elective class, teachers use a variety of methods to motivate students to understand what is expected of them. Each teacher meets with every student weekly to go over progress and quality of work. Students are expected to revise until their work has reached an appropriate level.

Most students attending our program are behind in credits for myriad reasons. Some lack skills in time management,

planning, and in taking responsibility for their progress. Their major goal is to graduate with their class, on time, in June. We have created an Advisory class that is organized by grade level. The Advisory emphasizes:

- college applications and FAFSA.
- goals setting
- parent conferences for students not keeping up with expected pace as determined by the goals set

Extended time is built in to provide additional time to ensure students understand and master the standards. Saturday school is also available to encourage them to do their best.

Standards and expected performance levels are written on the board in each room and discussed in student friendly language so they understand why each standard is important, how it affects their education and future, and how each standard ties in with their specific class assignments.

Students are given rubrics which outline the skills and proficiency levels needed to pass each class. Tests, projects, presentations, and essays are required to assess student effort and knowledge.

ROTC

A calendar, accessible on the unit website, allows students to stay aware of not only short term upcoming events but also long term whether it is in the area of military drill or physical training. There are also areas on the website students can access to study for upcoming quizzes or drill evaluations

Differentiation of Instruction

C-1.3: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.

Summary of Findings

ECRCHS instructional staff is highly effective with differentiating of lessons to meet the needs of all learners. All teachers are highly qualified in their subject and hold CLAD credentials. SADIE strategies are employed continuously for EL students. Teachers differentiate curriculum by allowing a diverse student body to access the materials by scaffolding to meet the needs of all students (students with IEPs, 504 plans, foreign exchange, English Language Learners, Honors, AP). Teachers utilize a variety of visual, auditory, and kinesthetic methods through visual presentations, simulations, trials, hands-on modeling, utilizing multi-media sources, utilizing technology to relay information within the class and to relay information to students. Students show they are metacognitive when they can authentically assess their own learning and can measure their own progress.

Technology has become an integrated component as well. All classrooms have enhanced audio for clear sound from the teacher. Document cameras are available to teachers. All teachers also have LCD projectors and access to computer carts. Commonalities among the staff include websites, turnitin.com for writing, presentation platforms such as Google, and Schoology. Departments and academies utilize guest speakers, group activities, projects, lab practicals, field trips -- all hit the different learning modalities.

School-wide, ECRCHS has additional resources through Instructional coaches: Literacy, Math and EL coaches. All are available to departments to assist in differentiating instruction for all learners and part of the process of evaluating the impact on student learning through class observations and sharing best practices.

Findings	Supporting Evidence
<p><i>English:</i> English department teachers employ a variety of strategies:</p> <ul style="list-style-type: none"> ● Collaborative learning groups ● Integrating multimedia into lessons (e.g. short video clips of political candidates speaking when teaching rhetoric) ● Multimedia projects for students ● Use of film to access difficult texts (e.g. Shakespeare) ● Acting out literature in the classroom (small-group and large-group activities) ● Project-based learning ● Use of Turnitin.com to track student progress. Use of the “Revision Assistant” tool to provide immediate feedback on writing. 	<ul style="list-style-type: none"> ● Student work ● Observations ● Projects ● Google slides ● YouTube videos ● Science labs ● Rubrics ● Field trip forms ● Student notes from speakers ● Student work from different online learning modalities ● Student performances

- Regular use of exemplars for writing and project assignments
- Piloting Pearson’s *My Perspectives* textbooks which incorporates multimedia, teacher directed, small-group, and individual learning into the curriculum
- Use of Google Slides for interactive note taking in the classroom

Math:

Math applications for students to download such as:

- Geogebra
- Desmos
- WabbitEmu to better understand abstract mathematical concepts.

These diverse learning modalities help student learning.

We can evaluate the effectiveness of these resources based on comparing and analyzing assessment results with and without the use of these resources.

Physical Education:

YouTube and other internet sources are occasionally used to display physical models for movement forms required in class. I pads and other portable devices can be used to provide more instantaneous feedback on performed movements.

Science:

Integrates an LCD projector, Elmo (document camera), Labs, and participation in online labs in the computer laboratory. This allows the students to explore various online simulations to understand key concepts in science. For example, students use an online simulation depicting radioactive decay over a given period of time. Computerized test taking is also used to take advantage of instant feedback to address in-class instruction, generating a dynamic learning environment. Additional differentiation to assist visual learners is done using models, making and analyzing models. An example of this is when students make 3D models of dehydration synthesis.

Special Education:

Audio and video presentations are used to allow students to access materials in ways they can understand and if needed repeating specific parts of the materials for better understanding.

World Language:

Various strategies and methodologies are used:

- Use of real life materials/media—newspapers,

- Cyber high samples
- Student blogs

magazines, TV shows, novelas, pamphlets, songs, videos,

- Think pair share / TPR/
- Gallery Walks
- Four Corners
- Word games for vocabulary: scrambles, matamoscas, teléfono,
- Project-based learning
- Assignments/activities that involve the different types of learners: song, dance, art, online apps, video projects, apps on smartphones

VPA:

Impact on student learning is in the performance, creativity of design, or final music production: acquisition of the skills in the performance. In differentiation, we address verbal, audio, visual learners: PowerPoint presentation, or video, or learn by doing (trial and error), film them performing.

Art and Graphic Design classes use technology, multimedia to create comic books, and participate in publishing contests.

Business/Computer:

- Use NetOp to model and monitor class projects and take over students computer
- Open note testing
- Lesson delivery modalities
- Rubrics and visual examples
- Use of online resources
- Books
- Videos
 - Personal finance: video
 - Accounting: QuickBooks (manual first and then using application)
 - ITC: Model on NetOp
- Jeopardy exam review
- Exam review on PowerPoint (flashcards)
- Animated Guides
- Projector
- Document camera

ROTC -

Utilizes experienced junior and senior cadets to assist a cadet in a one on one environment to stay on track or proceed at a slightly slower pace if necessary.

Alternative Education:

Differentiate instruction based on individual students needs, and use a variety of multimedia sources.

- Cyber High online courses which incorporate videos, presentations, blogs, wikis, multiple choice and short constructed response questions
- Use of films and documentaries
- Students use Google chromebooks to conduct research for project based learning assignments in science courses
- Bring in guest speakers to share personal narratives
- Students attend performances, and field trips that include hands on experiential learning opportunities
- Students have one on one conferences with their teachers on a regular basis
- Students create presentations and initiate and lead class discussions
- Frequent opportunities for peer collaboration
- Use of songs and musical instruments (West African drumming class
- Student performances--Creative writing and African Drums

C2 Student Engagement Criterion

Current Knowledge

C-2.1 Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Summary of Findings

ECRCHS faculty employs relevant research-based instructional methodologies. Common instructional strategies across departments include: projects, student presentations, student collaboration, field trips for real life application of lessons taught inside the classroom, online research and curriculum, web simulations, Think-Pair-Share, cooperative groups, discovery learning, graphing technology (i.e. Desmos) to understand patterns and develop the understanding of new concepts.

Teachers utilize conferences to meet with other teachers to plan common units and set goals as well as develop interdisciplinary learning experiences, update pedagogy and praxis. Teachers take turns sharing their best practices and example lessons. Departmental meetings allow for sharing to stay informed on current methodologies and strategies.

The school's administration promotes and teachers regularly attend professional development and bring ideas back to their colleagues.

Findings	Supporting Evidence
<p><i>Counseling:</i> Utilize the following intervention strategies :</p> <ul style="list-style-type: none"> ● The Ripple Effect--behavior online teaching ● Naviance ● Aeries, and numerous database programs. ● College preparation for all subgroups <p><i>English:</i> Introduced Design Thinking last year. The virtue of design thinking is that it helps students transfer and apply content learning to real-life problems.</p> <p>Many in the department are piloting the <i>My Perspectives</i> textbook from Pearson, which incorporates multimedia throughout the curriculum.</p> <p>In a department-led “mini-conference,” teachers were instructed on how to use Google Slides for interactive note taking. Several teachers have begun piloting the technique.</p> <p><i>Physical Education:</i></p>	<ul style="list-style-type: none"> ● Naviance ● PowerPoint Presentations ● Desmos ● Conference attendance ● PD meeting agendas ● Computers in the college office are used for college applications, SAT/ACT registration, investigating various universities around the country ● Pearson text ● Google Slides ● Student presentation samples ● Lab report samples ● Fitnessgram results ● Sample goals from IEPs ● Department meeting notes ● Student portfolios in World Language

The Physical Education department utilizes technology such as stopwatches, computer software for Fitnessgram Testing, body fat indicators, and electronic pushup testers to gauge performance and provide student feedback.

Science:

Science teachers employ a variety of technology based strategies, including:

- PowerPoint as part of their delivery of information to students
- Clickers for polling, formal assessments, and summative assessments to provide immediate feedback to students and teachers
- Carts with iPads and Surface tablets for online research, web simulations, and the creation of presentations
- pH meters, thermometers, and spectrophotometers

Additionally, students are sometimes allowed to use their phones for timing, photos to be used in lab reports, and apps like Kahoot for review.

Special Education:

Share and exchange ideas on how to get students understand contents:

- Individual planning at the IEP meetings
- Use internet, invite guest speakers, take students on field trips to reinforce students' learning
- Discussion at department meeting for technology support to better utilize technology materials

World Language:

Teachers choose a variety of strategies:

- Videos to address cultural and social awareness
- Some teachers create video lessons for flipped classroom (independent study) lessons at home.
- YouTube and songs/music are used to enhance and supplement lessons and presentation of concepts.
- Real world multimedia (telenovelas, newscasts, print journalism, etc) is utilized to expose students to the target language in the context. For the telenovela, students have a portfolio

Recording/video projects are sometimes used as summative assessment tools that highlight student learning and skills. Teachers research and curate helpful links to websites that promote student content learning and make them available to students.

Business/Technology:

- All department courses are taught in 1:1 computer labs
- Use of online Learning Management Systems (Canvas, Moodle)
 - Assign, collect information online
 - Provide instructions and guidance
 - Rubrics
- (ISTE, Model CTE, National Business Standards)

Alternative Education:

Teachers in all core classes on the Alternative Education classes use a variety of multimedia and technology. In Algebra 1 and 2, Geometry A/B, and Advanced applied math technology is utilized in the IXL online program. In our personal finance elective (math-related), laptop computers are used to research interest rates and property values, as well as to calculate a realistic budget.

Cyber High is a newly adopted online learning program that aids in credit recovery as well as Independent Study classes. All A-G courses, as well as electives, are offered online. Students can access these courses easily and can work from home or from the classroom as well. Tests are proctored by teachers to ensure original work.

ROTC -

The NJROTC program provides computers, software and electronic response devices that allow cadets to get immediate feedback during formative assessments. The software also allows to immediate review any questions that the group may have struggled with on formative and summative assessments

C2.1. Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.

Findings	Supporting Evidence
<p>Teachers are offered regular Google trainings to develop our online competencies, teachers must be familiar with Google Drive, Docs, and Forms in order to interact with our students in an online format. For those teachers who are providing online instruction through Cyber High, they must be adept in navigating the site in order to provide immediate feedback to student work submissions. Teacher online interaction with the student is vital to the student’s success in the course. Online instructors must be competent in operating the program to provide student support and administering online exams. Multiple professional training sessions for instructors have been offered to again develop and assess their ability to utilize the Cyber High online program.</p>	<ul style="list-style-type: none"> ● Instructor commentary on student work samples ● Professional development sessions ● Student/ Teacher interaction in online forums

Teachers as Coaches

C-2.2: Teachers facilitate learning as coaches to engage all students.

Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Summary of Findings

Departments are making a dedicated effort to move toward more student centered learning. Teachers use coaching strategies in a variety of ways, including, but not limited to, socratic seminars, inquiry based labs, peer editing, project based learning, role playing, mock interviews, interactive notes, including dialogue with teachers and students via Google Docs. This will continue to be a focus for the school.

Findings	Supporting Evidence
<p><i>Counseling:</i> Students use role playing to effectively communicate with teachers or parents. Self-advocacy is encouraged.</p> <p><i>English:</i> English teachers use strategies such as Interactive Notes via tablets to enable students to ask questions/make notes on slides in real time. Students themselves are posing the questions and doing research on the questions (avoiding spoon-fed instruction).</p> <p>A sense of agency is developed in senior level Humanitas English as they identify real-world problems, volunteer with organizations addressing their chosen issue, conduct first-hand and traditional research, write a traditional research paper and create a multimedia presentation to share with their peers.</p> <p><i>Math:</i> The math department employs the following techniques:</p> <ul style="list-style-type: none"> ● group work, collaborative learning, scaffolding, chunking, and instructional pathways to achieve 	<ul style="list-style-type: none"> ● Student samples for Interactive Notes ● Research Papers ● Multimedia presentations ● Student lab documentation ● Project based samples from departments utilizing strategy ● Sample of student work, including peer ● Socratic seminar notes ● Books suitable for critical thinking and problem solving are chosen to read school-wide, such as SOLD by Patricia McCormic, ZEITOUN by Dave Eggers, and A LONG WALK TO WATER by Linda Sue Park are read in both small groups and as a class. Questions based on research, critical thought, and problem solving.- -Alt Ed ● ROTC- command examples

- content knowledge;
- leading questions for students to think critically and self-discover;
- and student critique other students' work.

Science:

Science department employs an inquiry-based approach to learning which includes projects, such as building solar cells, projectile water sponge launches, egg drop projects, collaborative lab reports, and observation discussions.

We feel that this approach is more student-centered and provides a more authentic representation of true scientific discovery. It also gives students a frame of reference to better scaffold learning together in a cohesive unit.

The projects are progressive and instruction begins with definitions and steadily progresses to exploration of combinations of learned tools followed by the creation of constructed goals such as the solar cells, or egg drop projects. All steps are recorded or have sample calculations demonstrating understanding and mastery of the topic. This can vary from guided learning to independent learning. The level of inquiry employed depends upon the curriculum and teacher.

We are transitioning to more of a facilitative role. This allows for deeper level learning opportunities as outlined by CCSs, NGSSs, and the eventual CA Science Standards.

Social Studies:

Students engage in a variety of problem-solving techniques and strategies, encouraging student to role play to understand historical perspectives. Modeling the writing process

Special Education:

Modeling for students and reteaching selected lessons based on student's individual strength

and learning styles. Peer editing creates that second time learning opportunity.

VPA:

The teachers use coaching strategies everyday. Project based instruction is a natural extension of VPA by its nature. Our teachers continually support student growth as evidenced by student work in the following areas: set designs, choral set, sectionals (Suzuki Method), Comic Book - Printing Industry Association of Southern California - collaborative instruction for Graphic Design and group based instruction

World Language:

The department utilizes the following coaching techniques to create a more student centered classroom.

- Small group/partner work
- Think pair share
- Socratic learning
- Film/video projects
- Students teaching the lesson for certain concepts
- For project based learning have student groups
- Create contracts, positions, and decide as a group what will be the consequences of not completing or fulfilling their jobs requirements. Students also must complete self and peer evaluations.

Business/Technology:

- Project-based learning
 - Marketing : Advertising Campaign, Pepsi Product Development
- ITC: Guided instruction followed by independent practice (model creation of flyer, create semi-guided flyer, then student complete a flyer on their own.)
- Accommodate students w/ IEPs
- NetOp chat CFU (too fast, slow,

- mood, etc.)
- Socratic seminar (cyberbullying, corporate personhood)
- Web Design: Codecademy lessons

Alternative Education:

Research-based instructional methodology is used across the curriculum as well. In our bi-monthly professional developments, Avid-based literacy strategies are examined, and lessons are created to use in our Advisory (Peer Counseling) classes, which all students attend. Books suitable for critical thinking and problem solving are chosen to read school-wide, such as SOLD by Patricia McCormic, ZEITOUN by Dave Eggers, and A LONG WALK TO WATER by Linda Sue Park are read in both small groups and as a class.

Questions based on research, critical thought, and problem solving. Google Chrome Books are used to communicate student writing through Google Doc's. Students are able to question and comment on one another's writing in real time.

Non-didactic teaching is evidenced by collaboratively- and cooperatively-based charity projects that connect to our school-wide reading, such as feeding the homeless and collecting gifts for American teenagers who have been trapped in human trafficking. Independent Study and Alternative Education utilize Cyber High an online learning program, that affords students the opportunity to work from home. Through Cyber High students go beyond didactic learning and can engage in project based learning, online collaborative communities, and independent practice of skills.

In math and science classes, teachers operate as coaches and facilitators by asking students to go to the board and teach each other concepts germane to understanding complex material. Students in teams compete against one another to answer and review complex theories.

ROTC:

Coaching techniques are built into the program by virtue of the leadership structure of the group. Student group collaboration to complete projects such as SeaPerch, an underwater remote operated vehicle. Forming groups for each area of construction allows the instructor to provide oversight to each group to ensure the project proceeds smoothly

Examination of Student Work

C-2.3. Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

Summary of Findings

In all core and A-G elective classes, lessons which build on student’s prior knowledge are emphasized. From the use of source documents as a basis of learning, creative and collaborative projects, summative assessments that rely on performance and critical thinking skills, and service learning projects, students are engaged in creative, critical forms of learning. Critical thinking, coupled with creativity, is widely evidenced in all school departments.

Findings	Supporting Evidence
<p><i>Counseling:</i> Discussion occurs with students regarding:</p> <ul style="list-style-type: none"> ● College majors based on the academic classes where they are excelling. ● Vocational options based on academic performance. <p><i>English:</i> Utilizes many approaches for students to demonstrate application of knowledge and skills.</p> <ul style="list-style-type: none"> ● Service learning projects: group projects involving the community (e.g., Tree People, Habitat for Humanity)— research. Through the active learning they are developing empathy in the same way that they cultivate through reading fiction. ● Developing TED talks on a subject chosen or assigned <p><i>Math:</i> Online web-based homework system to reinforce content knowledge (SpringBoard, KhanAcademy, WebAssign). Other websites are also used for research, such as WolframAlpha and YouTube</p> <p><i>Science:</i> Innovative teaching strategies such as:</p> <ul style="list-style-type: none"> ● Project-Based Learning ● Understanding by Design ● Inquiry-based learning 	<ul style="list-style-type: none"> ● Counselor notes ● Samples of service learning projects ● Samples of group Projects ● Work samples for labs ● Student performance documents ● Student work samples for project based and understanding by design ● “Can do” statements ● VPA/Alt Ed/Humanitas: student samples for shows, presentations, community projects

Allow for opportunities to apply the concepts learned in class rather than repeating memorized facts.

Experimentation and modelling are examples used that are student-centered. These approaches provide opportunities for reflection, synthesis, and application of knowledge.

Evaluations include questions that require exhibiting skill mastery of graphing, data analysis, and interpretation of tables and charts. “Water Conservation Project” provides opportunities for students to research and communicate their own connections to the content.

Social Studies:

Lessons that allow students to recognize acquired knowledge can be applied and connected to other materials. Techniques include:

- historical thinking skills of contextualization, corroboration, and sourcing.

Students learn the skill of questioning at different levels to show depth of knowledge. This supports students applying their historical knowledge to various content across time, including current events.

Students communicate with teachers via email, Remind, Schoology, and utilize tools like Google Docs to share and disseminate information.

VPA:

Methods used to apply knowledge include:

- Performance - production tools used to construct. Sectionals give them tools to then put on concerts. Demonstrate mastery skills by quality of performance. Art builds skills that lead to placing work in public exhibit.
- Earth Day Art display
- Power to the Artist
- Plays/musicals
- Marching band field show
- Concerts/showcases

World Language:

Methods used to apply knowledge include:

- group discussions and dialogs that are conducted informally on a daily basis and formally at the end of each unit of study.

- Can do statements are utilized to outline expectations of what a student needs to accomplish by the end of each unit.
- Summative presentations, projects, IPA's are also used.
- Online instruction applications such as the Avancemos online textbook, Quizlet, Socrative, and Storybird. These applications allow for sharing of work/products with other students and parents for greater collaboration.

Business/Computer:

- Independent project (own flyer, newsletter)
 - Synthesize all previously learned skills
 - Newsletter: online research
- APCSP: Practice Performance Tasks
- TurnItIn.com - plagiarism detection - Students must paraphrase information

Alternative Education:

Students are asked to demonstrate their knowledge, ability to organize and utilize what they have learned, and to communicate what they have gained in creative ways by creating mobiles that evidence learning in geometry, a live, growing vegetable garden in science, creative writing performances in English, and community service projects inspired by lessons taught in physical education and leadership classes.

ROTC:

ROTC is a citizenship development program that focuses on developing good leadership, time management and organizational skills throughout the 4 years. As students progress in the program they are placed in increasingly demanding roles. They build on the knowledge and leadership experiences that they have learned in previous years.

C2.3. Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

Findings	Supporting Evidence
<p>Throughout the Cyber High courses student work submissions are reviewed by their online instructor. These reviews include immediate feedback from instructors that entail requests for revisions and resubmissions. Teachers are able to review and comment on student assignments, activities, and essays to ensure that students have a firm grasp on the content. Teachers are also able to message students directly through the site in order to provide support and intervention if necessary. In order for students to move through the course and build their knowledge base they must meet a “proficient or above” standard on activities and assessments. Students must demonstrate their competency through completion of projects and formative assessments prior to be granted access to the final exam.</p>	<ul style="list-style-type: none"> ● Student work samples ● Teacher commentary on submitted samples ● Student course progress ● Course completions

C-2.4. Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Summary of Findings

Collaborative and cooperative group lessons focused on higher level thinking and problem solving skills are assigned throughout campus. Presentations based on group research are used as summative assessments. Debating teams are formed in Social Studies and Language Arts classes. Programs such as PETS tutoring are utilized school wide. Exemplary classwork is used as a teaching tool in small group settings. Group research is assigned for cooperative learning. Assignments for students working individually include projects, research, presentations, and both formative and summative assessments require thinking, reasoning, and problem solving. Inquiry based learning is utilized in many classes. Many of these experiences manifest themselves in large scale projects like the Economics Summit, Solar Cell and Water Filtration projects from chemistry classes, as well as Humanitas’s E3XPO.

Findings	Supporting Evidence
<p><i>Counselors:</i> College counselors review personal statements and college admission essays. This allows for feedback regarding the student’s ability to answer the prompt-problem solve and think through the whole college process.</p> <p><i>English:</i> English teachers regularly give group assignments and collaborative-learning tasks. Groups present to peers and instructors. Research projects are presented both in groups and individually.</p> <p>When reading fiction, students are regularly asked to identify and analyze thematic ideas. When reading nonfiction, students are asked to analyze rhetorical techniques and consider tone, purpose and audience. Student responses are presented in a variety of ways (journal entries, whole-class discussions, small-group discussions) and assessed regularly as students progress toward final, summative assessments. For example, some teachers have students work collaboratively to identify a theme statement from a work of literature. Then, each group writes its theme statement on the board, providing an</p>	<ul style="list-style-type: none"> ● Essays and short answers ● Classroom observations ● Past projects collected by teachers ● Personal statements ● Research projects ● Work samples ● Group projects ● Visual aids ● Student presentations ● Sample of Grading models ● Lap report samples ● Student presentation samples ● Exit ticket samples ● Art work samples ● Performance artifacts

opportunity for the teacher to assess students' understanding and immediately provide feedback and remediation.

Math:

Teachers discuss what an A sample paper is vs. B sample paper (etc) so students have clear expectations of acceptable work.

Teachers assign open ended problems to assess students' abilities to reason and problem solve. Teachers assign problems that have multiple pathways to solutions.

Physical Education:

During team play of activities, students will work together to be successful on the field or court. They will use the skills they were taught to be successful with their classmates

Science:

Through the analysis of student work in the form of lab reports and composition notebooks teachers are able to gauge student reasoning as students interpret data from labs and demonstrations. Error analysis from experiments exhibit student ability to evaluate effectiveness of their work. Group projects, visual aids, and student presentations are also evidence of student thought and problem solving skills. These projects are also used to initiate discussions that build critical thinking and reasoning.

Social Studies:

Socratic Seminar preparation and evaluation forms reflections Exit Tickets, annotations and reflections, Readling Like a Historian materials-using an essential question, students read 3-4 documents, assess the reliability of documents, and use multiple document learning to build contextualization, collaboration, close reading, and sourcing skill set. Thinking about history as an account, not just a monolithic narrative called "History".

Special Education:

Techniques used:

- Assign group work and let students work out solutions
- Student led discussions of relevant issues, studies and lessons.

VPA:

Samples of student's work:

- Art display
- Choral concert

- Band performance
- Drama performance

World Language:

What would you do situational videos are used to promote student thinking and problem solving skills.

Cross cultural/social awareness through multimedia: one example is to analyze a song and compare how the theme compares to student’s own culture.

Small group games--Battleship, “bingo/lingo” (require using strategy with info learned)

Video projects (create your own novela scene)

Scientific method to learn about various culture items:

1. ”Mexican Jumping Beans Lesson”--Students are given beans to study and observe must provide hypothesis as to what they are, and complete write up in Spanish.
2. Easter Island statues lesson postulates a question, students given the tools that were available to indigenous people at the time and must as a group find a way to move the several ton statues.

Community service/awareness projects (SP3)

Business/Technology:

- Web Design: group Billboard (create slogan, tagline, logo) contest
- APCS Principles: emphasis on group work (developing and testing protocols)
- Accounting: Small group discussions (word problems, scenarios, case studies), summative tests
- Personal finance: car comparison project (new vs. used) and doing online resources as group; individual analysis of research
 - Writing Across the Curriculum: If you have \$5million, what would you do with it? (how to invest it, etc.)
- Summative examinations

Alternative Education and Independent Study:

- Student performances and showcases of their work (West African drumming/ creative writing)
- Student presentations
- Writing across the curriculum to gauge our students skills and competencies
 - Students have individual one on one writing conferences with their teacher
 - Giving the opportunity to revise and improve

<p>upon their work</p> <ul style="list-style-type: none">● Department discussion of common assignments and assessments and how those assessments will be scored with common goals in mind● Annotation assignments● Points system to track student progress towards class completion <p><i>ROTC:</i> Our senior and junior cadets are chosen for staff positions. They are responsible for the initial planning and execution of all major events in NJROTC including Battalion Competition, Area Manager Inspection, Awards Night, Cadet Kickback and Parent Potluck. This is a great example of how they have developed in their leadership and ability to work together to pull off a large event.</p>	
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C-2.5. Students use technology to support their learning.

Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

The use of technology is woven through lessons in all core and most elective classes. In English classes, Ted Talks, databases, Youtube and various documentaries are used as stepping stones to launch inquiry, summative assessments, research papers, and performances that emphasize critical thinking through creativity. In mathematics classrooms, widespread use of apps such as Kahn Academy and Desmos support instruction. Counselors, as well as students, are well-versed in Naviance, which aids students in making informed decisions about their future. Social studies classes use apps such as Plickers to review information through games and quizzes, as well as Google Docs to write and share blogs written about specific subject matter. Alternative Education oversees the use of Cyber High for online learning.

Findings	Supporting Evidence
<p><i>English</i> Students are commonly being asked to research issues and synthesize information on their own (teacher acting as a coach), and technology is a primary tool in this process. In English classes, students are asked to:</p> <ul style="list-style-type: none"> ● Evaluate and make their own Ted Talks ● Use various online databases to access information from a variety of reputable sources for research projects ● Use Youtube and other portals to access documentaries on a variety of issues ● Use Kahoot and Plickers (phone apps) for in-class review sessions <p><i>Math:</i> Students utilize online resources:</p> <ul style="list-style-type: none"> ● WebAssign ● SpringBoard Digital <p>Also included are sources such as:</p> <ul style="list-style-type: none"> ● Desmos ● YouTube ● Khan Academy <p>Other examples of technology specific to is:</p> <ul style="list-style-type: none"> ● Graphing calculators <p><i>Physical Education:</i> Students can use computer applications to monitor and evaluate Body Mass Index, and other health indicators. Students can also identify muscle groups involved in various exercise movements.</p> <p><i>Science:</i></p>	<ul style="list-style-type: none"> ● Ted Talk evaluations ● Work samples from various online sources ● Samples of students blogs, lab results, group work ● Samples of student projects from technology platforms ● Examples of students planning and execution of major events

Students are capable of networking, researching, and managing group projects through the use of technology, particularly cloud-based active editing for projects, through Google Drive.

Through the use of email, students are learning the benefits of communication and responsibilities that go with it. Students develop habits necessary to succeed in the work environment, such as team communication, updating a manager(teacher).

The use of computer labs through PhET simulations to show how matter, light, and energy interact act as building activities that tie in with the curriculum.

Social Studies:

Students create blogs, websites, do online research, turnitin, Plickers app for review games,

- Also utilized throughout the department:
 - Schoology
 - Remind
 - GoogleDocs
 - LizardPoint
 - Quizlet
 - McGraw-Hill Networks allow for online interactions

Special Education:

Encourage students to create PowerPoint to demonstrate their understanding of the learned lessons.

VPA:

Students are accessing student, amateur, and professional performances that allows for a reference.

Online metronomes, tuners, apps, are also used in order to play music appropriately. Through this method, students develop multiple literacies with observing and listening to music of different cultures to allow them to think critically, are able to consider the audience, and realize how to exhibit professionalism in all musical endeavors. They also become compassionate, honest, and respectful social responsible citizens.

Analyze professional artwork - implement into student work - style, concept, skills.

World Language:

Multimedia includes:

- TV show: telenovela, students create script, perform it, and share films.
- Classes read news articles and show videos where students are asked to connect local issues with global systems.

Teachers have students a variety of online learning tools such as:

- Storybird, Kahoot
- Google Slides
- Quizlet
- Storybird to aid instruction.

Business/Technology:

- All courses in the department are taught in a 1:1 computer lab, with a vast majority of assignments requiring the submission of a product created using computer-based tools

Alternative Education and Independent Study:

The extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school-wide learner outcomes is evidenced by our CYBER HIGH online learning classes. These classes, available for Independent Study students attending the Alternative Education Program as well as for students enrolled on the main campus in need of one or two classes, offer all core classes and fulfill A—G requirements. We currently have over one hundred fifty students enrolled. Cyber High is new to our campus and was adopted in July, 2016.

We also have, and utilize, four class sets of Google Chromebooks and one class set of laptops. In our math classes, we use the IXL program to help students in need of extra support.

NJROTC - we introduce clickers to students when they are freshmen. We feel these devices are important since they give immediate feedback on questions as well as allowing instructors to gauge how well the curriculum is being learned. As cadet progress through the years, they are actually in charge of administering the weekly quizzes, plan of the week, so they are using the technology directly.

C-2.6. Students use a variety of materials and resources beyond the textbook.

Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Summary of Findings

Lessons which require knowledge beyond the textbook are required of all subject areas. From Service Learning assignments which require personal involvement in charities and school improvement, to the utilization of data-based research and original source material found online, students are engaged in “out of the box” lessons which are centered out of the textbook. Some examples are seen in our school-wide Writing Across the Curriculum requirement, the use of online sources such as Schmoop, Youtube, and the New York Times Learning Channel, classroom performances and presentations, and experiments.

Findings	Supporting Evidence
<p><i>English</i> Students in English classes regularly move beyond the textbook as part of their learning experience. Some examples include</p> <ul style="list-style-type: none"> ● Using online databases for research assignments ● Youtube videos, documentaries, biographies to augment curriculum ● Research projects that require students to volunteer with an organization outside of the school ● Compare how other text types handle the same story/topic/idea <ul style="list-style-type: none"> ○ For example, examining how Kamala Markandaya portrays the position of women in Indian society in her novel <i>Nectar in a Sieve</i> as compared with how Deepa Mehta handles the same topic in her film <i>Water</i>. <p><i>Math:</i> In ECRCHS’ Writing Across the Curriculum, math students research other math topics and connect it to concepts they learn in class. The AP Statistics have students to design and conduct studies that have them collect data on and off campus. Other examples are projects that requires students to do research and present their findings as to how a career or hobby uses math concepts.</p> <p><i>Science:</i> Teachers require:</p>	<ul style="list-style-type: none"> ● Student samples from projects, research papers, writing across the curriculum ● Student work samples from real world applications: newspapers, speakers, political cartoons ● Economic summit samples ● Student work samples: Personal Finance: integrate real-world information (such as financial reports from publicly-traded corporations) ● Marketing: Integration of case studies

- Citing sources that show where students obtain research materials and discussions of what is a valid source is consistently brought up in the classroom
- Use of online sources such as youtube.com to access lectures, demonstrations, and documentaries news footage is constantly used.

Social Studies:

Examples of sources utilized to connect to the real world:

- LA Times magazines articles for reading, analysis, and discussion
- Socratic seminar based on non-textbook materials
- Political Cartoons for analysis, implications
- Reading Like a Historian Materials
- Technology: YouTube videos to support and reinforce content

Economic summit requires collaboration and is linked to real world real time events.

Group projects require collaboration, sharing information with class

Field trips with follow up assignments based on experience

Civic forms, sample ballots, analysis

Simulations, ie putting historical figure on trial, open forum/debates require non-textbook research

Special Education:

Creation of workshop for role play and have students apply what they have learned in real life.

Speakers sharing real life experiences and how their problem or situations have been resolved.

VPA:

Students participate in activities outside of the textbook/classroom:

- Marching band played with the UCLA marching band and a total of 2500 students during the half time at the Rose Bowl during a game between UCLA vs. Stanford. This experience linked the students to the real world.
- Symphony orchestra is currently rehearsing with the Westmont College Symphony Orchestra in Santa Barbara.
- A professional composer is scheduled to talk about his process in having composed music for movies like Spiderman.

Another source the students use beyond the “textbook” is www.imslp.org, because it is a public domain that allows

students to listen and print music that is standard repertoire for the music around the world.

- Drama/music festivals
- Shakespeare Festival
- Perform at Disney World and to professional workshops
- Drama performances - going to see professional theatre, Broadway for a week

World Language:

The following is a list of resources and materials that go beyond the textbook:

- Integrated Performance Assessments at the end of the unit based on real life situation tasks.
- News articles and authentic news videos.
- Authentic Songs and Music Videos
- Authentic Texts (Stories of legends, news, short stories, historical and cultural info.)
- Telenovela
- Community guest speakers
- Theater Production of the Bilingual Foundation of the Arts
- Field Trips for example to Olvera Street, Museums, Landfill, etc.

Business/Computer:

- Adv Comp Applications: Restaurant calorie project in Excel, college expenses/costs spreadsheet (CC vs. CSU vs. UC)
- No textbooks in APCS, APCS Principles and Web Design (all online resources to keep current)
- Personal Finance: integrate real-world information (such as financial reports from publicly-traded corporations)
- Marketing: Integration of case studies, such as in product development unit where student analyze the process Pepsico went through to release Pepsi Next and recommend whether Pepsico should release a mid-calorie version of Mountain Dew based on market performance of Pepsi Next and consumer demand for mid-calorie soft drinks.

Alternative Education and Independent Study:

A variety of materials and resources outside of the textbook are used throughout the program. Some examples are:

- Plant and vegetable garden for biology students,

- Field trip to the Music Center to see A VIEW FROM THE BRIDGE, and follow-up classes taught by professional theatre personnel.
- African Drumming and Dance class teacher trained in Ghana and at specialized classes at UCLA to achieve mastery;
- Participation in the Mock Interview program
- Creative writing performances
- Participation in the GET LIT program through English classes
- Charity projects to help homeless families in the San Fernando Valley, sponsored by the Woodland Hills Rotary.

ROTC:

Many aspects of digital and social media for cadets are utilized not for recruitment but celebrate our success at competitions and document fun events.

The ROTC website is maintained by the cadets and is a huge resource for cadets to find information on the upcoming schedule, promotion requirements, required cadet knowledge and also the place to take surveys.

Parent are encouraged to visit the website often to stay abreast of upcoming cadet activities.

Additionally, our cadets are involved in leadership positions each have positional email accounts they are responsible and share and collaborate on documents using Google Drive.

Unit accounts on facebook, instagram, snapchat and twitter are run by kids and have instructor oversight to ensure compliance with the Navy Core Values of Honor, Courage and Commitment.

Real World Experiences

C-2.7. All students have access to and are engaged in career preparation activities.

Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real-world experiences that have postsecondary implications.

Summary of Findings

Real-world learning takes place in a variety of ways. Students are asked to demonstrate the ability to apply for jobs and to colleges and universities from several departments on campus. Mock interviews and resume writing workshops are held, led by professional community leaders from the Woodland Hills Rotary and Chamber of Commerce. Students take tests to determine which careers suit them best. Career speakers present their knowledge in several classes. Field trips to career-related locations are scheduled several times a semester, and students work on film, performance, and journalism assignments modeled on industry-level standards. Opportunities to volunteer in hospitals, charitable organizations, and classrooms are widely available. Our work-experience program is highly successful and diverse.

Findings	Supporting Evidence
<p><i>Counseling staff:</i> ECRCHS' work experience program has over 70 students taking advantage of this program. Over 100 students have been cleared for work permit who are not enrolled in Work Experience. There is career connections in Naviance, Career Cruising data base. We offer career guidance and job interview skills.</p> <p><i>English:</i> Students are often required to engage in volunteer opportunities for research projects, which can lead to future careers. The experience of connecting with adults, applying for a volunteer position, and being trained moves students toward working independently in the working world.</p> <p>The Journalism program teaches students real-world job skills. Editorials and news articles are also written in classes across the department.</p>	<ul style="list-style-type: none"> ● Work Experience logs ● Volunteer logs ● School newspaper ● Fitness goals ● Science career discussion notes ● Notes from mock interviews, resume writing, employment logs for special education ● Marketing: exploration of careers in marketing ● Accounting: career profile - who what where when ● ITC: resumes and cover letters; use of Microsoft

Physical Education:

Student emphasis is concentrated on physical fitness and overall healthful living. The benefits of a healthy lifestyle will enhance all endeavors postsecondary and throughout their lives.

Science:

Career options in the sciences are often brought up in class, and options on how to explore those options are discussed. Options such as volunteering in a hospital to understand the medical field, guest lecturers from the Navy to discuss the values of nuclear engineering, and current day materials sciences and chemical engineering through techniques learned in classroom labs are but a few ways that the science department endorses real world postsecondary experiences. Field trips to Theodore Payne Foundation have been conducted to explore careers in botany and landscaping. Field biologists come to school as guest speakers to discuss STEM related career paths and the requirements for college.

Social Studies:

Poll worker opportunities allows for Civic Engagement.

Salinger Projects encourage community service

Special Education:

- Paid work-based learning experiences are offered and coordinated through the Transition Teacher partnering with the Department of Rehabilitation. Students are placed on campus or in the community and given 100 hours of on the job training to enhance self-esteem and work related skills. Students learn about resume writing, job search and interview techniques, standard work documents, and safety at the worksite. They are paid minimum wage and learn about payroll earnings, deductions, and budgeting.

<p>Some are directly hired at the completion of the program.</p> <ul style="list-style-type: none"> ● Transition Teacher and classroom teachers provide one on one, small and large group instruction in graduation requirements, resume writing, self-advocacy, understanding of learning differences and accommodations on the job and during post high school training, internet job and career research websites, and the college application process. ● Field trips are organized to teach students community awareness with regards to post high school options, agency support such as Regional Center, Department of Rehabilitation, Disabled Student Services & Programs. ● Students are encouraged and shown opportunities to participate school-based clubs and local volunteer activities to enhance team building skills in order to solve real world problems. ● Speakers are invited to speak to students about post high school options, bullying, consequences for breaking the law, drunk driving, community safety, and banking/budgeting/retirement planning. ● Students attend Mock Interviews and learn about job search techniques taught by the local Chamber of Commerce members. <p><i>VPA:</i> Connects with community groups:</p> <ul style="list-style-type: none"> ● Pierce College orchestra ● UCLA symphony, and Kaleidoscope Orchestra in order to provide the students with real world experiences that have postsecondary implications. ● SCSBOA - Southern CA School Band Association: Professional technical 	
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<p>theatre workshops for students</p> <ul style="list-style-type: none"> ● Design Programs - FIDM for costume design ● Art - CSUN showcase for artwork ● D.T.A.S.C. Drama Teachers Association of Southern CA ● LA Master Chorale - professional singers - masterclass perform with them in April ● Orlando workshop working w/professionals ● PIAC - Printing Industry of Southern CA provide with career opportunity <p><i>World Language:</i></p> <ul style="list-style-type: none"> ● Tutoring from Spanish and French Honors Society ● Guest Speakers to talk about jobs and careers. ● Unit lessons on Jobs and Careers with some teachers that do mock job interviews and help students create a Curriculum Vitae (Resume) ● LA Public library presenters to talk to students about available resources for students and their families, many of which are connected to job and career opportunities. <p><i>Business/Technology:</i></p> <ul style="list-style-type: none"> ● Marketing: exploration of careers in marketing ● Accounting: career profile - who what where when ● ITC: resumes and cover letters; use of Microsoft Office (Word, Excel, PowerPoint) ● Advanced Computers: (Excel, Access, Photoshop, PowerPoint) ● DECA Chapter (CTSO) ● Web Design: HTML and CSS coding, DreamWeaver, Codecademy ● Future ideas/areas for improvement: <ul style="list-style-type: none"> ○ Guest speakers ○ Collaborating with community 	
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- Field trips

Alternative Education:

Integrates specific assignments and projects to help ready students for college and career readiness throughout the curriculum. Some examples are: Cornell notes, AVID literacy techniques are used in Advisory classes, graduating seniors are expected to complete a College Readiness Project that includes a deep understanding of proficiency testing, FAFSA, enrollment, registration, and nearby post-secondary campuses.

ROTC:

Utilizes guest speakers to discuss a wide range of post high school careers including Service Academy representatives from West Point, Naval Academy and Air Force Academy. Additionally, the program provides career guidance including application preparation for the service academies as well as the \$180,000 college ROTC scholarships. Our primary goal is to get them to college, if the services can make that happen with financial assistance, all the better.

Also provided is a 1 day opportunity for each of the Armed Forces enlisted recruiters to present information to cadets who are not ready for college or want to take advantage of the military tuition assistance programs to help with college

C2.7. Additional Online Instruction Prompt: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

Findings	Supporting Evidence
<p>Students taking online courses through Cyber High have the opportunity to take all core classes and meet A- G requirements. Students are engaged in project based learning and both formative and summative assessments. These assessments are not only tied to the content standards but are also relevant and make an effort to connect to the student’s lives and personal experiences. Cyber High courses aim to develop 21st century skills that will transfer into future professional environments. Students are involved in communication in an online format including creating presentations, blogs, and wikis. These courses also offer student’s voice and choice in their learning, since they are given the opportunity to choose the products they would like to create and can incorporate their personal experiences.</p>	<ul style="list-style-type: none"> ● Student work samples ● Course syllabi and standards correlations ● Projects and assessments offered within the online courses

Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary

Differentiated lessons are utilized and scaffolding is widely practiced with EL and special education students. Instructional coaches aid teachers to effectively use a number of strategies to build on prior knowledge and to create lifelong learners. Inquiry-based lessons are successfully used in science classes, along with project based learning. Lessons which emphasize learning outside of the textbook include the use of TED Talks, Socratic Seminars, and multimedia sources. Areas of need include an increase in job shadowing programs, improved teacher support, and analysis of data driven information based on the use of Common Formative Assessments.

Areas of Strength

- Extra support provided and continual scaffolding of the curriculum for EL students has increased the reclassification rate for 13% to 22% in three years.
- Teacher commitment to differentiated instruction for students with 504s or IEPs
- ECRCHS created instructional coach positions for English, math and EL to support faculty in the implementation of Common Core and ELD standards
- Teachers effectively utilize a variety of strategies which include multimedia, technology, real life applications, application of prior knowledge, Socratic seminar, TED talks, Google Drive, etc.
- Science departments use of inquiry-based approach including a myriad of authentic project based learning projects
- Increase usage of student centered, project based instruction that goes beyond the textbook
- Work experience program

Areas of Growth

- ECRCHS instructional program needs to continue its focus on clear expectations for students, specifically through the employment of objectives and rubrics
- ECRCHS needs to continue its commitment to provide support for teachers and descriptive feedback on their teaching practices (a culture of accountability combined with support)
- ECRCHS needs to continue its focus to ensure that Common Formative Assessments (CFAs) exist in each academic course to measure continual data driven decisions
- ECRCHS needs to continue its focus on student access to career readiness that includes: job shadowing, internships and postsecondary implications

EL CAMINO REAL CHARTER HIGH SCHOOL

CHAPTER: 4-D
STANDARDS-BASED
STUDENT-LEARNING:
ASSESSMENT AND ACCOUNTABILITY



HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE

WASC: APRIL 2017

WOODLAND HILLS, CA 91367



Chapter 4-D: Assessment and Accountability Team

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Category 4 D: Standards-based Student Learning: Assessment and Accountability

D1 Using Assessment to Analyze and Report Student Progress Criterion

Professionally Acceptable Assessment Process

D1.1. The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Summary of Findings:

During the first three years of Charter, collection of data from state, national and local sources with the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities was discussed in administration weekly meetings, presented to staff during faculty meetings and analyzed by the Instructional Cabinet. API scores were a main focus and communicated to all staff throughout the year. With the conversion to CAASP, state and national scores have been less of a focus, which has created less of a focus on data in the classroom.

During the LCAP development process for the 2015-16 school year, A-G data disaggregated by subgroup began to circulate. The overall numbers were what caught most people's attention, making the disaggregated data less impactful. However, this one measure has sparked a conversation as various subgroups have been shown to achieve below district and state levels. Further, development of LCAP goals and strategies along with school-wide communication and consistent emphasis on disaggregated data, ECRCHS school community has begun understanding and working on identified student needs.

ECRCHS' school community has identified the use of data to inform instruction continuously as a critical school-wide need. To this end, a separate Data committee has been formed with the purpose of analyzing data for instructional, classroom performance.

Commonalities among all departments with regards to analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Teachers in all departments use Aeries for feedback on how students are meeting classroom academic standards. This has evolved into a great platform for communication with parents and students. Last year we had 30% of our parent and 32% of our students log into their Aeries accounts. We have made a Goal to improve this to 75% in six years. As a school community we have identified the need to have course alike common assessment. Several departments have taken the initiative and employed performance based assessments. This is especially true in World Languages, VPA, CTE, PE, Business/Computers, and to a lesser extent science through labs. Math and English have focused on the SBAC testing over the past two years, with this school year bringing more refined attention to this test. The heads of these two departments identified common terms that they brought to the rest of the faculty in interdisciplinary meetings, with the intention of creating a unified Common Core based language for assessment that spans the curriculum. Moving forward, the school will train teachers on curricular mapping and how to develop formative assessments. We are currently working on an overarching and coherent strategy for both department and school-wide common assessment structure.

Findings	Supporting Evidence
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Commonalities of assessments utilized by most if not all departments are:

- Textbook formal assessments
- Section Quizzes
- Oral Presentations
- Oral Presentations which target literacy strategies
- Computer Generated Quizzes
- Computer Generated Tests
- Hands-on Quizzes
- Writing Across the Curriculum
- Using Data in Aeries

Counselors are a vital part of identifying students performance in current and past classes. In constant motion throughout the year the ECRCHS counseling staff does a myriad of checks:

- Counselors refer parents to Aeries for grades
- Provides updated IGP every year
- D and F list for everyone (9-12th graders)
- Using intervention tab and query out to see if we can see students who need more intervention

Examples of what assessments departments utilize for continued feedback on student performance:

English:

- AP Language and Literature teachers collect data provided by the College Board
- Writing conferences with students
- Vocabulary Exercises
- Individual and group edit review process
- Research Papers
- Classroom discussions and participation
- Multimedia Projects
- Writing Samples:
 - Genre specific
 - Poetry
 - Autobiographical Works

Health and CCR:

- Cornell Notes
- College Board Research
- Naviance assessments
- Class lecture evaluations
- AVID Tutorials

- IGPs
- Aeries; notes and Queries
- Formal and informal assessments
- Writing samples
- College Board data
- Peer edit review samples
- Research papers
- Cornell notes samples
- Tutorial sheets
- Naviance samples
- Work samples
- PFT results CDE/Aeries
- Weekly logs
- Student work samples
- College Board data
- Test bank
- Schoology
- IEPs
- Transition plans
- Performance based rubric
- ACTFL
- Samples of Bench Marks
- Diagnostic Assessment

Math:

Data is collected at least twice a semester (quarterly assessments). An item analysis is performed on the tests and the results are given to the teachers. Teachers re-evaluate their lessons in an effort to improve future instruction.

Daily:

- Class Participation—check for understanding
- Real Life Application
- Quizzes
- Student Work examined daily

Physical Education:

Physical Fitness Test-state required test for all 9th graders and for those who don't meet the requirements.

- Need to pass 5 of 6 sections or get re-enrolled in 11th and/or senior year
- Weekly Fitness goals for all grade levels,
- Eye Hand and Motor Skills assessment through team and individual activities.

Science:

Similarly collects data and uses Aeries to track assessment information for future instruction

- Project based assignments
- Real Life Applications
- Projects-Cooperative Learning Based
- Classroom discussions involving inquiry
- Cornell Notes
- Presentations
- Building a common test bank
- AP test data
- NGSS workshops for testing strategies
- Schoology/online platform
- Aeries gradebook data
- Surveys
- Common labs/projects

Special Education:

- Parent request psych/academic assessments
 - Placement assessments
 - DIS assessment
 - Classroom formative/summative assessment
- All assessments are used to determine eligibility placement
- Transition Assessment

<p>VPA:</p> <ul style="list-style-type: none"> ● Assessment is primarily based on performance, production, and artwork and each visual or performing art has its own criteria for assessment. ● All assessments are used to determine advancement and level in the art, different levels require different abilities <p>World Language:</p> <ul style="list-style-type: none"> ● Integrated Performance Assessment: End of the unit common assessment with common rubric (ACTFL) American Council on the Teaching of Foreign Language. ● Diagnostic Assessment for each student ● # of kids who meet the benchmarks and inform us of their level in proficiency. Provides feedback to the students ● Diagnostic Assessments inform us of the students' skills 	
<p>Alternative Education Program and Independent Study</p> <ul style="list-style-type: none"> ● Data collected from Cyber High online program <ul style="list-style-type: none"> ○ Includes student's course progress, grades, record of class completions ○ Provides immediate feedback for both teachers and students ● Formative Assessments/Project Based Learning ● Revisiting content if needed, determination made on an individual basis ● Check for understanding and benchmarks weekly <p>CTE:</p> <ul style="list-style-type: none"> ● Vocational and Industrial Art skills which are differentiated to accommodate all learning levels and groups (i.e ESL, mainstream, gifted, special education) ● Assessment is based on performance 	<ul style="list-style-type: none"> ● Weekly Progress Reports ● Cyber High samples ● Formative assessments ● Service learning projects ● Writing samples

Monitoring and Reporting Student Progress

D-1.2. The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Summary of Findings

Although as a school we are always looking for more avenues to communicate and create understanding with all stakeholders, we believe our current methods are highly effective.

We use Aeries which is a school adopted portal that allows teachers, parents and students access to student grades. It keeps parents involved and able to intervene when needed. It's a hub where one can also find contact information and special needs our students might have. Current student achievement is also housed there with weekly updates to each student's performance. Five week progress reports, grade book summaries, graduation status, transcripts, A-G status, and results on state and local testing are also available on our Aeries portal.

Other ways of informing stakeholders of student outcomes and achievements are through phone calls, the school's website and the newsletters to parents informing them of school related events like college events; we also hold a Back to School night where parents meet the teachers and find out what goes on in the classroom. Teachers hold parent conferences and exchange emails and phone calls with parents. Departments have begun curriculum workshops for parents at night in an effort to engage parents in the learning process of their children.

At the beginning of each semester, teachers also provide a syllabus for each class that goes home and is signed by parents.

Outreach through presentations occur to inform and create understanding among our community. The ECRA Board of Directors invites teacher and student representatives from various academic and extracurricular programs to present at board meetings. This is a great way to share news about our school with our stakeholders, including board members, parents, and community members. In addition, the Executive Director gives an update at every regular board meeting; these updates provide a review of academic data including standardized test scores, attendance, and other benchmarks. The Executive Director also shares news about academic programs, extracurricular activities, and athletic teams. Together with ECRA Board Members, the Executive Director attends meetings of the local neighborhood councils and other organizations to provide updates about the school and speak with community members. Following the purchase of a private facility for our independent study program, ECR representatives attended several community meetings to share our plans for the property and discuss how the proposed expansion of this program will help us to enhance student achievement. Regular school updates are provided to the West Valley~Warner Center Chamber of Commerce, Rotary Club of Woodland Hills, and Woodland Hills Women's Club.

Findings	Supporting Evidence
<p>Along with the avenues mentioned above, ECRCHS also has the following events throughout the year:</p> <ul style="list-style-type: none"> ● ECR Reality ● Social Media - Facebook, Twitter ● Art exhibits ● Public Performances ● Showcases ● Competitions, Festivals - Awards won ● Scholarships ● Advisory Councils ● Naviance ● Senior letters ● College workshop nights ● Financial Aid nights ● College fairs ● Career fairs 	<p>Samples of:</p> <ul style="list-style-type: none"> ● Reality ● Social media ● Art ● Flyers for shows, competitions, fairs, workshops, etc ● Advisory Agendas, minutes ● Naviance tools ● Board meeting agendas ● SSC agendas ● ELAC agendas

Monitoring Student Growth

D-1.3. The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.

Summary of Findings

The school uses integrated data from Aeries to view student progress. This system has become an integral part of our school community. Google Docs is another system that almost all departments utilize to share and monitor instructional practice that directly relates to student progress.

Other effective systems which monitor students' growth and progress include human resources such as: counselors, an intervention coordinator, an attendance officer, teachers and Department Chairs, academic coaches, (Literacy, Math, EL), and specialized program coordinators: AVID, Humanitas, Independent Study, Special Education, and Alternative Education. These coordinator positions are key in collaboration, analyzing student data, distribution of academic levels and performance levels.

Findings	Supporting Evidence
<p>Systems used to determine and monitor growth: Department time during bi-monthly professional development time or monthly department meetings incorporate: team collaboration, online resources, performance standards, and best practices for monitoring student growth. All Departments incorporate a tutoring model, either lunch time, after school or within a study skill session. This allows for immediate feedback on student progress towards performance standards.</p> <p>Additional systems <i>Counseling:</i> Every 5-week grading period counselors get reports of students with Ds and Fails to maintain student performance. There is a Senior Fail list to make sure students have every opportunity to graduate. Graduation Plans are written and monitored by counselors for all students. <i>Specialized programs that monitor students in a small learning community atmosphere:</i></p>	<ul style="list-style-type: none"> ● Agendas ● Department Notes ● Tutoring sign-ins ● Aeries logs ● IGP ● Senior Letters ● Humanitas Department notes ● Flyers news articles regarding athletics, ROTC, other academic groups ● AVID site team notes ● Alternative conference meeting notes ● Samples of science systems listed ● IEPs

- Humanitas
- Athletics programs
- ROTC
- Alternative Education
- AVID
- The Village Nation

Various systems are in place for departments that are an effective basis for which students' grades, their growth, and performance levels are determined.

Science adds specific systems for their subject:

- A-G standards (C or better)
- Preparing for NGSS
- AP Exam pass rate
- Focus on skills over content
- Justify claims with evidence
- Applications of curriculum and grade scales
- Common assessment and grade scales
- Online platforms like schoology
- content/mastery pedagogical philosophy
- Skill appropriate use of internet

English

- Using Turnitin.com to track students' progress toward mastery of writing standards/ creating an online writing portfolio
- Meeting in course-alike groups to determine what "mastery" looks like
- Use of data from AP tests to evaluate coursework and grading standards
- Analysis of overall grade breakdown for each level of English

Special Education has built in system requirements through the IEP process that monitor and assess student performance levels:

- Student progress toward IEP goals
- IEP goals-academic and social emotional
- We use goalbook and Welligent to get common core standards
- Transitional plan with every annual IEP (required college and career readiness)
- Seniors taking the college placement test are monitored for English and math placement levels to help guide career and college readiness and goals
- Research guides transition student and parent advisory

- IEP meeting notes
- Transitional plans
- Samples of placement tests
- Samples of Wellient planning
- Sample of research guide for post high school planning
- Sample of point system
- Sample of student and parent conference
- Sample of project learning
- Sample of Cyber high monitoring

towards post high school goals.

Visual Performance Arts

- Portfolios - collection of work produced over the years
- Auditions
- Interviews

Alternative Education and Independent Study

- Point system utilized to track course progression and completion
- Individual weekly conferences
- Meaningful assessments/ project based learning
 - Students create a product, proposal, presentation
 - Visual demonstration of mastery
- Cyber High
 - Students must earn a 60% or higher on unit exams to prove proficiency

D-1.3. Additional Online Instruction Prompts:

Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Summary of Findings

Our highly qualified teachers who supervise and supplement our online learning program are highly effective and can ensure academic integrity. Assignments are graded by highly qualified teachers in each field. Students cannot move through the class without permission from the teacher. Certain assignments can be waived if a highly qualified teacher permits it. The student and teacher must log on together to ensure that no cheating can occur. Students have a limited amount of time to begin and finish each test, which also adds to testing security.

Our core classes are A-G and on UC doorways. Mastery is decided in a number of ways in our online learning classes. Each class is divided into five units. Each unit has approximately 20 lessons, several quizzes, and a test. Students must take online tests and final exam in the presence of a licensed teacher.

Findings	Supporting Evidence
<p>Cyber High grades quizzes and tests, and teachers grade all other assignments. Grading on Cyber High is a bit problematic because only a grade of proficient or non proficient is allowed, and the course grade is based fully on the test scores. This does not allow the highly qualified teacher enough discretion; therefore, the instructional staff has the freedom to add assignments, projects, presentations in order to provide a more rigorous instructional setting.</p> <p>At this time, the CAHSEE is no longer administered, and results on the Smarter Balance Assessment is used for college placement in some cases.</p>	<ul style="list-style-type: none">● Cyber High work samples

D2 Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Appropriate Assessment Strategies

D-2.1 Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Summary of Findings

The following commonalities throughout the departments has shown highly effective results since the frequency is weekly and students have feedback frequently. As a school, weekly assessments are performed to ensure learning goals are met before moving on. After weekly assessments are completed, teachers re-evaluate and re-teach as necessary. Giving exit tickets is a common practice given by instructors for daily learning assessment. Teachers use this to check for understanding and plan for future lessons.

Among most departments, students work in collaborative groups to support and evaluate one another.

Other assessment strategies are:

- Formative assessment: two to three assignments per chapter
- Summative assessment: chapter test at the end of each chapter and a cumulative final test at the end of the semester. Based on formative and summative results teacher will review and adjust current material if needed.
- Weekly quizzes, pop or planned
- Study guide: students have a study guide per chapter in order to review and prepare for chapter test.
- Writing Across the Curriculum twice a year.

Findings	Supporting Evidence
<p>Additional assessment strategies, to determine student achievement are:</p> <p><i>Math includes additional checks for performance:</i></p> <ul style="list-style-type: none"> ● Quarterly unit based assessments ● Homework assignments assigned and graded daily ● Online assessments per chapter <p><i>Physical Education also includes:</i></p> <ul style="list-style-type: none"> ● Students are assessed every 5, 10, 15, 20 weeks on all 6 sections of physical fitness test ● Teachers analyze test scores every five weeks and modify teaching strategy to help students improve all 	<ul style="list-style-type: none"> ● Student samples of assessments ● Progress reports ● Socratic seminar ● Weekly vocabulary and grammar quizzes ● Regular formative writing tasks that lead to summative tasks ● IEPs ● Special Education: Transition assessment (career

<p>around fitness</p> <ul style="list-style-type: none"> ● Weekly cardio test including mile runs and 2 mile runs <p><i>Social Studies also incorporates:</i></p> <ul style="list-style-type: none"> ● Verbal checking ● Daily quizzes ● Vocabulary weekly quizzes ● Socratic seminars ● Discussion based informal assessments <p><i>English includes:</i></p> <ul style="list-style-type: none"> ● Socratic seminars ● Small-group presentations ● Daily reading quizzes <p><i>Science also includes:</i></p> <ul style="list-style-type: none"> ● Labs: At least 1 per unit ● Summative group projects: 2 per semester ● Homework graded online 2-3 times per week ● 2 grades entered in Aeries per week ● Guided classroom instruction ● Changed curriculum based on class performance <p><i>Special Education additional assessments include:</i></p> <ul style="list-style-type: none"> ● Yearly for IEPs ● 3 years for comprehensive assessment ● Continued assessment and student progress toward goal ● Student work samples to see if they are meeting goals ● Transition assessment (career cruise assessment) ● Review of students goals to determine strategies for instruction ● Formative/summative assessment to determine student support <p><i>CTE includes:</i></p> <ul style="list-style-type: none"> ● Vocational education uses data to assess and differentiate different student level to evaluate appropriate student progress and through observations of performance ● Details are provided at the beginning of a project <p><i>World Language:</i></p> <ul style="list-style-type: none"> ● Use all formal and informal results to reteach challenging concepts ● Assessments throughout the unit 	<p>cruise assessment)</p> <ul style="list-style-type: none"> ● Review of students goals to determine strategies for instruction ● Student samples for One-on-one writing conferences with the teacher. ● Peer editing ● IGP
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- Simple informal grammar and vocab fill in the blanks (1 time per week)
- Exit cards that indicate whether the goal was met or not
- End of the unit exams every 5 weeks
- Homework assigned daily and reviewed the next day. Used as informal assessment of student understanding

Alternative Education and Independent Study:

English:

- One-on-one writing conferences with the teacher.
- Peer editing

Math:

Formal chapter exams are utilized with one on one discussion to determine if remediation through tutoring is needed. Class is not based on one pacing guide for all, but rather, each student determines their paced based on performance outcomes.

Other assessments implemented on a routine basis:

- Examination of daily work
- Real life application such as financial planning, concepts surrounding finance and interest, use of sports as an example of real world statistics. Question of the day to connect through real world application of math skills. Economics based group projects based on basic algebraic concepts.

Social Studies:

- Weekly oral presentations based on current events that coordinates concepts from math, science, and the arts, as well as basic tenants of real world situations to make Social Studies personal and relevant.
- Research oriented assignments incorporate ELA standards.
- Economics requires students to create a real life business plan that includes, budgeting, researching competition, advertising and marketing.

Science:

- NGSS used for :workshops based on designing models on nature.
- Evidenced based biology, used to create collaborative argument building and inquiry.
- Variety of formative assessments are used based on student's prior knowledge, interest and ability.

D2.1. Additional Online Instruction Prompts: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Cyber High courses meet A- G requirements and incorporate both the content and common core standards. Students are required to complete a variety of assignments and assessments in every unit contained in the course. These assessments include creating presentations, writing essays, evaluating data, and practicing independent skills. Student work submissions demonstrate that students are engaged in critical thinking and are effectively evaluating the information being presented to them. Working in an online format and having the ability to communicate and interact with their instructors online helps to develop students communication skills and to utilize technology. The course completion rate attests to our students achievement and their ability to demonstrate their competency of working with digital media for the purpose of learning.</p>	<ul style="list-style-type: none"> • Samples of assessments, creating presentations, writing essays, evaluating data, and practicing independent skills.

Demonstration of Student Achievement

D-2.2. Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

Summary of Findings:

ECRCHS utilizes a variety of processes to collaborate and collect data for the basis of curricular and instructional decisions. Some of these processes include: faculty meetings, instructional staff meetings, department meetings, LCAP development and monitoring, administrative weekly staff meetings, and the professional development committee. Another process across departments are dropbox and/or google drive to share assignments, assessments and sample student work. This collection is then used for department wide curricular and instructional decisions. Teachers also engage in a lot of self-reflection about student achievement and are working to standardize processes to formalize group collaboration and assessment of students.

A need to expand previous practice was identified last spring and requires a more targeted approach to the use of data for the basis of curricular and instructional decisions. For example, our LCAP committee, through the examination of school-wide data and subgroup information, determined a greater focus was required to increase student achievement school-wide and in many subgroups in both A-G completion, SBAC scores and graduation. This began a departmental focus spring of 2016 on course alike objectives and common formative assessments. This requirement has led to curricular mapping this spring.

As a school community, we continue to fine tune our current practice and utilize formative and summative assessments to drive instruction. The Data Committee was recreated in Spring 2017 with this goal in mind.

Findings	Supporting Evidence
<p><i>English:</i></p> <ul style="list-style-type: none"> ● Google Drive used as a repository for assignments, samples, lessons ● Sharing anchor papers and exemplar work to achieve a consistent standard across grade levels ● Sharing grade distribution among teachers who teach the same class to assist in developing consistent standards <p><i>Science:</i></p> <ul style="list-style-type: none"> ● Weekly lunch discussions of teaching practices ● Dropbox of shared teacher generated/collected projects worksheets, tests ● End of the year discussion concerning guidelines <p><i>Social Studies:</i></p>	<ul style="list-style-type: none"> ● Student work ● Dropbox ● Department notes ● Notes from analysis data ● Rubrics <p>Samples from the following events: Art alike collaboration</p> <ul style="list-style-type: none"> ● Big Event, Power to the Artist, Earth Day showcases VPA student achievement ● Offsite community festivals and competitions showcases

<ul style="list-style-type: none"> ● The social studies department independently reviews exam scores, nonformal students responses (verbal and written) ● Self reflection for lesson plans that require modification to increase learning and student mastery of skills and content <p><i>Special Education:</i></p> <ul style="list-style-type: none"> ● Teachers collaborate with general education teachers together to come up with common assessment ● Collect, analyze and use assessment to determine if the students have met goals and to determine future goals <p><i>World Language:</i></p> <ul style="list-style-type: none"> ● Adjust the rubrics after the implementation in order to better reflect student performance ● Bounce ideas off each other through google drive (amongst teachers) ● Discuss best practices with each other <p><i>Business/Technology:</i></p> <ul style="list-style-type: none"> ● Department utilizes online testing; the results are displayed by graphs. These charts convey information as a whole as well as individual results. <p><i>VPA collaborates throughout the year for additional guides to determine adjustments to instruction:</i></p> <ul style="list-style-type: none"> ● Art alike collaboration ● Big Event, Power to the Artist, Earth Day showcases VPA student achievement ● Offsite community festivals and competitions showcases student achievement <p><i>Alternative Education and Independent Study:</i> Uses professional learning communities in collaboration to collect analyze and use assessment data for instructional decisions.</p> <ul style="list-style-type: none"> ● Group grading, common formative assessments, writing across the curriculum. 	<p>student achievement</p> <ul style="list-style-type: none"> ● Samples from WOC
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Student Feedback

D-2.3. Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

Summary of Findings:

Teachers at El Camino Real Charter use all opportunities to communicate with students regarding career skills and goals respective to their particular subjects. Both formal and informal communication with students occur during and outside of class. Emails are utilized by the staff to express academic, career, and school-wide learning outcomes. Communications are ongoing with parents to discuss student goals and achievement, assistance course instruction, and action plans. Examples of regular actions taken by the school to communicate with parents and students for college, career, and social goals are: ECRCHS’ website, Aeries, Back-to-School night, College Office Events, advisory committees and ECR Newsletters.

Other examples are our annual student surveys. This data was very helpful in understanding our students’ perception of, and confidence in, their own abilities, as well as understanding their postsecondary goals and plans. Going forward, we would like to return to separate surveys for each grade level, as this will allow us to ask more detailed questions and will yield data that helps to inform the development of targeted support programs. (Both parent and student surveys can be found in the Appendix.)

Common student-teacher interaction and monitoring of student progress based on student feedback which are highly effective include: teacher office hours for students to speak one on one regarding personal and academic concerns, discussions with students concerning course requirements for college/career, use of technology (Remind Me apps and group chats to communicate and coordinate on Facebook and other social media outlets).

Findings	Supporting Evidence
<p><i>Counselors:</i></p> <ul style="list-style-type: none"> ● IGP ● Academic guidance ● Class presentations ● Naviance monitoring <p><i>English:</i></p> <ul style="list-style-type: none"> ● Department-wide survey asking students to evaluate how well their previous classes prepared them for their current English class. 	<ul style="list-style-type: none"> ● IGP ● Academic Guides notes ● Naviance samples ● Tutoring samples ● Student work ● Dropbox ● Department notes ● Notes from analysis data ● Rubrics

<ul style="list-style-type: none"> ● Use of Quiz Star to expose students to a Common Core Standards based assessment. Students received immediate feedback on their performance. <p><i>Math:</i></p> <ul style="list-style-type: none"> ● Classroom discussions ● Class assignment ● Tutoring ● Review Tests ● Math Club <p><i>Physical Education:</i></p> <ul style="list-style-type: none"> ● Students talk with teachers within individual units (ex. Basketball, soccer) ● Classes focus on lifelong physical fitness lessons ● Students prepare and write fitness goals ● Students talk with teachers about their fitness goals and create a plan to reach their goals <p><i>Science:</i></p> <ul style="list-style-type: none"> ● Real life applications as demonstrations, labs, and discussion of science ● Different college majors and campus specialties <p>Student driven programs:</p> <ul style="list-style-type: none"> ● Robotics ● Science Bowl ● Academic Decathlon <p>AP Science courses introduce students to college level rigor</p> <p>Encouragement of minorities to consider the sciences as a career choice</p> <p><i>Special Education:</i></p> <ul style="list-style-type: none"> ● Students input at IEP process ● Students may help determine what goals will be, accommodations needed to be successful ● Student input for future (transition assessment) ● Case carriers meet with students to determine how successful the student is in the classroom and how the case carrier can further support the student so that the student may be successful <p><i>VPA:</i></p> <ul style="list-style-type: none"> ● Self reflection, self evaluation on progress ● Record vocal or visual performance and playback for 	<ul style="list-style-type: none"> ● Lab applications <p>Samples from student driven programs:</p> <ul style="list-style-type: none"> ● Robotics ● Science Bowl ● Academic Decathlon <p>Notes from: VPA</p> <ul style="list-style-type: none"> ● Self reflection, self evaluation on progress ● Record vocal or visual performance and playback for student review ● Direct communication with students when giving feedback on performance ● Student critique performances in whole class discussion - socratic seminar ● Teacher student interview/audition - feedback is offered <p>Student samples from:</p> <ul style="list-style-type: none"> ● Resumes and cover letters ● College expense ● Accounting principles: balance sheet, adjusting entries, income and cash flow statements ● Marketing: compose ads, marketing strategies, product planning, financing etc. ● Personal Finance: balance checkbook ● Compose business letters <p>Student samples from:</p> <ul style="list-style-type: none"> ● Graphic arts blog ● Critiques to evaluate projects and overall process ● Write objectives or
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<p>student review</p> <ul style="list-style-type: none"> ● Direct communication with students when giving feedback on performance ● Student critique performances in whole class discussion - socratic seminar ● Teacher student interview/audition - feedback is offered <p><i>World Language:</i></p> <ul style="list-style-type: none"> ● Dialogue with students to discuss performance assessments results and see what their proficiency level is and provide feedback on strengths and weaknesses and how to improve. ● “Can do statement” sheets with chapter objectives for students and teachers to track progress towards goals <p><i>Business/Technology:</i></p> <p>Students evaluate and analyze college, career, and real life scenarios through various assignments:</p> <ul style="list-style-type: none"> ● Resumes and cover letters ● College expense ● Accounting principles: balance sheet, adjusting entries, income and cash flow statements ● Marketing: compose ads, marketing strategies, product planning, financing etc. ● Personal Finance: balance checkbook ● Compose business letters <p><i>CTE:</i></p> <ul style="list-style-type: none"> ● Graphic arts blog ● Direct communication and immediate feedback through direct interaction during process ● Critiques to evaluate projects and overall process ● Write objectives or plans on the projects ● Post project portfolio both online and printed <p><i>Alternative Education:</i></p> <p>English classes</p> <ul style="list-style-type: none"> ● Weekly writing individualized conferences ● Creative writing classes emphasize active listening, speaking and writing which culminate in a performance <p><i>Independent Study:</i></p> <ul style="list-style-type: none"> ● Weekly meetings with professional staff are highly individualized on each student's progress goals and abilities, and include: 	<p>plans on the projects</p> <ul style="list-style-type: none"> ● Post project portfolio both online and printed <p>Teacher and student notes from:</p> <ul style="list-style-type: none"> ● Weekly writing individualized conferences ● Creative writing classes emphasize active listening, speaking and writing which culminate in a performance
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| <ul style="list-style-type: none">○ Weekly accounting of students adherence to specific goals are analyzed through conversations and reflective writing, and evaluated with administrators and parents so next steps can be determined | |
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D3 Using Assessment to Monitor and Modify the Program Schoolwide Criterion

Schoolwide Assessment and Monitoring Process

D-3.1. The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Summary of Findings:

Aeries is used to distribute grades to stakeholders; counselors, administrators, students, and parents. Included in this platform is access to testing data for evaluation and implement actions to assist students in achieving academic goals. Departments assess similar themes within their curriculum that produces cohesive education for students. PSATs are taken by students annually where testing data will be used by counselors to identify students for future educational programs tailored to each student's' educational talents; examples such as Advanced placement, Humanitas, AVID, and other student programs. All educators discuss with parents class expectations and objectives of students to improve performance of assessments during Back-to-School Night and in parent letters.

Monthly Board agenda items include school achievement. Also included frequently are staff, teacher and student presentations which include assessment and monitoring process of student progress. Some examples are: LCAP updates that include student performance metrics throughout the goals, identified student needs through various committees, The Village Nation presentation on African American academic trends through targeted instruction and monitoring, CTE and other small learning communities.

Community outreach with regards to student progress includes: Alternative Education student presentations to Woodland Hills Women's club, interaction with the Rotary club, and local agencies (San Fernando Mission, Foster Care, and Penny Lane).

Findings	Supporting Evidence
<p>Additional forms of stakeholder involvement include:</p> <p><i>Counselors:</i></p> <ul style="list-style-type: none"> ● PSAT Night for parents and students to interpret the scores ● The School profile is provided to parents, schools, colleges, public that shows the school profile (ACT/SAT/# of AP/Passing AP classes, class profile etc...) ● Naviance program allows parents and students to research their college choices 	<ul style="list-style-type: none"> ● Samples from the college and counselor events ● Samples from: Naviance program provides career assessments and is available for all parents and students <p>Student samples from:</p>

<ul style="list-style-type: none"> ● Naviance program provides career assessments and is available for all parents and students <p><i>CTE academies:</i></p> <ul style="list-style-type: none"> ● (Graphic Arts) PIASC (Printing Industry Association of Southern California). Online results on PIASC.org ● Raise Foundation-Southern California Competition participation that tests projects ● Industry Competition ● (Woodworking) San Fernando Woodworking Guild Interaction Community Project build ● Senior Projects ● Ganssle Award ● View physical end results <ul style="list-style-type: none"> ○ Graphic- Arts Projects ○ Foods- menu ○ Clothing- Fashion show ○ Wood-Project presentation and sale ● Community showcase <ul style="list-style-type: none"> ○ Performance and exhibits ● Publish Annual Graphic Design Book of Projects <p><i>VPA:</i></p> <ul style="list-style-type: none"> ● Community public showcases, exhibits and performances ● VPA common core standards incorporated in all of our courses ● Participate in Drama Teacher’s of Southern California conferences and festivals ● Participate in CSUN’s art festival and exhibit ● Participate in Southern California School Band and Orchestra Association 	<ul style="list-style-type: none"> ● Woodworking) San Fernando Woodworking Guild Interaction Community Project build ● Senior Projects ● Ganssle Award ● View physical end results <ul style="list-style-type: none"> ○ Graphic- Arts Projects ○ Foods- menu ○ Clothing- Fashion show ○ Wood-Project presentation and sale ● Community showcase <ul style="list-style-type: none"> ○ Performance and exhibits ● Publish Annual Graphic Design Book of Projects ● CSUN’s art festival and exhibit
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D-3.1. Additional Online Instruction Prompt: Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.

Findings	Supporting Evidence
<p>Students who take online classes are also enrolled in on site classroom learning. Students are not enrolled in online learning full time. Students in our Independent Study program and online learning classes are required to attend weekly meetings with their supervising teacher. Information about state mandated tests are relayed in person at these scheduled meetings and are backed up with letters, emails, and phone calls to parents.</p>	<ul style="list-style-type: none">● A growing number of students takes state mandated tests each year.● Results are reported school wide through reports generated by the state.● Stakeholders receive detailed reports through email and mail delivered to their homes.

Curriculum-Embedded Assessments

D3.2. The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.

Summary of Findings:

There is school-wide communication regarding results from SBAC, SAT, ACT and EAP. ECRCHS has utilized different approaches over the last six years to involve all stakeholders in this process. In general we moved from analyzing data as a school to a departmental approach. This method emphasized department results and then adjusting the curriculum based on student needs.

As a school community we have identified a need to improve school-wide accountability for all test results. All departments will participate in preparing ECRCHS for the CCSS CASSP testing through common assessments.

Teachers are able to identify which of their students are not English proficient through Aeries, The system categorizes students as “English Only,” “Initially Fluent,” “Redesignated,” or “English Learners” to further help teachers customize curriculum. Our EL coach also generates newsletters and teacher strategies to assist in access to the curriculum.

At the beginning of the semester “**passport**” is distributed to teachers to identify students with IEP or special accommodations this is also a helpful way to assist teachers with curriculum and make appropriate changes to modify teaching process.

Findings	Supporting Evidence
<p><i>Counselors:</i></p> <ul style="list-style-type: none"> ● The data on SAT/ACT/PSAT are reported on the school profile ● PSAT results generate a AP potential list. This list provides list of students who can potentially do well in a particular AP class. <p><i>English:</i></p> <p>Each semester the department is given their students’ CELDT results and prior English grade, in an effort to assist instruction. Training and assistance are regularly provided by the the school’s Literacy Coach and EL Coach. There is a concerted effort to incorporate SDAIE strategies into the</p>	<ul style="list-style-type: none"> ● Testing results: summative and formative ● Notes from instructional coaches ● IEP goals ● VPA samples of lessons to support math and ELA ● Department meeting notes to share best practice

general curriculum to increase the rate of students who redesignate. Piloting a new textbook from Pearson, which has SDAIE strategies embedded into the curriculum, is one way we are adapting our instruction to meet the needs and increase the performance of our EL population.

Math:

Every class level Algebra.1, Geometry, Algebra. 2 etc. take quarterly assessments in order to collect data that would allow the department to prepare them for smarter balance tests. Every quarterly assessment and final exams follow the format and content of the Smart Balance Test.

After every assessment the department runs an item analysis, then focuses on reteaching and remediation as well as planning for future instruction.

Special Education:

English as a second language consideration is part of the IEP process for students. Goals are established in the area of EL, with accommodations in place to ensure that the EL students has every opportunity to be successful. There is continued monitoring toward meeting established goals and objectives. Goals are established based on student need and meeting prior goals and objectives.

VPA:

- We support the English and Math standards with assignments and projects that reinforce skills that overlap. For example, Lighting plots for theatre use math skills for measurements and wattage use.
- All VPA project incorporate key English reading, writing, listening and speaking skills.

Physical Education:

- English Language Learners have weekly assessments
- Feedback is shared at department meeting
- Best practices for improvement created
- More demonstrating/modeling by teachers to convey message to students
- Math is embedded through scores in games, in practice tasks
- Students are placed in another semester of PE if they do not pass the Physical Fitness Test

Schoolwide Modifications Based on Assessment Results

D-3.3. The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Summary of Finding:

ECRCHS has continued to allocate resources, both fiscal and human, to support student achievement. With the shift in instructional standards, CCSS, and from CSTs to CAASP format, it was determined through data that our teachers needed assistance with curriculum alignment and implementation. Some examples of human resources to meet this need are the instructional coaches, Literacy, mathematics, EL and The Village Nation. Fiscal resources allocated based on student need include: teacher collaboration time, computer carts, IXL program for visual learning students, translators and chromebooks for ESL classrooms and low income students, Computer carts for the college office to train all English classes and College and Career Readiness class on the program and tool of Naviance and implementation of the online program Cyber High to increase graduation percentiles.

ECRCHS’ LCAP and SPSA committees demonstrate a results-driven continuous process. Each monthly meeting student metrics and action strategies are monitored and updated effectively aligning resources to student need. The goals and action/strategies encompass the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the academic standards, and the college- and career-readiness standards. This ongoing process keeps the process current and effective.

Findings	Supporting Evidence
<p>The examples listed are student and school resources allocated through our process of identification for critical needs based on data analysis:</p> <ul style="list-style-type: none"> ● The initial LCAP led to the replacement of textbooks with ones that are Common Core aligned (State priority 1, Goal 1) ● PSAT for all 9th-11th grade students. The PSAT scores generate an AP potential list. ECRCHS utilizes this list to identify underrepresented subgroups and design supports needed for the AP rigorous format (State priority 7, Goal 2) ● Resources are allocated for college field trips, plays, academic trips (State priority 7,6, Goal 2,3) ● Campus wide tutoring in math for all students after school. ● EL coach and EL tutor ● Resource teachers or assistants in classrooms ● Some department chairs have extra conference period to work 	<ul style="list-style-type: none"> ● LCAP ● SPSA ● PD Agendas ● Notes from, Instructional coaches ● List of clubs ● Student sign-ins for PET’s and, math tutoring ● Agendas for parent nights ● Naviance assessments

<p>on department-wide goals</p> <ul style="list-style-type: none"> ● Professional development days are used to address and discuss pupils standardized testing achievement and how to aid specific groups in need. ● ECRCHS currently has a number of clubs and active organizations such as: PET’s tutoring, math tutoring during lunch and after school to aid those students in need. <p>Additional Department changes based on data:</p> <p><i>Counseling:</i></p> <ul style="list-style-type: none"> ● Different evening events/presentation were created depending on the needs of the students and parents. Workshops such as financial aid workshops were offered to help students fill out financial aid ● Naviance was purchased so that students have an “all-in-one” program to do college and career searches ● Scattergram on the Naviance program is used to help students discover their “reach, target, and back-up” school list ● Look at grades, level of class, AP scores etc... to determine class placement ● Counselors conduct SST when students are struggling. ● Each counselors do a graduation check to ensure students are on track to graduate from high school ● Ongoing collaboration for a bridge program for enrichment to assist underrepresented subgroups in honors and AP classes <p><i>Math:</i></p> <ul style="list-style-type: none"> ● Shift to teacher oriented staff development. Example: over the summer, our department attended a two day College Board training to explore and investigate new approaches to teaching newly implemented common core state standards. As a result classrooms are in the process of reorganizing from teacher centered to student centered. <p><i>English</i></p> <ul style="list-style-type: none"> ● Teachers are piloting a new textbook and new curriculum that aligns with the new standards and imbeds multimedia into the curriculum. Teachers were provided training and are being given continued support during this pilot year. ● Teachers are working on new curriculum maps that align with the Common Core Standards. Teachers began the process last summer and are meeting regularly to continue the process. <p>Physical Education:</p>	<ul style="list-style-type: none"> ● Department notes on meetings that discuss data ● SST notes ● IGP <p>Notes on the following for Special education:</p> <ul style="list-style-type: none"> ● Based on assessments, change of classroom placement to a more or less restrictive classroom environment. ● Accommodations to help with academics, behavior, social skills, transition, and vocational education ● Students are tracked with incremental and yearly goals targeted to an increase in their academic ability ● Specialized staff members hold professional development meetings educating other staff members ● Progress is tracked through online Welligent server, teacher reports, and grades ● Teacher conferences notes
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- Run more if mile times are low-
- Increase quantity of strength workouts if push-up and sit up scores are low
- Students take another year of PE if student doesn't pass PFT
- Increase access to weight room and plyo room and training facilities
- PE Teachers meet weekly to discuss assessment results and teaching strategies

Special Education:

- Based on assessments, change of classroom placement to a more or less restrictive classroom environment.
- Accommodations to help with academics, behavior, social skills, transition, and vocational education
- Students are tracked with incremental and yearly goals targeted to an increase in their academic ability
- Specialized staff members hold professional development meetings educating other staff members. Progress is tracked through online Welligent server, teacher reports, and grades.

VPA:

- Modifications made based on student ability - Examples - certain VPA classes have changed to accommodate different talents. We have new painting class, orchestra, and performance choir.
- Resources have been given to support these new classes
- Resources are available for teachers to go to conferences (CETA, Thespians, Art)
- Resources have been provided for new instruments, music, and theatre equipment

World Languages:

- Based on data that showed students were not meeting the oral proficiency benchmarks, the department include more interpersonal and presentational speaking activities.
- Prior textbook was not relevant to 21st century skills and topics, new textbooks were purchased
- Funds were allocated for teachers to attend to conferences with the latest research in World Language introduction.
- Teachers were paid for collaboration over the summer to discuss common goals and assessments for the department.

Business/Technology:

- Results of AP testing are assessed and analyze to make appropriate changes to curriculum if needed.
- ECRCHS provides students with resources to better assist and

<p>support their needs by allowing students to check-out tablets from the library to aid and enhance in their learning.</p> <p><i>Alternative Education and Independent Study:</i></p> <ul style="list-style-type: none"> ● Additional classes created based on students need: math essential, literacy essentials, online classes ● Extended time for continuous Parent/Teacher conferences ● Saturday school for seniors at risk of not graduating based on current data ● Peer tutoring ● Funding allocated for Professional Developments/conferences specific to meeting the needs of an at-risk population 	
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D-3.4. The school periodically assesses its curriculum and instruction review and evaluation processes.

Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Summary of Findings

There are several processes in place to review and assess program effectiveness, starting with the administration weekly staff meetings. Throughout the year in an ongoing process, ECRCHS’ CIO collects and distributes data as requested by each administrator. For example, the Assistant Principal in charge of testing or graduation will ask for disaggregated data by subgroups and lead a discussion among the leadership team. This will lead to discussions during Instructional Cabinet focusing on data driven decisions to be worked out by each department. Departments then get together to look at data and discuss assessment results and identify common areas in need of improvement. Other processes include school-wide committees, such as: Data, LCAP, SSC, ELAC, and technology. All committees generate data and lead discussions on effectiveness of student performances. Since there are Assistant Principals on all of the committees, these discussions lead back to the leadership team where new resources are allocated or adjustments are made.

More examples of processes that occur in different areas of student performance include:

- Advanced Placement staff look at data each year and identified areas for improvement and formulated goals to help students achieve success.
- Every student from 9th to 11th grade take the PSAT. A special bell schedule is designed and the results can help teachers and parents evaluate student achievement at a school wide and nation wide level.
- Special education holds IEPs on a yearly basis (and even more frequently based on need), for each student to monitor present levels, accommodations, and progress towards goals. The effectiveness of each program area, including graduation requirements, credits, course completion is discussed at the yearly IEP meeting. Teacher, parent, and student input is utilized in completing the IEP. A transition plan is discussed, which outlines a student’s goals towards post graduation. The discussion always includes the topic of student’s progress in his or her current courses to ensure that our student’s courses are challenging, coherent, and relevant.

Findings	Supporting Evidence
<p><i>Counselors:</i></p> <ul style="list-style-type: none"> ● Counselors collaborate to discuss new strategies to help students both in the classroom and at home. ● IGP are updated each year to keep students on pace for graduation ● Credit recovery is offered for students at risk of not graduating ● Monitoring EL and R-FEP students and their academic 	<ul style="list-style-type: none"> ● LCAP ● SPSA ● PD Agendas ● Notes from, Instructional coaches ● Agendas for parent nights

<p>performance is an ongoing process with formal checks two times a year.</p> <p><i>English:</i></p> <ul style="list-style-type: none"> ● The English department periodically meets in course-alike and vertical-teaming groups. ● The English department met to collaborate in curriculum mapping. ● The English department meets to create benchmark essays. <p><i>Math:</i></p> <ul style="list-style-type: none"> ● Analyze the results from smarter balance test and implement similar content and strategies into our classroom. <p><i>Science:</i></p> <ul style="list-style-type: none"> ● Common test bank within curriculum shared amongst teachers ● Periodic department meetings and end of year analysis ● AP test result data analysis <p><i>VPA:</i></p> <ul style="list-style-type: none"> ● Provides college and career skills through the arts ● Students taking a year of VPA satisfies A-G requirement for graduation ● Department meetings and collaboration on art standards and student expectations ● Use of consistent rubrics for assessing performance, which are shared between the art disciplines ● Student attendance at plays, performances, and exhibits <p><i>World Language:</i></p> <ul style="list-style-type: none"> ● As a department, data is analyzed and discussed routinely. ● Data consists of: test results, rubrics, from the Can Do statements. ● Through the rubrics we are monitoring proficiency and progression and whether or not they are meeting the benchmarks <p><i>Business/Technology:</i></p> <ul style="list-style-type: none"> ● School utilizes professional development days to discuss College Readiness standards: ● Administrators share learning goals and expectations for our students ● Relate test scores to the skills needed in high school and beyond 	<ul style="list-style-type: none"> ● Naviance assessments ● Department notes on meetings that discuss data ● SST notes ● IGP <p>Notes on the following for Special education:</p> <ul style="list-style-type: none"> ● Based on assessments, change of classroom placement to a more or less restrictive classroom environment. ● Accommodations to help with academics, behavior, social skills, transition, and vocational education ● Students are tracked with incremental and yearly goals targeted to an increase in their academic ability ● Specialized staff members hold professional development meetings educating other staff members ● Progress is tracked through online Welligent server, teacher reports, and grades ● Teacher conferences ● Rubrics
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<ul style="list-style-type: none">● Review College Readiness standards <p><i>CTE:</i></p> <ul style="list-style-type: none">● Stanford Design PD- applied to graphic design <p><i>Alternative Education and Independent Study:</i></p> <p>Both programs were created based on a need identified through data. The process started in administrative staff. The results include:</p> <ul style="list-style-type: none">● Increased graduation rate decreased dropout rate over the last three years in all subgroups● Increased retention of at risk students	
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D-3.5. The school employs security systems that maintain the integrity of the assessment process.

Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Summary of Findings

The security system ECRCHS has employed for years has proven highly effective. No test document has been lost nor have any of the various infractions occurred on this campus. The process starts with the certificated staff:

- Teachers and counselors use boxes, secured rooms, to protect tests and assessments.
- Some assessments are linked to google documents. These google documents are protected by passwords.
- The school maintains an alarm systems to secure test documents.
- Cameras are all around the campus.
- Teachers used as proctors understand the confidentiality of the test results.
- Tests are counted as soon as they arrive and tests are counted as soon as they are returned to make sure there’s security.
- There is only a few people who have access to the key rooms that houses test materials.

Findings	Supporting Evidence
<p>Other measures to maintain the integrity of the assessments:</p> <ol style="list-style-type: none"> 1. Test are distributed to only proctors the day of testing 2. Proctors must lock testing material if away from testing room 3. Only proctors must pick-up and return test material to testing room 4. Students may not have electronic devices during test 5. Students are not to be left alone during testing 6. Multiple versions of the same tests 7. Days before testing takes place all proctors are informed of the protocol for testing and of their job duties. 	<ul style="list-style-type: none"> ● Details of testing schedule ● PD Agenda ● Proctor trainings ● Staff trainings

Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Summary

Our school is committed to communicating with parents through a variety of methods. One of our most successful methods is through Aries. College counselors, a fully staffed counseling office, and a part-time intervention coordinator help to monitor assessments and student achievement. We are encouraged by the three year trend of improvement in all areas and with all subgroups. Both the LCAP and SPCA have been embedded in the school community and allocation of resources are driven based on student need with continual data analysis.

Identified need in this area include a better use of analyzing data to inform instructional decisions, rigorous curriculum for all students to prepare for college and careers, continue to provide additional supports for underperforming subgroups along with increased efforts to include parents and community.

Areas of Strength

- ECRCHS' student tracking system, Aeries, is a multi-level platform capable of disaggregating data and disseminating it to stakeholders
- ECRCHS has employed a variety of resources to determine and monitor growth and progress of all students and provides myriad checks to identify student performance in a year round continual loop of analyzing data to ensure proper intervention; these resources include a part time intervention coordinator, two college counselors, attendance clerk and a counseling staff
- Instructional staff utilize a variety of assessments along with student feedback to determine student achievement
- ECRCHS has continued to allocate both fiscal and human resources to support student achievement through LCAP development process and review of macro-level data (i.e. A-G and SBAC performance)

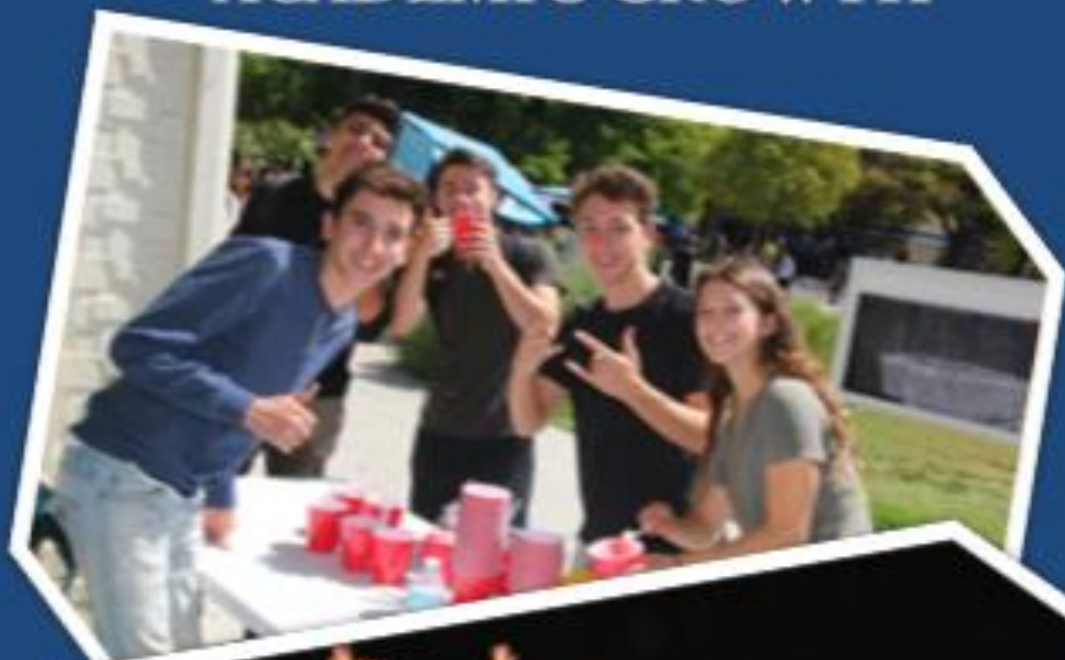
Areas of Growth

- ECRCHS needs to continue its use of data and develop targeted assessments to inform instruction and improve student achievement
- Increase parent and student usage of Aeries
- The instructional and support staff teams (i.e. course alike groupings, small learning communities, etc) should continue to collaborate to collect, analyze and use assessment data for the basis of curricular and instructional decisions
- The ECRCHS community has identified the need for school-wide accountability for student performance on multiple indicators, including but not limited to SBAC, SAT/ACT, A-G, graduation rates, and career readiness

EL CAMINO REAL CHARTER HIGH SCHOOL



CHAPTER: 4-E
SCHOOL CULTURE AND SUPPORT
FOR STUDENT PERSONAL AND
ACADEMIC GROWTH



HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE

WASC: APRIL 2017

WOODLAND HILLS, CA 91367

Chapter 4-E: Culture & Support Team

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Steve Burstein.....	Support Services
Xenia Paniagua.....	Support Services
Marilyn Brooks.....	VPA
Matt Harbourt.....	VPA
Jacqueline Mata.....	World Languages
Karolina Mole.....	World Languages



Category E: School Culture and Support for Student Personal and Academic Growth

E1 Parent and Community Engagement Criterion

Regular Parent Involvement

E-1.1. The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Summary of Findings

ECRCHS makes many efforts to regularly involve the family, business, industry, and the community as active partners in the learning/teaching process.

We prepare a newsletter to share with our stakeholders. This school year, the newsletter has evolved from a monthly publication to a weekly newsletter that is emailed to teachers and staff, parents who provided the school with an email address (around 2,800 parents), El Camino's board members, LAUSD board members, and local media contacts. This newsletter covers news about academic programs, extracurricular activities, and athletic events; highlights student achievements; and advertises upcoming events. This information is also shared on our website in the "News" and "Calendar" sections. There is a "Parent" tab on the website that includes information about parent groups, tutoring, forms, emergency procedures, the school handbook, cafeteria procedures, and common core. In addition, the school is active on social media, and posts regular updates and news about academic and extracurricular achievements on Facebook and Twitter. The students also help to spread the word about school news through ECR Reality, a school news reality television show produced by our broadcast journalism class.

All parents have access to Aeries, the student information system we use. Parents are regularly encouraged to log-in to Aeries to check grades and attendance records. In addition, most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests. Our attendance office makes regular calls home to inform parents of tardies and absences.

The school makes phone calls to parents to remind them of important events throughout the school year, such as Back to School Night, Algebra Night, College Office events, and board meetings; testing days; and earthquake drills. Parents are also encouraged to attend all College Office events, including college fairs, financial aid information sessions, and other events.

In 2015, ECR invited a parent representative to participate on the charter renewal committee. In addition, parent participation is encouraged during the LCAP planning process and WASC preparation process.

The English Learner Advisory Council (ELAC), made up of parent members, meets once a month to address the needs of EL students. The staff who lead this group are the Assistant Principal who oversees EL students, the EL Coach, and the guidance counselor assigned to EL students. They provide parents with information about many important topics such as the A-G requirements, college options, and financial aid. In addition, our Dean of Students has formed the Latino Outreach Program for parents. This group also meets monthly to provide parents with information they need to make informed decisions for their children's education. Recent topics of focus include Aeries training, understanding college financial aid, and using the public library as a resource.

ECRCHS staff has implemented many suggestions from these parent groups, including extended library hours, after school tutoring programs, and field trips to colleges.

Our staff communicate regularly with the local Chamber of Commerce, Rotary Club, and Women’s Club to create opportunities for students. For example, ECR and the Chamber of Commerce worked together this school year to organize an event in which local business professionals visited El Camino to conduct mock interviews, review resumes, and provide timely and relevant career search information. The ECR leadership team attends several Woodland Hill Neighborhood Council meetings throughout the year to update our neighbors about the school’s plans and listen to their feedback and concerns.

ECRCHS also works with local organizations to invite guest speakers, plan field trips, and organize special events at the school. Given our large, diverse, and highly educated parent base, along with our proximity to Los Angeles, a city of numerous industry leaders, there is room for improvement in our outreach to business and industry.

Findings	Supporting Evidence
<p>ECR has established regular, consistent communication with parents.</p> <p>El Camino parents participate in parent-run organizations and fundraise for school and student needs.</p> <p>ECR has created a support network for parents of English Learner students.</p> <p>ECR has cultivated strong relationships with local organizations that provide opportunities for students, such as the Chamber of Commerce, Rotary Club, and Women’s Club.</p> <p>ECR representatives attend local neighborhood council meetings to build positive relationships with the community.</p> <p><i>Science:</i></p> <ul style="list-style-type: none"> ● Field trips to Huntington Park, Griffith Park Observatory, museums, with parents as chaperones. ● Remind.com allows teachers to send text messages about upcoming assignment deadlines without having to ask for the students’ telephone numbers <p><i>English:</i></p> <ul style="list-style-type: none"> ● Guest speakers from universities and trade schools ● Parent Night for various programs 	<ul style="list-style-type: none"> ● School newsletter ● Photos ● Parent tab of school website ● Automated phone calls ● School’s social media accounts ● Parent group websites ● Aeries ● Teacher websites ● ELAC, Latino Outreach Program sign in sheets, agendas ● Field trip forms ● Guest speaker forms ● School calendar ● Letters to parents

Social Studies:

- Teachers send letters to parents to convey student/parent expectations for each subject.
- Many teachers have a website to relay information about day to day assignments, test dates, and due dates for assignments.

Math

- Hosts Algebra Parent Night to disseminate information regarding standards and resources available both on campus and online.

Special Education:

- Works with paid work programs with LA Conservation Corp to find opportunities for low-income and special education students
- The We Can Work Program with Department of Rehabilitation places special education students in local businesses.

World Languages

- Field trips to Bilingual Foundation of the Arts and Olvera Street for Spanish 3, with parents as chaperones

Business/Computer

- At the beginning of the year a letter is sent home to inform parents of class contract, rules, grading scale, and curriculum. The department reaches out to parents of struggling students via email, phone, and progress report card.

VPA

- Partake in field trips to Getty Villa and Getty Center, LACMA, MOCA, MOMA, Norton Simon with parents as chaperones.
- Host industry professionals as guest speakers.
- For Careers in Entertainment Academy, parents help act in films, provide filming locations, and fundraise.

Alternative Education:

- Students volunteer in the community, including collecting donations of personal items and distributing to homeless individuals on Skid Row.
- Work with Chamber of Commerce to provide students with resume advice and job interview prep.

Use of Community Resources

E-1.2: The school uses community resources to support student learning.

Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Summary of Findings:

In pursuit of our student learning outcomes to prepare students to be hard-working graduates who explore options and plans for success, and achieve career, education, and individual goals, we partner with local organizations to invite guest speakers and plan field trips and special events that expose students to various career paths. Our staff communicates regularly with the local Chamber of Commerce, Rotary Club, Women’s Club, and various local businesses and organizations to create opportunities for students.

Going forward, we strive to strengthen our current partnerships and build new partnerships that provide access to the many resources our community has to offer.

Findings	Supporting Evidence
<p>The Transition Coordinator and the Director of Sustainability and STEAM Initiatives works closely with the local Chamber of Commerce and the Rotary Club to provide our students with access to work experience and prepare them for college and career. Each year we work together to hold an annual career expo, which is attended by dozens of local businesses. This past year, ECR hosted “Get Empowered, Get Employed”, a full-day workshop in which local business professionals shared their expertise on resume building, interview prep, and personal branding.</p> <p>Students obtain internships with local businesses with the support of our Transition Coordinator.</p> <p>Teachers and administrators organize field trips that expose students to real-world applications of lessons learned in class.</p> <p>Teachers and administrators build relationships with community leaders and invite them to the school to share stories about their career paths and discuss various career opportunities in their fields. This year, El Camino is working to bring back the “Road to your Future” guest speaker series, which would be available to all students.</p>	<ul style="list-style-type: none"> ● Transition Coordinator ● Director of Sustainability and STEAM Initiatives ● School calendar ● Field trips list ● Guest speaker list

Science:

- Field trips to California Science Center, Griffith Park Observatory, Body Exhibits, Huntington Library, Underwood Farms, Santa Barbara Zoo, Los Angeles Zoo, Theodore Payne Foundation. Community Service includes Save the Waves, Coastal Clean-Up Day, AIDS Walk, West Valley Food Pantry, Relay for Life.
- Guest speakers for Physiology classes include medical staff from UCLA Health.

Social Studies:

- Politicians (such as local Congressman) have been invited to speak to our student body about politics, government, and current events.
- The Economics class plans to visit Costco and WalMart in Spring 2017 to compare their business models and human resources policies.

Physical Education:

- Athletic coaches invite alumni athletes to speak to students about their life experiences and how skills such as discipline, teamwork, and commitment in athletics are applied in their everyday lives.

Alternative Education

- Social media “communities” lead to access to local youth and community programs that provide students with opportunities to get involved and tools to start their own groups or movements on campus.
- There is continual communication with various professional agencies, universities, and industry specialists; teachers tap into individual professional networks and invite guests to participate and share expertise with the students in the program. Teachers use resources from these activities or workshops to plan follow-up discussions and assignments.

E2 School Environment Criterion

Safe, Clean, and Orderly Environment

E-2.1: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

Summary of Findings

Since converting to a charter school, ECRCHS has invested in resources that help us to ensure a safe, clean, and orderly environment. We hired a campus safety team to monitor the facilities at all access points to ensure students are in class when they need to be, and installed a Guardian security system that we use to screen all visitors to the school. We have also increased the size of our building and grounds staff, thus providing students and staff with clean, well-maintained facilities. Moreover, the school's focus on environmental sustainability has created a culture of personal responsibility for one's surroundings among students and staff.

ECRCHS has a zero tolerance policy for bullying. When bullying does occur, effective communication among student groups, teachers, administrators and support staff ensures a prompt response. ECRCHS has many support systems in place for students struggling with personal issues, including on-site resources such as our Deans of Students and school psychologists, as well as partnerships with community organizations such as the Tarzana Treatment Center. Together, these offerings create a learning environment that accommodates diverse needs and encourages all students to succeed.

Findings	Supporting Evidence
<p>Safety is a priority at ECR and we have dedicated resources to the hiring of safety professionals and other employees whose main duty is to keep our campus safe. These employees include a full-time Los Angeles School Police Department officer, two full-time Deans of Students, and 14 campus safety officers. We have also invested in technology that helps to keep our campus safe, including a security checkpoint at the main entrance and video cameras around the campus.</p> <p>Since converting to a charter school, ECRCHS has hired additional building and grounds staff, thus providing students and staff with cleaner, well-maintained facilities.</p>	<ul style="list-style-type: none"> ● Staff list ● Guardian security system, security cameras ● Parent survey ● Anti-bullying resources posted in all classrooms and offices ● School newsletters ● Safe School Plan ● Injury and Illness Prevention Plan

There are lockdown kits in every classroom.

In spring 2016, 84% of parents who responded to the parent survey agreed or strongly agreed with the statement, “The school is safe.”

ECR has support systems in place for students who need help with drug or alcohol abuse. We have two school psychologists, and we partner with the Tarzana Treatment Center.

ECR has support systems in place for students who need help with personal issues. We have an anger management support group that meets after school, and an anxiety and depression support group that meets during lunch. We also work with the California Family Counseling and Phillips Graduate Institute to provide counseling services for students.

ECR makes it clear that bullying will not be tolerated.

The Cool 2 Be Kind club promotes anti-bullying awareness. During Blue Ribbon Week 2017, the club hosted guest speakers and special events.

In Spring 2016, 76.41% of parents who responded to the parent survey agreed or strongly agreed that the rules at the school encourage positive behavior.

School employees work together with students to achieve conflict resolution. There is communication among PALS, deans, campus safety officers, counselors, school psychologists, school nurse.

We annually update our three-volume safe school plan and perform multiple emergency drills. We participate in the Great California Shakeout.

ECR teaches students to be aware of the environment impact of their actions, as well as the importance of environmental sustainability.

ECR’s Environmental Club works with local organizations such as Tree People to organize campus beautification projects

- Worksheet for Great California Shakeout and other drills
- Recycling containers in every classroom on campus
- Field trip list

under the supervision of the Director of Sustainability and STEAM Initiatives.	
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High Expectations/Concern for Students

E-2.2: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

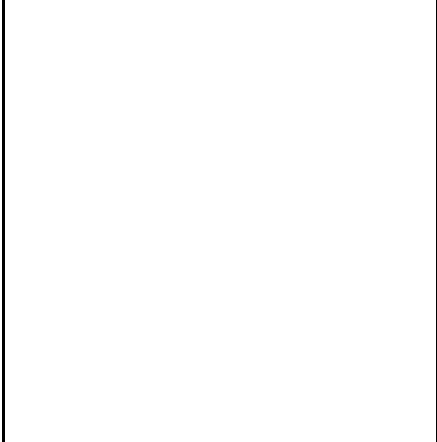
Summary of Findings:

We feel that our school has effectively created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. ECR encourages students to explore their identities and share their unique experiences through membership in peer groups such as The Village Nation and La Familia, involvement in clubs that celebrate heritage, and participation in events that raise awareness about social justice issues. The school also provides students with opportunities to lead school wide discussions about issues affecting today's youth. El Camino's success in meeting our student learning outcome to prepare socially responsible citizens who work toward a just society is highlighted by the creation of several student organizations focused on tolerance and empathy, such as *Cool 2 Be Kind*, *Gender Sexuality Alliance*, *Social Justice Club*, *Human Rights Watch*, and *He for She*.

Our focus on positive behavior strategies and restorative justice practices have allowed us to maintain low suspension percentages and zero expulsions in the last three years. We are proud of our efforts to work with our students and families to keep students in school.

Findings	Supporting Evidence
<p>In addition to existing clubs that celebrate heritage and identity, ECR students have created new clubs focused on tolerance and empathy.</p> <p>Students are given the opportunity to share their thoughts and concerns with faculty and staff, including leading professional development sessions focused on social justice issues such as LGBTQ sensitivity</p> <p>In Spring 2016, 66.2% of parents who responded to the parent survey agreed or strongly agreed that teachers, counselors, administrators and other school staff foster a welcoming environment for all students. Meanwhile, 74% agreed or strongly agreed that the school celebrates diversity and encourages students to respect each other's differences.</p>	<ul style="list-style-type: none"> ● Student club list ● Professional Development agendas ● Parent survey ● Suspension and expulsion data (CDE) ● Student volunteer at local charity events

The implementation of progressive discipline policies have allowed us to maintain low suspension percentages and zero expulsions in the last three years. In the 2015-16 school year, the suspension rate was 0.9%, down from 1.4% the previous year. Zero students have been expelled in the last three years at ECRCHS (CDE). Progressive discipline policies include in-school suspension, with instruction materials; behavior modification through Ripple Effects online learning; anger management classes with a certified therapist; counseling services from California Family Counseling and Phillips Graduate Institute; drug counseling and education from a drug counselor from Tarzana Treatment Center.



Atmosphere of Trust, Respect, and Professionalism

E-2.3: The school has an atmosphere of trust, respect, and professionalism.

Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.

Summary of Findings:

Frequent communication among the school’s leadership, staff and stakeholders contributes to an atmosphere of trust, respect and professionalism. Teachers and staff are engaged throughout the preparation of the LCAP, Single Plan for Student Achievement, charter renewal, and WASC self study. While ECR has invited parent representatives from Friends of ECR and ELAC to share their perspectives, we could improve our outreach by targeting more diverse parent groups.

Findings	Supporting Evidence
<p>Teachers and staff are very involved in the development of key school documents such as the charter renewal, LCAP, and WASC. The charter renewal and LCAP committees are designed to ensure representation from each department, and the documents are also shared school wide before final submission. WASC was the main focus of professional development meetings this past year, and all teachers and staff were required to participate on a focus group committee. ECR also invited a parent representative to attend the LCAP, charter renewal, and WASC meetings.</p> <p>Teachers are encouraged to join at least one school committee so they may contribute their expertise and participate in the development of school policies and procedures. There are several committees that cater to diverse interests (e.g. technology, student data, School Site Council, and many more).</p> <p>Professional Development days are an integral part of the ongoing growth, communication, and collaboration between the school’s leadership, teachers, and staff.</p> <p>Each assistant principal oversees an academic department(s) and there is open, consistent communication regarding professional development and any issues that arise.</p>	<ul style="list-style-type: none"> ● Committee rosters and reports ● Professional development agendas ● List of administrator responsibilities ● List of department heads ● School newsletters ● Administrator emails

<p>Department chairs are elected annually, and hold regular department meetings.</p> <p>The administration sends out a weekly newsletter to parents and staff with school news and updates, thus keeping staff informed of academic, extracurricular, and athletic achievements.</p> <p>Administrators send frequent emails with reminders about existing school policies and procedures, as well as updates about revised and/or new policies and procedures.</p>	
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E3 Personal and Academic Student Support Criterion

Adequate Personalized Support

E-3.1: The school has available and adequate services to support student’s personal needs.

Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

Summary of Findings

Since converting to a charter school, ECR has allocated financial resources to enhance the support services available to students with unique personal needs. This has resulted in more individualized supports, a higher graduation rate, and a lower dropout rate.

Findings	Supporting Evidence
<p>ECRCHS has many support systems in place for students struggling with personal issues, including both on-site resources as well as partnerships with community organizations. These resources include two full-time Deans of Students, two school psychologists, six guidance counselors, and a full-time Intervention Coordinator. We offer PALS, the Catch a Falling Star program, an anger management support group that meets after school, and an anxiety and depression support group that meetings during lunch. We also partner with the Tarzana Treatment Center to provide support for students struggling with drug abuse.</p> <p>Since becoming a charter school, ECRCHS has created an Alternative Education program, which serves students in need of credit recovery, and an Independent Study program, which assists students who are unable to attend school in the traditional, five days a week format. The addition of these programs has allowed ECRCHS to provide enhanced academic support services to at-risk students and improve their chances of completing high school.</p> <p>Since converting to a charter school, ECR has allocated resources to increase the counseling staff, which has increased the amount of individualized academic guidance and personal guidance received by each student. The school hired four additional counselors, which has allowed for the creation of dedicated college counselor positions and significantly lowered the student to guidance counselor ratio from 883:1 in</p>	<ul style="list-style-type: none">● Staff list● Budget● Folders with information about each student’s IEP/504 plan● Graduation and dropout data (CDE)

<p>the 2010-2011 school year, to 645:1 in the 2014-2015 school year.</p> <p>The special education department meets the needs of all students by ensuring student’s IEP accommodations are implemented consistently and student is making progress toward IEP goals. Students with an IEP, who are also identified as gifted and talented, may take honors and advanced placement classes as part of their academic program. ECR provides multiple services (per student IEP) including: language and speech therapy, occupational therapy, physical therapy, orientation mobility, vision therapy, deaf and hard of hearing, and pupil counseling.</p> <p>As a result of all of these efforts, ECR’s graduation rate increased 13.3% from 79.8% in the 2010-2011 school year to 93.1% in the 2014-15 school year (CDE). The dropout rate fell 9.9% during the same period (CDE).</p>	
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Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
The students enrolled in online coursework have access to all of the support services offered to students in the traditional program.	<ul style="list-style-type: none"> ● Counselor outreach ● Morning announcements ● Course enrollment

Support and Intervention Strategies Used for Student Growth/Development

E3.2: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

Summary of Findings

In 2012, ECRCHS merged with the former LAUSD’s Miguel Leonis Continuation High School, adding the school and student population to ECRCHS’s charter. This additional site has led to the development of two programs: an Alternative Education program, which serves students in need of credit recovery, and an Independent Study program, which assists students who are unable to attend school in the traditional, five days a week format. The former principal of Miguel Leonis is now an assistant principal at ECRCHS; this administrator’s main duty is to oversee these two programs. In December 2015, ECRCHS purchased a private site that will eventually serve as the new location for the Independent Study program. The addition of these programs has allowed ECRCHS to provide enhanced academic support services to at-risk students and improve their chances of completing high school, as evidenced in the ECRCHS’s steadily increasing graduation rate (+13% in the 2011-2016 period as reported by CDE) and steadily decreasing dropout rate.

Overall, the focus of instructional strategy at ECR has shifted from teacher directed to student-centered, as evidenced in the growth of project based learning. ECR also offers small learning communities to cater to students’ unique interests and needs. A full descriptions of these programs is available in Chapter 1.

Findings	Supporting Evidence
<p>School leadership and staff provide personalized approaches to learning in the Alternative Education and Independent Study programs.</p> <p>Alternative approaches to learning in these settings adhere to rigorous standards-based curriculum and student learning outcomes.</p> <p>Students in these settings are given opportunities to meet rigorous course requirements in a variety of ways, including methods of instruction, individualized pacing, instruction based on learning modalities, field trips, outings, and performance opportunities, and a school culture which emphasized inclusion and acceptance.</p>	<ul style="list-style-type: none"> ● Alternative Education and Independent Study program information ● Department meeting agendas ● Professional development agendas ● Field trip lists ● School data ● Graduation data ● New property conditional use permit (CUP) ● Professional Development

Rigor is evidenced by the use of tutors and teaching assistants after school hours to accommodate students' schedules and learning styles, and a smaller classroom setting is provided for individualized attention.

The alternative education staff meets twice a month to share best practices and to discuss which strategies work best with the students we serve.

In December 2015, ECRA purchased a private facility in West Hills with the goal of relocating and expanding our Independent Study program.

ECR offers small learning communities including the Careers in Entertainment Academy (CEA), AVID, Humanitas and the Art and Design Academy. Full descriptions of these programs is available in Chapter 1.

The focus of instructional strategy at ECR has shifted from teacher directed to student-centered, as evidenced in the growth of project based learning.

At the start of the 2016-17 school year, ECR teachers attended a full-day, teacher-led professional development session focused on the concept of design thinking. Teachers brainstormed ideas for applying this concept in the classroom.

Committee

- Master Schedule
- Design Thinking Festival

E-3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Students enrolled in online coursework are monitored by a staff member and an Assistant Principal to ensure they have a full opportunity for academic success.

Findings	Supporting Evidence
<p>Student attendance improves in the Alternative Education setting.</p> <p>Course completion and graduation rates continue to improve.</p> <p>College and career readiness programs prepare students in our community to attend college.</p> <p>Seniors are enrolled in college or vocational training programs upon graduating.</p> <p>Parent conferences are held each semester.</p> <p>Students who are not achieving are enrolled in an intervention program.</p>	<ul style="list-style-type: none"> ● Aeries ● STS tracking ● Agendas from workshops and parent night ● Senior surveys ● Notes from parent conferences ● Intervention class rosters

Support Services and Learning – Interventions and Student Learning

E-3.3: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

Summary of Findings:

We offer various interventions that support and coordinate with regular classroom learning to address our students’ diverse learning needs.

Findings	Supporting Evidence
<p>Our Peer Educational Tutoring program offers tutoring four days per week. The Math, Science, and Foreign Language departments offer tutoring programs, either during lunch or after school. We have created a 7th period study skills class that is taught by the intervention coordinator and have added after school intervention classes in English, Health, Teen Health, and Social Studies.</p> <p>In the 2016-17 school year we started an “EL Study Table” during nutrition and period 3 to create an opportunity for our EL students to receive tutoring during the school day, from college tutors. EL students struggling with math have access to an additional study skills class during Period 4 as well as an after school class. Additionally, about a third of our EL students will be provided with electronic translators for use in your classes. Our goal is to provide students with 1-1 attention and give them tools to be successful in all subjects despite their lack of English proficiency.</p> <p>Students who qualify for free or reduced price lunch are also eligible to receive a Chromebook tablet to use for school work throughout the year.</p> <p>In 2012, we added additional support for underachieving students by adding the Alternative Education program and the</p>	<ul style="list-style-type: none"> ● Tutoring sign-in sheets ● List of students with tablets ● Enrollment in Alternative Education and Independent Study programs ● Folders with information about each student’s IEP/504 plan. ● Counselor outreach ● Record of workshop requests in ERP

<p>Independent Study program. These programs provide a pathway for underachieving students to find success in school</p> <p>The special education department meets the needs of all students by ensuring student's IEP accommodations are implemented consistently and student is making progress toward IEP goals. Students with an IEP, who are also identified as gifted and talented, may take honors and advanced placement classes as part of their academic program. ECR provides multiple services (per student IEP) including: language and speech therapy, occupational therapy, physical therapy, orientation mobility, vision therapy, deaf and hard of hearing, and pupil counseling.</p> <p>Counselors work closely with incoming students who have been identified as qualifying for GATE to place them in appropriate courses.</p> <p>Teachers are given the opportunity to attend conferences that focus on working with different student populations, including special education, underachieving, and gifted students.</p>	
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E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
<p>All students have the opportunity to take online courses.</p> <p>The school works with students enrolled in online learning to make sure they have access to necessary resources, including computers and internet.</p>	<ul style="list-style-type: none"> ● Enrollment in online courses

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Evaluate the school’s effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

Summary of Findings

ECR serves a very diverse student body, and makes regular efforts to ensure students of all demographic backgrounds and academic abilities have not only equal but also equitable access to a challenging, relevant, and coherent curriculum. These efforts involve an analysis of grades, test scores, AP course enrollment, A-G completion rates, and graduation rates, among the different ethnicities and socioeconomic backgrounds represented at our school.

Findings	Supporting Evidence
<p>In Summer 2014 and Summer 2015, we offered a voluntary transition program in AP Calculus based on student demand.</p> <p>We created an AP English Language for underrepresented students in the 2014-2015 school year, in an effort to expand access to AP classes. Following this successful pilot, we now offer four sections of AP English Language as part of our commitment to college readiness for all students.</p> <p>The number of students who take AP exams, as well as the total number of exams taken, has been steadily increasing since our first year of charter. In the 2015-16 school year, 839 students took 1,524 AP examinations in 29 subjects, an increase from 2011-2012 data when 645 students took 1,139 exams in 22 subjects. The number of students who take AP exams has increased 30%, while the number of exams taken has increased 33.8%.</p> <p>There are tutoring programs in place to support students who need extra help. Our Peer Educational Tutoring program offers tutoring four days per week. The Math, Science, and Foreign Language departments offer tutoring programs, either during lunch or after school. In the 2016-17 school year we started an “EL Study Table” during nutrition and period 3 to create an opportunity for our EL students to receive tutoring during the</p>	<ul style="list-style-type: none"> ● Master schedule ● Class rosters ● AP exam data ● Tutoring sign-in sheets

<p>school day, from college tutors. Additionally, about a third of our EL students will be provided with electronic translators for use in our classes. Our goal is to provide students with 1-1 attention and give them tools to be successful in all subjects despite their lack of English proficiency.</p>	
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Co-Curricular Activities

E3.5: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Summary of Findings

ECR is a comprehensive high school, and offers myriad co-curricular and extracurricular activities that provide opportunities for every student and reinforce the academic standards and schoolwide learner outcomes. Recognizing that ECR is a large high school, school leadership encourages students to find their niche and join a smaller community of students with similar interests and goals so as to maximize their high school experience.

Findings	Supporting Evidence
<p>ECR offers several co-curricular activities such as broadcast journalism, drama, yearbook, newspaper, instrumental music, and choir. Students involved in these activities participate in various competitions throughout the year.</p> <p>Students have access to over 100 clubs that focus on hobbies, special interests, activism, and identity. Students also have the opportunity to create new clubs.</p> <p>ECR offers several clubs that fulfill our student learning outcomes to be socially responsible citizens, one of our student learning outcomes. These clubs include Environmental Club, Social Justice Club, He for She, and Cool 2 Be Kind.</p> <p>Students have the opportunity to participate on numerous competitive academic teams, including Academic Decathlon, Speech and Debate, and Robotics.</p> <p>ECR offers all major sports teams at multiple levels (Frosh/Soph, JV, Varsity) to provide opportunities to students with varying athletic abilities.</p> <p>ECR offers several different class options for the physical education requirement, including dance, tennis, and aerobics. ECR also offers club sports for students who do not</p>	<ul style="list-style-type: none"> ● Club list ● Athletic teams list ● Master schedule ● School newsletters ● Student survey (seniors) ● Trophies

<p>make the sports teams or who are searching for a different way to be involved in school.</p> <p>In Spring 2016, ECR conducted a student survey and asked this question of seniors: “Overall, how satisfied are you with your opportunity to participate in the following activities at ECRCHS?” Students were asked to select a score from 1 (very unsatisfied) to 5 (very satisfied). The average score for the 236 students who participated in the survey were as follows: Clubs: 3.8 Academic competitions: 3.5 Athletics: 3.7 The arts (music, dance, art, drama, etc.): 3.8</p>	
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E3.5. Additional Online Instruction Prompt: *Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students’ involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>Students have the opportunity to partake in athletics, college courses, clubs, field trips, leadership, performances, etc.</p>	<ul style="list-style-type: none"> ● Sign-ins for clubs ● Athletic rosters ● Field trip rosters ● Activity rosters

Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Summary

El Camino is meeting the criteria related to school culture and support for student personal and academic growth. Since converting to a charter school, we have increased our academic spending, which has allowed us to increase the support for learning for all students, enhance the services available to students with unique personal needs, and create new opportunities that provide access to a rigorous curriculum designed to help students pursue their passion and interest while preparing them for college and careers. These actions have contributed to student success, as evidenced in our improved graduation rate and the greater number of students enrolled in advanced courses.

Areas of Strength

- ECRCHS demonstrates success in developing and implementing personalized approaches to learning and alternative instructional options
- Alternative Education and Independent Study programs serve students in need of credit recovery and who are unable to attend school in the traditional format
- ECRCHS thrives in demonstrating caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning
- ECRCHS has created a culture of tolerance and acceptance, and we are proud to see this reflected among our student body, as evidenced in the creation of student organizations such as *Social Justice Club*, *Cool 2 Be Kind*, *He for She*, and *Gender Sexuality Alliance*
- ECRCHS excels in providing students with curricular, co-curricular, and extracurricular opportunities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes
- ECRCHS offers activities that appeal to students' diverse interests and abilities, thus inspiring the development of their unique talents and skills and preparing them for personal, academic, and professional success
- ECRCHS offers over 100 clubs, most formed through student pursuit.

Areas of Growth

- There is room for growth in our use of community resources to support student learning
- Opportunities exist to strengthen our relationships with the surrounding business community and create a vibrant career support system
- We endeavor to create internship and mentorship programs that will provide our students with hands-on experience and access to well-known experts in myriad industries, and equip them with the skills needed to succeed after high school

Prioritized Areas of Growth Needs

- ECRA must develop a strategic plan to include the following: increase fundraising in order to stay competitive with neighboring charter schools, develop facilities to ensure a learner centered environment, ensure a plan to communicate with all stakeholders, and the creation of a long term vision to propel the school forward
- ECRCHS continual use of data to inform instruction and incorporate current educational research in curriculum development
 - a. This includes the need to provide training and collaboration time to ensure common faculty understandings about the key instructional shifts
 - b. Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools
 - c. ECRCHS needs to continue its focus to ensure that Common Formative Assessments (CFAs) exist in each academic course to measure continual data driven decisions
- We endeavor to create internship and mentorship programs that will provide our students with hands-on experience and access to well-known experts in myriad industries, and equip them with the skills needed to succeed after high school
- The ECRCHS community has identified the need for school-wide accountability for student performance on multiple indicators, including but not limited to SBAC, SAT/ACT, A-G, graduation rates, and career readiness

EL CAMINO REAL CHARTER HIGH SCHOOL

CHAPTER: 5

SCHOOL-WIDE ACTION PLAN



HOME OF ACADEMIC AND
ATHLETIC EXCELLENCE

WASC: APRIL 2017

WOODLAND HILLS, CA 91367



CHAPTER 5-Schoolwide Action Plan

ACTION PLAN 2017-2022

The Action Plan for El Camino Real High School was developed as a result of extensive discussion with the focus groups that had representation of every stakeholder. In addition to the focus group meetings, each department met to discuss and analyze the critical areas of need from the department's perspective.

School-wide information utilized to develop critical areas of need came from a variety of sources. These sources included: quantitative data such as formal classroom and school-wide assessments, informal classroom assessments, school-wide summative data along with classroom and department summative data. Other forms of information also include qualitative data: surveys, student and parent focus groups.

The data gave rise to certain questions and responses. The most important areas of need were: develop and implement data driven instruction for all students, solidify a clear school-wide identity in terms of college and career readiness, ensure that all students receive personalized support to succeed, especially the underperforming subgroups, and build parents' capacity as partners in supporting and monitoring their child's educational progress.

Once these areas were identified, we devised our action plan, as a school community, to address those needs. We have plans to assess and monitor the implementation of our Action Plan which is delineated in the charts that follow. Monitoring of our progress in meeting our Action Plan goals will be an ongoing process fully immersed into our school committees, department and faculty meetings as well as administrative and leadership team meetings.

GOAL 1: Develop and implement data driven and current educational research instruction for all students

LCAP state priorities: 1. Condition of learning, 2. Implementation of State Standards, 4. Pupil Achievement, 5. Pupil Engagement

Rationale:

School-wide, the percentage of students meeting the A-G requirements, was 44% for the 2014-2015 school year. We would like to make a more concentrated effort to make school-wide improvements in this area. Several areas of concern exist among the SBAC results. For ELA results, ECRCHS scored 61% meeting or exceeding standard, while in math the number drops to 40%. Additionally, D and fail rates are highest among 9th graders, and school-wide in certain subjects such as math, especially geometry, world language and science.

Identified Need:

Implementing key instructional shifts in CCSS/NGSS that prioritize student skills/competencies rather than content knowledge as the guiding principle of instruction

Providing professional development on current research-based instructional strategies and teaching methods

Building the capacity of school staff to understand, interpret, and use data to guide and modify instructional decisions

Growth Targets:

- 75% of students scoring in the meets standards or exceeds standards on the ELA portion of the SBAC and 55% of students meeting or exceeding standards on the math portion of the SBAC.
- Increase the school-wide four-year cohort graduation rate and decrease the four-year cohort dropout rate.
- Of the parents returning the annual survey, 85% will agree or strongly agree that, “The school provides high quality instruction to my child”.
- Current research and teaching methods are implemented into the classroom by 75% of the staff

Correlation to ECRCHS’s Student Learner Outcomes are:

Critical Thinkers who:

- Observe, interpret, analyze, evaluate, and integrate information
- Collaborate confidently in a variety of settings
- Develop multiple literacies (linguistic, environmental, historical, numerical, scientific, cultural, digital)
- **Effective Communicators who:**
- Synthesize data from print and digital media
- Organize and prioritize information

- Utilize technology to present findings purposefully

ACTION STEPS	TIMELINE	MONITOR/ REPORT TO	RESOURCES	ASSESSMENT OF PROG/PROCESS	EVIDENCE OF PROGRESS
Provide training and collaboration time to ensure faculty members understand the key instructional shifts tied to CCSS and/or NGSS	2017-22	Administration Department Chairs	Data Analysis Team Data Analysis Software Outside Consultants Department Time	Instructional Cabinet Meetings Department Meetings Classroom Observations	Lesson Plans Department Meeting Notes
Develop CCSS-aligned curricular maps by course in all subjects.	2017-22	Literacy and Math Coaches Department Chairs	Outside Consultants or Trainings Department Time	Instructional Cabinet Meetings Department Meetings Classroom Observations	Department Meeting Notes Lesson Plans Course Syllabi Common Course Curriculum
Establishing common scope and sequence. Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge, and priority	2017-22	Administration Literacy and Math Coaches Department Chairs	Outside Consultants or trainings Department Time	Data Analysis Reports Assessment Data Lesson Plans Department Meetings	Common Formative Assessment Tools Grade Equity Among Courses Improved student achievement on SBAC and other state testing

standards.					Improved percentiles on A-G completion Lesson plans Classroom Observations
Include regular examination of student work against common rubrics/criteria in teacher collaboration (by course or department)	2017-ongoing	Literacy and Math Coaches Department Chairs	Administration Literacy and Math Coaches Department Chairs	Instructional Cabinet meetings Department Meetings Classroom Observations	Rubrics Grade equity among courses Lesson Plans Classroom Observation
Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools	2017-22	Administration Data Team Outside Consultants Literacy and Math Coaches Department Chairs	Data Team Data Analysis software Outside Consultants and or training Professional Development Committee	Instructional Cabinet meetings Department Meetings Classroom Observations	Improved student achievement on SBAC and other state testing Improved percentiles on A-G completion Digital Library of Resources
Encourage bi-annual	2017-ongoing	Administration	Administration	Conference Agendas and	Presentations at :

<p>faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) what was learned.</p>		<p>Literacy and Math Coaches Department Chairs</p>	<p>Instructional Cabinet Professional Development Committee</p>	<p>notes</p>	<p>Faculty Meetings Instructional Cabinet Meetings Department Meetings Digital Library of Resources</p>
<p>Provide training on current research based instructional practice and curriculum with resources, tools and observation checks by administration, instructional coaches and department chairs</p>	<p>2017-22</p>	<p>Administration Literacy and Math Coaches Department Chairs</p>	<p>Administration Instructional Cabinet Professional Development Committee</p>	<p>Conference, trainings or workshop agendas and notes</p>	<p>Presentations at : Faculty Meetings Instructional Cabinet Meetings Department Meetings Digital Library of Resources Classroom observation of practice</p>

GOAL 2: Solidify a clear school-wide identity in terms of College and Career Readiness

LCAP state priorities: 1. Condition of learning, 2. Implementation of State Standards, 3. Pupil and parent engagement/ involvement, 4. Pupil Achievement, 8. Other pupil outcomes in the subject areas

Rationale:

School-wide, the percentage of students meeting the A-G requirements, was 44% for the 2014-2015 school year. We would like to make a more concentrated effort to improve school-wide performance in this area. ECR students have scored higher than the national and state levels on both the SAT and ACT. According to the College Office's ECRCHS school profile, 83% of our students demonstrated that they have met college readiness benchmarks on the ACT. Additionally, the results of the 2016 SBAC test for the English Language Arts/Literacy for ECRCHS 11th graders are: 30% Standard Exceeded (which indicates college readiness), 31% Standard Met, and in mathematics 14% scored Standard Exceeded (which indicates college readiness), and 26% Standard Met. A significant number of students are not demonstrating readiness for English/Math college level work as indicated by their performance on the SBAC. Although ECRCHS is proud of its focused programs and success, work is needed to create and offer more structured Career Pathways.

Identified Need:

Reinforcing the college prep orientation of the school

Strengthening the connection between student learning and real world relevance (including career planning)

Growth Targets:

- Increase school-wide A-G completion rate to 60%.
- Increase the % of students deemed "college ready" on the Early Assessment Program (EAP) in ELA to 40% and mathematics to 25%.
- Increase the % of students enrolled in at least one AP course over their high school career to 35%.
- Increase the % of seniors enrolled in higher level math (i.e. Algebra II or higher) to 50%.
- Of the parents returning the annual survey, at least 80% will agree or strongly agree that, "School staff (teachers, counselors, administrators) encourage all students to prepare for college."
- Develop community connections for internships and mentor programs where at least 25% of ECRCS students are provided with real world skills needed for after high school college and career readiness

Correlation to ECRCHS's Student Learner Outcomes are:

Hard-working graduates who:

- Achieve career, education, and individual goals
- Explore options and plan for success
- Persevere in the face of challenges
- Become informed, empowered decision makers
- Possess a sense of agency
- Exhibit professionalism in all endeavors

ACTION STEPS	TIMELINE	MONITOR/ REPORT TO	RESOURCES	ASSESSMENT OF PROG/PROCESS	EVIDENCE OF PROGRESS
Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration”	2017-22	Administration Literacy and Math Coaches Department Chairs Professional Development Committee	Data Analysis Team Outside Consultants Department Time	Instructional Cabinet Meetings Department Meetings Classroom Observations	Faculty and Department Meeting Presentations Teacher Conferences Lesson Plans
Increase AVID tutorial component to non-AVID classes	2017-22	Administration AVID Site Team Data Committee	AVID trainings for whole site team Participation in AVID trainings	Instructional Cabinet meetings Site-Team meetings Classroom Observations	Improved percentiles on A-G completion Improved student achievement on SBAC and other state testing

			for non-AVID teachers AVID Site Team Time	A-G completion	Percent of AVID students successfully enrolled in college from high school Grades in non-AVID classes with AVID tutorials
Continue to provide required professional development for AVID site team and include non AVID teachers for AVID trainings at LACOE office.	2017-22	AVID Site Team Data Committee	AVID trainings for whole site team Participation in AVID trainings for non-AVID teachers AVID Site Team Time	Program sign-ins Site-Team meetings Classroom Observations	Faculty and department presentations Classroom Observations
Expand student access to AP classes by: <ul style="list-style-type: none"> • Become more proactive about supporting more students 	2017-22	Administration College Office Counselors	Utilizing PSAT exams for AP potential list to increase AP enrollment. College Office	Data Analysis Reports Class schedules	Master Schedule Increased enrollment in AP Improved percentiles on A-G completion Improved student

<p>regardless of level</p> <ul style="list-style-type: none"> Increase # of sections in high and classes (i.e. English) 			<p>Data Team</p> <p>Extended time for AP teachers to plan and meet with students</p> <p>Additional “skill” sessions for students to be successful in rigorous classes.</p>		<p>achievement on SBAC and other state testing</p>
<p>Enroll more students in higher-level math (i.e. Algebra II or higher) by:</p> <ul style="list-style-type: none"> Increasing outreach Increasing support (during the school day) 	<p>2017-ongoing</p>	<p>Administration</p> <p>Math Department Chair(s)</p> <p>Counselors</p>	<p>Administration</p> <p>Literacy and math Coaches</p> <p>Department Chairs</p> <p>Professional Development</p> <p>Counselors</p>	<p>Data Analysis for increased enrollment</p>	<p>Master Schedule</p> <p>Increased enrollment upper level math sections</p>
<p>Provide relevant, real-world curricular materials for project-</p>	<p>2017-22</p>	<p>Administration</p> <p>PD Committee</p>	<p>PD time for departments (e.g.,</p>	<p>Participation in PDs</p> <p>Agendas/sign-ins</p>	<p>Class lessons</p> <p>Class observations</p>

based learning to departments as needed		Literacy and Math Coaches Department Chairs	release time to examine other schools) PD on project based learning	Presentation to school groups	Student Surveys
Plan field trips or invite guest speakers tied to an academic course or CTE class annually	2017-22	Administration Department Chairs CTE Resource personal	Administration CTE Resource personal Professional Development Committee Implement “Roads to Our Future”	Field Trips Agendas and notes Student Participation	Presentations to school groups by staff and students Student Surveys
Scale up existing and develop one additional Career Pathway (i.e, a sequence of 3 or more classes) to allow students to explore their career interests and engage in project-	2019-22	Administration CTE Resource personnel CTE department Chairs	CA has identified a total of 15 industry sectors for CTE pathways Partnerships with Pierce Community Colleges	Contacts and meeting with Pierce Community College/agendas and sign-ins Lunch time assemblies with career guest speakers	Class offerings for ECRCHS students to link to pathways Student participation in assemblies/sign-ins

based and applied learning			Conferences for PD on creating and expanding pathways		
Partner with community businesses and organizations to provide internships, mentorships, field trips, job shadowing, and project based learning	2019-22	Administration College Office CTE Resource Personnel CTE Department Chairs	Outside groups such as: Chamber of Commerce, Rotary Club, local businesses and faculty contacts	Meetings with community businesses and organizations to design ECRCHS's goals: Agenda, sign-ins, meeting notes School follow-up meetings	Student interaction with community businesses and organizations Students participating in internships, field trips, job shadowing, and project based learning
Require a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc.)	2019-22	Administration College Office College and Career Readiness CCR, staff CTE Resource Personnel	Naviance CTE Resource Personnel Extended time for CCR staff to plan	Portfolio guidelines	Portfolio finished product ready for next grade level

		CTE Department Chairs			
Encourage parents/ guardians to be active participants in students College and Career Readiness outcomes	2017-22	Administration College Office CTE Resource Personnel CTE Department Chairs	Extended time for staff involved to contact parents/guardians, provide assemblies	Parent/guardians Participation: Agendas, sign-ins Phone logs	Parent surveys Parent focus groups
Expand AP preparation ("AP Bridge") over the summer	2018-22	Administration Counselors AP Teachers	Extended time for AP teachers to meet Professional Development focused on underrepresented students in rigorous classes	Class roster Stable enrollment throughout course	Grades Attendance pass/fail rate on exam

GOAL 3: Ensure that all students receive personalized support, especially the underperforming subgroups, to succeed.

LCAP state priorities: 3. Pupil and parent engagement/ involvement, 4. Pupil Achievement, 5. Pupil Engagement, 7. Pupil enrollment in a broad course of study that includes all of the subject areas, 8. Other pupil outcomes in the subject areas

Rationale:

El Camino needs to focus on supporting student subgroups that perform below their peers. Seniors completing A-G school-wide is 44% while African Americans are at 37%, Hispanic 37% and special education students 1%. SBAC scores show 61% school-wide in meeting or exceeding standards in English with African Americans at 52%, Hispanic 54%, Low Income 59% and special education students at 22%. In math ECRCHS scored 40%, African Americans 28%, Hispanic 31%, Low Income 40% and special education 11%. Graduation rate school-wide is 96%, Hispanic 93%, Low Income 92% and special education 90%. Additionally, African Americans have the lowest participation in the SAT or ACT exam , 33 took the SAT last year with only 17 taking the ACT. A multi-pronged, research based approach is essential to ensure that the subgroups are provided with interventions that have shown to have a high level of effectiveness.

Identified Need:

Closing existing achievement gaps

Improving the 9th grade transition to high school

Expanding intervention services – during school and extended day – to students of all grades requiring additional support

Providing non-academic supports that meet the holistic needs of students

Develop professional development track to help teachers reach students from different subgroups.

Growth Targets:

- Increase four-year (cohort) high school graduation rate for Hispanic students (lowest performing racial/ethnic subgroup) to 94.5%.
- Increase EL reclassification rate to 25%.
- Increase the % of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 90%
- Of the parents returning the annual survey, at least 68% will agree or strongly agree that, “The teachers at the school care about students’ progress.”
- Reduce chronic absenteeism to 7%.

- Increase A-G completion rate for all subgroups by 5%, (African American 42%, Hispanic 42%, Low Income 50%, White 48%, EL 5%, SPED 5%).
- Increase percentiles in meeting or exceeding standards on SBAC results for English: School-wide from 61% to 75%, African American from 52% to 65%, Hispanic from 54% to 67%, Low Income from 59% to 75%, SPED from 22% to 35%.
- Increase percentiles in meeting or exceeding standards on SBAC results for math: School-wide from 40% to 60%, African American from 28% to 48%, Hispanic from 31% to 51%, Low Income from 40% to 60% and special education from 11% to 20%.

Correlation to ECRCHS’s Student Learner Outcomes are:

Critical Thinkers who:

- Observe, interpret, analyze, evaluate, and integrate information
- Collaborate confidently in a variety of settings
- Develop multiple literacies (linguistic, environmental, historical, numerical, scientific, cultural, digital)
- Make predictions based on evidence
- Produce claims with credible support
- Reassess previous interpretations when presented with new evidence

Effective Communicators who:

- Synthesize data from print and digital media
- Organize and prioritize information
- Express ideas with a deliberate use of rhetoric
- Consider audience, by demonstrating clear and appropriate language and behavior
- Utilize technology to present findings purposefully

Hard-working graduates who:

- Achieve college education, career and individual goals
- Explore options and plan for success
- Persevere in the face of challenges
- Become informed, empowered decision makers
- Possess a sense of agency
- Exhibit professionalism in all endeavors

ACTION STEPS	TIMELINE	MONITOR/ REPORT TO	RESOURCES	ASSESSMENT OF PROG/PROCESS	EVIDENCE OF PROGRESS
Continue to monitor the effectiveness of the Summer Bridge Program for incoming 9 th graders identified as needing extra help	2017-22	Administration Counselors	Data Committee Counselors	Grade Analysis	Passing rate among students in the bridge program
<p>Improve Freshman Orientation Process, Support, and Follow Up</p> <ul style="list-style-type: none"> ● Investigate options such as Freshman First Day, Link Crew, etc. ● Expand evening program for parents and students; day program for students (the latter would be student-led with current students) ● Have counselors follow Bridge students throughout the entire year 	2017-22	Administration Counselors	AVID Coordinator Humanitas Coordinator Transition Team	Surveys Grade Analysis	Increase in number of programs Survey data Improved passing rates among students in the bridge program

Provide College and Career Readiness skills training for Latino and African American youth through “The Village” and “La Familia” assemblies, field trips, and guest speakers.	2017-22	College Counselors College Representatives	Guest Speakers College and Career field trips Assemblies Naviance	Documentation of Speakers, Field trips Visits to College Center College Counselors; classroom visit	Naviance portfolio Evidence of implemented classroom Lessons with College and Career Readiness
Identify foster and homeless youth and ensure access to materials and individualized counseling and other services	2017-22	Foster and Homeless Youth Coordinator Counselors Psychologists	Title I Buss passes School materials Access to technology	Logs of: Access to Buss passes, tablets, FRPM, reduced or no fees for school materials and events, Counseling services	Improved attendance Participation in school-wide events Logs from Foster and homeless youth coordinator, counselors and psychologists.
Continue to utilize Student Success Team model for struggling students	2017-22	Administration Counselors	Special education budget	Logs from SSTs Parent contact logs	Documentation of implemented resources or accommodations from SST.
Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity level of the student.	2017-22	Administration Counselors Alt Ed Coordinator	Online curriculum Teacher time for period 7 classes	Parent meetings Students programs	Student programs Successful transition to alternative education, (grades)

<p>Restructure and expand 7th period intervention courses to targeted students</p> <ul style="list-style-type: none"> Move from Homework Help to more structured program of support, particularly in Math 	2017-22	<p>Administration</p> <p>Intervention Coordinator</p> <p>Department Chairs</p>	<p>Teacher time for extended hours</p> <p>Materials for intervention</p> <p>College Tutors</p>	<p>Logs of students targeted</p>	<p>Grade Improvement in areas of need</p>
<p>Provide peer mentoring, tutoring, and support groups with priority given to FRPM and EL students.</p>		<p>Administrator in charge of EL and Title I Intervention Coordinator</p>	<p>Extended Hours Counseling</p> <p>College tutors</p>	<p>Logs of students tutored</p>	<p>Grade Improvement in areas of need</p>
<p>Provide pilot technology-based literacy intervention programs to assist underperforming students, including computer tablets for Title I, Foster Youth Care, and EL/ESL students.</p>	2017-22	<p>Chief Information Officer</p> <p>Director of Technology</p>	<p>Tablets</p> <p>Extended time in Library</p>	<p>Logs of students given Tablets</p> <p>Sign-in for students utilizing extended time</p>	<p>Improvement of scores of Title I, Foster Youth Care, and EL/ESL students.</p>
<p>Develop, implement, and maintain a Student Relationship Management (SRM) dashboard</p>	2017-22	<p>Chief Information Officer</p>	<p>Extended time for staff</p> <p>Professional Development for all stakeholders</p> <p>Technology</p>	<p>Creation of academic benchmarks</p> <p>Teaching staff utilizing system</p> <p>Students utilizing system</p>	<p>Fully implemented SRM</p> <p>Generate key performance indicators, KPI's</p> <p>Alignment with State Indicators</p>

			Training	Parents utilizing system	
Offer online credit recovery programs (e.g., Cyber High)	2017-22	Administration Director of Technology	Online program Staff training	Student access	Student completing courses with a “C” or above
Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students.	2017-18	Administration Chief Information Officer	Counselors’ student referrals Class offerings	Summer school master schedule	Student attendance Summer school grades
Refer targeted students: <ul style="list-style-type: none"> with drug and alcohol substance abuse issues to Tarzana Treatment Center. with eating disorders to the Body Image Group with behavior concerns Anger Management programs. for Mental health and therapy services on or off campus. 	2017-22	Administration Counselors Psychologist Nurse Deans	Community outreach	Administration, Counselors, Psychologists, Nurse, Deans referral list	Student sign-ins

GOAL 4: Build community, organizations and parents' capacity as partners in supporting and monitoring their child's educational progress.

LCAP state priorities: 3. Parental Involvement, 4. Pupil Achievement, 5. Pupil Engagement, 6. School Climate, 7. Course Access, 8. Other pupil outcomes in the subject areas.

Rationale: To create a stronger community, with more input from caregivers. To develop partnerships in order to support student learning. Create a school climate of trust among all stakeholders, along with equal access.

Identified Need:

Improving school-to-home communication

Increasing parental input into school decision-making

Increasing parental participation in programs serving targeted students and subgroups

ECRA must develop a strategic plan to include the following: increase fundraising in order to stay competitive with neighboring charter schools, develop facilities to ensure a learner centered environment, ensure a plan to communicate with all stakeholders, and the creation of a long term vision to propel the school forward

Growth Targets:

- Increase % of parents/families that complete an annual needs assessment and school climate survey to 20%
- Increase parent involvement in school governance or advisory forums (e.g., SSC, ELAC, La Familia, Village Nation, PTSA)
- Of the parents returning the annual survey, at least 63% will agree or strongly agree that, "The school encourages me to participate in parent groups."
- Involve at least 5% of parents/families in a workshop, meeting, training or awards ceremony on campus.
- Of the parents returning the annual survey, at least 75% will agree or strongly agree that, "I feel welcome to participate at the school."
- 2015-16 school year, 1196 parents logged onto Aeries, or 32%. Our student numbers are 1101 logged on or 30%. Our growth target for this metric is 75% for both stakeholders.
- Counseling staff will increase communication with parents/families (e.g. grad check emails, calls home, face-to-face meetings)
- ECRA will develop a strategic plan with community outreach and reports at the monthly Board meetings

**Correlation to ECRCHS’s Student Learner Outcomes are:
Critical Thinkers, Effective Communicators, Hard-working graduates**

ACTION STEPS	TIMELINE	MONITOR/ REPORT TO	RESOURCES	ASSESSMENT OF PROG/PROCESS	EVIDENCE OF PROGRESS
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments.	2017-22	Chief Information Officer Administration Department Chairs	Website Certificated personnel Parent nights and outreach Advisory Committees Classroom teachers	Log in Data	75% of parents and students will utilize Aeries
Provide curricular night for parents/families focused on each of the four academic core subject areas (one each annually for English, Math, Science, and History/Social Studies)	2017-22	Administration Department Chairs Academic Coaches	Teacher extended time Parent outreach	Workshop development	Sign-in Sheets of families participating
Continue to conduct an	2017-22	Administration	Parent outreach	Survey	75% of parent participation

annual needs assessment of parent satisfaction, parent education desires, and priorities for school improvement to enable all parents to weigh in on school planning decisions		Intervention Coordinator Counselors Advisory Chairs	Counselor and /or teacher time for parent focus groups	development	
Expand parental recruitment into school advisory committees: <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • School Advisory Committee (SAC) Title I 	2017-22	Administration Advisory Chairs	Development of Recruitment Committee Extended time for committee to reach parents	Logs of parents contacted	Agenda of meetings Sign-ins of meetings Increased participation of committees
Provide parent workshops/training on a variety of topics tied to student achievement and school improvement goals.	2017-22	Administration Counselors Intervention Coordinator Department Chairs	Teacher extended time Parent outreach	Workshop development	Sign-in Sheets of families participating
Use La Familia and The Village Nation as key	2017-22	Administration Group Sponsors	Teacher extended time	Workshop development	Sign-in Sheets of staff participating

<p>partners to enhance parent/family linkages to school activities, programs, and services.</p> <ul style="list-style-type: none"> ● Present to faculty to raise awareness of these partnerships 					
Develop a cadre of parent resources	2017-22	Administration Recruitment committee	Development of Recruitment committee Teacher extended time Parent outreach	Workshop development	Sign-in Sheets of families participating
ECRA develop a strategic plan to increase fundraising in order to stay competitive with neighboring charter schools	2017-22	Board of Directors	Board of Director committee	Community outreach	Fund raising plan
ECRA develop a strategic plan develop facilities to ensure a learner centered environment,	2017-22	Board of Directors	Board of Director committee	Plans and resources	Contracts to implement plan

