

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR
CALIFORNIA ACADEMY OF MATHEMATICS
AND SCIENCE (CAMS)

1000 E. Victoria St., Carson, California 90747
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Long Beach Unified School District

March 21-23, 2022

Visiting Committee Members

Mrs. Julie Mack, Chairperson
Counselor (ret.), LAUSD

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Assistant Principal, Cesar E. Chavez High School

Mr. Ernest Lemus
Counselor, Del Mar High School

Mr. Samuel Sanford
Assistant Principal, Glen A. Wilson High School

[NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.]

Chapter I

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**

The California Academy of Mathematics and Science (CAMS) is a comprehensive public, four-year high school located on California State University, Dominguez Hills serving a diverse student body of 685 students. Nationally, CAMS ranks among the top 50 best high schools in the nation and is featured in U.S. News and World Report Best High Schools. In California, CAMS ranks as the #1 Best Magnet High School. In 2020, CAMS was also categorized as part of the top 500 Best STEM schools in the U.S. by Newsweek. The ranking is based on the proficiency rate of student performance on state tests, AP exams, and college preparation exams.

Opened in 1990, CAMS is a joint venture of the CSU Chancellor's Office, CSU Dominguez Hills, the Long Beach Unified School District (LBUSD), and a consortium of ten Los Angeles-area school districts. Two-thirds of students are recruited from inner-city schools, with 60% meeting the commonly accepted definition of at-risk students. Over 45% of CAMS students speak a language other than English at home and 36% participate in the federal lunch program.

CAMS' mission is to increase the nation's pool of graduates in mathematics and science by offering an intensive college preparatory education to motivated high school students. CAMS enrolls students from its consortium of 11 school districts, encompassing more than six hundred and twenty-five square miles of highly urbanized Southern California. CAMS attendance boundaries cross all racial, ethnic, social, and economic neighborhoods and areas. Students apply to CAMS from over 100 middle schools in the consortium of 11 districts. Students apply during the eighth grade only. This year's school demographic composition is as follows: 6% African-American, 25% Asian, 15% Filipino, 42% Hispanic, 6% Multiple, <1% Pacific Islander, and 6% White.

CAMS has 26 full-time teachers, with at least four or more in each core subject area. Teachers provide world languages, physical education, and STEM and humanities elective courses. University and industry scientists offer additional resources to CAMS teachers along with an array of electives. The CAMS student support program, consisting of a full-time head counselor, a college and career specialist, a social worker, and a part-time staff school psychologist and nurse, supports students' academic, college/career, and social-emotional development needs.

Ninety-five percent of CAMS students attend four-year colleges right after graduation. Approximately 60% of CAMS graduates declare majors in mathematics, science, engineering, and technology-related fields when applying to colleges.

The current CAMS campus was built in 2001, with the final addition of the Northrop Engineering Building added in 2008. The facility houses state-of-the-art technology for the engineering, biotechnology, and computer science pathways.

Technology is continually upgraded, and the engineering labs contain modern 3D printers, 3D scanners, CNC lathes, CNC routers, and other high-tech equipment to allow students hands-on experiences throughout their four years at CAMS.

Over the last five years, CAMS has increased access to technology by adding Chromebook carts to nearly every classroom and updating engineering computer labs. CAMS also added a state-of-the-art physics lab and a new biotechnology lab. In 2019, upgrades to the Manufacturing and Design Lab were completed.

Interdisciplinary Projects (IDPs)

Yearly, each grade-level team organizes at least one comprehensive IDP. A capstone experience for the year, IDPs require students to work together to integrate skills and content from all core subjects. Cross-disciplinary and vertical articulations are utilized; the core tenets of the IDP are aligned with CAMS' Student Outcomes and LBUSD graduation outcomes.

Project Lead the Way

As described in its report, Project Lead the Way (PLTW), adopted by CAMS in 2007-2008, is a “nationally recognized pre-engineering program with a well-developed, integrated curriculum including professional development to support new teacher induction.” A high-quality, comprehensive four-year sequence of courses introduces students to engineering technology's scope, rigor, and discipline before college. Students are prepared for the Engineering and Architecture Industry Sector, emphasizing Engineering Technology.

CTE Pathways

As a STEM-focused school, CAMS has three CTE pathways:

- Engineering - adopted and implemented when CAMS was formed in 1990
- Biotechnology - adopted and implemented in 2010
- Computer Science - adopted and implemented in 2018

Linked Learning

Over the past five years, CAMS has been at the forefront of the Linked Learning High School Reform movement. Through the LBUSD partnership with ConnectEd, CAMS continues to refine a curriculum that prepares students for college and careers. An academically rigorous curriculum that also integrates CTE courses throughout their four years, CAMS was one of the first three programs in the state to become a Certified Linked Learning Pathway in 2011.

- Include the school’s vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.

**CALIFORNIA ACADEMY OF MATH & SCIENCE
VISION STATEMENT**

The California Academy of Math and Science develops the talents of motivated students to become thoughtful & productive members of an increasingly global & technological society.

**CALIFORNIA ACADEMY OF MATH & SCIENCE
MISSION STATEMENT**

The California Academy of Mathematics & Science is a comprehensive public, four-year high school which seeks to increase the nation’s pool of graduates in mathematics and science.

**CALIFORNIA ACADEMY OF MATH & SCIENCE
EXPECTED SCHOOLWIDE LEARNER RESULTS/STUDENT LEARNER OUTCOMES**

By twelfth grade, a CAMS student will be a critical and innovative problem-solver, communicator, and collaborator ready to enter college and careers in the areas of Science, Technology, Engineering, and Mathematics.

	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Critical and Innovative Problem-Solver	Identify problems and devise possible solutions within STEM industries using an interdisciplinary approach	Identify significant problems/issues and determine probable solutions in student-selected topics within STEM industries using a collaborative interdisciplinary approach	Identify and categorize significant real-world problems/issues (i.e. ethical, resource) and research possible solutions utilizing the Design Process	Define, justify, analyze and solve real-world problems/issues using market research and the Design Process with mastery Critically evaluate and justify the use of an interdisciplinary approach to solving specific problems/issues
Effective Leader, Communicator, and Collaborator	Communicate, document and present clearly and concisely Understand collaborative groups by distinguishing group roles and individual responsibilities Effectively manage a project start to finish. (Project managers and Research and Design)	Communicate, document and present using standard research techniques (research cards, summaries, MLA formatting) Demonstrate essential skills necessary to work collaboratively and lead effectively	Communicate, document and present utilizing and integrating multiple data sources (research papers, websites, documentary videos, scrapbooks, interactive museums) Demonstrate proficient skills in leadership and collaborative work managing multiple levels of work from the whole group to partner and individual work.	Communicate, document, present, judge, justify and defend presentations to a variety of audiences including industry partners Demonstrate advanced leadership skills: project management, risk assessment, visioning, team, and network building
Ethical and Productive Citizen	Understand personal responsibility and ethical behavior in the classroom and in the community Comprehend issues of personal integrity within STEM industries	Comprehend and argue opposing sides of ethical issues within the STEM industries Demonstrate academic integrity and ethical behavior in the classroom and in real-world situations	Analyze ethical situations and dilemmas within the STEM industries Demonstrate personal responsibility and ethical behavior in the classroom and real-world situations	Appraise, explain, and propose solutions to situations in STEM industries Demonstrate ethics and citizenship in situations and solutions to real-world issues/problems
Technologically Literate	Exhibit an understanding of existing and emerging technologies and demonstrate beginning proficiency in their use	Choose proper application of existing and emerging technologies and demonstrate intermediate proficiency in their use	Analyze and draw conclusions about existing and emerging technologies and demonstrate proficiency in their use	Evaluate and utilize multimedia technology as a tool to analyze and solve complex problems consistent with STEM industry standards

REV. 3/2020

- Use the CDE CA School Dashboard website to download the School Performance Overview data for the school for inclusion in the report along with other relevant local measures from the school profile as applicable.

Demographic data from 2017 to 2021 remains relatively consistent and stable, even through the shift to an online environment.

- Less than one percent of the English Language Learner population receive EL support. Although the number is minimal (0.6%), the number of language learner students at CAMS has slowly risen for the past four years.
- 78.6% of the CAMS staff have earned a Master’s degree, 10.7% have earned a Doctorate, and many have substantial industry experience.
- Over the past four years, CAMS’ graduation rate has been high, between 98% and 100%. Successful completion of UC/CSU a-g admission requirements has been increased, between a “low” of 97.1% and a high of 98.8%.

Due to the COVID-19 pandemic, statewide testing was waived for 2020 and 2021. Below is CDE CA School Dashboard overview data for 2018 and 2019. While 2018 ELA and Math scores declined from 2017 levels, scores were maintained or increased in 2019. College/Career Readiness and Graduation Rates remained consistent in 2018 and 2019.

ELA 2018	ELA 2019	Math 2018	Math 2019
<p>English Language Arts</p> <p>All Students State</p> <p>Green</p> <p>145.5 points above standard</p> <p>Declined 8.1 Points ☹️</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <p>0 Red 0 Orange 0 Yellow 2 Green 0 Blue</p>	<p>English Language Arts</p> <p>All Students State</p> <p>Blue</p> <p>147.2 points above standard</p> <p>Maintained 1.6 Points</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <p>0 Red 0 Orange 0 Yellow 0 Green 2 Blue</p>	<p>Mathematics</p> <p>All Students State</p> <p>Green</p> <p>128.4 points above standard</p> <p>Declined 8.1 Points ☹️</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <p>0 Red 0 Orange 0 Yellow 2 Green 0 Blue</p>	<p>Mathematics</p> <p>All Students State</p> <p>Blue</p> <p>134.6 points above standard</p> <p>Increased 6.3 Points ☺️</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <p>0 Red 0 Orange 0 Yellow 0 Green 2 Blue</p>
College/Career 2018	College/Career 2019	Graduation Rate 2018	Graduation Rate 2019
<p>College/Career</p> <p>All Students State</p> <p>Blue</p> <p>98.8% prepared</p> <p>Maintained -1.2%</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <p>0 Red 0 Orange 0 Yellow 1 Green 1 Blue</p> <p>View More Details</p>	<p>College/Career</p> <p>All Students State</p> <p>Blue</p> <p>97.6% prepared</p> <p>Maintained -1.2%</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <p>0 Red 0 Orange 0 Yellow 0 Green 2 Blue</p>	<p>Graduation Rate</p> <p>All Students State</p> <p>Blue</p> <p>98.8% graduated</p> <p>Declined 1.2% ☹️</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <p>0 Red 0 Orange 0 Yellow 0 Green 2 Blue</p> <p>View More Details</p>	<p>Graduation Rate</p> <p>All Students State</p> <p>Blue</p> <p>98.2% graduated</p> <p>Maintained -0.6%</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <p>0 Red 0 Orange 0 Yellow 0 Green 2 Blue</p>

With a lack of more current CAASP data, CAMS turned to additional data sources to analyze and determine the efficacy of its programs and systems on student achievement. These data sources include, but are not limited to, PSAT, SAT, and SBAC scores (where available), AP pass rates, and grades.

- Traditionally, CAMS students score well on standardized tests. While SBAC scores are high, they are not as high as the PSAT or SAT. CAMS looks to the perceived lack of importance of SBAC compared to the high stakes PSAT/SAT exams as a possible rationale for this slight discrepancy.
 - ELA and math grades have remained consistently strong. However, due to online instruction and learning, CAMS recognized a significant drop during the past year, with 6% of students scoring less than a C in their English class and 7% scoring less than a C in their math class. As a result, credit recovery courses were offered during the summer of 2021 for the first time at CAMS.
 - Along with the steady increase of AP course offerings, the total number of students taking AP exams has grown over the years, with pass rates remaining constant or showing growth. As testing procedures changed during the pandemic shutdown, CAMS recognized that pass rates became less consistent than in previous years, especially in math courses, AP Chemistry, and AP Physics 2. Teachers and students both expressed that may have been due to the lack of hands-on, in-person instruction that was not available.
 - Due to the pivot on online learning, grades of C or better did decrease somewhat and more CAMS students needed to recover units during that period. Summer school and other credit recovery options were offered during the summer and fall of 2021.
- **Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

Per the report, there are three main areas where changes, modifications, and developments have occurred: Organization and Structure, Curriculum, and Instruction.

Organization and Structure

- CAMS is currently working with its fifth principal, the second or third since the last full self-study in 2015.
- CAMS's head counselor is in her third year, and the assistant principal is in her first year at CAMS.
- Five additional positions (1 social worker and four full-time teachers) have been added to the staff since 2015.
- The social worker, College & Career counselor, and the USC College Advisor are new to CAMS this school year.
- A Wellness Center was opened at CAMS this school year.
- CAMS added a Pathway Coordinator who, in conjunction with the Assistant Principal, oversees the certification of Linked Learning, data collection about the focus areas, professional development, and recruitment.
- CAMS gained a new athletic director that coordinates athletic events with CSUDH and other facilities.
- In 2017-2018, a block schedule for classes was adopted. Odd periods meet on Mondays and Wednesdays; even periods meet on Tuesdays and Thursdays, and all on Fridays.

Curriculum

- Sequencing of courses was rearranged to ensure students are well prepared for the rigor of AP courses, especially in the sciences.
- The number of AP course offerings has increased; eighteen AP courses are currently offered.
- CAMS expanded the engineering and biotechnology focus within the Linked Learning Pathways, adding capstone classes and Computer Science as a third focus.

Instruction

- The past few years have included embedding Linked Learning lessons in core classes and engagement strategies for improved student learning.
- The CAMS schedule provides every grade-level team with 200 minutes of planning time each week to plan interdisciplinary projects, develop curriculum, share best practices, schedule activities, and monitor and support individual student progress.
- In 2019-2020, ESLRs were updated and revised to the CAMS Student Outcomes to include learning targets and specific STEM expectations for students to meet at all grade levels.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

In 2019-2020, ESLRs were updated and revised to the CAMS Student Outcomes to include learning targets and specific STEM expectations for students to meet at all grade levels.

Through the LBUSD partnership with ConnectEd, CAMS continues to refine a curriculum that prepares students for college and careers. An academically rigorous curriculum that also integrates CTE courses throughout their four years, CAMS was one of the first three programs in the state to become a Certified Linked Learning Pathway in 2011.

Over the past four years, CAMS' graduation rate has remained high, between 98% and 100%. Successful completion of UC/CSU a-g admission requirements has been high, between a "low" of 97.1% and a high of 98.8%.

Chapter II

- **Evaluate the degree to which major student learner needs, school needs and critical areas for follow-up (growth areas for continuous improvement) have been addressed since the last visit through the schoolwide action plan/SPSA.**

During the 2015 Focus on Learning Self Study, the five schoolwide goals were also identified by CAMS and WASC as the Critical Areas of Follow-up/Growth Areas for Continuous Improvement. The 2015 Visiting Committee concurred with these critical areas.

CLN1 – Increase math proficiency at all levels and narrow the proficiency gap between subgroups.

In the 2019-2020 school year, the math department employed a readiness exam, the Mathematics Diagnostic Testing Project (MDTP). Administered at the beginning and end of the year, this exam measures growth and readiness for the following year. Based on MDTP scores, Khan Academy skills are assigned for the entire class.

Math teachers participated in walkthroughs at CAMS and, in spring 2019, visited a similar STEM school to observe focused and guided instruction strategies. Math teachers create focused and guided instruction, access Kagan strategies, and integrate technology with instruction. Best practices around these goals are shared at monthly department meetings.

The math department is included in the schoolwide tutoring schedules. In 2017-2018 and through the spring of 2020, three math colleges aides were added to the CAMS staff providing before and after-school tutoring and in-class support via small-group pull-outs.

Since 2017, math SBAC data indicated that 94% or higher of students score in the met or exceeded range, with no significant difference between ethnic subgroups statistically speaking. Over the last few years, there has been an increase in PSAT scores and a steady drop in math D/F rates through fall 2019.

CLN2 – Expand AP opportunities and increase AP pass rates in all content areas and across all subgroups.

Starting in 2016 and continuing through to spring 2019, a part-time AP coordinator was added to the CAMS staff. Since the 2015 visit, thirteen AP classes have been added for eighteen AP course offerings. AP course options have been added for freshman and sophomores, increasing the percentage of tenth grade students taking at least one AP course from 39% in 2015 to 92% in 2019-2020.

CLN3 – Increase Common Core State Standards implementation across the curriculum, supported by the Linked Learning approach.

Since 2015, English, math, and science classes have adopted new textbooks aligned with the Common Core State Standards (CCSS), including the Next Generation Science Standards (NGSS). Teachers attend LBUSD training in the summers and during the school year. CAMS was recertified as a Linked Learning Pathway in 2016 and 2019. In 2017-2018, the pathway lead teacher position was changed to Pathway Coordinator, allowing CAMS to participate in district

support meetings. The Pathway Coordinator supports and monitors the creation of standards-aligned lessons with a Linked Learning approach to support CAMS's grade-level Interdisciplinary Projects (IDP).

CLN4 – Increase awareness of and access to work-based learning.

In 2016-2017, students were trained to record their hours of work-based learning experiences outside of the school day in the LBUSD student portal. In 2019-2020, teachers were trained to input work-based learning opportunities during the school day through LBUSD's work-based data collection tool, LROIX. Several events and activities occur during the school year that increases awareness and access to work and career information. These events include, but are not limited to, the annual CAMS career day, activities during Engineers Week, a mock interview event, and capstone project opportunities that invite industry partners to participate.

Work-based learning at CAMS also includes dual enrollment through the local community college (previously El Camino College and currently Compton College) for Project Lead the Way (PLTW) classes in engineering. Beginning in 2017-2018, CAMS has adjusted the master schedule to add capstone classes for computer science and biotechnology.

CLN5 – Monitor and improve interpersonal relationships between all stakeholder groups.

Administered yearly, CAMS staff, students, and families participate in the CORE survey, providing data focused on school culture, climate, and social-emotional supports. For the past four years, master schedule planning has incorporated student input through surveys and teacher input through departmental feedback.

Parents are encouraged to sign up for the district student data system *ParentVUE* and the school website, grade book, and email system SchoolLoop. SchoolLoop was replaced in 2020-2021 by *Canvas* for grades and email communications. Parents have the opportunity to sign up for *ParentVUE* and *Canvas* during Back-to-School Night and Ninth Grade Orientation.

Parents Nights are held monthly on various topics such as college applications, work-based learning, internships, and social media safety. During the 2017 school year, CAMS added college application labs to provide additional support through college admissions season.

CAMS states that “ASB has become a strong force in the effort to increase school spirit and culture....” Student support personnel for academic and social-emotional concerns and needs has expanded since the 2015 WASC visit.

The past six years' efforts to improve the school's culture and climate have been positive. The most recent survey data indicate that parents are pleased with the overall changes in the culture and climate, increasing from 89% in 2014-2015 to 94%, while student survey data indicates a steady 75% favorable view of culture and climate.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Efforts to address the five Growth Areas for Continuous Improvement have produced positive results. Math SBAC indicates that 94% or higher of students score in the meet or exceeded range. The most significant gap between subgroups is gender-based, with females scoring 94% and males scoring 97%. Thirteen AP classes have been added since the 2015 WASC visit and an increased percentage of tenth grade students now take at least one AP course (39% in 2015 to 92% in 2019-2020). Textbooks have been adopted that are aligned to the CCSS and NGSS. CAMS was recertified as a Linked Learning Pathway as recently as 2019.

Various events and activities are in place that increases awareness of and access to work-based learning. Through *ParentVUE* and *Canvas*, parents can monitor their student’s progress and achievements. CAMS has implemented many programs and activities that impro interpersonal relationships between stakeholders.

● **Comment on the school’s self-study process with respect to the expected outcomes of the self-study.**

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.

The WASC process at CAMS started in the fall of 2019 with training and selection of a WASC coordinator, the assistant principal. In reviewing the process, it was decided to use existing groups to complete each task. The WASC coordinator worked with the current Instructional Leadership Team (ILT) to div the WASC tasks and responsibilities. It was determined that the principal would complete the School Community Profile for Chapter II, with the WASC Coordinator facilitating the writing of Chapter I. The bulk of the self-study, chapter III, would be completed through the Grade Level Teams (GLT) and Departments for analysis and input. The Instructional Leadership Team would be utilized as facilitators to ensure that all staff could participate in the process.

Focus on the WASC process was placed on hold as teachers, staff, and students shifted to an online learning environment during the pandemic shutdown. July 2020 found CAMS with a new principal, and the self-study process was re-started in October 2020. A one-year extension was granted by WASC, allowing a full study to occur in the 2021-2022 school year.

When the process was re-started, the decision was made to address the WASC focus group areas and criteria as a “Committee of the Whole,” with every teacher working on each aspect and criteria indicator of Chapter III. After preliminary drafts of the report were created, teachers self-selected a focus group. Departments and career pathways were distributed equitably among the five focus areas, allowing for various perspectives and grade levels to be represented. For the focus group

meetings held during the self-study visit, these self-selected groups would be the “experts” on their specific focus areas while still maintaining a general understanding of all the focus areas.

A classified staff meeting was held to review the WASC process and discuss the indicators and prompts in Chapter 3, Focus Area E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth. Classified staff was asked to complete a survey and follow-up was conducted with staff as necessary.

Student involvement in the WASC process occurred in several different ways. As members of the School Site Council, some students participated in regular review of data and discussion about teaching and learning. WASC was specifically discussed during fall 2021, focusing on Focus Area E: School Culture and Support. All students were allowed to complete both the CORE survey and a more specific WASC survey.

Similarly, some parents are members of the School Site Council and discussions at Parent-Teacher-Student Organization (PTSO) meetings began in the fall of 2021. Opportunities to complete the CORE survey and a more specific WASC survey were also provided to all parents.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards.

In 2019-2020, with input from the staff, the Expected Schoolwide Learning Results/Student Learner Outcomes were updated, refined, and rebranded as CAMS Student Outcomes with learning targets for students to meet by the twelfth grade with specific STEM expectations across the grade levels. This specificity of grade-level expectations allows staff, students, and families to determine levels of success and achievement better.

3. The gathering and analyzing of data about students and student achievement.

Due to the COVID-19 pandemic, the requirement for statewide testing was waived for two years. CDE CA School Dashboard overview data for 2018 and 2019 were available. While 2018 ELA and Math scores declined from 2017 levels, scores were maintained or increased in 2019. College/Career Readiness and Graduation Rates remained consistent in 2018 and 2019.

With a lack of more current CAASP data, CAMS turned to additional data sources to analyze and determine the efficacy of its programs and systems on student achievement. These data sources include but are not limited to PSAT, SAT, and SBAC scores (where available), AP pass rates, and grades.

4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria.

CAMS has made a solid effort to ensure that the WASC criteria, schoolwide CLNs, and SPSA goals are aligned, both with each other and with the LBUSD mission statement and LCAP goals. Their actions indicate progress toward LBUSD and school goals, and funding supports the achievement of the CAMS mission statement that “seeks to increase the nation’s pool of graduates in mathematics and science.”

5. The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.

The school action plan was developed through the efforts of the CAMS staff, with feedback and input from students and parents. Student and school data, perception data, and the Critical Learner Needs were analyzed at the beginning of the year; all stakeholders shared the information. They examined data and state priorities; district goals were utilized to create the three CAMS goals listed in the action plan. The faculty then met to review and provide further input for the action plan, including possible goals, tasks, and activities. This information was shared with the ILT for further Action Plan development.

Administration monitors the action plan goals through yearly data analysis, teacher observations and conferences, and adjustments to the master schedule. The progress is reported annually through ILT and department meetings, School Site Council, PTSO, and parent communications. Progress is reported to the Long Beach Unified School District Board of Education using the Single Plan for Student Achievement, updated yearly.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:
 CAMS began the self-study process in the Spring of 2019. The majority of the work regarding self-study has fallen on the shoulders of the administration, instructional leadership team, and the grade-level teams. When appropriate, classified staff, students, and parents were brought into the self-study process, specifically with discussions centered around Focus Area E: School Culture and Support. Although aware of the process and providing input and feedback through surveys, active involvement in the focus group process was limited.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: 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, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: 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.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: 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.

Visiting Committee Comments

The California Academy of Mathematics and Science (CAMS) has a clearly stated vision based on student needs, current educational research, and the belief that all students can achieve, as stated in the following:

Vision: The California Academy of Math and Science develops the talents of motivated students to become thoughtful & productive members of an increasingly global & technological society.

Mission: The California Academy of Mathematics & Science is a comprehensive public, four-year high school which seeks to increase the nation's pool of graduates in mathematics and science.

CAMS has developed and revised student outcomes over several years as part of the Linked Learning process. The Student Outcome chart represents the outcome. The expectation for CAMS students is that by twelfth grade, a CAMS student will be a critical and innovative problem-solver, an effective communicator, and collaborator ready to enter college and careers in the areas of Science, Technology, Engineering, and Mathematics.

Stakeholders have been involved in periodic revision and updating of the Student Outcomes and the school mission and vision, which addresses the needs of an ever-changing technological society.

The academic rigor of CAMS is further supported by the office of the high school superintendent’s goals to prepare all students to succeed in postsecondary education and careers, the provision of intensive interventions to ensure academic success for all students, and the support of students in a coherent sequence of rigorous courses.

District stakeholders are invited to participate in the annual LCAP revision. This plan results from online surveys of the community, parents, students, and staff. During the LCAP meetings, they review current program effectiveness and foundational documents. The District office oversees the implementation of the LCAP.

CAMS has an SSC of elected stakeholders, which participates in an analysis of data to understand the needs of students and what drives the achievement gap experienced by some students. Based on this needs assessment, the SSC meets to discuss and approve interventions and the development and approval of the SPSA. The SPSA provides a public plan that displays the SSC’s approved services to students utilizing state and federal resources. SSC delivers a parent leadership opportunity at CAMS. Council members recommend the Single Plan for Student Achievement (SPSA) to the District for approval for the next school year at each spring SSC meeting. Ongoing updates to the SSC and the entire staff occur throughout the year.

Vision and Purpose that supports high achievement for all students. Defining of the school’s vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The California Academy of Mathematics and Science (CAMS) has a clearly stated vision based on student needs, current educational research, and the belief that all students can achieve. Over several years, CAMS stakeholders have developed and revised student outcomes aligned with the Linked Learning Process. Comprehensive Student Outcomes represent this: critical and innovative problem-solver, an effective communicator, and collaborator ready to enter college and careers in the areas of Science, Technology, Engineering, and Mathematics.

The LCAP is developed utilizing data collected from diverse district stakeholders, including parents, students, and staff. CAMS has a fully constituted SSC, which analyzes data and discusses and approves appropriate interventions outlined in the SPSA.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Visiting Committee Comments

The district policies and procedures are clearly defined and publicly available on the LBUSD and CAMS websites. The specific duties and roles of the governing board and district administration are listed along with contact information.

The district leadership structure charges level Assistant Superintendents to ensure school sites are carrying out the mission and vision of the District. Through an extensive collaborative process, site leaders, departments, Pathway Coordinators, and individual teachers are charged to create action plans that align with the District's vision and mission. Schools are charged with the daily running of the site, decisions on the allocation of the LCFF funds, curriculum offerings, and resource utilization.

Once a month, the High School Office holds meetings for all high school Principals and Assistant Principals. During those meetings, student progress data is provided and reviewed by the District Administration and high school Principals.

In the past, student data was looked at informally. Effective the 2016-2017 year and moving forward, monitoring student progress began to have a more structured process during quarterly data meetings.

In August, sites receive, discuss, and analyze data at the ILT summer meeting to prepare for the new academic year. The site leadership team then evaluates data with the Superintendent at quarterly meetings to address progress and evaluate departmental assessment and student work. There is a need to continue the improvement cycle and communication efforts.

The uniform complaint procedure guidelines can be found on the District [website](#); each school site has hard copies to distribute when needed. The policies are also posted in every classroom. The complaint procedures identify what parents and staff should follow to resolve their concerns.

<p>Governance that supports high achievement for all students.</p> <p>Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective</p> <p>Narrative Rationale:</p> <p>The LBUSD’s policies and procedures are clearly defined and publicly available on the LBUSD and CAMS websites. The District leadership structure charges level Assistant Superintendents to ensure school sites are carrying out the mission and vision of the District. Through an extensive collaborative process, site leaders, Departments, Pathway Coordinators, and individual teachers</p>
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are charged to create action plans that align with the District's vision and mission. Schools are charged with the daily running of the site, decisions on the allocation of the LCFF funds, curriculum offerings, and resource utilization. The uniform complaint procedure guidelines can be found on the District [website](#); each school site has hard copies to distribute when needed. The policies are also posted in every classroom. The complaint procedures identify what parents and staff should follow to resolve their concerns.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive 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 and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Visiting Committee Comments

Data is utilized to guide curriculum, instruction, assessment, and school culture; CAMS has a meeting structure to facilitate this process. The Instructional Leadership Team (ILT), composed of administrators, the counselor, department chairs, and grade level lead teachers, meets monthly to review the overall school program, including the focus for the year, monthly data, and curriculum and instruction.

Every teacher participates in monthly department meetings to discuss curriculum needs within their subject area.

Time has been built into the schedule for Grade Level Teams to meet weekly. Teachers discuss relationship building, student support, and curriculum integration during these meetings. Data is utilized to monitor progress and determine what individual student support is needed.

Faculty meetings occur one to two times a month. The focus of most of these meetings is school-wide professional development. Data is reviewed as needed during these meetings to provide

accountability.

Parents and students are brought into the Continuous Improvement Cycle by participating in the School Site Council and the Principal Advisory. The same schoolwide data presented during ILT is monthly shared and discussed with these groups.

During the past several years, specific staff has met quarterly with the Superintendent, Assistant Superintendent of High Schools, and the Director of High Schools to analyze data and discuss the effectiveness of the current instructional program and all interventions. These meetings are based on the yearly action plans aligned to the broader WASC action plan. The quarterly meetings allow the site to be flexible in implementing its action plans and respond quickly to data to support the needs of students.

CAMS has its advisory groups. These include ASB, Class Boards, Principal's Advisory, and PTSO. Parents are made aware of these committees and their opportunities to become involved through School Messenger, the school website, the school marquee, the Summer Registration Packet, word of mouth, and various social media outlets.

CAMS has multiple ways of communication between staff. Through the ILT, department chairs and Grade Level Teams are given information to share with their respective groups at their monthly meetings. Faculty Meetings are also used for internal communications and updates. Besides verbal communication, CAMS also has an internal weekly bulletin outlining important events. Staff can also refer to the school website or Canvas Faculty page for site announcements.

The Administrators and Counselor also have an open-door policy for any staff to come by the offices to speak about any issue or concern.

LBUSD high schools all have an SPSA aligned with the District Strategic Plan. The SPSA is open to all staff to assist in the planning process and is modified yearly. The current CAMS WASC action plan aligns with the SPSA and LCAP. SSC includes representatives of all stakeholders and encourages staff, students, and parents to be active members.

At monthly ILT, department, and faculty meetings, data is reviewed, best practices are shared, and professional development is offered to ensure continuous improvement. Teachers regularly review student performance through SBAC, grades, CORE Survey data, and other data points. An analysis of this data is discussed within departments to develop a department action plan.

Twice-yearly district-wide high school ILT meetings support monthly site-based ILT meetings. During these meetings, the ILTs from all LBUSD high schools work together to design PD for site-based teacher and Administrator leaders to implement throughout the year.

At the beginning and end of the school year, the ILT meets to review the data to determine progress on action plan items and modifications that need to be made. The data and action plans are shared with all staff during opening meetings and with parents through SSC and PTSO.

Additionally, staff and students also give input on the master schedule annually. Students can provide input into course elective offerings by completing a survey before the master schedule process. Staff completes a ‘druthers’ form to indicate what courses they would like to teach.

Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

CAMS has developed a meeting structure that is broad-based, inclusive, collaborative, and data-driven. This includes:

- **Instructional Leadership Team (ILT)** composed of administrators, the counselor, department chairs, and grade level lead teachers, meets monthly to review the overall school program, including the focus for the year, monthly data, and curriculum and instruction.
- **Department Meetings** Additionally, teachers discuss curriculum and needs within the department.
- **Grade Level Teams** meetings where teachers discuss relationship building, student support, and curriculum integration.
- **Faculty Meetings**

Additionally, parents and students are brought into the continuous improvement cycle by participating in the School Site Council and the Principal Advisory.

CAMS has an SPSA that is aligned with the District Strategic Plan. The SPSA is open to all staff to assist in the planning process and is modified yearly. The current CAMS WASC action plan aligns with the SPSA and LCAP. SSC includes representatives of all stakeholders and encourages staff, students, and parents to be active members.

During the past several years, specific staff has met quarterly with the Superintendent, Assistant Superintendent of High Schools, and the Director of High Schools to analyze data and discuss the effectiveness of the current instructional program and all interventions. These meetings are based on the yearly action plans aligned to the broader WASC action plan.

CAMS has multiple ways of communication between staff. Through the ILT, Department Chairs and Grade Level Teams are given information to share with their respective groups at their monthly meetings. Faculty Meetings are also used for internal communications and updates. Besides verbal communication, CAMS also has an internal weekly bulletin outlining important events. Staff can also refer to the school website or Canvas Faculty page for site announcements.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: 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.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

LBUSD ensures that all CAMS staff are highly qualified and hold the necessary credentials for their teaching classes. Hiring practices are rigorous and competitive. LBUSD has set procedures to hire certificated teachers after a satisfactory background check and a district-level interview in a panel format. Prospective teachers are then interviewed by a panel of CAMS administrators and teachers.

CAMS professional development is delivered in a multitude of ways. Schoolwide training is presented monthly throughout the year during Faculty Meetings. Teachers also receive professional development within their departments through the District Curriculum Leaders. As new textbooks are adopted, the entire department uses the resources to participate in professional development. Other opportunities for teachers to attend content-specific conferences are provided through various funding sources.

The Administration monitors the implementation of new learning from CAMS PD; the data is analyzed and discussed at weekly Administrator meetings and presented at quarterly data meetings. District monitoring occurs once a year during a Collaborative Inquiry Visit (CIV). MyPD, the District's Professional Development Management System, has been configured to link self-assessment data to specific learning opportunities based on the teachers' developmental level.

Formal and informal evaluations are required for all staff in alternating years. Formal evaluations

are held in accordance with state and district policy. Additionally, administrators regularly do informal classroom walkthroughs, providing feedback through written notes or emails.

Teachers are presented with a Faculty Resource guide on the first day of school each year. Additionally, the CAMS website provides a wealth of information for all stakeholders. The district portal also provides teachers with valuable information ranging from Human Resources to Curriculum Implementation. Course Outlines, Pacing Guides, textbook resources, etc., can also be found through the portal.

Staff: *Qualified and Professional Development* that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

LBUSD ensures that all CAMS staff are highly qualified and hold the necessary credentials for the classes that they are teaching.

In addition, staff has many opportunities for professional development. The Administration monitors the implementation of the new learning from CAMS PD, and the data is analyzed and discussed at weekly Administrator meetings and presented at quarterly data meetings.

Formal and informal evaluations are required for all staff in alternating years. Formal evaluations are held in accordance with state and District policy. Additionally, administrators regularly do informal classroom walkthroughs, providing feedback through written notes or emails.

Teachers are presented with a Faculty Resource guide on the first day of school each year. Additionally, the CAMS website provides a wealth of information for all stakeholders. The district portal also provides teachers with valuable information ranging from Human Resources to Curriculum Implementation. Course Outlines, Pacing Guides, textbook resources, etc., can also be found through the portal.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Visiting Committee Comments

CAMS receives funding from ADA, LCFF, and AB1925 Specialized Secondary Program (SSP). CAMS is an SSP school that focuses on increasing the depth and breadth of student exposure to math, science, and technology careers, particularly engineering.

CAMS has one of the finest small high school campuses in LBUSD. Every teacher can have their classroom equipped with a whiteboard, computer, projector, and Chromecart. Many classrooms have additional technology to provide the advanced curriculum offered at CAMS. Additionally, even though CAMS is small, it offers multiple restroom locations, a serving kitchen, a dance room, and multiple computer/technology labs.

CAMS prides itself on responding to schoolwide needs promptly. Even though CAMS does not have an official plant supervisor, the Office Supervisor serves that role and has revised and implemented systems to effectively organize, respond to, and coordinate facility needs. This sometimes involves getting multiple organizations together to provide the repair or service. (CSUDH, LBUSD, Outside contractor)

LBUSD adheres to the Williams Act, and therefore, all instructional materials are in sufficient supply for each CAMS student.

LBUSD made a substantial investment in Chromebooks for student use, and as of this year, the site now has over a 1:1 ratio of students to Chromebooks.

Specific software and hardware needs are discussed during department meetings. Funding is allocated through various sources, including the SSP grant, Perkins, district funds, and outside grants.

LBUSD has set procedures to hire certificated teachers after a satisfactory background check and an interview in panel format that includes District personnel. Once a candidate passes the interview at the District level, they are eligible to be interviewed and hired by individual schools.

Professional development is mainly offered during the school day. However, district Professional Development is funded with district resources. Specific conference funding is allocated through various grants and funding sources.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

CAMS is adequately funded through ADA funding, LCFF, and the SSP grant. It also receives additional funding through Perkins V, CTEig, and private donations.

Classrooms are well-resourced and well supplied. Every teacher can have their classroom equipped with a whiteboard, computer, projector, and Chromecart. Many classrooms have additional technology for students, and staff needs to provide the advanced curriculum offered at CAMS. All instructional materials are in sufficient supply for each CAMS student.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school’s governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: 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.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Visiting Committee Comments

NOT APPLICABLE

Resources that supports high achievement for all students. (CHARTER SCHOOLS ONLY)

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

NOT APPLICABLE

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

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Clear and aligned vision, mission, and student outcomes which are focused on preparing students for college and careers in the math and science fields
- CAMS has structures and resources in place to analyze data
- School is well-funded and resourced. Staff and students have access to curricular and instructional materials, including technology.
- Facilities are very safe and conducive to student learning.
- Students, community, and parents are very engaged and have opportunities for leadership on campus

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- CAMS needs to continue to refine data analysis processes to identify individual student areas of growth or need
- Strategic professional development
- Continue to work collaboratively with dual enrollment partners to streamline enrollment procedures
- Continue to negotiate facility use with CSUDH to accommodate the needs of CAMS student activities

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- CAMS 2022 Self-Study Report
- Classroom visits and observations
- CAMS SPSA
- Leadership Team meetings
- Student group meetings
- Parent meeting
- District personnel meeting
- Focus group meeting
- Informal discussions among administration, teachers, staff, and students

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, 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.

Visiting Committee Comments

CAMS has embraced an interdisciplinary culture, cultivating ties to various industry partners reinforcing the relevance of students' classroom learning. Updated LBUSD-generated pacing guides in all subject areas include industry-related content and lessons for easier integration.

Linked Learning is a district initiative and a proven approach to education that combines college-focused academics, work-based learning, and integrated student support. Since 2009, LBUSD has utilized this approach as a strategy for high school transformation to improve student outcomes. Learning became relevant and centered around industry themes, and students graduate with the skills and confidence to succeed.

CAMS implemented Project Lead the Way (PLTW), offering students a high-quality, comprehensive four-year course sequence that introduces them to engineering's scope, rigor, and discipline.

The curriculum for English/Language Arts, mathematics, social science, art, dance, and drama electives aligns with California State Content Standards. Science curriculum aligns with New Generation Science Standards (NGSS). The physical education curriculum follows the requirements listed for 9th and 10th grade students in *Physical Education Content Standards for California Public Schools*.

All CAMS students are on a college-readiness path with opportunities to earn college credits through AP exams, dual enrollment through local community colleges, and enrollment in courses at CSU Dominguez Hills. California Dashboard data indicates that CAMS is in the mid-to-upper-90th percentile regarding graduation rate and college readiness. AP data suggests that more students are taking and passing AP exams. Participation rates are up, and CAMS students can select up to eight STEM AP courses.

The foundation of the CAMS educational program is the CTE courses and how they integrate with core content courses. Students in the Engineering pathway can register for concurrent dual enrollment at Compton College and are eligible for up to 18 units of college credit through PLTW engineering classes. Elective course offerings must meet either UC/CSU a-g or CTE requirements based on an annual student survey.

The administration, departments, and curriculum leaders monitor the congruence between content standards, Linked Learning, and classroom instruction. Vertical alignments and curriculum alignments within a subject by grade level guarantee building skills for success at the next level.

Department and grade-level teams meet regularly to plan curriculum based on CCSS, NGSS, and Linked Learning components. Student outcomes are woven and embedded in the curriculum in various ways, including cross-disciplinary activities with an emphasis on critical thinking, speaking, article analysis, technical writing, comparing and contrasting, and “soft skills” (teamwork, communication, collaboration) that are necessary to be successful in a STEM curriculum.

Interdisciplinary projects (IDPs) incorporate elements of all courses for each grade level, are a signature component of the CAMS curriculum, and are required in grades 9 through 11. Beyond IDPs, connections between math, science, and CTE courses are evident in single-subject integration lesson plans. Cross-disciplinary curriculum and in-class activities are structured so that students apply what they learn in their core courses to real-world situations, artificial scenarios, and practical applications.

Enrollment at CAMS is dependent on a student’s middle school attendance and occurs in one of two ways. If a student attends an LBUSD school, the LBUSD School of Choice process is used. If attendance is at one of the consortium middle schools, an application is made directly to CAMS.

Community and industry partners have always been an integral part of CAMS through programs and activities, providing guest speakers, mentors, judges, and curricular advisors. Field trips are also made possible through community sponsorships. Several industry partners are part of the Engineering capstone class, attending major class presentations and serving as advisors and mentors to student teams.

The CAMS engineering program initially partnered with El Camino College to provide concurrent enrollment credit for all CAMS engineering. In recent years, this partnership has shifted to Compton College.

CAMS states that follow-up with CAMS graduates “has been intermittent at best ... this is an area that could be increased. It would be very beneficial for our school to have a stronger alumni connection in place.”

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

CAMS has embraced an interdisciplinary culture, cultivating ties to various industry parents, reinforcing the relevance of students’ classroom learning. CAMS implemented Project Lead the Way (PLTW), offering students a high-quality, comprehensive four-year course sequence that introduces them to engineering’s and computer science’s scope, rigor, and discipline.

All CAMS students are on a college-readiness path with opportunities to earn college credits through AP exams, dual enrollment through local community colleges, and enrollment in courses at CSU Dominguez Hills. California Dashboard data indicates that CAMS is in the mid-to-upper-90th percentile concerning graduation rate and college readiness.

Department and grade-level teams meet regularly to plan curriculum based on CCSS, NGSS, and Linked Learning components. Interdisciplinary projects (IDPs) incorporate elements of all course courses for each grade level, are a signature component of the CAMS curriculum, and are required in grades 9 through 11.

CAMS states that follow-up with CAMS graduates “has been intermittent at best ... this is an area that could be increased. It would be very beneficial for our school to have a stronger alumni connection in place.”

B2. Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Variety of Programs — Full Range of Choices: 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 career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Visiting Committee Comments

All students are on a path to complete UC/CSU a-g admission requirements, with 98% of all students completing these requirements before graduation. Consistent with CAMS' focus and emphasis on STEM career fields, all students have exposure to three different CTE industries: Engineering, Biotechnology, and Computer Science. Almost all students complete a CTE pathway upon graduation.

Students attend yearly one-on-one conferences with their counselor to discuss progress toward graduation, credits, classes, and areas of interest. The PSAT is mandatory for all ninth, tenth, and eleventh grade students.

The CAMS website and Canvas advisory courses are available to all students. CAMS has a fully staffed College and Career Center. College representative visits are posted on the College & Career Center Canvas and Advisory pages. All juniors participate in CAMS' Southern California College Tour.

The CAMS course of study determines the specific courses students take each year. The master schedule is developed based on several factors: a student course survey to identify electives to be offered, course requirements, student course requests, and CTE pathway course sequences.

All CAMS students take several AP courses, and the expansion of AP offerings has increased participation and success in subgroups, especially for African-American and Hispanic students.

Each of the CAMS CTE focus areas has increased the number and types of work-based learning experiences and opportunities for students. Active business partnerships have provided guest speakers, mentorships, guidance during club competitions, internships, and career days. Core content classes provide links to real-world examples and CTE coursework outside of the grade-level IDP projects.

The counselor meets with students and parents to assist students in developing a four-year plan that will meet their interests while helping them achieve their goals. Parent workshops on various topics (college applications, financial aid, scholarships, dual enrollment at Compton College, etc.) to be more informed and assist their student in reaching future goals are offered.

Students are warned that they may be placed on Academic Probation if they fall off-track and earn multiple Ds or Fs in one semester. Parent conferences are held, and a recovery plan is developed. If a student continues to make more Ds and Fs the following semester, another parent-student conference is held, the student is placed on Academic Probation and is ineligible to participate in extracurricular activities.

Canvas allows parents to engage in parent surveys, receive information on curriculum standards, and understand the UC/CSU a-g admission requirements. Parents also have access to *ParentVUE*, where they can view their student’s current and historical academic information, attendance, progress toward graduation, discipline.

Parents are members of the School Site Council and have the opportunity to attend PTSO meetings that present information about the academic program at CAMS, college and careers, counseling, and extracurricular activities.

Grade level teachers meet weekly to, among other items, review student achievement data and communicate with parents regarding their student’s progress.

CAMS states that “Planning for higher education has been a significant part of the CAMS culture since the school’s inception and has resulted in an outstanding track record in college admissions and scholarship awards.” The College and Career counselor and USC College Advisor meet with seniors. Workshops on college applications are conducted and visits from college representatives are scheduled during lunchtime and before or after school. Many students qualify for and earn AP Capstone and National Merit Scholarship awards.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

LBUSD is committed to providing all students with a standards-based, rigorous curriculum aligned with state standards that prepare students for post-secondary options, facilitate easy transitions between district schools, and provide appropriate scaffolding between grade levels. There is a clear expectation that all CAMS students will graduate and go to college. All courses align to the UC/CSU a-g requirements, as are college courses taken throughout their high school career.

To address and achieve the CAMS Student Outcomes, students engage in interdisciplinary lessons and take CTE courses each year in Engineering, Biotechnology, or Computer Science. Work-based learning provides career exploration opportunities.

There are multiple opportunities for parents and the community to be involved in the students’ education and CAMS.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- Students have access to a standards-based accelerated curriculum
- Interdisciplinary projects connect academic and career themes
- Daily curriculum and lessons are designed to address CAMS Student Outcomes
- Elective courses are based on student interest annually
- Grade Level Teams have weekly meetings to discuss curriculum, student support, and activities

Growth Areas for Continuous Improvement for Curriculum:

- There is a need to continue to develop and embed career-related material into daily lessons to future connect and strengthen academic and career themes
- The World Languages department needs to adopt new textbooks
- There is a need to refine communication strategies to increase student awareness of college and career opportunities

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- CAMS 2022 Self-Study Report
- Classroom visits and observations
- CAMS SPSA
- Leadership Team meetings
- Student group meetings
- Parent meeting
- District personnel meeting
- Focus group meeting
- Informal discussions among administration, teachers, staff, and students

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

Students at CAMS are regularly involved in challenging learning opportunities that emphasize collaborative projects, analysis of sources and data, and effective communication to prepare students for the rigors of college and careers. Students in all grade levels and all subject areas receive ample opportunities to collaborate with their classmates on relevant topics, from discussing complex mathematical ideas to completing challenging AP World History projects. Students grappled with source and data analysis in the AP Language and Composition classes and the Medical Biology classes. Effective communication skills were on full display throughout the CAMS experience. Students engaged in purposeful conversations with classmates and instructors, created artistic expressions of content learning, and made oral presentations through different technology methods, open-ended projects, and student-written responses.

Students at CAMS are also required to employ synthesis and analysis skills as they are presented with different data sources. For example, the Engineering classes allow students to use industry-standard strategies for project management. In contrast, students in Cybersecurity classes work in mock companies to delegate work to each other.

Students are informed of the high academic expectations through class syllabi, daily agendas, objectives/learning targets, use of rubrics/guidelines, and coursework uploaded through Canvas. Class syllabi outline grading policies, homework expectations, and behavioral expectations; syllabi are created using district curriculum and pacing guides and are approved by the administrator. Expectations are also communicated through district unit tests taken in all non-AP math and English courses; students have access to these results to monitor their progress. iReady assessments were newly administered this year. The hope is to provide students access to Khan Academy tutorials based on their performance on the iReady assessments.

<p><i>Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.</i></p> <p>Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective</p> <p>Narrative Rationale:</p> <p>CAMS students are consistently engaged in challenging and relevant coursework. Each grade level</p>

is organized to allow students to explore interests and work with their classmates in collaborative and authentic learning experiences. Expectations are communicated so that all students are aware of their expectations and responsibilities.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom that actively engages students, emphasizes creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Visiting Committee Comments

At CAMS, teachers strengthen their skills as learning coaches through various professional development activities. CAMS teachers regularly collaborate across departments during weekly grade-level meetings and engage in vertical alignment during monthly department meetings.

Students at CAMS are taught instructional content using a variety of research-based instructional methodologies best suited for each content area. Through Canvas, students have access to course materials and support. Students are also encouraged to complete assignments through various technological means, including Google slides, Google sheets, Google drawings, and PowerPoint presentations. Additionally, differentiation is provided through close-reading strategies, explicit vocabulary instruction, a variety of formative assessment methods, note-taking strategies, and cooperative learning strategies.

Students at CAMS demonstrate creative and critical thinking through various products and experiences for which students exercise autonomy. Using Linked Learning principles, CAMS students are connected to real-world applications. For example, students in Medical Biology analyze fictitious medical charts and students in Engineering Design redesign a pizza box using a 2/3D CAD system. Additionally, instruction at CAMS heavily incorporates collaboration and inquiry, with many teachers using Kagan strategies. Students work together to discuss books, conduct laboratory investigations, and explore similar concepts across different subjects such as geometry and engineering.

Students at CAMS apply their acquired knowledge at high levels and extend their learning outside the classroom walls. Biotechnology students use industry-standard laboratory equipment to perform self-guided experiments and produce professional-level results. Students in Computer

Science design car programs for self-driving cars and create their apps for public use. Students in Medical Biology develop lab protocols to test ideas learned in biology.

At CAMS, students are regularly allowed to connect their learning as a career preparation activity. Last year, over 90% of students participated in work-based learning activities, which included: field trips, mentors, guest speakers, and internships. The College and Career Center offers several software programs (e.g., CareerZone, College Vine, and Big Future) to help students process post-secondary options. The College and Career Center arranges visits from college representatives as well as college visits. Academic classes also routinely link lesson plans to potential careers. For example, students may complete their resume and college application in their English class or complete a balsa wood glider project in their Aerospace Engineering class with the help of a mentor via Nepris.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Teachers at CAMS have built-in processes through grade-level meetings and department meetings to meet and collaborate so that students can receive a challenging and relevant education that emphasizes authentic experiences and meaningful collaboration. At every turn, students work with classmates, teachers, and mentors to design and investigate solutions to real-world dilemmas. Learning is directly and consistently connected to postsecondary goals.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching (if any):

- Highly qualified and caring faculty
- Teachers and mentors with industry experience
- Yearly Interdisciplinary Projects
- Learning experiences that challenge students to think critically and analyze information
- Opportunities for students to have real-world experience and to make connections within the community
- Passionate school culture with very motivated students
- Supportive parent presence and involvement

Growth Areas for Continuous Improvement for Learning and Teaching (if any):

- Provide more social-emotional learning activities for students’ emotional well being
- Increase interdisciplinary integration in core content classes throughout the whole school year
- Expand work-based learning opportunities for Computer Science and Biotechnology students
- A clearly articulated plan for how to support students who struggle
- Strategic planning on how to deliver key SEL competencies

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- CAMS 2022 Self-Study Report
- Classroom visits and observations
- WASC evidence binders in classrooms
- Focus Group meeting
- Meetings with students
- Informal discussions

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Visiting Committee Comments

CAMS collects academic data through a variety of testing platforms. The data is disseminated to various locations (SPSA plan, CA Dashboard, school site agendas, the CAMS website, *Canvas*, and *ParentVue* to inform parents of their student's performance) for use, review, and analysis. Departments also have access to data sets to review and analyze the impact on instruction and teaching practices.

Several sources, tools, and assessments are used to collect data for analysis:

- ❖ School Accountability Report Card (SARC)
- ❖ EdData (cde.ca.gov)
- ❖ LROIX
- ❖ *Synergy*
- ❖ *Canvas*
- ❖ SBAC
- ❖ PSAT/SAT
- ❖ Advanced Placement exams
- ❖ PLTW End-of-Course Assessments

Grading policies are discussed in faculty, department, and grade level team meetings. Individual faculty members determine Standards-based grades, growth, and performance levels. The cutoff for major grade bands is consistent schoolwide: 90% = A, 80% = B, 70% = C, 60% = D. Teachers communicate their grading procedures to students and parents at the beginning of the year through the course syllabus. Grades are updated and available weekly through *Canvas* and *ParentVUE*. Hard copies of report cards are sent out approximately every five weeks.

CAASPP and other standardized assessment results are provided to parents directly and updated in *ParentVUE* to monitor student progress toward meeting or exceeding standards. Grade Level Teams frequently assess student grades to develop action plans and modify teaching and learning. Individual student conferences are held when needed. An intervention plan is designed for struggling students, documented on LROIX, and coordinated with all pertinent teachers.

LROIX generates a list of students identified for interventions. The counselor monitors progress to graduation and completion of UC/CSU a-g requirements and meets with students to review, revise, or update their individual graduation plans.

CAMS Student Outcomes are embedded into daily lessons and activities. An explicit measure of the Student Outcomes occurs during the capstone projects in the senior year.

A data review that includes CAASPP results, AP scores, PSAT and SAT data, survey results, and grade breakdowns, is conducted at the beginning of the school year. Presented to the entire faculty, the analyzed data is used to determine areas of strength and areas for concern and create schoolwide and department action plans for the year.

In 2017-2018, the LBUSD Superintendent instituted quarterly data meetings for each high school. During these meetings, the CAMS Leadership Team presents data related to the implementation of the Common Core State Standards and progress monitoring of the schoolwide goals. The structure of these meetings has changed over the past couple of years. Currently, the process is still being refined. Still, it will begin with the district presenting the data to the principal, with the expectation that the data is given to the faculty for further review, discussion, and action steps development.

Over the years, data review and assessment results have supported decisions to modify or create courses at CAMS. Some examples of data-driven decisions include:

- ❖ CAMS's College Board Expectancy tables data analysis showed that AP Physics was moved from the 10th to the 11th grade.
- ❖ Students struggling with the concepts of Algebra 2 Accelerated are concurrently enrolled in Algebra Lab to support their Algebra 2 Acc learning.
- ❖ An additional CTE teacher was hired to expand the number of intermediate biotechnology sections and create an advanced biotechnology course to meet the CAMS Student Outcomes in Biotechnology.
- ❖ Aggregated test scores and grades justify determining intervention programs' focus.

- ❖ An uptick in the number of students receiving grades less than a C prompted CAMS to offer summer school credit recovery and skill recovery classes for the first time.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

CAMS uses various assessment tools, including CAASPP, to collect and disaggregate student performance data to all stakeholders. Teachers determine Standards-based grades, growth, and performance levels. Counselors monitor student progress regarding graduation requirements and UC/CSU a-g completion. Monitoring and reporting student progress is spread throughout multiple platforms, including *Synergy*, *Canvas*, *SARC*, *ParentVUE*. CAMS school leadership and instructional staff assess and evaluate schoolwide programs, including the Linked Learning certification process, to determine pathway effectiveness. Data analysis determines the focus of intervention programs.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Visiting Committee Comments

CAMS teachers use a variety of regular assessments of student work. Formative and summative assessments guide and adjust curricular and instructional approaches and strategies. Standardized testing, AP exams, and other data help drive instruction. AP teachers use instructional planning reports to plan instruction for the following year. Grade data is analyzed quarterly to determine if curriculum and instruction need modification or if additional support is warranted.

Formative assessments include safety checks, role-plays, projects, presentations, quizzes, writing assignments. Summative assessments include end-of-year IDPs, district unit assessments, chapter tests, end-of-term exams, and state assessments.

Teachers use the *Canvas* platform to regularly update their online grade book and ensure that students and parents monitor progress through *StudentVUE* and *ParentVUE*. In the classroom, daily use of objectives and learning targets is emphasized. Rubrics, grades, and online assessments such as Khan Academy and AP Classroom provide regular feedback from teachers.

Written and verbal peer feedback such as comments and suggestions through Google docs in English or field testing of prototypes in CTE classes are used in several classrooms and pathways.

Students apply skills learned in multiple classes that demonstrate mastery of specific content standards and progress on achieving the CAMS Student Outcomes through the yearly IDPs.

It is interesting to note that data analysis and usage at CAMS differs from larger comprehensive high schools. CAMS has a minimal EL population, discipline and behavior issues are virtually non-existent, and Students With Disabilities (SWD) services center around speech therapy and hard-of-hearing support. CAMS students regularly rank in the mid-to-upper-90 percentiles on California Dashboard indicators for ELA, Math, College Readiness, and Graduation Rate. At CAMS, data analysis centers around individual student support rather than group student support. In that respect, data analysis and monitoring of student achievement are solid and effective.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Assessments and data use at CAMS run the spectrum from state and national exams to daily teacher-generated formative assessments. Digital, online, and traditional assessment tools are all used. Summative assessments include unit tests, chapter tests, yearly IDPs, LBUSD unit assessments, and state assessments.

Distributed in each class and regularly reinforced, expectations for learning are established through course syllabi at CAMS. *Canvas* provides teachers opportunities to leave written feedback on assignments and any verbal feedback. CTE classes focus on project-based learning and rubrics. Students meet with the counselor yearly to review progress toward graduation and discuss the benefits of college prep coursework and successful completion of the UC/CSU a-g admission requirements.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability (if any):

- Communication with students around expectations on assessments exists.
- Regular use of the *Canvas* platform by teachers provides students and parents with current, up-to-date grades and assignments.
- Discussed during department and faculty meetings, assessment data is available to teachers and administrators through LROIX.

- Data analysis has allowed for the expansion of AP and CTE programs and course offerings.

Growth Areas for Continuous Improvement for Assessment and Accountability (if any):

- CAMS needs to provide meaningful professional development for teachers to expand formative assessment opportunities.
- CAMS needs to continue to raise advanced placement scores by increasing the overall pass rate and moving students from 1s to 2s, 2s to 3s, etc.
- There is a need to develop and implement common assessment parameters for measuring the CAMS Student Outcomes.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Assessment & Accountability Focus Group meeting
- CAMS 2022 Self-Study Report
- Classroom visits/observations
- Student meetings
- Leadership Team meetings
- Informal discussions with staff and students

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Visiting Committee Comments

Parent participation is found in School Site Council, PTSO, college and career events. Community members are greatly involved in the Engineering, Computer Science, and Biotechnology Advisory Boards. Collaboration is ideal for decision-making. Students seek stakeholders’ thoughts, recommendations, and opinions, parents, and community forums that include the CAMS School Site Council, California State University Dominguez Hills (CSUDH)/CAMS Governing Board, Compton College/CAMS partnership, Parent Teacher Student Organization (PTSO), Principal’s Advisory Group, and Associated Student Body class.

Parents and community members participate in a variety of academic programs. Volunteers help in classrooms and on field trips. They serve as mentors for various competitions and guest speakers for Career Day and share first-hand knowledge of professions and future workforce expectations. LBUSD is partnered with the NEPRIS system that brings community members from various industries to present to CAMS students. CAMS exposes parents and community members to teaching and learning. At the end of these activities, valuable input from parent and community volunteers regarding the experience, educational value, and suggestions for improvement via evaluations is communicated.

CAMS parents provide valuable feedback regarding the education provided to CAMS students. Faculty and staff take parent feedback by creating an open line of communication that fosters a flow of direct feedback. Parents can give feedback directly to CAMS faculty and staff during Back-to-School Night, Open House, grade-level team meetings, teacher conferences, and electronic means such as telephone, email, SchoolMessenger, and Canvas.

<p>Parent and Community Engagement that supports high achievement for all students.</p> <p>Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective</p> <p>Narrative Rationale:</p> <p>Strong and present parent participation is integrated at CAMS. Parents and community members participate in various academic programs on multiple levels. Collaboration with a goal of consensus is ideal for all decision-making at CAMS. Students highly value stakeholders’ recommendations, views, and opinions, parents, and stakeholders in community forums, that include the CAMS School Site Council, CSU Dominguez Hills (CSUDH)/CAMS Governing Board, Compton College/CAMS partnership, Parent Teacher Student Organization (PTSO), Principal’s Advisory Group, and</p>

Associated Student Body class. CAMS parents provide valuable insight regarding the education established at CAMS. Parents and community members are welcome to participate in various academic programs on several levels.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school develop a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1. Safe, Clean, and Orderly Environment: 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 and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

CAMS faculty and staff are very clear about the expectations outlined in the Student Handbook. Everyone contributes to the safety of the CAMS campus. The student body and faculty are guests of CSUDH and have the privilege of attending a high school located on a university campus that holds a high expectation for safety standards. CAMS is under the jurisdiction of the state university police. A campus safety officer (CSO) has been added and is a part of the school staff. School Safety and Emergency Preparedness Plans are reviewed annually and are updated by all stakeholders. Regular fire, shelter-in-place, and earthquake drills occur, and the faculty and staff receive emergency training throughout the academic year. They are integrated into the CSUDH campus-wide emergency preparedness plan.

CAMS is highly focused on internet safety due to the daily use of technology. A schoolwide assembly for internet safety is held and appropriate discipline is enforced to students who are not using safe internet practices. Faculty and staff are also trained on proper internet safety protocols.

CAMS is a very clean campus with up-to-date facilities. Regular custodial and grounds services maintain the school campus. Parents and stakeholders are very satisfied with the cleanliness and upkeep of the campus. Students take great pride in the state of the school's facilities. ASB also assists with keeping a clean campus through the CAMS Clean Campus Committee.

CAMS has built a positive school climate. Spirit activities are held throughout the fall and spring semesters. During spirit week, daily competitions between grade levels include themed dress-up and lunchtime activities. Spirit Week culminates on Friday with a Spirit Rally, students wearing grade-level colors, and the campus decorated representing class colors and mascots. During the

day, each grade level team provides entertainment that includes singing and dancing.

CAMS students charter over 50 clubs for students. These clubs are successful in various state and national competitions. CAMS also holds multiple sports teams such as tennis, cross country, track, volleyball, basketball, and soccer.

There are strong communities in classrooms. Teachers are utilizing collaborative grouping in their lessons. Students build camaraderie and collaborative skills. Students treat peers as colleagues and their teachers as mentors. Classes are set much like professional environments for giving students reference for working on projects as it applies to the real world.

A focus for the 2021-22 school year is implementing Social Emotional Learning activities in the classroom. Additionally, the school Social Worker provides individualized student support with referred students.

Students are recognized each semester through the principals' honor roll. Students who earn specific achievements such as National Merit Scholars, Academic Decathlon, FRC robotics competitions are recognized in the classroom or during lunch in the quad. At graduation, seniors are recognized for achievements, including Pathway completion, PLTW participation, Golden State Seal, Honor Roll, AP Capstone, and National Merit Scholars. Faculty and staff expect all students to do well in rigorous academic coursework, graduate from CAMS, and attend a four-year college or university. Each semester juniors and seniors have access to university courses through CSUDH. Lessons are designed to foster inter-dependence and respectful peer collaborations.

School Culture and Environment that supports high achievement for all students.
Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective
Narrative Rationale:
 CAMS sets the stage for high trust, efficacy, and personal accountability expectations. The faculty and staff trust and expect students to show significant personal growth to reach their full academic potential. Students expect to be safe at CAMS and academically challenged. All students are enrolled in honors and advanced placement classes. Lessons are designed to foster inter-dependence and collaborations by explicitly learning and adhering to group norms. Students are encouraged to practice respectful discourse and develop debate skills through active listening. Teachable moments are recognized and used when students do not adhere to respectful interactions. As a result of these expectations and student support, nearly all CAMS students complete the UC/CSU a-g subject requirements and attend a four-year college/university.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Visiting Committee Comments

CAMS has a full-time counselor that provides student support in academic, career/college, and social/personal areas. The Master Schedule develops a grade-level community, producing a supportive and nurturing group for students. This social support is especially critical to incoming ninth graders.

Weekly grade-level team meetings, consisting of the core and CTE teachers and the counselor, discuss students' academic and emotional states. When a student is identified as struggling, the team uses intervention protocols to determine how to best support the student. Supports include assigning a teacher mentor, encouraging the students to attend tutoring with their teacher or through the Rebel Center, and reaching out to parents. Academically at-risk students are also identified through testing data, and the team develops individual intervention approaches.

Beginning freshman year, Link Crew provides students with the tools and experiences needed to succeed. Students attend an intensive three-day Grade 9 Orientation Program that introduces the first-year curriculum, academic and behavioral expectations, a campus tour, and socialization exercises.

The number of Advanced Placement classes has increased at CAMS. AP teachers offer tutoring sessions starting the second semester. In the months leading up to the AP exam, mock exams are administered with student feedback. Additionally, teachers regularly use the CollegeBoard AP Dashboard with students.

Teachers are available for at least one hour a week for students to ask for clarification or receive support. Students also have access to coursework and notes through Canvas. If further assistance is needed, the academic counselor is brought in to provide additional service. The Rebel Center is

available for specialized tutoring support before and after school. It is staffed with a teacher and multiple peer tutors.

During the 2021-22 school year, a full-time social worker was added to the CAMS staff. The social worker uses a teacher or parent referral to identify students in need. Students can also self-report to get assistance. This additional guidance supports the transition back to in-person instruction.

In conversations with student groups, students have stated that they feel they can talk to at least one adult on campus (certificated or classified) about questions, concerns, or issues. In Grade Level Team meetings, students that may need monitoring and additional support are identified and discussed, an informal SST to some extent. It should also be noted that a formalized system and accompanying processes, such as the newly-opened Wellness Center, are relatively new to CAMS, as are the personnel that focuses on its students' well-being and mental health. In discussions with the administration, grade level team members, and staff, there is general agreement that what has “always been done” needs to continue, be expanded, and formalized.

The CAMS College & Career Center counselor partners with teachers, parents, higher education, and local community leaders to help students develop optimal post-secondary options. Students access resources on matriculation into 2-year and 4-year colleges and career exploration and vocational programs. Students are provided support in completing college applications and financial aid. The College and Career Specialist and a USC advisor work collaboratively to ensure that every senior has a plan after graduation.

CAMS has adopted the LBUSD district policy that serves pupils in grades 7 through 12 that specifically addresses the needs of high-risk groups and has a crisis team in place. At-risk students are provided with more support and monitoring, including counselor and parent communication. The protocol includes communicating classroom expectations, monitoring student achievement, communicating with students and parents, and providing support.

Robotics addresses career readiness and problem-solving. Many students select FRC Robotics and VEX Robotics programs, receiving recognition yearly at regional and national competitions. Furthermore, students are also involved in ROV - Remote Operated Vehicles and Solar Boat, receiving recognition and awards at competitions.

ASB organizes student activities, manages the student budget and trust accounts, approves club activities and fundraisers, addresses any student body concerns, and plans activities that build school spirit. ASB also plans and coordinates large-group events, increasing student involvement and supporting academic achievement. ASB is guided by the Activities Director, who oversees all meetings.

<p><i>Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.</i></p> <p>Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective</p> <p>Narrative Rationale:</p> <p>CAMS provides student support in academic, career/college, and social/personal areas. The Master Schedule develops a grade-level community, producing a supportive and nurturing group for</p>

students. Weekly grade-level team meetings, consisting of the core and CTE teachers and the counselor, discuss students' academic and emotional state.

Beginning freshman year, Link Crew provides students with the tools and experiences needed to succeed with CAMS. CAMS students attend an intensive three-day Grade 9 Orientation Program that introduces the first-year curriculum, academic and behavioral expectations, a campus tour, and socialization exercises, creating a strong sense of school connections for all incoming students.

California Education Code (EC) Section 215, added by AB 2246, requires the Local Educational Agency (LEA) that serves pupils in grades 7 through 12 to adopt a pupil suicide prevention policy that specifically addresses the needs of high-risk groups. CAMS has adopted the LBUSD district policy and has a crisis team.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

CAMS has a strong and supportive school culture for students, personally and academically. CAMS students are active in a wide range of activities, including academic and special interests. Students are given opportunities to develop leadership skills and acquire responsibility.

CAMS parents are highly engaged in and supportive of the school's programs. CAMS has maintained various supporting structures to help students academically. The school applies methods to assist students who need social-emotional or behavioral support. The school safety plan has been examined thoroughly by faculty, administration, and first-responding agencies and is continually modified.

The overall effectiveness of the support system is evident in the percentage of CAMS students that are successful in their classes. CAMS students had a D & F rate of less than 1% in English Language Arts and less than 4% in Mathematics. That number increased during the online format, but many of the supports were not easily accessible. Another indicator of the effectiveness is the consistently high Advanced Placement pass rates, SAT scores, and A-G completion rates. Successful passage of college-level courses has also been a strong indicator of CAMS student success.

- Numerous student-led clubs and activities
- Regular parent involvement and support
- Clear systems of support
- Full-time school social worker
- Fully equipped college and career center

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

- Expand social-emotional learning and support
- Increase extracurricular experiences for biotechnology and computer science
- Implement a system to monitor student interventions
- Streamline methods of communicating with students, parents, and the community

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- School Culture & Support Focus Group meeting
- CAMS 2022 Self-Study Report
- Classroom visits/observations
- Student meetings
- Leadership Team meetings
- Counselor & Counseling Support Meeting
- Informal discussions with staff and students

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically.

Stakeholders describe CAMS as an inviting, inclusive, and supportive school with a rigorous standards-based curriculum and work-based learning experiences that provide a diverse student body with opportunities to develop and acquire the knowledge, tools, and skills necessary to succeed in college prepared for all post-graduate careers and environments.

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

1. The CAMS staff are dedicated to the vision and mission of CAMS, engaged in providing academic support and mentorships, and supporting extracurricular clubs, organizations, and activities.
2. The students are highly motivated to succeed, provide peer support, and celebrate successes among classmates and faculty.
3. CAMS's strong STEM pathways of courses are aligned to industry and academic standards.
4. CAMS maintains a high level of academic and rigorous coursework that is standards-based, aligned to the CAMS Student Outcomes, and evaluates student achievement through several standardized assessments and formative, summative, and project-based assignments and assessments.
5. The design of the student-centered master schedule provides planning time for grade-level teams, departments, and cross-curricular teams, further enhancing the strength of CAMS for teachers to collaborate regarding student achievement, curriculum development, instructional strategies, and student support.
6. The yearly Interdisciplinary Projects (IDPs) allow students to apply skills learned in multiple classes and demonstrate mastery of specific content standards as well as progress on achieving the CAMS Student Outcomes.
7. CAMS has been recognized for its programs, a tradition of high achievement of its students, and the commitment to cross-curricular and interdisciplinary teaching and learning.
8. The Wellness Center and the social worker, the College & Career Center and counselor, the counselor, and the USC college advisor provide services and additional social-emotional support to all students.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

After analyzing the school's data and reviewing progress on the action plan since the last self-study, CAMS identified overall schoolwide areas of concern.

1. A gap exists in the types of CTE and work-based learning experiences based on the focus area of Biotechnology, Computer Science, or Engineering.
2. Opportunities for all students to make regular connections across academic content areas and between academic and career content are limited.
3. CAMS Student Outcomes need to be updated and regularly measured.
4. Survey results indicate an increase in CAMS students feeling disconnected, lacking personal student relationships, and self-efficacy.
5. Students and parents report a lack of clear communication about policies, procedures, events, and activities.
6. PE and athletics facilities are not conducive to learning at this time.
7. The relationship with CSUDH in order to provide opportunities for students to use facilities and complete additional coursework has decreased.

While #6 and #7 from the above list are areas of concern, the resolution of these concerns is beyond the purview of CAMS. The current principal is working to re-establish and develop a positive and collegial working relationship and atmosphere with CSUDH that will benefit both schools.

Three schoolwide School Goals/Growth Areas for Continuous Improvement were written that encompass and address the first five areas of concern:

Growth Area #1 is an identified schoolwide need based on data analysis that confirms that a gap exists in the types of CTE and work-based learning experiences based on the focus area (#1), limited opportunities for all students to make regular cross-curricular connections (#2), and the need to have the CAMS Student Outcomes updated and regularly measured (#3).

Growth Area #2 was developed based on survey results that indicate CAMS students feeling disconnected, lacking personal student relationships, and self-efficacy (#4). These survey results have increased based on behavior and social-emotional outcomes resulting from the pandemic shutdown, the pivot to an online teaching and learning environment, and the subsequent return to in-seat learning.

Growth Area #3 results from survey results that indicate that students and parents report a lack of clear communication about policies, procedures, events, and activities (#5).

The faculty reviewed the School Goals, provided feedback, and suggested action steps. All feedback and suggestions were summarized with the ILT for revision. The finalized action plan was shared with the faculty, students, and parents to ensure the plan represented all stakeholders' concerns.

Therefore, the visiting committee **concur**s with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

Growth Area for Continuous Improvement/School Goal #1: College and Career Ready: All students will engage in challenging, innovative, and relevant learning experiences that prepare them for college and career, by utilizing all Linked Learning components, including rigorous academics, career technical education, work-based learning, and comprehensive support.

In support of this Growth Area for Continuous Improvement, the VC recommends the following actionable items:

- ❖ Expand course offerings, investigate, and explore work-based learning components of the Engineering Career Pathway that may be applicable and adapted to the other CTE Pathways.
- ❖ Continue efforts to re-establish and develop a positive and collegial working relationship with CSUDH to benefit both schools.

Growth Area for Continuous Improvement/School Goal #2: Social-Emotional Learning:

Students will expand their social-emotional well-being in the following areas:

- Connecting to school, teachers, and other students
- Developing self-management skills
- Becoming more self-efficacious
- Increasing student's social awareness

In support of this Growth Area for Continuous Improvement, the VC recommends the following actionable items:

- ❖ Develop and refine a formalized system of protocols to promote social-emotional support for all students.
- ❖ Continue to provide opportunities in the classroom for students to develop the skills and tools necessary to be advocates for themselves, manage mental and physical stressors, and adjust their behavior and reaction to situations they may encounter while in high school and post-secondary environments.

Growth Area for Continuous Improvement/School Goal #3: Communication: All members of the school community will engage in two-way communication with CAMS through the following:

- Implementation of a comprehensive and clear communication plan for students, parents, and staff
- Development of structures to solicit student and parent input and feedback
- Revision of policies and procedures to reflect stakeholder input

In support of this Growth Area for Continuous Improvement, the VC recommends the following actionable items:

- ❖ Determine which communication platforms currently used are the most efficient and effective methods for sharing information between CAMS and home.
- ❖ Continue efforts to re-establish and develop a positive and collegial working relationship with CSUDH to benefit both schools.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

NOT APPLICABLE

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**

The Visiting Committee generally concurs with the Action Plan areas and goals as presented that address CAMS' identified Growth Areas for Continuous Improvement. As funding for the upcoming years is solidified, refinement of action steps will occur.

The Visiting Committee advises revision to incorporate the recommended actionable items that support and are a natural outgrowth of the school's identified areas and plan.

1. Expand course offerings, investigate, and explore work-based learning components of the Engineering Career Pathway that may be applicable and adapted to the Biotechnology and Computer Science Pathways.
2. Continue efforts to re-establish and develop a positive and collegial working relationship with CSUDH that will benefit both schools.
3. Continue to provide opportunities for students to develop the skills and tools necessary to be advocates for themselves, manage mental and physical stressors, and adjust their behavior and reaction to situations they may encounter while in high school and post-secondary environments.
4. Determine which communication platforms currently used are the most efficient and effective methods for sharing information between CAMS and home.

The CAMS WASC Action Plan aligns with its SPSA and LBUSD-identified LCAP goals. Rather than a stand-alone plan, the Visiting Committee recommends that, as much as possible, the identified Growth Areas for Continuous Improvement be incorporated into the CAMS SPSA.

These Growth Areas should not be stated in the CAMS SPSA as additional goals. Instead, each Growth Area for Continuous Improvement (College & Career Ready, Social-Emotional Learning, and Communication) could be embedded and incorporated in the SPSA as actionable items under one or more of the school-identified SPSA goals.

- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**

As CAMS continues to work toward accomplishing the action plan's schoolwide LCAP goals that have been developed, the Growth Areas for Continuous Improvement need to be addressed. The action plan represents the validation and focus of the school to enhance and increase already high student learning and achievement. The follow-up process appears to be adequate. CAMS needs to examine timely student achievement data and use formal assessments to inform and adjust curriculum and instruction and increase students' success. The Visiting Committee is confident that the revised SPSA action plan will improve students' positive performance and continue CAMS' mission of "... increase the nation's pool of graduates in math and science.

– **The level of commitment to accomplish the action plan, schoolwide and systemwide**

There is a high degree of enthusiasm, commitment, and support by the leadership, staff, and community toward providing students with high-quality public school education. CAMS demonstrates a consistent “can do” spirit and a high level of pride in the state and national recognitions, achievements, and accomplishments of the school and its students. The high level of Rebel pride and tradition is a driving force and will serve them well in continuing to accomplish their goals. Formalized social-emotional support systems have recently been put in place; however, through Grade Level Teams, CAMS staff have always utilized components of SST to identify students who may need additional social-emotional support beyond the SEL 3 Signature Practices (Welcoming/Inclusion activities, Engaging Strategies, and Optimistic Closure). LBUSD administration is supportive of CAMS’ vision, mission, and direction and continues to provide professional learning opportunities and resources to meet its goals.

– **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**

Alignment exists between the action plan developed to address the Growth Areas for Continuous Improvement, the SPSA, and the LCAP goals and plan. Funding for action items, systems, and programs is appropriate and adequate.

– **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The follow-up process, which will be included in the revised action plan, places the responsibility for implementing, monitoring, and evaluating the action plan with the administrative staff in conjunction with the Instructional Leadership Team. The revised action plan will be specific, measurable, achievable, relevant, and timely (SMART) and address all students’ needs. A responsible person(s) will be identified to ensure the successful implementation of each action item.

The Visiting Committee believes that both the administrative staff and leadership team will actively ensure the successful implementation of the action plan. It is also the firm belief of the Visiting Committee that the administrative staff and leadership team possess the capacity, respect, and dedication necessary to ensure a successful implementation.

In summary, CAMS is looking forward to an ongoing celebration of progress and continuing its positive path. Leadership at CAMS has taken ownership of the improvement process and is looking forward to meeting the 21st-century challenges of enhancing student performance, high achievement of all students, and fulfilling their mission statement to “...increase the nation’s pool of graduates in math and science.”

<p>The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement for all students.</p> <p>Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective</p> <p>Narrative Rationale:</p>

Through the current self-study process, CAMS recognized that the schoolwide self-identified Growth Areas for Continuous Improvement reinforce the school’s vision and mission to develop the talents of motivated students to become thoughtful and productive members of an increasingly global and technological society by increasing the nation’s pool of graduate in mathematics and science. CAMS’s current SPSA and WASC action plan align with LBUSD’s goals. Any WASC VC recommendations will be incorporated and embedded in the school’s SPSA as actionable items when applicable.

The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

There is a high degree of commitment and support by the leadership, staff, and community toward providing students with high-quality public school education. Not satisfied to rest on their laurels, the driving force of pride in the state and national recognition already achieved will serve CAMS well in continuing to accomplish its goals. LBUSD administration is supportive of CAMS’ vision, mission, and direction and continues to provide professional learning opportunities and resources to meet its goals.

CAMS is looking forward to an ongoing celebration of progress and continuing its positive path. Leadership at CAMS has taken ownership of the improvement process and is looking forward to meeting the 21st-century challenges of enhancing student performance, high achievement of all students, and fulfilling their mission statement to “...increase the nation’s pool of graduates in math and science.”

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)	X			
Governance (A2)	X			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)	X			
Resources (Charter only) (A6)	n/a	n/a	n/a	n/a
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)	X			
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)		X		
Use of Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)	X			
Acceptable Progress by All Students	X			
Alignment of a Schoolwide Action Plan/SPSA to School's Areas of Greatest Need	X			
Capacity to Implement and Monitor Schoolwide Action Plan/SPSA	X			