



# El Camino Real Charter High School



## 2023 SELF-STUDY REPORT

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Home of Academic, Artistic & Athletic Excellence

5440 Valley Circle Blvd  
Woodland Hills, CA 91367

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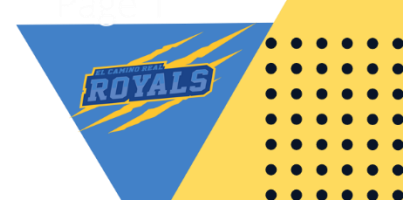
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## WASC Visiting Committee

Mr. Larry Boone, Chair  
Principal  
Camino Nuevo High School No. 2

Catherine Real, Member  
High School Principal  
Vista Heritage Global Academy

Mr. John Luzzi, Member  
Assistant Principal  
Liberty Charter High School

Mr. Russell Stoll, Member  
Principal  
Da Vinci Design

Mr. Josh Ostini, Member  
Dean of Students  
Orcutt Academy Charter School

Ms. Kerry Kletter, Member  
Director of Instruction  
Village Charter Academy

Ms. Samantha Haynes, Member  
Principal  
Blue Ridge Academy

## El Camino Real High School Board of Directors

Brad Wright  
Board Chair/Community Representative

Linda Ibach  
Board Vice-Chair/Teacher Representative

Alexandra Ramirez  
Board Member/Community Representative

Steve Kofahl  
Board Member/Teacher Representative

Gregg Solkovits  
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Danielle Malconian  
Board Secretary/Parent Representative

Daniela Vargas  
Board Member/ Classified Representative



# El Camino Real Charter High School Administration



David Hussey  
Executive Director



Juan Alba  
Administrative Director, Secondary Counseling  
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Zasha Endres  
Administrative Director, Instruction, Curriculum,  
and Behavior Support



Dean Bennett  
Administrative Director, Alternative Education,  
Independent Studies, STEAM Program



Emilie Larew  
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Services



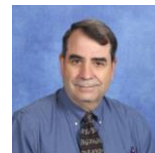
Jason Camp  
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Dr. Kurt S. Lowry  
Director of Human Resources



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Activities



Greg Wood  
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## El Camino Real Charter High School Writing Team

Dean Bennett, Administrative Director

Zasha Endres, Administrative Director

Audra Herrera, Teacher

Lindsey Shano, Counselor

Kyle Martindale, Teacher

Natasha Zwick, Teacher

Karen Evens, Teacher

Alison Yedor, Teacher

Allison Reinboth, Teacher

Rosalina Montague, Teacher

Michael Consoletti, Teacher

## El Camino Real Charter High School Focus Group Leaders

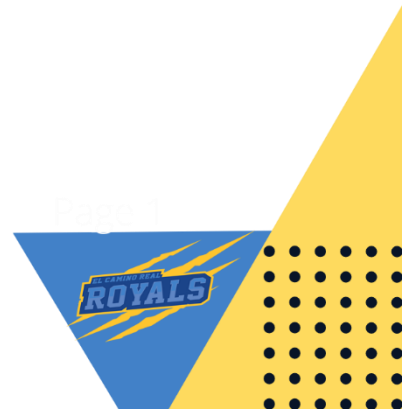
Alison Yedor and Lindsey Shano *Organization*

Karen Evens and Kyle Martindale *Curriculum*

Allison Reinboth and Natasha Zwick *Learning and Teaching*

Audra Herrera *Assessment and Accountability*

Rosalinda Montague and Michael Consoletti *School Culture*





## Executive Director's Welcome

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

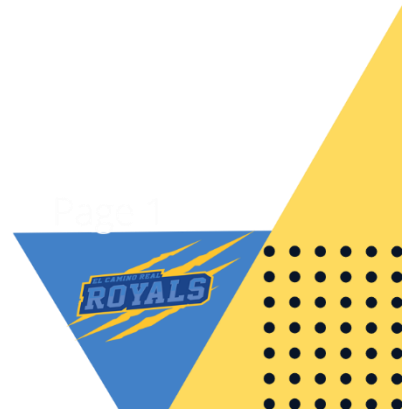
The self-study document is the result of a collaborative effort of the El Camino Real community. It is a comprehensive analysis of our instructional programs and our efforts to improve achievement for all students. The pandemic has impacted student achievement, socioemotional development, and interrupted the daily lives of our school community. The WASC self-study process has given us an opportunity to reflect on our accomplishments and reassess our strategies for addressing our areas of growth. Now more than ever, we strive to develop compassionate global citizens and cultivate their unique talents and skills through innovative teaching methods. We want to empower our students to become compassionate global citizens, pursue their post-secondary goals, and support our students in different facets of life to persevere in the face of challenges in an ever-changing global society.

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

Sincerely,

David Hussey

Executive Director





### Part I: Significant Developments since 2017 Full Study

There have been several significant changes and developments since the last full visit. These changes can be grouped into the following categories: Staffing Transitions, Curriculum and Instruction Updates, Integration of Technology, and Intervention Refinements.

#### **Staffing Transitions**

ECRCHS has experienced significant changes in certificated staffing. There are approximately 60 teachers on staff who have been hired in the last 6 years. In addition, of the seven total administrators, only three (the Executive Director and two Administrative Directors) remain from the 2017 full visit. The Chief Business Officer and Director of Human Resources are also new to the school.

#### **Curriculum and Instruction Updates**

##### **Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP):**


In 2017, ECRCHS made the decision to use an internal assessment system to help better identify the academic needs of its entire student body. The school selected the Measures of Academic Progress (MAP) assessment, developed by the Northwest Evaluation Association (NWEA). The school identified the MAP as being able to best meet its needs for a schoolwide assessment program to measure and support student growth and performance over time. MAP assessments provide our teachers with accurate and actionable evidence that helps them target instruction for each student and groups of students, regardless of how far above or below the students are from their grade level. These tests are administered two or three times per year. This semester, we added a part-time position of data coordinator to help teachers sort through the data.

##### **Common Planning Day (CPD) Wednesdays:**

Based on a recommendation from the 2017 Visiting Committee, we switched from using the 14-day LAUSD Professional Development format to using a weekly Common Planning Day (CPD) schedule. This change created 14 extra hours of meeting time compared to previous years. This regular (Wednesday mornings) and frequent meeting schedule established a new climate where there is sufficient time to collaborate and follow through on projects. The main focus over the past six years has been on developing curricular maps and creating common formative assessments.

In the fall of 2021, we began to formally use the Professional Learning Communities (PLC) model. In the model, departments meet in smaller course-alike teams (e.g. Biology, Honors English 10) and they are guided by the following four PLC essential questions:

1. What do we want students to learn?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?



4. What will we do to extend the learning when they already know it?

One CPD meeting per month is dedicated to professional development for the entire faculty. This PD is guided by the Professional Development Advisory Committee (PDAC, see below). Two major categories of training over the years have been Culturally Proficient Teaching and Integration of Technology.

**Professional Development Advisory Committee (PDAC)**

PDAC is responsible for the planning and content of our professional development days. This committee is made up of administrators, teachers, and counselors and is dedicated to sharing topical, research-based educational techniques and developments with our staff. Prior to the last full visit, professional development was generally prescribed by administration.

**Culturally Proficient Teaching**

Faculty and staff identified an area of growth regarding external factors that lead to and/or increase student achievement gap. As a result, school administration has provided professional development over several years targeted at improving cultural proficiency for our school staff.

**Ethnic Studies Course**

The Social Studies Department has expanded its course offerings by adding an Ethnic Studies elective course that will focus on themes of social justice, social responsibility, and social change. This course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, as well as their own. ECRCHS wants to ensure that students receive instruction that is challenging, culturally proficient, and representative of the ever-changing population of our school

**Dual Enrollment Program**

In the 2019-20 school year, El Camino partnered with Los Angeles Pierce Community College to provide Dual Enrollment college classes to our students. This program allows ECRCHS students to earn both college and high school credit for the coursework that they complete and provides ECRCHS students the opportunity to complete college coursework on our campus during the school day. Students can join the program in their junior year, and upon completing the program will have approximately 28 transferable college credits in addition to completing their graduation requirements. The program currently has an 11th grade cohort and a 12th grade cohort.


**STEAM Program**

El Camino started a STEAM program shortly after the last full visit. It was originally modeled after our interdisciplinary Humanitas Academy where students stayed in cohorts but was modified to resemble a college major program. Students now choose one of three pathways to “major” in and they enroll in the corresponding courses. Our current pathways are Computer Science, Engineering, and Medical Sciences.

**CTE Pathways**

Prior to the start of the 2021-22 school year, a concerted effort was made by the administration to fill teaching vacancies with CTE credentialed individuals, where appropriate. As a result, ECRCHS hired three teachers in 2021 that held, or were in the process of completing, a CTE credential. This was





followed by an additional two teachers in 2022. These hires have provided ECRCHS with an opportunity to expand and grow the CTE courses and pathways offered on campus. These CTE pathways include Food Service and Hospitality, Arts Media, and Entertainment, Building and Construction, and Game Design and Integration. Although each of these pathways are in different stages of development, the goal is to have at least three pathways, each with a two-course sequence, by the start of the 2023-24 school year.

### **Rigorous 9th grade program**

As both the UC and CSU systems have removed the SAT and ACT examinations as an eligibility requirement in determining admission, it has become clear that one of the most important factors in college admissions will be the academic rigor of a student's schedule throughout high school. In an effort to provide a more challenging schedule and provide opportunities for students to take the recommended courses for college admission, ECRCHS moved the traditional 10th grade World History requirement to the 9th grade. This change allows for a student's 9th grade year to be more challenging and opens up more opportunities in future grades for them to take additional academic electives, or a world language. Freshmen are now required to take three core classes (math, English, social studies) in addition to Physical Education. Biology can also be taken but is not a requirement until the 10th grade.

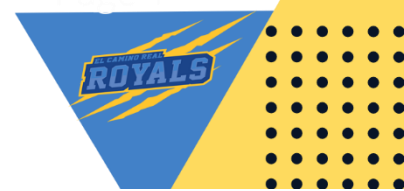
### **Seal of Biliteracy**

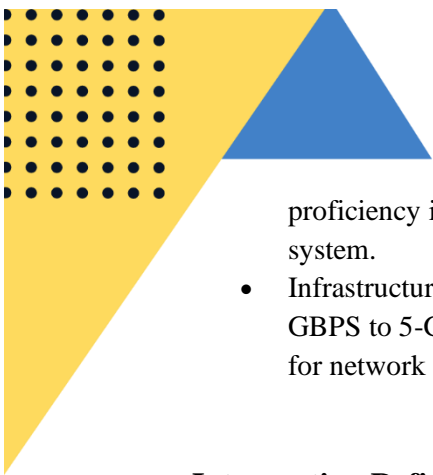
ECRCHS started offering the Seal of Biliteracy in 2018-2019. The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by the time of high school graduation. This gives students an opportunity to earn national recognition for their studies in a world language. To receive the Seal of Biliteracy, students need to meet or exceed the standards in CAASPP ELA, maintain a C average in all 4 years of English, and receive a score of 3 or higher on AP Spanish or French Language and Culture Exam

### **Integration of Technology**

In Fall 2018, the school began its 21st Century Classroom Initiative.

- 1:1 Student Device: All students are assigned their own Lenovo laptop computer to use in the classroom and to take home. Students keep this computer for the duration of their time at El Camino. The school established a “Genius Lounge” that is staffed by four members of the IT department. Students can go there if they have forgotten something (computer, charger) or if the computer is not working. The school provides loaner computers while the problem is addressed, and we are an authorized Lenovo repair center.
- Interactive Whiteboards: Over a three-year period, every classroom was equipped with a Promethean Smartboard.
- School-wide Learning Management System (LMS): The school voted to adopt Canvas as its LMS since students will use this LMS at Community Colleges and Cal State universities.
- Microsoft Windows and Office 365: Adoption of Microsoft Office 365 and more specifically, Microsoft Teams and OneNote, has provided a seamless transition to a more digital workspace. While the Google platform is popular with many schools, ECRCHS believes that using the Microsoft suite makes students college and career ready, as most employers today seek





proficiency in Microsoft Office applications running within the Microsoft Windows operating system.

- Infrastructure: The school upgraded network hardware, increased internet capabilities from 1-GBPS to 5-GBPS and installed a secondary 1-GBPS backup internet line. We also use a firewall for network security and a content filter.

## **Intervention Refinements**

### **Wellness**

In 2019, ECRCHS expanded mental health support available on campus through the addition of a Psychiatric Social Worker (PSW) for three days per week. We contracted with LAUSD to provide us with the PSW. Following a review of data, it was determined that additional campus-based mental health support was needed and the PSW's schedule was increased to 5 days per week. To meet the increased mental health needs of our student population, we increased to two PSWs for the 2021-2022 school year. Unfortunately, due to staffing issues with LAUSD, we had only one PSW in the Spring of 2022 and were told that would likely be the same situation for Fall of 2022. Knowing we wanted to prioritize mental health and wellness, we explored various avenues for securing mental health professionals on our campus. We found [SAGE](#), a nonprofit agency that partners with multiple local school districts to provide professional mental health services to students on campus. ECRCHS is proud to contract with SAGE to provide three school-based therapists (with the goal of adding a fourth) for the 2022-2023 school year, eliminating the cost, transportation, and insurance barriers that make it difficult for many students to receive therapy.

To provide the best services to our students, ECRCHS has developed a [Wellness Center](#) to create a safe space for students to receive individual counseling, attend wellness groups, find resources, and more. The Wellness Center is currently open for drop-in services Monday-Friday from 8:00am-4:00pm. During the Spring of 2022, there were [wellness groups](#) every day of the week (Mondays were [Flexible Pathways](#) and [Secrets to Success](#), Tuesdays were [Young Royals](#), Wednesdays were [Lunch & Chat](#), Thursdays was [Art and Soul](#), and Fridays were open to our [Active Mind Club](#)). Our counselors and therapists are currently planning the groups for the 2022-2023 school year.

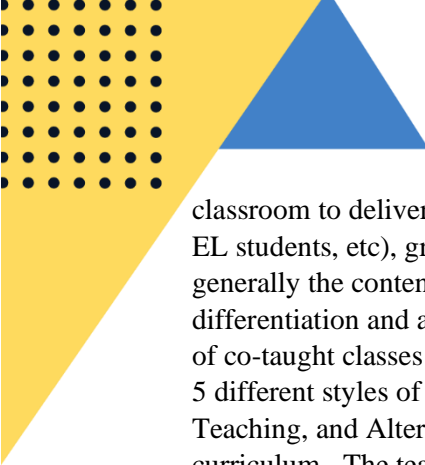
### **Independent Study Program**

In the 2019-2020 school year, El Camino expanded the Independent Study Program by moving it to a separate facility in neighboring West Hills. This new site has seven classrooms, a science lab, an auditorium, a common area, and several other spaces. Students in this program are unable to attend school in a traditional format for various reasons. For this non-traditional student, the Independent Study Program provides an opportunity to enjoy the resources of a comprehensive high school, but with an academic program tailored to the individual student. Students meet with their supervising teacher at least once per week and work at their specific pace through online modules to reach mastery and college readiness.

### **Co-Teaching Model of Instructional Delivery**

In 2018-2019, we started using a co-teaching model of instructional delivery to assist our students with special needs. Co-teaching pairs a general education teacher with a special education teacher in the same





classroom to deliver instruction. The co-teaching model allows students with special needs (IEPs, 504s, EL students, etc), greater access to the general education curriculum. The general education teacher is generally the content expert, and the special education teacher is the accommodations expert, supporting differentiation and access for all students in the class. In accordance with best practices, the composition of co-taught classes is limited to approximately 30% of students with an active IEP. The co-teachers use 5 different styles of co-teaching: Team Teaching, One Teach One Support, Parallel Teaching, Station Teaching, and Alternative Teaching. These methods are used to give all students greater access to the curriculum. The teachers are considered equal partners and working together they plan, instruct, discipline, and grade. Data taken from Map testing indicated that co-teaching classes are performing as well or better than both their general education and special education peers in most instances. The co-teaching model is being supported by professors from CSUN. Those professors train, attend meetings, and observe the co-teaching pairs in order to assist them.

### **Targeted School Population Intervention Team**

In the Spring of 2017-18, ECRCHS targeted interventions for at-risk students and subgroup populations while expanding its intervention team to include the Executive Director, Assistant Principals of Alternative Education & Discipline, a lead academic counselor, two school-wide Intervention Coordinators, and two subgroup coordinators supporting our African American and LatinX populations. In response to an ever-changing student population, this team made some Adjustments, dropping to one school-wide intervention coordinator while adding the APSCS and an additional subgroup coordinator to support our LGBTQ and Students with Disabilities (SWD) student populations.

The team engages in data driven problem solving to assist students with targeted intervention strategies, often working collaboratively with SSPT/DRT members to provide assistance from specialists in areas such as ESL, School Mental Health, Discipline and SPED services.

Some of the significant changes our TSP intervention team have made include the following:

- **Bus Pass Initiative:** In the fall of 2019, the board approved the school's Bus Pass Initiative through which students can apply for a school-issued TAP card. This initiative was established as an intervention strategy to support students in the Free and Reduced Program (FRPM) who were having difficulties coming to school or arriving to school on time due to lack of transportation. Today, over 600 students are enrolled in the TAP card program, helping them improve grades, tardies, and attendance.
- **College Expo:** Providing minority subgroups exposure and opportunities for college is one of the many goals of the Intervention Team. As a result, the intervention team has planned multiple trips to various College Expos (including the Latino College Expo in Pomona and the Black College Expo in Los Angeles) and college campuses (UCLA, UCSB, and CSUN). In Fall 2022, 16 students and 4 adults participated in a three-day HBCU trip to Atlanta and Nashville which included visits to Vanderbilt, Tennessee State, Morehouse, Spellman, and Georgia Tech.
- **Peer Education Tutoring (PETs):** The intervention team took over this existing program and coordinates and supervises the school's PETs tutoring program. This tutoring program is offered Monday through Thursday during lunch. There are about 20 students that visit PETs tutoring daily and the program has about a dozen tutors in a variety of subjects. The Spanish Honors Society also provides peer tutoring several times a week.



- **After School Tutoring:** The after-school tutoring program, provided by our teachers, has expanded to include Math, English, Social Studies, Science, Business/Technology, and Health/CCR.

### **Essential Skills (ESS) and Study Skills Classes**

Essential Math and English classes were established as an extra layer of support in the fall of 2019. Two English Essential classes were offered during the day and two math essential classes were offered after school. Students enrolled in these classes were identified by their MAP scores and by teacher recommendation. The math classes were eventually offered during the school day due to student accessibility issues. These classes have since morphed into a more general Study Skills course that is modeled after the AVID elective class and includes the use of college-age tutors to give more individualized instruction.

### **Mentorship Program**

The goal of the ECR Mentor Program is to provide Encouragement, Connection, and Resources to support students' success in school. The goal is to help reduce chronic absences and increase grades by creating a unique sense of belonging, addressing attendance barriers by connecting students and their families to available resources, and taking steps to create an engaging and positive school climate

## **Part II: Ongoing Progress/Yearly Monitoring of Action Plan**

The School Site Council meets once per month and is the main group responsible for monitoring and implementing the SPSA/Action Plan/LCAP goals. As part of the follow up and monitoring process, the team establishes guidelines to evaluate progress on student achievement indicators, instructional practices, curriculum development, and student support services. This process has allowed the team to effectively monitor the implementation of the action plan, recommend modifications, analyze data, review student support services, and share findings with stakeholders.

Administration and members of the SSC present information at Instructional Leadership Team (consisting of administrative staff, department chairs, instructional leaders, and intervention staff) meetings in order to keep the staff informed of progress and to obtain additional information and get feedback. Information is also presented at monthly parent group meetings and ELAC committee meetings.

The LCAP Team meets periodically and is another group that monitors progress and ensures that the LCAP is aligned with the Action Plan goals. LCAP goals and progress are presented to the Board annually and public input is solicited through this process.



## Part III: All Schoolwide Critical Areas/Growth Areas for Continuous Improvement from the last full self-study and intervening visit

The following are the Critical Areas for Follow-up and two additional comments from the Visiting Committee Report from the last full visit.

### **Identified Critical Areas for Follow-up**

1. Continue to create, define, and implement a schoolwide system and structure that allows a thorough creation (where needed) and analysis of data so that data drives instruction while incorporating current educational research in curriculum and instruction.
2. Continue to provide training and more collaboration time to ensure common faculty understandings about the CCSS, curriculum mappings, and the creation, usage, implementation, and accountability of both formative and summative assessment data.
3. Continue to develop and communicate clearly defined roles for student support personnel (security/intervention coordinator, attendance coordinator, counselors, school psychologists, etc.) and create and communicate clearly defined protocols for referring students to the support personnel in order to proactively identify students in need of intervention
4. Continue to upgrade the technological infrastructure of the school and the number of computers so that instruction and student learning can truly benefit from 21st century technology expectations
5. Continue to solidify a clear schoolwide identity in terms of College and Career Readiness
6. Continue to build community, organizations, and parents' capacity as partners in supporting and monitoring their children's educational progress

### **Additional Comments**

- Confirm areas already identified by the school in the action plan sections:  
The current Schoolwide Action Plan contains language indicating the need for data analysis; however, it does not represent all the vision and work that needs to be done in this area. The school has no formalized process nor specific weekly time set aside time for teachers to collaborate on student learning.
- Confirm areas to be strengthened within the already identified areas:  
Implementing some sort of structured system to regularly collaborate, such as agendaized meetings, meeting minutes, attendance, and a commitment to use existing and created data (when needed) to drive instruction through the portals of formative and summative assessments is a critical need area for the school.

During the mid-cycle visit, the Visiting Committee left the school with the following Critical Areas of Follow-up:

1. Continue working towards further creation and implementation of curriculum maps by all departments and levels.
2. Continue working toward Common Formative Assessments (CFAs) in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK) and priority standards during staff retreat days.



# Part IV: Critical Areas for Follow-up in the current schoolwide action plan

## Progress on Action Plan Goals

### WASC Action Plan Goal #1

Develop and implement data driven and current educational research instruction for all students

#### Growth Targets

1. **75% of students scoring in the meets standards or exceeds standards on the ELA portion of the SBAC. (Did not meet. 65% in 20-21 and 65% in 21-22)**
2. **55% of students scoring in the meets standards or exceeds standards on the Math portion of the SBAC. (Did not meet. 53% in 20-21 and 36% in 21-22)**
3. **Increase the school-wide 4-year cohort graduation rate (Did not meet. 94.4% in 2016-17. 92.9% in 2021-22.)**
4. **Decrease the school-wide cohort drop-out rate. (Met. 5.7% in 2018. Each year after that, the rate is below 5.7%. 4.5% in 2021-22)**
5. **Of the parents returning the annual survey, 85% will agree or strongly agree that, “The school provides high quality instruction to my child.” (New survey with different questions, but in 2021, 84% of parents felt the school did at least “somewhat well” in creating a school environment that helps children learn)**
6. **Current research and teaching methods are implemented into the classroom by 75% of the staff. (Met through the use of standards-based instruction, integration of technology, and PLC collaboration)**

Action Plan Progress	Supporting Evidence
Provide training and collaboration time to ensure faculty members understand the key instructional shifts tied to CCSS and/or NGSS	<ul style="list-style-type: none"> <li>• <a href="#">Adding the CPD schedule on Wednesdays.</a></li> <li>• <a href="#">Department Retreats</a></li> <li>• Added Instructional Coaches</li> <li>• Professional Trainings by DirectEd and Growing Educators</li> </ul>
Develop CCSS aligned curriculum maps by course in all subjects establishing common scope and sequence	<ul style="list-style-type: none"> <li>• CPD time by department and/or PLC Collaborative Teams to work on curriculum maps.</li> <li>• <a href="#">Full day “retreat” time for departments to work on curriculum maps by course alike and vertical alignment.</a></li> </ul>
Ensure that Common Formative Assessments (CFAs) exist in each academic course to measure student mastery of standards that embody CCSS focus on Depth of Knowledge (DOK) and priority standards.	<ul style="list-style-type: none"> <li>• NWEA/MAP</li> <li>• Interim Assessment Blocks (IABs)</li> <li>• Adding the CPD schedule on Wednesdays.</li> <li>• Full day “retreat” time for departments to work on curriculum maps by course alike and vertical alignment. Along with Common Formative Assessments (CFAs)</li> </ul>



Include regular examination of student work against common rubrics/criteria in teacher collaboration (by course or department)

- NWEA/MAP
- Interim Assessment Blocks (IABs)
- CPD department time to create common rubrics, score student work, analyze data, and reflect on areas of strength and growth.
- Holistic and analytic rubrics training
- [Canvas Instructional training page with additional resources](#)

Provide training on analyzing and using both summative (e.g., SBAC) and formative assessment data, including assessment resources and tools

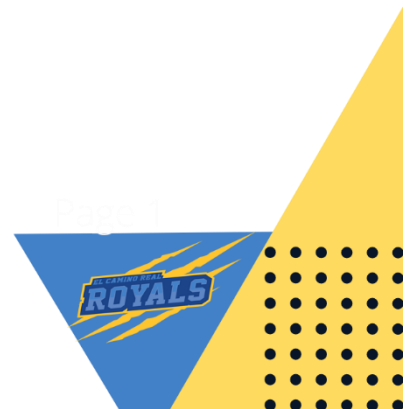
- NWEA/MAP Training on how to analyze data and use it to drive instruction.
- Turnitin, PearDeck, Edpuzzle are some of the examples of assessment resources used in the classroom.
- CAASPP training through LACOE

Encourage bi-annual faculty participation in subject/content area/instructional strategy conferences where participants must document and share (report back) what was learned

- World Language
- AVID
- Advanced Placement teachers
- MTSS
- CUE Conference
- STEAM
- CCSA
- Information shared within departments

Provide training on current research based instructional practice and curriculum with resources, tools and observation checks by administration, instructional coaches and department chairs

- Technology Team and Train the Trainers worked
- World Language changed their approach to the delivery of instruction
- Charter Operated Programs (COP) provided seminars and retreats for students with disabilities
- Non-violence crisis intervention trainings (CPI and B-SET)



## WASC Action Plan Goal #2

Solidify a clear school-wide identity in terms of College and Career Readiness

### Growth Targets

1. Increase school-wide A-G completion rate to 60% (In 2021, 62%(478/773) graduates met this goal. 57% in 2022)
2. Increase the percentage of students deemed “college ready” on the Early Assessment Program (EAP) in ELA to 40% (Met. 65% in 2022 as determined by Meets or Exceeds on SBAC)
3. Increase the percentage of students deemed “college ready” on the Early Assessment Program (EAP) in Math to 40% (Mostly met. 36% in 2022 but averaged over 40% in recent years.)
4. Increase the percentage of students in at least one AP course over their high school cohort to 35% (56.3% in 2021-22)
5. Increase the percentage of seniors enrolled in high level math (i.e. Algebra II or higher) to 50%. (53% in 2016-17 and 46% in 2021-22)
6. Of the parents returning the annual survey, 80% will agree or strongly agree that “School staff (teachers, counselors, administrators) encourage all students to prepare for college.” (New survey. No comparable question included)
7. Develop community connections for internships and mentor programs where at least 25% of ECRCHS students are provided with real world skills needed after high school college and career readiness. (No data, but, anecdotally, this has not been met)

### Action Plan Progress

### Supporting Evidence

Provide professional development to faculty on specific behaviors and actions that will be used to reinforce and embody a “college-going culture” and/or “career exploration”

- During CPD, counselors presented to the staff on A-G requirements, which are requirements that students need to complete in order to be college ready.
- Training on how to read Math NWEA/ MAP scores. This is important considering Math is the number one indicator for college readiness.
- Provide Naviance training to CCR and AVID instructors

Increase AVID tutorial component to non-AVID classes

- AVID Tutors
- Spilt roster AVID classes with College Prep classes using AVID techniques
- AVID teachers using AVID strategies in non-AVID classes

Continue to provide required professional development for AVID site team and include non-AVID teachers for AVID trainings at LACOE office

- AVID site team members attended annual conference.
- AVID team added new members, and all attended annual conference. All new members also teach outside of AVID program

- We have partnered with AVID LACOE to provide direct support to the AVID site team

Expand student access to Advanced Placement (AP) classes by:

- Become more proactive by supporting more students regardless of level
- Increase percentage of sections in high level classes

- During spring programming, counselors use the AP Potential report to assist in their course selection meeting with each student.
- Intervention team uses the AP Potential report to meet with students and families about in groups and individually informing families of AP benefits.
- Families are invited to AP Expo night each spring to learn about specific AP course expectations, attend informative sessions, and ask AP teachers questions directly.
- Provide the AP Bridge class during summer school for incoming 9th graders.

Enroll more students in higher level math classes (i.e. Algebra II or higher) by:

- Increasing outreach
- Increasing support during school day

- Increased enrollment by 2%.
- Co-taught math classes (including Algebra II)

Provide relevant, real-world curricular materials for project-based learning (PBL) to department as needed

- World Language new curriculum.
- Greentech classes
- STEAM
- Intro to Engineering Design

Plan field trips or invite guest speakers tied to an academic course or CTE class annually

- Knotts-Physics field trip to explore changes in momentum
- College Rep for our international students
- [Career Fair scheduled](#)

Scale-up existing and develop one additional Career Pathway (i.e. a sequence of 3 or more classes) to allow students to explore their career interests and engage in project-based and applied learning

- STEAM (Health/Biomedical, Engineering/Technology, Environmental Science)

Partner with community businesses and organizations to provide internships, mentorships, field trips, job-shadowing, and project-based learning.

- Working towards utilizing existing community connections into providing internships, mentorships, field trips, job shadowing, and project-based learning



Require a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc.)

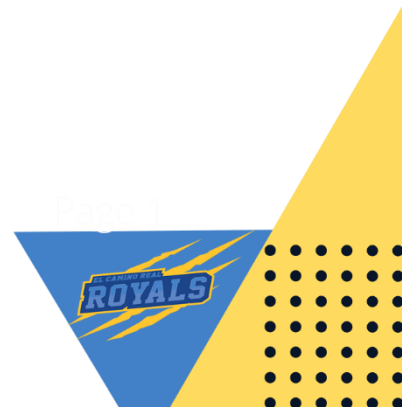
Encourage parents/guardians to be active participants in students College and Career Readiness outcomes

- Naviance

- [Extended counseling hours.](#)
- After hours college office events/information sessions
- AP Expo Night
- High School Transition Night
- Intervention office hours

Expand AP preparation (AP Bridge) over the summer

- [AP readiness summer courses for incoming freshman](#)
  - First year (summer 2018) we had 2 sessions for incoming freshmen and 1 session for current ECRCHS students (10-11 grade)
  - In summer 2019, the number of incoming freshmen wanting the class increased by 30. As a result, we offered 3 sessions for incoming freshmen and 1 session for current ECRCHS students
  - We continue to offer the course through the Pandemic and today we have 2 sessions for incoming freshmen



### WASC Action Plan Goal #3

Ensure that all students receive personalized supports to succeed

#### Growth Targets

1. **Increase 4-year cohort high school graduation rate for Hispanic students (lowest performing racial and ethnic group) to 94.5% (Not met. 87.8% in 2021 , 93.8% in 2022)**
2. **Increase EL reclassification rate to 25% (Not met. rate averaged 20% over the last 3 years)**
3. **Increase the percentage of 9th grade students earning 55+ credits and successfully matriculating to 10th grade to 90% (Not met. 76% in 2017. 68% in 2022)**
4. **Of the parents returning the annual survey, 65% will agree or strongly agree that, “The teachers at the school care about students’ progress.” (New survey with different questions. 84% feel teachers create an environment that helps children learn.)**
5. **Reduce chronic absenteeism to 7% (9.6% in 2021, 13% in 2019)**
6. **Increase A-G completion rate for all student subgroups by 5% (African American 42%, Hispanic 42%, Low-Income 50%, White 48%, EL 5%, SPED 5%) (Met for all groups)**
7. **Increase percentiles in meeting or exceeding standards on SBAC results for ELA: School-wide from 61% to 75%, African American from 52% to 65%, Hispanic from 54% to 67%, Low-income from 59% to 75%, SPED from 22% to 35% (Not met)**
8. **Increase percentiles in meeting or exceeding standards on SBAC results for Math: School-wide from 40% to 60%, African American from 28% to 48%, Hispanic from 31% to 51%, Low-income from 40% to 60%, SPED from 11% to 20% (Not met)**

#### Action Plan Progress

Improve Freshman Orientation process, support and follow up:

- Investigate options such as Freshman First Day, Link Crew, etc.
- Expand evening program for parents and students; day program for students (the latter would be student led with current ECRCHS students)

Have counselors follow Bridge Program students throughout the entire year

Provide College and Career Readiness skills training for Latino and African American youth through the *Village Nation & La Familia* assemblies, field trips, and guest speakers.

#### Supporting Evidence

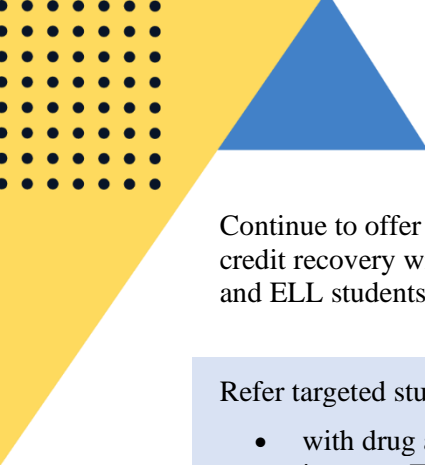
- Summer school classes are offered for incoming freshmen. These classes are meant to help students with their transition from middle school to high school and help them acquire necessary skills needed to be successful in higher level courses such as honors and AP courses.
- AP Expo Night with breakout sessions for incoming freshmen new to the AP program
- High School Transition Night
- New Student Orientation is now three nights to provide more individual attention to parents and students

- La Familia club on campus for Latinx students. The club provides college field trip opportunities plus guest speakers on college and career.
- Although the Village Nation is no longer on campus, ECRCHS provides college and career readiness opportunities for our African American students through the African American Intervention Coordinator and BSU. Also college field trips are provided.



	<ul style="list-style-type: none"> <li>• El Camino Real added a Latinx Intervention Coordinator, who also provides information to students and parents about college.</li> <li>• Counselors present college information at the RISE and Padres Latinos parent meetings</li> </ul>
<p>Identify foster and homeless youth and ensure access to materials and individualized counseling and other services</p>	<ul style="list-style-type: none"> <li>• Bus passes</li> <li>• Homeless, Foster and Migrant youth coordinator</li> </ul>
<p>Continue to utilize Student Success Progress Team model for struggling students</p>	<ul style="list-style-type: none"> <li>• New Referral Process that outlines the coordination of services</li> <li>• <a href="#"><u>SSPT's meetings have been restructured to include deans, nurse, teachers and counselors.</u></a></li> <li>• Staff was provided additional professional development on intervention referral processes and interventions</li> <li>• <a href="#"><u>Suicide prevention in-service</u></a></li> <li>• Stress management for the classroom training</li> </ul>
<p>Provide alternative school options, incorporating traditional and independent study programs that allow students to make up credits taking into consideration emotional and maturity levels of the student</p>	<ul style="list-style-type: none"> <li>• Independent Study was relocated to the North Campus to allow this program to grow</li> <li>• Alternative Education program provides additional credit recovery options on site</li> <li>• Added additional online options to support different learning styles (Cyber High and Acellus)</li> </ul>
<p>Provide pilot technology-based literacy intervention programs to assist underperforming students, including computer tablets for Title I, Foster Youth, and EL/ESL students</p>	<ul style="list-style-type: none"> <li>• 1:1 Computer program.</li> <li>• Canvas Training for teachers</li> <li>• One Note</li> <li>• Turnitin</li> </ul>
<p>Develop, implement, and maintain a Student Relationship Management (SRM) dashboard</p>	<ul style="list-style-type: none"> <li>• Canvas implementation for teachers, students and parents.</li> </ul>
<p>Offer online credit recovery programs (e.g. Cyber High)</p>	<ul style="list-style-type: none"> <li>• In addition to Cyber High, ECRCHS offers Acellus online credit recovery opportunities</li> </ul>



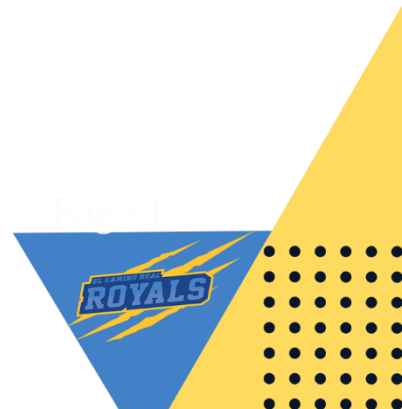


Continue to offer Summer School focused credit recovery with priority given to FRPM and ELL students

- ECRCHS continues to offer Summer School credit recovery opportunities and priority for FRPM & ELL students

Refer targeted students:

- with drug and alcohol substance abuse issues to Tarzana Treatment Center
  - with eating disorders to the Body Image Group
  - with behavior concerns to Anger Management Programs
  - with mental health and therapy services on or off campus (wraparound services)
- Three full time school based therapists.
  - Addition of an Assistant Principal who oversees safety and behavior.
  - Our House grief group
  - Transgender group
  - Stress Management group
  - Start with Hello (Sandy Hook Promise) group



### WASC Action Plan Goal #4

Build community, organizations, and parents ‘capacity as parents in supporting and monitoring their child’s educational progress.

#### Growth Targets

1. **Increase percentage of parents/families that complete an annual needs assessment and school climate survey to 20% (8% in 2021)**
2. **Increase parent involvement in school governance or advisory forums (e.g. SSC, ELAC, La Familia, The Village Nation, PTSA) (S teady participation anecdotally noticed)**
3. **Of the parents returning the annual survey, at 63% will agree or strongly agree that “The school encourages me to participate in parent groups.” (Survey questions changed. On 2021 survey, 12% felt at least somewhat involved in parent groups)**
4. **Of the parents returning the annual survey, at least 75% will agree or strongly agree that “I feel welcome to participate at school.” (Survey questions changed. No corresponding question in 2021 survey)**
5. **Involve at least 5% of parents/families in a workshop, meeting, training ,or awards ceremony on campus. (65% of parents indicated they visited campus at least once during the year)**
6. **In the 2015-2016 school year, 1196 parents logged onto Aeries, or 32%. Our student numbers are 1101 logged on or 30%. Our growth target for this metric is 75% for each. (Increased to 99% for students and averaged 48% for parents in the last 3 years)**
7. **Counseling staff will increase communication with parents/families (i.e. grad check emails, calls home, face-to-face meetings) (Increased communications include extended office hours, summer availability, newsletters, Teams meetings)**
8. **ECRCHS will develop a strategic plan with community outreach and reports at the monthly Board meetings (Not developed)**

vAction Plan Progress	Supporting Evidence
Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments	<ul style="list-style-type: none"> <li>• Information about Aeries during Freshman orientation.</li> <li>• Aeries information sent out in Newsletter and ECRCHS Social Media Account.</li> <li>• Aeries training in Spanish for our Latinx parents during their monthly meetings.</li> <li>• Aeries information to our African American parents during their monthly meetings.</li> <li>• Creating a video tutorial for parents on how to access and utilize Aeries</li> </ul>
Provide curricular night for parents/families focused on each of the four academic core subject areas – one each annually for English, Math, Science, and Social Studies	<ul style="list-style-type: none"> <li>• Focused more on parent nights incorporating a variety of ECRCHS programs not limited to the four academic core subject areas</li> </ul>
Conduct an annual needs assessment of parent satisfaction, parent education desires, and priorities for school	<ul style="list-style-type: none"> <li>• Parent Survey</li> </ul>



improvement to enable all parents to weigh in on school planning decisions

- Parent groups such as Friends of ECRCHS, Los Padres Latinos, RISE, and ELAC.

Expand parental recruitment into school advisory committees:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- School Advisory Committee (SAC)

- ECRCHS continues to recruit more parents for these committees.
- Parent advisory committee was formed this school year.

Provide parent workshops /training on a variety of topics tied to student achievement and school improvement goals

- Workshops planned by parent groups. (Los Padres Latinos and RISE)
- Intervention Team provided workshops for our Latinx parents during their monthly meeting.
- Like Minded parent group workshops facilitated by mental health professionals
- Coffee with the Principal
- Multicultural Fair
- Black History Summit
- Promethean Board Summit

Use La Familia & Village Nation as key partners to enhance parent/family linkages to school activities, programs, and services.

- Present to faculty to raise awareness of these partnerships

- The intervention team started working with La Familia, Los Padres Latinos and RISE by attending the meetings and conveying important information to both parents and students.

Develop a cadre of parent resources

- Improved communication and collaboration with school wide and targeted parent organization
- Friends of ECRCHS provides funding resources to school, staff, and students

ECRCHSA will develop a strategic plan to increase fundraising in order to stay competitive with neighboring charter schools

- Friends of ECRCHS
- Carnival
- Parent/Community fundraising events
- Club fundraising opportunities

ECRCHSA will develop a strategic plan to develop facilities to ensure a learner centered environment

- Promethean boards
- New student-centered furniture
- 1:1 Laptop Devices
- New internet infrastructure
- Technology service room for students and staff



- Professional development training in how to incorporate technology into a student-centered learning
- CPD's

## Chapter Two: Student/Community Profile-Data & Findings

### Part I: History and Background of the School

El Camino Real Charter High School (ECRCHS) is located in Woodland Hills, California, in the West San Fernando Valley. ECRCHS is a comprehensive, four-year independent charter high school that primarily serves the communities of Woodland Hills, West Hills, and Canoga Park. El Camino Real High School opened on February 3, 1969, as part of the Los Angeles Unified School District. The school originally served grades 10-12 and opened to ninth graders in the mid-eighties.

In 2011, El Camino became an Independent Conversion Charter School. The Alternative Education Program was added a couple of years later and is located on campus on the site of the former Miguel Leonis Continuation High School. In 2019, ECRCHS opened an additional site in West Hills (about 4 miles away) for the Independent Study Program. This program currently serves approximately 150 students. Combined, ECRCHS educates approximately 3,600 students, making it the second largest high school in the San Fernando Valley.

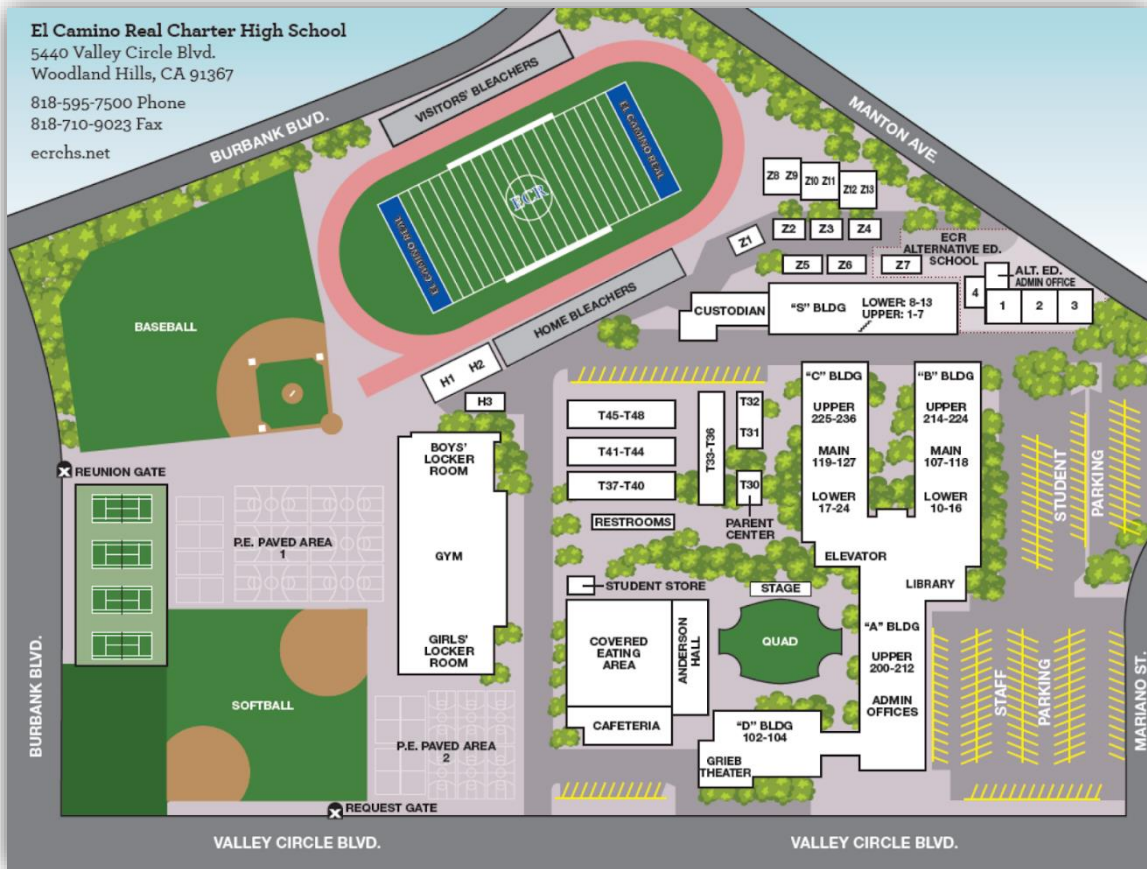
In 2019, El Camino celebrated its 50th anniversary through a variety of events including a schoolwide assembly, a dinner gala, a school carnival, and rededication ceremony.

The official school colors are dark blue, light blue, and camel and for the first 50 years, the school mascot was the “Conquistadores”. In order to be more culturally sensitive, the school started the process of changing the mascot in 2020. With the collaboration of all stakeholders and after multiple voting events, El Camino Real became the home of the Royals. The El Camino Real Royals are represented by a Grizzly Bear, which is an animal of high status in California that are native to lands according to the Fernandeano Tataviam Band of Mission Indians.

Over the years, El Camino has gained a reputation of excellence in academics, arts, athletics, and activities. The school’s programs have won a variety of awards including Academic Decathlon National Titles (10), CIF athletic championships (over 100), and performing arts victories. The school has recently been designated a Microsoft Showcase School and, in 2022, El Camino received a California Pivotal Practice award from the California Department of Education.

The El Camino main campus consists of the main building (A, B, and C hallways), the performing arts building (D hallway), the bungalows (H, T, and Z classrooms), the shop building (S classrooms), the multi-Purpose room (Anderson Hall), the gym, the P.E. area, and the Alternative Education Program. There is also a Wellness Center, Library, College Office, Student Support Services Office, Genius Lounge, and Technology Office. The school is starting to show its age and the Board has recently approved the budget for facilities upgrade projects that will span several years.





## Students

In 2021-22, ECRCHS enrollment was 3,624 students in grades 9-12. The demographic makeup of the student body has changed slightly since the last full visit. The number of white students has decreased almost 10%, the number of Hispanic students has increased about 4%, and the number of students identifying as two or more races has increased 7%. Students qualifying for free and reduced lunch have climbed to about one third of our population along with a general increase in students receiving special education services.

### ECRCHS Annual Enrollment 2020-21 through 2022-23 by SUBGROUP

	2020-21	2021-22	2022-23
Total	3661	3624	3574
Black or African American	3.5%	4%	4%
American Indian or Alaskan Native	.01%	.01%	.06%
Asian	8%	9%	9%
Filipino	5%	5%	4%



Hispanic or Latino	32%	31.5%	33%
White	40%	38%	36%
Two or More Races	7%	7.5%	8%
Students with Disabilities	11%	10.5%	10.8%
NCLB Title I Part A Basic Targeted	15%	11.5%	10.2%
Free and Reduced Lunch	32.6%	31.8%	33.8%

	2019-20				2020-21				2021-22			
		Male	Female	Non-binary		Male	Female	Non-binary		Male	Female	Non-binary
<b>Total</b>	3523	1755	1767	1	3661	1832	1829		3624	1836	1783	5
<b>9</b>	915	471	444		916	480	436		839	443	393	3
<b>10</b>	899	428	471		943	480	463		886	460	426	
<b>11</b>	857	420	437		913	435	478		933	476	457	
<b>12</b>	852	436	415	1	889	437	452		966	457	507	2

Our diverse student group represents the local communities of the school’s former attendance boundaries - Woodland Hills, West Hills and Canoga Park - as well as other surrounding areas that are home to students who enter the school through the lottery process. Approximately 53% of ECRCHS students reside within the school’s former attendance boundary. The students who reside outside the former attendance boundary represent over 55 zip codes, with the greatest concentration coming from Canoga Park and Winnetka. While enrollment at ECRCHS has remained relatively stable over the last few years due to our enrollment capacity, the number of applications received from outside the attendance boundary has grown steadily, reaching just over 600 students for the 2022-23 school year. ECRCHS strives to foster a community atmosphere within the Charter School that both maintains a familiar environment for local families as well as creates a welcoming environment for families who reside outside the local community



## Parents

El Camino has a very educated parent community. Of the parents who checked an education level, 47% indicated that their highest level of education was college graduate or grad school/post grad training.

<i>Parent Education Level</i>	2019-20	2020-21	2021-22
<i>College Graduate</i>	1085	1107	1112
<i>Some College</i>	826	860	868
<i>High School Graduate</i>	661	711	684
<i>Grad School/post grad training</i>	532	545	540
<i>Not HS Graduate</i>	283	300	281
<i>Declined to state/Unknown</i>	136	138	139
<b><i>Grand Total</i></b>	<b>3523</b>	<b>3661</b>	<b>3624</b>

The most predominant languages spoken at home, other than English, are Spanish, Farsi, Hebrew, and Tagalog.

El Camino parents are very involved in the school. They participate in our school committees including the School Site Council, English Learner Advisory Committee, and School Safety Committee and they attend, and speak at, the monthly Board meetings. Our parents also individually donate their time and money to support the myriad activities offered at El Camino such as band, drama, robotics, athletics, journalism, and academic decathlon.

In addition, we have wonderful parent organizations that are described below.

- **Friends of ECR-PTO (FOECR):** FOECR meets monthly and is the main fundraising and volunteer entity for the school. In the past, the money raised has helped pay for additional nursing hours, to supplement classroom materials, to fund tutoring programs, and to help underprivileged students. They also sponsor several scholarships at Senior Awards Night and are an invaluable source of information for our parents through their website and social media pages. In 2019, they hosted several events, including a school carnival, as part of our 50th anniversary celebration.
- **Padres Latinos:** The Padres Latinos parent group meets monthly and is focused on the involvement of our Spanish speaking parents and strives to educate our Latino school community on issues that affect their students and families. They have also sponsored several multicultural festivals for the school.
- **RISE (Reaffirming our Investment in Supporting Excellence):** The RISE parent group advocates for black students and families at El Camino. RISE has also sponsored several school activities.
- **ELAC (English Language Advisory Committee):** While not a pure parent group, parents are a vital part of this committee that advises the principal and staff in the development of a site plan



for English learners and submits the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement. Additionally, they assist in the development of the schoolwide needs assessment.

All four parent groups invite guest speakers to their meetings to disseminate information on various topics including college admissions, student mental health, college financial aid, and school interventions.

## Staff

There are approximately 160 certificated staff members (teachers/counselors/deans) at El Camino. All El Camino teachers are highly qualified as determined by NCLB and several staff members have received special recognition and awards for their accomplishments. Thirteen teachers have earned their National Board Certification (NBC) and 95 of our faculty have advanced degrees. Many of our teachers act as supervising teachers for student teacher candidates and El Camino serves as a student teacher training site for California State University Northridge (CSUN) and Pepperdine University.

### Faculty and Staff

<b>Administrators</b>	1 Executive Director 6 Administrative Directors 3 Executive Leadership Chiefs
<b>Teachers</b>	152 +
<b>Other School Support</b>	<u>9 Counselors</u> <u>1 Avid/Alt Ed/Ind Studies Counselor</u> <u>3 College Office Counselors</u> <u>4 School Based Therapists</u> 1 full time transition teacher designated to support students with disabilities 2 part time special education coordinators 1 full time athletic director 1 EL Coordinator 1 Testing Coordinator 1 Data Coach 1 Intervention Coordinator 1 Latinx Intervention Coordinator 1 African American Intervention Coordinator 1 LGBTQ+ Intervention Liaison 1 full time nurse
<b>Classified Student Supports</b>	1 Registrar 1 Attendance Clerk 7 Technology Support Staff 9 Office Personnel 33 Paraprofessionals
<b>Security</b>	14 +
<b>Custodial</b>	2 Plant Managers, 16 Custodians

## School Mission, Vision, and Student Learning Outcomes

Stakeholder groups reflected upon the mission, vision, and student learning outcomes that were developed during the last full visit. It was generally felt that they were still an accurate reflection of the values of the school. A couple of small updates were made to highlight equity and inclusion.

### School Mission

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

### School Vision

We envision a charter school community committed to excellence *and equity in education* as evidenced by the inclusion of all stakeholders and by the innovative teaching methods that empower students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a shared and sustainable future.

### Expected Student Learning Outcomes

To succeed in a changing global community, all ECR students will be:

#### **Critical Thinkers who:**

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

#### **Effective Communicators who:**

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

#### **Hard-working graduates who:**

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



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

**Socially Responsible Citizens who:**

- Demonstrate compassion, honesty, and respect.
- Utilize technology appropriately.
- Live sustainability.
- Engage in the civic process for diverse thoughts.
- Work toward a just society.
- Connect local issues to global systems, creating positive change.

## Part II: School Programs

### **General program of study**

El Camino offers A-G standards-based curriculum with courses that are approved by the University of California Doorways for ninth through twelfth grades. Courses are generally offered at three levels: college prep (CP), honors, and advanced placement (AP). To earn a diploma, students must satisfactorily complete the required course of study, earn at least 230 credits, and meet the Service Learning requirement. With the exception of World Languages and Algebra 2, graduation requirements have also been designed to meet the UC/CSU A-G requirements. In addition, all graduation requirements must be met in order to participate in the graduation ceremony.

### **Special Programs**

#### *Advancement Via Individual Determination (AVID)*

[AVID](#) is a small learning community for students who have the potential and desire to attend a four year college. Many students in the AVID program are the first in the family to attend college and benefit from the extra support and guidance. The AVID program involves academic instruction, tutorial support, and motivational activities. Students in the AVID program are enrolled in the AVID elective each semester and learn organizational/study skills, work on critical thinking and probing questions, get academic help from peers and tutors, and receive guidance through the college process.

#### *Alternative Education Program*

The Alternative Education Program is based on the LAUSD continuation school model and is primarily for students who are significantly behind in credits. Courses offered are not set on a semester timeline. Rather, each course is designed to allow students the freedom to access the curriculum at their own pace. Teachers in the program have the flexibility to provide specific interventions, catering to the needs of each student, throughout each course's entirety. This approach allows students of all levels to demonstrate growth and mastery within the curriculum and be successful in grade-appropriate classes.



### Independent Study Program

The independent study program is available to those students who are unable to attend school in the traditional five-days-a-week format. The program is designed for students with special interests and abilities, scheduling problems, or individual needs (usually medical) that cannot be accommodated in the traditional school. Students meet with their supervising teacher at least once per week.

### Concurrent Enrollment at Community College

Students may take community college classes that may count for both high school and college credit. These courses are generally for enrichment and not to finish a class that can be taken at ECRCHS and they are primarily offered on the campus of Pierce College.

### Dual Enrollment Program

In the 2019-20 school year, ECRCHS added the Dual Enrollment Program in partnership with Pierce College. This program allows ECRCHS students to take two Pierce College courses each semester on ECRCHS' campus, beginning in their junior year. These Pierce College classes are free of charge and any textbooks or materials needed for the courses are provided by ECRCHS. Current 11th and 12th grader students have the opportunity to take college courses taught by college instructors while enrolled at ECRCHS, earning up to 36 UC/CSU transferable college units before they graduate from high school. In an effort to increase participation in this program, starting in the 2022-23 school year, students in the 10th grade are now permitted to join if their academic scheduling permits.

### STEAM

Implemented in 2018-2019, the STEAM program was modeled after the Humanitas program which allowed students to take some classes together such as STEAM Bio, STEAM math, and STEAM art. There were originally three pathways: Tech/Engineering, Medical Sciences, and Environmental Science. Due to scheduling issues, a change in philosophy, and a change in coordinators, the program model was updated. Now the students "major" in a pathway and we included robotics, eSports, and a STEAM club as part of the program. We currently feature three Project Lead the Way courses and have recently eliminated the environmental science pathway due to the loss of the Green Tech class. The current pathways are engineering, computer science, and biomedical science.

### English Learners (EL's)

El Camino provides Designated ELD classes. These classes are leveled by ELD 1/2, 3/4, and Newcomer. EL's in Beginning and Intermediate ELD 1/2 and Newcomer classes meet daily for two-hour blocks. EL's in Advanced ELD 3/4 and LTEL students receive daily Designated ELD instruction once a day, for one period, along with Sheltered ELA classes. The school uses the LAUSD approved curriculum from Cengage-Edge.

The Integrated ELD classes are all other classes on campus, delivered by EL certified content area teachers who receive monthly training for implementation of ELD standards, ELD and SDAIE strategies.

For the 2021-2022, El Camino had 2,447 EO, 389 IFEP, 48 EL, 739 RFEP, and 1 TBD.

### *Resource Specialist Program (RSP)*

Students enrolled in the Resource Program are provided with support in the General Education English and/or Mathematics classroom(s) through the help of Resource teachers, paraprofessionals, and other related services providers. All Resource students have been assessed to determine their eligibility and academic disabilities. An Individualized Education Program (IEP) is developed to meet his/her special needs. The RSP Program offers students additional assistance in the Resource Room for help with homework, test-taking, tutoring, and small-group instruction. The instructional program may be fully accommodated in the general education milieu and/or accommodated in a Resource elective, as is indicated by a student's IEP.

### *Special Day Program (SDP)*

The Special Day Program provides instruction for at least two or more classes per day for individuals with exceptional needs who have been identified as having a disability per their Individualized Education Program (IEP). Students are provided with direct specialized instruction in a separate classroom environment for most of the school day. The instructional program is a regular course taught by a special education teacher that may be accommodated to meet the individual needs of a student or modified to meet a student's needs at their instructional level, as determined by that student's IEP. As appropriate, students who are enrolled in special day classes interact with their general education peers through academic, nonacademic, and extracurricular activities.

### *Careers in Entertainment Academy (CEA)*

CEA is a four year, internationally recognized, academy in which students acquire the artistic and technical skills in all aspects of film and television production, in order to prepare them for a professional career in the entertainment industry. Filmmaking 1AB includes 1 semester of Film History and 1 semester of beginning Film Production, where students acquire the basic skills necessary to produce their own group narrative films. Sophomore year is Broadcast Journalism, which emphasizes documentary filmmaking and produces El Camino Reality, a bi-monthly news format web series. Junior and Senior years, students may choose to stay in Broadcasting, or they may move to Intermediate Filmmaking 2AB, for 11th grade, and Film Production (Advanced Film), for 12th grade. Both intermediate and advanced classes work in all film departments to produce 7-15- minute narrative films. Completed films are entered in prestigious national and international film festivals.

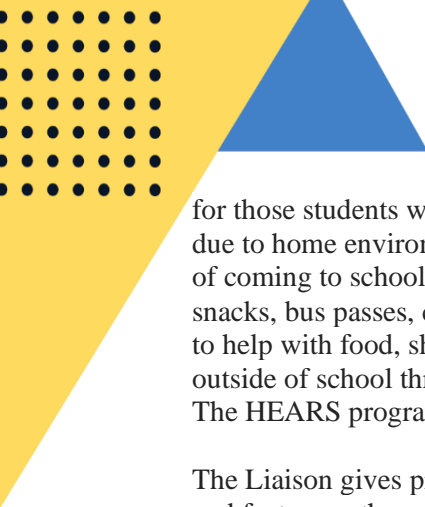
### *Visual and Performing Arts (VAPA)*

El Camino's VAPA Academy is the artistic heart of the school. All students at ECR have the opportunity to participate in the VAPA Academy with varying levels of intensity. Students can take our courses (including AP courses in Studio Art and Music Theory) and audition for award-winning performance groups. The program currently has three performing arts teachers (instrumental music, choral music, theater) and five visual arts teachers (graphic design, calligraphy, painting, drawing, photography, and more).

### *Homeless and Foster Youth*

El Camino offers a variety of resources to students who are homeless or are in foster care. Our Homeless/Foster Liaison works with LAUSD, LACOE, and Friends of ECR to coordinate extra services





for those students who require it. Students who are having difficulty attending school on a regular basis due to home environment circumstances are given the option of Independent Study with the extra support of coming to school and sitting in a class whenever they can. School supplies, hygiene kits, PE uniforms, snacks, bus passes, clothing are also provided if needed. We provide information to parents on resources to help with food, shelter and clothing. We also provide financial support for students to buy resources outside of school through the (HEARS) Helping Everyone Achieve Reoccurring Success program fund. The HEARS program provides financial support for students to attend school activities.

The Liaison gives professional development to the staff on campus annually and meets with all homeless and foster youth on a continuous basis. The Liaison checks on all foster and homeless (who have been identified) grades and provides tutoring. We provide mental health services through the Wellness Center and school-based therapists. Annually the school sends out the Homeless Questionnaire to parents in Spanish and English to help identify homeless students and provides a paper copy in Spanish and English. On the school website there are resources available for homeless, foster youth and parents.

### *Career Technical Education (CTE)*

El Camino has a renewed focus on offering CTE-aligned courses that provide students with the academic and technical skills, along with the necessary career training, needed for transitioning to a post-secondary education and the workforce. This year we have implemented the first course concentrator curriculum in three of our pathways. The goal is to implement the second course capstone curriculum in the 2023-24 school year. Our CTE-aligned courses expose students to the following Industry Sectors: Arts, Media, and Entertainment; Education, Child Development, and Family Services; Hospitality, Tourism, and Recreation; and Building and Construction Trades.

## Part III: School Performance Overview

Please click on the links below for additional school data.

- [CAASPP](#)
- [A-G Completion](#)
- [Graduation rate](#)
- [Advanced Placement Tests](#)
- [Chronic absenteeism](#)
- [Dropout rate](#)
- [English Learners](#)
- [Seal Of Biliteracy](#)
- [Average daily rate of attendance](#)
- [Suspension rate](#)
- [Expulsion rate](#)
- [Discipline referrals](#)
- [NWEA MAP Data](#)
- [Survey - Students 2021](#)
- [Survey - Students 2020](#)
- [Survey - Families 2021](#)

## Chapter Three: Self-Study Findings

### A. Organization: Vision and Purpose, Governance, Leadership, Staff & Resources

Members	
Group Leader	Lynsey Shano and Alison Yedor
Members	<a href="#">Click here</a> to see full list of group members

#### A.1 Vision and Purpose Criterion

Indicators Findings	
<p><b>A1.1. Vision – Mission – Schoolwide Learner Outcomes</b></p> <p><i>Profile:</i> 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.</p> <p><b>ECR:</b></p> <p>The Vision and Mission are reviewed by staff and faculty through collaboration periodically. Administration sends out a survey to stakeholders for feedback regarding the vision and mission statement. School wide learner outcomes are addressed in SSC, LCAP meetings, ILT, intervention and Equity Advisory Committee.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to ECR Vision and Mission</p> <p><a href="#">Link</a> to SSC meeting agenda and approved minutes</p> <p><a href="#">Link</a> to LCAP</p>

**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.

**ECR:**

Parent groups provide feedback to school leadership to improve student learning outcomes. School Site Council meets monthly to review and monitor the LCAP and SPSA.

ILT meets monthly to address school and student needs.

Equity Advisory committee formed in 2020-2021

Intervention Coordinators: Targeted intervention to implement the goals and strategies to help our at risk students.

**Evidence:**

[Link](#) to ECR’s Accountability documents

[Link](#) to SSC meeting agenda and approved minutes

[Link](#) to ILT November and December Agenda

[Link](#) Mr Hussey’s email to continue the Equity Advisory Committee for the 2022-2023 school year

[Link](#) Intervention Meeting Agenda

**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.

**ECR:**

Parent groups meet monthly to address student needs. Parents also attend SSC meetings, and host events for ECR staff throughout the year.

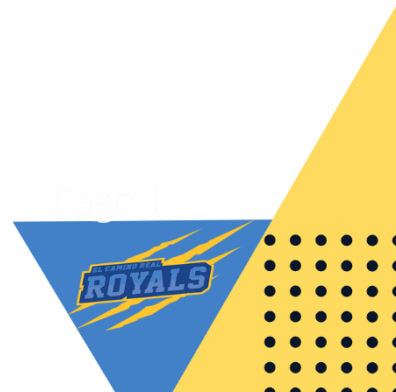
**Evidence:**

**Links to Parent Groups**

[Friends of ECR homepage](#)

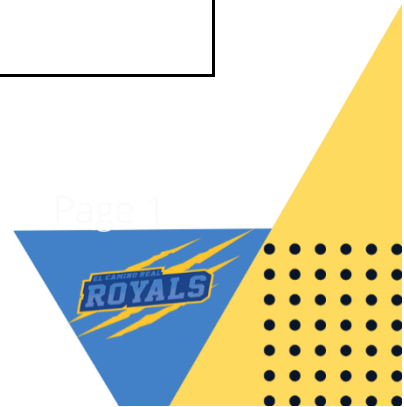
[RISE African American Parent Group](#)

[PADRES Latinos](#)



## A.2 Governance Criterion

Indicators	Findings
<p><b>A2.1. Understanding the Role of the Governing Board and District Administration:</b> The school community understands the governing authority’s role, including how stakeholders can be involved.</p> <p>.</p> <p><b>ECR:</b></p> <p>Board Members are elected each year.</p> <p>Open Board meetings Monthly</p> <p>The Board keeps the agenda and minutes updated on the ECR website.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to ECR Board meeting dates</p> <p><a href="#">Link</a> to ECR Board Agenda</p>
<p><b>A2.2. Relationship between Governing Board and School:</b> The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.</p> <p><b>ECR:</b></p> <ul style="list-style-type: none"> <li>-Board members visit the school Staff &amp; speak at board meetings on concerns</li> <li>-In the past UTLA gave a report at each board meeting but now this is done through public comment</li> <li>-Organized meet and greets once a month.</li> </ul>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> Email from Board of Directors, Brad Wright inviting staff and stakeholders to a Meet and Greet.</p>



<p><b>A2.3. Uniform Complaint Procedures:</b> The school leadership understands and utilizes the Uniform Complaint Procedures from the district.</p> <p><b>ECR:</b></p> <ul style="list-style-type: none"> <li>-ECR has a uniform complaint procedure that is posted on the ECR website</li> <li>-The complaint procedure is also posted in each classroom.</li> </ul>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to Uniform Complaint Procedures on ECR website</p> <p><a href="#">Link</a> to Classroom Bulletin: Complaints</p>
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**A3. Leadership: Data-informed, Decision Making, and Continuous School Improvement Criterion**

Indicators	Findings
<p><b>A3.1. Broad-Based and Collaborative:</b> The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success</p> <p>.</p> <p><b>ECR:</b></p> <ul style="list-style-type: none"> <li>-During weekly CPD’s department meet with their PLC’s to review data, create Common Formative Assessments and Curricular Maps. This data is then utilized to create interventions for at risk students.</li> <li>-Intervention team created a study skills class to provide support for students with 3 or more fails. Team monitors grades of students assigned to Study Skills class.</li> <li>-SSC reviews the effectiveness of intervention and tutoring programs on campus.</li> <li>-Intervention coordinators for specific populations: AA, Latinx LGBTQ +</li> <li>-Converted our parent center into Wellness</li> </ul>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to CPD and PLC Calendar for the Fall 2022 school year</p> <p><a href="#">Link</a> to data from Study Skills class from Intervention Coordinator</p> <p><a href="#">Link</a> to Tutoring programs on campus</p> <p><a href="#">Link</a> to the ECR Wellness Center Website</p>



<p>Center.</p>	
<p><b>A3.2. School Action Plan/SPSA Correlated to Student Learning:</b> 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</p> <p><b>ECR:</b></p> <ul style="list-style-type: none"> <li>-LCAP committee formed to review and update goals each year.</li> <li>-ILT reviews LCAP and SPSA goals each year.</li> <li>-LCAP survey each year to staff.</li> </ul>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to LCAP 2022-2023</p> <p><a href="#">Link</a> to SPSA</p> <p><a href="#">Link</a> to SSC/SPSA presentation to ILT</p> <p><a href="#">Link</a> to LCAP Survey for Teachers</p>
<p><b>A3.3. Collective Accountability to Support Learning:</b> 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.</p> <p><b>ECR:</b></p> <ul style="list-style-type: none"> <li>-SSC sends newsletter updates, which include focus areas and successes to the staff each semester.</li> <li>-Department chairs collaborate during ILT and discuss</li> <li>-LCAP committee is made up of administration, teachers and staff from different departments</li> </ul>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to SSC Newsletter Fall 2022</p> <p><a href="#">Link</a> to SSC Agenda and Minutes</p> <p><a href="#">Link</a> to email to schedule LCAP meeting to revise current LCAP goals.</p>



<p>-LCAP utilizes survey results to create new goals and action steps</p> <p>-Intervention team</p> <p>-Equity Advisory Committee addresses equity issues and needs within our school.</p>	
<p><b>A3.4. Internal Communication and Planning:</b> The school has effective existing structures for internal communication, planning, and resolving differences.</p> <p><b>ECR:</b> School Email, CBA, Google Drive Executive Director sends weekly “Camino Corner” with school updates</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> Executive Director Email: Camino Corner</p> <p><a href="#">Link</a> to ECR Newsletter sent to staff and stakeholders</p> <p><a href="#">Link</a> to ECR-UTLA/ECRA CBA</p>

**A4. Staff: Qualified and Professional Development Criterion**

Indicators	Findings
<p><b>A4.1. Qualifications and Preparation of Staff:</b> 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. New teacher meetings are conducted throughout the year. New teacher orientation week is conducted prior to the school each year.</p> <p><b>ECR:</b> Faculty members have credential(s) for the</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to ECRCHS New Hire process</p> <p>List of credential for teachers or link to state credentialing website</p> <p>Board minutes for meeting approving 1 period coaches</p> <p><a href="#">Link</a> to an email regarding a New Teacher meeting.</p> <p>New teacher meeting welcome week agendas</p>



courses they teach. Credentials are kept on file in Human Resources. One period coaching positions outside of the credentialed area are voted on by the Board.

**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.

**ECR:**

Professional Development is provided the 3 school days prior to the school year.

ECR's PDAC (Professional Development Advisory Committee) is made up of 9 staff members and an administrator. PDAC utilizes data from school surveys and the LCAP to plan Professional Development (PD) for staff members each month. PDAC offers a variety of PD's that meet the needs of teachers and students. Surveys are sent out after each PD to collect feedback and interests for future PD's. The college counselors plan a PD for the staff every year. PD sessions often include objectives related to social emotional learning and creating a safe and welcoming learning environment for students of all identity intersections. Student organizations have also provided leadership in determining PD topics as well as facilitating them.

PD weekly during distance learning to assist teachers with Virtual Learning

**Evidence:**

[Link](#) to PDAC meeting agenda

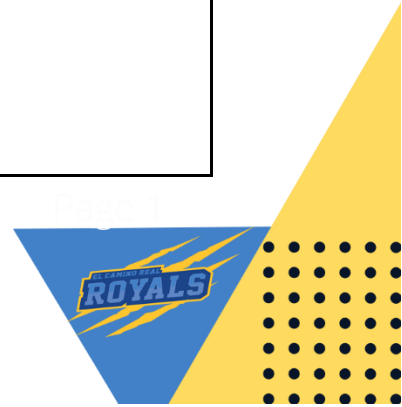
[Link](#) to College and Career readiness PD

[Link](#) to presentation from student panel, composed of Black Student Union, La Familia and Gender Sexuality Alliance student leaders.

[Link to Distance Learning PD agendas](#)



<p><b>A4.3. Measurable Effect of Professional Development on Student Learning:</b> 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.</p> <p><b>ECR:</b></p> <p>Surveys after Professional Development sessions. After a series of PD sessions focused on equity, students completed a schoolwide survey on their perceptions and experience of equity. After repeated surveys, PDAC will be able to determine whether and how PDs impact student equity.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to sample schoolwide student equity survey.</p>
<p><b>A4.4. Supervision and Evaluation:</b> The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</p> <p><b>ECR:</b></p> <p>An evaluation committee was created in 2022 to improve the evaluation system for staff. The committee was made up of teachers and administrators who worked together to create an evaluation process that best promote professional growth of staff.</p>	<p><b>Evidence:</b></p> <p>Evaluation committee</p> <p><a href="#">Link</a> to new evaluation platform</p>
<p><b>A4.5. Communication and Understanding of School Policies and Procedures:</b> 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.</p> <p><b>ECR:</b></p> <p>There is a Faculty handbook. Collective Bargaining Agreement (CBA)</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> ECR-UTLA CBA</p> <p><a href="#">Link</a> Administration Organizational Chart</p>



There is an Administrative Organizational Chart defining roles and oversight.

The Staff Intranet provides information, videos, forms and links to assist with instruction as well as provide information regarding expectations.

**A5: Resources Criterion**

Indicators	Findings
<p><b>A5.1. Resource Allocation Decisions:</b> 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.</p> <p><b>ECR:</b></p> <p>ECR has an LCAP Committee that collaborates to make the resource allocation decisions required in the completion of the LCAP document. The LCAP committee consists of administrators, teachers and staff. Input on the draft form of the LCAP is gathered from all stakeholders (students, administrators, teachers, staff, board members, and parents) through a survey. The LCAP committee uses that input to make necessary edits on the final LCAP document.</p> <p>ECR also has a School Site Council, which ensures that the goals and action plan outlined in the SPSA align with the goals and resource allocations in the LCAP document. They monitor the implementation of our SPSA, evaluate the effectiveness of the allocation of resources, and provide additional input as to how Federal funds</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to email from Administrative Director, Minita Clark, regarding stakeholder input on the 2020-2021 LCAP document.</p> <p><a href="#">Link</a> to the 2020-2021 LCAP document that indicates results of the stakeholder input survey (pg. 2).</p> <p><a href="#">Link</a> to a School Site Council meeting agenda which states their involvement in the relationship between resource allocations, the LCAP, and SPSA.</p> <p><a href="#">Link</a> to 2022-2023 Department Budget Calendar, which indicates the timeline for creation and approval of department budgets. Ex: <a href="#">link</a> to the 2022-2023 World Languages Department Budget.</p>



are spent at the school level.

Beginning in the 2022-2023 school year, academic departments began creating annual budgets for their textbooks, instructional materials, and field trips. Departments create these budgets in relation to the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards. Departments are required to explain how the expenditures are relative to long term strategic plans or the LCAP.

**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.

**ECR:** ECR has a Fiscal Policies and Procedures Handbook that delineates all policies and procedures relative to the management of finances, which ensures the quality of our business and accounting practices.

Beginning in the 2022-2023 school year, academic departments began creating annual budgets for their textbooks, instructional materials, and field trips. These budgets are then approved by the administration and the board of directors before being included in the school's annual budget.

The administration and business office create an annual budget that then gets reviewed and approved by the board of directors and posted on our school website.

In addition to the Charter School Division audit, ECR contracts a third party to complete an annual audit.

**Evidence:**

[Link](#) to the ECRA Fiscal Policies and Procedures Handbook.

[Link](#) to 2022-2023 Department Budget Calendar, which indicates the timeline for creation and approval of department budgets. Ex: [link](#) to the 2022-2023 World Languages Department Budget.

[Link](#) to the Budget and Financials page where budgets, audit reports, and account statements are publicly published.



**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).

**ECR:** ECR leases the campus from LAUSD, which requires approval from LAUSD to make changes to the facilities as necessary. As such, ECR’s plant management collaborates consistently with LAUSD to maintain facilities that are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program. When there is facility maintenance that could interrupt students’ access to the educational program, the administration makes the necessary adjustments to ensure student learning is uninterrupted.

**Evidence:**

[Link](#) to email that Executive Director, Mr. Hussey, sent to staff regarding a major heating project that LAUSD completed in order to ensure the safety, functionality, and maintenance of the facilities.

[Link](#) to email from Administrative Director, Mr. Alba, offering alternative classrooms for teachers whose air conditioning wasn’t functioning during summer school. This solution solved the immediate need of cool classrooms in order to meet student needs while the air conditioning was being worked on.

**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.

**ECR:** Beginning in the 2022-2023 school year, academic departments began creating annual budgets for their textbooks, instructional materials, and field trips. Once approved, department chairs are responsible for making the purchase requests for the necessary materials and equipment within our ERP system (NetSuite). Once the items arrive, the staff member who receives the packages forwards the items to the appropriate person.

Textbook orders, however, are completed as needed by an Administrative Director (Zasha Endres) in collaboration with the department chairs.

**Evidence:**

[Link](#) to 2022-2023 Department Budget Calendar, which indicates the timeline for creation and approval of department budgets and [link](#) to the 2022-2023 World Languages Department Budget.

[Link](#) to email from Zasha Endres confirming approval status of textbook purchases for the World Languages Department.

[Link](#) to email from copy room staff regarding print requests.

[Link](#) to the Technology Committee’s App Evaluation slides and [link](#) to the committee’s recommendation to Executive Director on app purchases.

[Link](#) to folder with the 21st Century Initiative and quote for student laptops.

[Link](#) to April 19 2018 Board Minutes showing approval of multiple components of the 21st Century Initiative.



Printing requests go to the staff member in the copy room (either via email or in person), who returns them to the requester upon completion.

The Technology Committee oversees the purchases of instructional technology applications. For school wide purchases, they will vet the instructional technology and any user data available and vote to recommend (or not) to the Executive Director the use of the technology. The Executive Director then has the final decision of the purchase. For departmental purchases, the Technology Committee will vet the app to determine a recommendation for department or school wide usage.

The Technology Department began a 21st Century Initiative in which all students would be issued a school laptop, all classrooms would be equipped with a Promethean Interactive Display, and each teacher would be utilizing Canvas. As per the fiscal policies and procedures, expenditures of over \$50,000 required Board approval, which was finalized in May 2018. As part of that initiative, various software was purchased and the Technology Department employs assistants to maintain the equipment purchased.

**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.

**ECR:** ECR has a Human Resources department that invests its time in the posting of job openings. They collaborate with other staff members to conduct interviews and hire well-qualified personnel for all programs.

New teachers at ECR are nurtured in various

**Evidence:**

[Link](#) to email from Human Resources department to the rest of staff regarding job opening.

[Link](#) to an email regarding a New Teacher meeting.

[Link](#) to email regarding mentor teacher for new teacher.

[Link](#) 2021-2022 professional development calendar with descriptions.

[Link](#) to a professional development session feedback survey results.



ways. Before the new school year professional development days for the entire faculty, the newly hired teachers attend specialized training. New teachers are also assigned mentor teachers within their departments. Throughout the school year, there are meetings specifically for new teachers to support them as necessary.

Three Wednesdays out of each month are designated to professional development. ECR has a Professional Development Advisory Council (PDAC) made up of teachers and administrators that plans the professional development sessions for the whole staff.

Also, ECR received the Educator Effectiveness Block Grant which provided resources for additional paid professional development outside of the school day.

[Link](#) to email with survey requesting input on professional development funded by the Educator Effectiveness Block Grant.

[Link](#) to flier for Excel training funded by the Educator Effectiveness Block Grant.

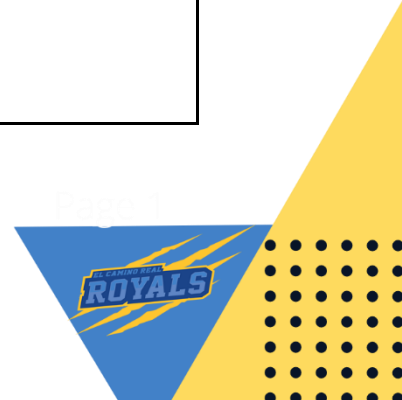
[Link](#) to information for Trauma Informed Training funded by the Educator Effectiveness Block Grant.

#### A.6 Resource Criterion (Charter Schools only)

Indicators	Findings
<p><b>A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement:</b> 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.</p> <p><b>ECR:</b> ECR has a prioritized list of long range/capital projects. In order to create this list in relation to the school’s vision, mission, and schoolwide learner outcomes, the input of stakeholders was requested.</p> <p>The ECRA Board of Directors has a Capitalization Projects standing committee for the 2022-2023</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to an email from Executive Director, Mr. Hussey, requesting input from stakeholders on necessary capital projects.</p> <p><a href="#">Link</a> to the draft list of capital projects Mr. Hussey sent when requesting input from stakeholders on necessary capital projects.</p> <p><a href="#">Link</a> to folder with capital projects plan and meeting minutes.</p>



<p>year.</p>	
<p><b>A6.2. Regular Accounting and External Audit Procedures:</b> The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.</p> <p><b>ECR:</b> ECR has a Fiscal Policies and Procedures Handbook that delineates all policies and procedures relative to the management of finances, which defines internal controls, contracts, regular accounting, and external audit procedures.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to the ECRA Fiscal Policies and Procedures Handbook. Policies for internal controls can be found throughout the document.</p> <p>Contracts: Pg. 29</p> <p>Regular Accounting: Pg. 25</p> <p>External Audit Procedures: Pg. 5</p>
<p><b>A6.3. Processes for Implementation of Financial Practices:</b> The school employs accountability measures to assure that personnel follow fiscal policies and procedures.</p> <p><b>ECR:</b> ECRA uses the following organizations to ensure that educational funds are used properly:</p> <ul style="list-style-type: none"> <li>● <b>Independent Financial Audit Report</b> – Christy White &amp; Associates.</li> <li>● <b>Annual Charter School Oversight</b> – Los Angeles Unified School District.</li> <li>● <b>Maintenance of Financial Records</b> – ECR's Chief Business Officer, along with back-office provider ICON School Management, prepares and finalizes all financial records and reports.</li> <li>● <b>Governing Board</b> – Reviews check registers on a monthly basis.</li> </ul> <p>All financial records are independently prepared and verified.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to the Budget and Financials page where budgets, audit reports, and account statements are publicly published.</p> <p><a href="#">Link</a> to the ECRA Fiscal Policies and Procedures Handbook. Pages 9-16 specify the purchasing approval processes and accountability measures.</p>



In order to maintain fiscal accountability, when requesting a purchase order or an expense order, there are multiple layers of approval that the requester must go through, as well as documentation that must be provided.

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

**ECR:** ECR has an LCAP Committee that collaborates to make the resource allocation decisions required in the completion of the LCAP document. The LCAP committee consists of administrators, teachers and staff. Input on the draft form of the LCAP is gathered from all stakeholders (students, administrators, teachers, staff, board members, and parents) through a survey. The LCAP committee uses that input to make necessary edits on the final LCAP document.

ECR also has a School Site Council, which ensures that the goals and action plan outlined in the SPSA align with the goals and resource allocations in the LCAP document. They monitor the implementation of our SPSA, evaluate the effectiveness of the allocation of resources, and provide additional input as to how Federal funds are spent at the school level.

Beginning in the 2022-2023 school year, academic departments began creating annual budgets for their textbooks, instructional materials, and field trips. These budgets are then approved by the administration and the board of directors before being included in the school's annual budget.

The administration and business office create an

**Evidence:**

[Link](#) to email from Administrative Director, Minita Clark, regarding stakeholder input on the 2020-2021 LCAP document.

[Link](#) to the 2020-2021 LCAP document that indicates results of the stakeholder input survey (pg. 2).

[Link](#) to a School Site Council meeting agenda which states their involvement in the relationship between resource allocations, the LCAP, and SPSA.

[Link](#) to 2022-2023 Department Budget Calendar, which indicates the timeline for creation and approval of department budgets and [link](#) to the 2022-2023 World Languages Department Budget.

[Link](#) to the Budget and Financials page where budgets, audit reports, and account statements are publicly published.



<p>annual budget that then gets reviewed and approved by the board of directors and posted on our school website.</p>	
<p><b>A6.5. Adequate Compensation, Staffing, Reserves:</b> The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.</p> <p><b>ECR:</b> ECRA has collective bargaining agreements with two labor partners: AFSCME and UTLA, which ensures the adequate compensation to faculty and staff. All others not covered by those agreements have salary tables. Raises are approved by the Board.</p> <p>ECR works diligently to maintain adequate staffing despite a national staffing shortage. The Human Resources department notifies all staff of job openings as they arise, they post the openings on Edjoin and Indeed, and involve hiring committees of other appropriate staff members to ensure the hiring of quality staff. For Special Education positions, there is a Signing &amp; Renewal Bonus of \$15,000 total. \$5,000 bonus per year for the first 3 years of employment in order to incentivize applicants for these highly needed positions.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to ECRA and AFSCME Collective Bargaining Agreement.</p> <p><a href="#">Link</a> to ECRA and UTLA Collective Bargaining Agreement.</p> <p><a href="#">Link</a> to folder with salary tables.</p> <p><a href="#">Link</a> to Edjoin.org where the current job openings are posted.</p> <p><a href="#">Link</a> to Indeed.com where current classified job openings are posted.</p> <p><a href="#">Link</a> to email from Human Resources department to the rest of staff regarding job opening.</p> <p><a href="#">Link</a> to RSP/SDC teacher opening with Signing and Renewal bonus.</p>
<p><b>A6.6. Marketing Strategies:</b> The school has marketing strategies to support the implementation of the developmental program, including research</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to Marketing and Communications/Outreach Coordinator job</p>



and information to help develop future planning.

**ECR:** ECR has a Marketing and Communications/Outreach Coordinator position allocated. The Marketing and Communications Coordinator is responsible for the long-term brand strategies of ECRCHS, including developing and implementing marketing and communications plans on behalf of the School, as well as providing administrative support and acting as a Parent Liaison to provide clear communication between staff, parents, and the community.

Also, we send weekly newsletter emails to students, parents, and staff, we have multiple social media pages that share important information and upcoming events with the community, and there are community BBQs held on Saturdays.

The Friends of ECR is our school's booster organization who is an integral portion of our marketing strategy. They have social media accounts, namely their Facebook group, that allows for open communication between parents and the school.

description.

[Link](#) to newsletter.

[Link](#) to ECR's Instagram profile.

[Link](#) to Friends of ECR's Facebook group.

**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.

**ECR:** The Los Angeles Unified School District Charter School Division conducts an annual oversight visit in which all financial information is shared.

The Governing Board reviews check registers on a monthly basis and the Chief Business officer provides a financial update on a monthly basis as well. Minutes for each board meeting are posted publicly on our website.

Budgets and other financial reports are posted

**Evidence:**

[Link](#) to the 2020 Charter School Division Benchmarks for the 2021-2026 charter term.

[Link](#) to the Budget and Financials page where budgets, audit reports, and account statements are publicly published.

[Link](#) to 10/27/22 Board Meeting Minutes showing financial updates.



publicly on the Board page of ECRs website.

## Areas of Strength

1. We have a clear mission statement, vision statement, and student learner outcomes. These statements were created collaboratively by faculty and staff six years ago through multiple focus group conversations and revisions. These statements are periodically reviewed and updated as needed with the input of stakeholders. They are widely disseminated; they are posted on the website, they are written on classroom/school wide posters, and they are at the core of our decision-making processes.
2. Our planning process is broad-based and collaborative. We have PLC groups that meet three Wednesdays a month for one hour at a time. These groups follow the PLC cycle to guide the conversations when creating learning expectations, analyzing data in order to inform future decisions and/or interventions, and to monitor how those actions impact student success. The PLC's take detailed notes that are shared with administration and all members of the group.
3. ECR has made large strides towards providing effective professional development to faculty and staff. In addition to the three days prior to the fall semester and one day prior to the spring semester, each month, there is an hour dedicated to a professional development session that is planned by the Professional Development Advisory Council (PDAC). ECR has also been awarded the Educator Effectiveness Block Grant that has funded additional paid professional development opportunities outside of school hours. PDAC collaborates with administration and uses data to inform their decisions on how to best utilize the professional development time in order to best support personnel.
4. ECRA has a clear set of fiscal policies and procedures that ensure the funds are appropriately budgeted, accounted for, expended, and maintained.

## Areas of Growth

1. While SPSA and LCAP exist, the staff needs more authentic involvement and transparency in regards to the data referenced in those documents. These processes need to be continually reviewed throughout the school year, rather than in a few meetings of the LCAP Committee or School Site Council. There should be presentations and more frequent communication to all stakeholders regarding these school accountability plans.
2. There have been vast improvements with our marketing strategies through the implementation of weekly newsletter emails, community BBQs on Saturdays, the Friends of ECR, our social media accounts, and the pending hiring of a Marketing and Communications/Outreach Coordinator.

However, there is an opportunity for growth where ECR can consistently use research and data to inform its marketing decisions.

3. The public has access to Board meetings, minutes, budgets, and financial reports on our website. Although, it would be more effective if there were regular updates and explanations of the budget for the faculty and staff. This information would be appropriate to include in monthly staff meetings and would allow for easier access to understanding the financial needs of the organization.
4. Despite having a clear mission statement, vision statement, and student learner outcomes that our faculty and staff approves of, it is not clearly evident that we have completely fulfilled those statements at this point in time

## B. Curriculum

Members	
Group Leader	Kyle Martindale and Karen Evens
Members	<a href="#">Click here</a> to see full list of group members

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Indicators	Findings
<p><b>B1.1. Current Educational Research and Thinking:</b> The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.</p> <p><b>ECR:</b></p> <p>At ECR students receive a standards aligned curriculum in all subjects. Rigor is maintained at each level as PLC work ensures that all students take the same Common Formative Assessments (CFAs). Data from MAPs testing and CFAs inform future instruction.</p> <p>Training from organizations such as the Howard</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to our ECR SSO page with links to instructional technology which provides engagement and rigor.</p> <p><a href="#">Link</a> to slides from August 4-6 2021 PD on PLCs and using data to inform instruction.</p> <p><a href="#">Link</a> to Howard Group presentation recording.</p> <p><a href="#">Link</a> to Curriculum Maps &amp; Standards</p> <p><a href="#">Link</a> to World Languages Spanish 3 Curriculum Map.</p> <p><a href="#">Link</a> to English vertical alignment doc.</p>



Group helps to make the curriculum relevant and accessible for students. The English department uses the SpringBoard platform and text to provide students with topics of interest and ones that are relevant and connected to the real world.

Curricular maps allow for coherent curriculum across a subject. Analysis of data allows for the elevation of instruction and addition of concepts for students who indicate readiness.

Professional Development allows for the introduction of new educational research that addresses issues including making equity visible and social and emotional learning (SEL).

The World Languages curriculum is based on comprehensible input research about how language is acquired, and measures students' proficiency levels based on that acquisition.

The Science department uses a standards-based textbook and modifies lessons to be NGSS aligned, and phenomena driven.

The Social Studies team collaborates to determine which resources align best with the Social Studies Framework. In this collaboration we determine which anchor texts and primary sources will best serve each unit. Social Studies backwards plans PBL projects and aligns them with Common Core state standards as well as content standards.

Math courses are aligned with common core standards. Teachers attend different math conferences to be updated with technology and research-based teaching techniques.

In English, students complete WebQuests that look through critical lenses and include a Google Slide show based on researching and focusing on historical and cultural perspectives. This is a research based project that includes reading, speaking and informational texts from the standards. The analysis of the text includes how central ideas interact and build on one another to produce a complex account.

[Link](#) to Making Equity Visible training agenda.

[Link](#) to SEL training outcomes.

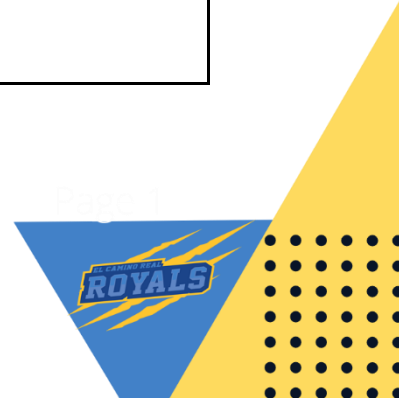
[Link](#) to World Languages Fall '22 Department Retreat slides

[Link](#) to Science Curriculum Map.

Social Studies PBL [project instructions](#) and [student work sample](#).

[Link](#) to Math Conference website that teachers have attended.

English Webquest



## **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.

### **ECR:**

Every student at ECR on the diploma track is enrolled in a-g coursework. Students meet with counselors each semester in order to track progress towards graduation and college readiness. Academic departments at ECR offer additional courses above and beyond the a-g standards as well as offering different levels (College Preparatory, CP to Advanced Placement, AP) in many core subjects. Every department offers elective courses which go above the a-g requirements and introduce students to topics of interest and possible career pathways. Any students dropping a-g courses are counseled and required to have a parent conference. Students who do not achieve 'C' or better are enrolled in summer school in order for them to maintain eligibility to apply to a 4 year university.

LCAP goals outline student expectations for achievement.

Each department at ECR has defined 'power' or essential standards. PLC work unpacks standards and determines skills that students should be able to demonstrate. CFAs test the power standards. MAPs testing is used to measure growth within academic areas. Courses encourage integration of concepts (i.e. The English Department uses an integrated approach to teaching literature and writing. Students are exposed to writing prompts, given guided writing assignments with a focus on argument and analysis, and introduced to research methods while learning how to evaluate sources and cite textual evidence in preparation for college research and writing. In addition, students develop these skills while exploring various perspectives on the benefits of college and comparing different college and career options).

The independent Studies program at ECR uses

### **Evidence:**

[Link](#) to the Course Catalog. A-G Requirements are listed on page 7. Each course in the catalog lists the A-G and high school graduation requirement that it satisfies.

Pages 7-15 of the [ECR Course Catalog](#) list the AP course offerings at ECR.

[Link](#) to ECR Course Catalog

[Link](#) to form for dropping an academic course.

[Link](#) to 2019 Summer School information sheet.

[Link](#) to current LCAP

[Link](#) to Spanish 2 2021-2022 Power Standards Unpacking Document.

[Link](#) to SpringBoard lesson on college and career readiness and [Link](#) to SpringBoard embedded assessments on college and career readiness.

[Link](#) to Curriculum Maps & Standards

“CourseTunes” to link course modules to specific content standards. In math the IS program uses ‘Illustrative Mathematics’ curriculum that features hands-on, model-based exploration of the math standards.

**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.

**ECR:**

The school’s Student Learner Outcomes (SLOs) include Critical Thinkers, Effective Communicators, Hard-Working Graduates and Socially Responsible Citizens. In all courses students are expected to observe, interpret, analyze and evaluate information. Collaboration is encouraged. For example: Claims, Evidence and Reasoning is used in Science, students are required to write explanations for their answers in math, and support their thesis and literary analysis in written works. Students are given the opportunity to revise their thinking based on new understandings. Students are expected to synthesize data and explore ideas using rhetoric. Students use technology daily in order to learn skills for the real world 21st century. Students are provided with educational opportunities and support to be successful graduates. The school offers students means to interact with and give back to the local and global community as they endeavor to be socially responsible citizens. Standards are addressed in more than just one course (i.e. Social Science addresses some ELA standards and World Languages focuses on ELA standards and incorporates units on the arts also). Math courses use real world applications and science courses incorporate mathematical calculations and non-language art courses incorporate writing. Project Lead the Way (PLTW), CTE courses, NJROTC, academic electives, non-core AP courses and a wide variety

**Evidence:**

[Link](#) to schoolwide learner outcomes on page 9 of Parent-Student Handbook.

[Link](#) to Canvas Agenda with congruence in Objectives & Standards.

[Link](#) to example ELA Socratic Seminar assignment doc demonstrating congruence with SLOs.

[Link](#) to ECRCHS Club List



<p>of other course offerings allow students to explore interests and possible career pathways.</p> <p>In congruence with our schoolwide SLO which details that students will demonstrate compassion, honesty, and respect, English courses at all grade levels use common core speaking and listening standards as focus standards for instruction and assessment, promoting open and empathy-building dialogue in class discussions, thematic talking circles and socratic seminars which incorporate student experience along with textual understanding.</p> <p>Clubs allow students to explore their interests with others who have the same interest.</p>	
<p><b>B1.4. Integration Among Disciplines:</b> There is integration and alignment among academic and career technical disciplines at the school.</p> <p><b>ECR:</b></p> <p>During weekly departmental meetings, staff form Professional Learning Communities (PLCs) based on content areas: a PLC for instructors who primarily teach 9th grade English and another PLC for instructors who primarily teach 10th grade English, and so forth. Within the Science Department, content groups meet in separate PLCs - Biology and Chemistry. These meeting agendas feature the selection and facilitation of common formative assessments as well as curricular maps, use of texts, activities/labs and focus standards. Math concentrates Algebra 1, Geometry and Algebra 2 teachers into PLCs. All documents created in one PLC are stored on a drive for all teachers in the department to access, for teachers who cross-over 2 subjects.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to English content area alignment docs.</p> <p><a href="#">Link</a> to AP Spanish Language Power Standards unwrapping document showing ELA CCSS that are integrated.</p> <p><a href="#">Link</a> to NJROTC drill evaluation.</p> <p><a href="#">Link</a> to Social Studies project.</p> <p>Woodshop works with the Drama Department to create sets for their plays</p>
<p><b>B1.5. Community Resources and Articulation and Follow-up Studies:</b> The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> - Middle School recruitment materials</p>



universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**ECR:**

ECR participates in Welcome to the High School Nights to acquaint middle school students with their school choices and programs. Counselors follow up with visits to the middle schools to counsel and schedule incoming students as well as offer opportunities for High School Bridge summer course and AP Bridge.

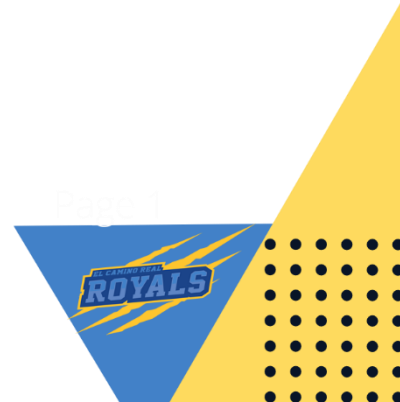
The school has a Dual enrollment with Pierce College which allows students early access to classes at college. Students in the program earn college credit as well as high school credit for the courses taken.

ECR uses Naviance to ensure that all paths students take after high school lead to fulfilling and meaningful careers.

[Link](#) - Summer Bridge courses

[Link](#) - Dual Enrollment information

[Link](#) - Naviance



## B2. Equity and Access to Curriculum Criterion

Indicators	Findings
<p><b>B2.1. Variety of Programs — Full Range of Choices:</b> 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 career exploration, preparation for postsecondary education, and pre-technical training for all students.</p> <p><b>ECR:</b> At ECR, students participate in classroom presentations on a-g requirements, as well as, graduation requirements each semester. Counselors present academic course offerings to students on a semesterly basis including the various levels available: College Preparatory (CP), Honors, and Advanced Placement (AP). Elective course offerings are also provided. Students enrolled in sports are given information on NCAA requirements. Special Education students are given lessons and presentations from the transition services specialist on options for their transition from high school to future education and/or the work world.</p> <p>ECR annually hosts a college Knowledge night for students and parents with information on preparations for college, steps needed to be prepared for and apply to colleges/universities. The college office hosts FAFSA information meetings for students and parents. The ECR career fair introduces students to possible careers in a variety of fields.</p> <p>ECR has annual college visits for historically underrepresented students. AVID students have college visits. African American students are invited to participate in the Historically Black Colleges and Universities tour.</p> <p>ECR students interested in local (California) Colleges and Universities can meet with representatives from those universities when they make campus visits. Students attend the African American College Expo.</p> <p>ECR students can explore multiple career pathways through CTE courses in the Culinary</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> – A-G Presentations</p> <p><a href="#">Link</a> Counselor Programming Schedule - Fall 2022</p> <p><a href="#">Link</a> to ECR Course Catalog</p> <p>Transition teacher presentation and class visit</p> <p><a href="#">Link</a> to College Knowledge Night flier</p> <p>AVID college trip</p> <p><a href="#">HBCU</a> college trip information</p> <p><a href="#">Link</a> - College representatives visits schedule</p> <p><a href="#">Link</a> - List of courses offered at ECR</p> <p><a href="#">Link</a> - Sample UC/CSU eligibility reports</p> <p><a href="#">Link</a> - IGP form</p> <p>AP Classes Demographic Data (see Ch.2)</p>



Arts and Woodworking. The ECR course offerings that allow students to explore real world careers include: Digital Media, Graphic Design, Video Game Design, Desktop Publishing, Sports Marketing, Psychology, Anthropology, Advanced Theater, Journalism, Writer’s Seminar, Child Development, and Navy Junior Reserve Officers Training Corp (NJROTC).

**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.

**ECR:** All courses at ECR are aligned to standards and provide relevant and rigorous curriculum at all levels. MAPs testing is administered 3 times a year and used to assess course levels and assist in advancing students to higher level courses. The math department uses the UCLA diagnostic placement exam to confer correct placement in courses and assist the development of instruction appropriate for individuals and the whole class. Independent study and Alternative Education courses incorporate real world modeling and application problems. Science courses incorporate Next Generation Science Standards (NGSS) which are phenomena based and connect to real world problems and elicit solution based thinking. Project Lead the Way (PLTW) provides real world courses using industry instruments that lead to applications for real careers. The World Languages department has specialized courses for native Spanish Speakers and incorporates culture into the curriculum. Specialized Physical Education courses allow students to explore special interests (i.e. Aerobics, Step, dance, weight training). Special education courses are aligned to the same standards and address the same curriculum as regular education courses.

Zero and 7th period course offerings allow for the expanded school day for students wishing to explore additional courses and expand their

**Evidence:**

[Link](#) to English 9 common curriculum integrating student voice and choice with the real-world application of collaboratively preparing and delivering an oral presentation.

[Link](#) - NGSS standards

[Link](#) - PLTW curriculum - BioMedical Science Pathway

[Link](#) - Heritage Learners 1 and 2 Curriculum Map

[Link](#) - Elective courses lists

[Link](#) - List of Clubs on campus



education. The English department has specialized courses for Journalism and Creative Writing, and relevant courses are offered in Film, Media and Broadcasting. But each course focuses on Reading, Writing and Speaking & Listening skills that are directly applicable to communicative efficacy in any real world setting. Also, many activities within the Springboard curriculum cater to the integration of students' real world experience and that of their families as relevant prior knowledge and as a forum for the ideas explored in class.

ECR has over 90 clubs on campus (including but not limited to: Medical club, STEAM club, Creative Writing Club, Asian Cultural Exchange Club, BSU, CHIRLA, Dear Asian Youth, Disability Awareness Club, Filipino Club, Future Business Leaders of America, GSA, Iran Club, Jewish Club, La Familia, Middle Eastern Student Association, Spanish Honors Society), many of which link students to industry professionals (i.e. the medical club with doctors as guest speakers).

**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.

**ECR:**

The applications/platforms chosen at ECR have allowed for greater parent involvement in their student's education. The Canvas platform allows parents to join as observers in their student's classes. They can see all assignments, handouts, and class materials. Aeries is the grading platform in which parents can view student assignment grades, marks reports and attendance. This assists parents in actively monitoring students' education.

AP Expo night allows students and their parents to explore the Advanced Placement offerings on the campus. And allows parents to meet the AP

**Evidence:**

Parent training on sign in to [Canvas](#) and [Aeries](#)

[Link](#) - Sample list of Parent Observers on Canvas

[Link](#) - AP Expo flier

[Link](#) - Extended Counseling hours

[Link](#) - sample of a Teams meeting

[Link](#) - Sample UC/CSU eligibility reports

[Link](#) - IGP form

[Link](#) - flier for College Presentations to Parent groups

IEP sign-in

[Link](#) - SSPT - Student Support Progress Team meeting information

[Link](#) - High School feeder information night



teachers prior to their students enrollment in the course.

Extended counseling and college office hours allow parents to make appointments suitable for their time schedules. The use of Teams and Google meets has expanded parent and teacher/counselor/staff means of communicating.

Virtual meetings have expanded parental access to information about College information via Webinars and televised meetings. The Jive (VOIP) phone system allows parents to make phone calls home from their school issued devices.

UC/CSU eligibility reports are sent home once per semester to inform students and parents of their progress towards meeting the criteria for college admissions. Individual Graduation Plans (IGPs) are provided to students each semester and are to be shared with parents.

College presentations to parent groups including Padres Latinos, Rise (African American parent group) and Friends of ECR providing parents an overview of what is pertinent to the college admissions process. The College office provided professional development to staff on the requirements for college to allow them to provide students and parents with information.

Individual Education Plan (IEP) meetings allow parents of Special Education students to collaborate with case carriers, special education teachers, general education teachers and additional support staff (i.e. psychologist, nurse) on the educational plan for their student.

Student support team meetings for struggling students make a connection between the teachers, counselors, student, parent and support staff in order to facilitate the student's success in school.

High School information nights at the feeder Middle schools acquaint parents and students with the school offerings to allow them to make informed choices. Freshman Orientation familiarizes parents and students with available

[Link](#) - Freshman Orientation flier

[Link](#) - Summer Bridge flier

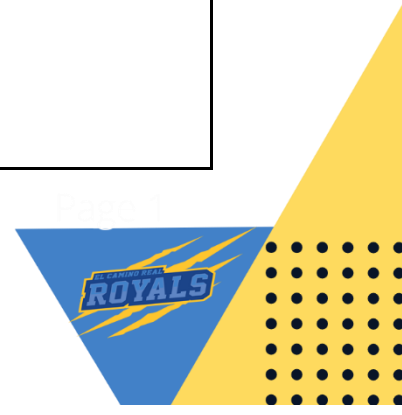
[Link](#) - Friends of ECR Social Media links

[Link](#) - Athletic calendar

[Link](#) - School Site Council website page

[Link](#) - Sample RISE Agenda

[Link](#) - Board Information



courses and programs. Summer Bridge programs assist students with the transition to high school as well as prepare some for the rigors of Honors and AP coursework

Friends of ECR provides all stakeholders with social media links for organizations on campus.

Athletic events, plays, choral performances, art expo nights, orchestral and band performances, creative writing nights, NJROTC exhibitions, dance presentations, and cultural events allow parents to see the learning and advancement students have made in other educational interests. Students are invited to attend a number of meetings on campus including School Site Council (SSC), English Learners Advisory Council, Padres Latinos, RISE.

Board meetings are open for parents to attend, with a public comment portion where parents can address the Board about comments or concerns.

**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.

**ECR:**

Career and Technical Student Organizations (CTSO's) offer students field trips to local colleges (2 year) and universities (4 year) and postsecondary opportunities in local businesses to intern and shadow. At ECR students receive grade level specific information regarding college preparation. The Aeries system also evaluates student data to help counselors determine if they are CSU or UC eligibility.

College Office Newsletters provide students with information about colleges, representative visits, FAFSA, preparation for college and the application process.

[Link](#) College clips and College Office Newsletter

[Link](#) College Office Events

College application workshops-currently for Pierce College. College Knowledge workshops and College Office newsletters provide timely information for students regarding college applications and admissions information. College Office workshops provide students with information regarding applications. College counselors organize college representative visits as well as trips for students to visit local colleges. FAFSA nights and meetings with parent groups such as RISE, Padres Latinos and Friends of ECR provide information on college and career options. College counselors assist students in applying to Pierce College and selecting appropriate classes while in high school (dual enrollment) and for their first semester.

College counselors - visiting classes

Peer college counselors

Naviance

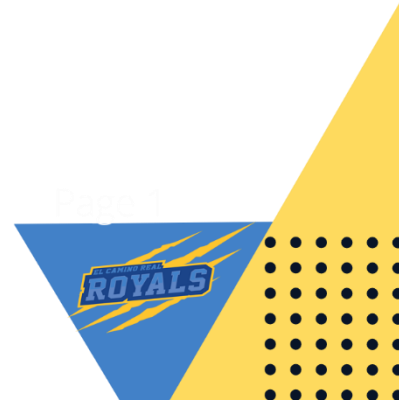
AVID - develop skills for success in high school and beyond

PSAT for all 10th graders

MAPs testing

College visits from 4 year, 2 year, and military branches. We are offering college application workshops-currently Pierce.

Aeries system also evaluates student data to help counselors determine if they are CSU or UC eligible or at least on track by the time college applications are due



## Areas of Strength

1. Formation of the Professional Learning Communities (PLCs) which allowed for greater curricular alignment, the creation of common curriculum and common formative assessments (CFAs) during Professional Development Common Planning Time (Wednesday mornings) and course-alike planning retreats.
2. Diversity of course levels; College Preparatory, Honors and Advanced Placement in many academic courses, as well as, Introductory, Intermediate and Advanced in elective courses. And FLEX course offerings: Independent study, Alternative Education and Online Credit Recovery.
3. Equity and access for students through inclusion and diverse courses including Culinary Classes, Psychology, Marching and Jazz Band, Play Production, Choir, Ethnic Studies, Anthropology, Physiology, Biomedical, Engineering, Childhood Development, Film, Journalism, Theater, Woodshop, NJROTC, College and Career, Spanish for Heritage Learners, Academic Decathlon, Speech and Debate, Robotics, Broadcast Journalism, AVID Tutorial, and Yearbook.
4. Academic Support available to all students in core courses. In-person and virtual tutoring is offered during the school day, after school and on weekends.

## Areas of Growth

1. Expansion of curricular maps and annual reviews and updates of maps. Increase and refine course-alike CFAs.
2. Increase Career Technical Education pathways in Culinary Arts and Woodshop. Create a new Computer/Technology CTE pathway
3. Improve student attendance schoolwide.

## C. Learning and Teaching

Members	
Group Leader	Natasha Zwick and Allison Reinboth
Members	<a href="#">Click here</a> to see full list of group members



## C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

Indicators	Findings
<p><b>C1.1. Results of Student Observations and Examining Work:</b> The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.</p> <p><b>ECR:</b> Student work demonstrates the extent to which learning is structured so that students organize, access, and apply knowledge they already have through such activities as:</p> <ul style="list-style-type: none"> <li>– Relating new information or learning tasks to personal experiences and knowledge</li> <li>– Using concrete examples and experiences and finding analogies, metaphors and similes that deepen their understanding of the topic</li> <li>– Utilizing opportunities to critique and to evaluate new information in relation to what they already know</li> </ul>	<p><b>Evidence:</b></p> <p><a href="#">Student work sample (general departments)</a></p> <p><a href="#">Social Studies student Work Samples</a></p> <p>In Design class, students organize knowledge of the art elements in a google document table. Then they apply their knowledge to an art project.</p> <p><a href="#">Link to the table and an image of the project</a> done by a student</p> <p>In English, after reading <i>Things Fall Apart</i>, students watch the Chinua Achebe interview in which he explains how Joseph Conrad’s <i>Heart of Darkness</i>. Students analyze excerpts, annotate for stylistic strategies, and then write a response.</p> <p><a href="#">Here is a sample.</a></p> <p>In Advanced Physical Science, students created balloon cars that were used to calculate speed, acceleration and Force. This was a culminating project that tied together science, math and real world experiences.</p> <p><a href="#">Balloon Car</a></p> <p>Maus summative creative task: students could design a project of their own to show what they learned from our study of this important graphic novel.</p> <ul style="list-style-type: none"> <li>● <a href="#">This student made a video</a> thanking the donors.</li> <li>● <a href="#">This student drew</a> the most essential lesson.</li> <li>● <a href="#">This student did a similar project</a> from a different perspective.</li> <li>● This student wrote a thank you note. <a href="#">Image 1</a>, <a href="#">Image 2</a>, <a href="#">Image 3</a>.</li> <li>● <a href="#">This student wrote a poem</a> exploring his own feelings about the power of art.</li> </ul> <p>In English, student journals/quick writes connect to the literature we are reading (i.e. a prompt asking about fate vs free will for <i>Oedipus Rex</i> or a</p>



	<p>prompt asking about a parent's right to "spy" on their child for <i>Hamlet</i>).</p> <p>In AP Spanish Language and Culture, KIVA Project: <a href="#">Instructions/Student Sample</a></p> <p>Spanish One <a href="#">research project</a>. Students research a person from hispanic descent and present their findings to the rest of the class. <a href="#">Student sample</a>.</p> <p>In AP Computer Science A, students have shown that they can write computer programs independently with minimal help. <a href="https://ecrchs.instructure.com/courses/17003/gradebook/speed_grader?assignment_id=236792&amp;student_id=15276">https://ecrchs.instructure.com/courses/17003/gradebook/speed_grader?assignment_id=236792&amp;student_id=15276</a></p>
<p><b>C1.2. Student Understanding of Learning Expectations:</b> The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</p> <p><b>ECR:</b> Our academic community excels in specific, content-based learning opportunities for all students. Students are regularly demonstrating understanding and mastery of standards through development of their own ideas and expression in multiple forms.</p>	<p><b>Evidence:</b></p> <p><a href="#">Social Studies student Work Samples</a></p> <p>College Office, Peer College Counselors (PCCs) give classroom presentations regarding post-secondary plans and A-G vs HS grad requirements to their peers. <a href="#">LINK</a></p> <p>In Intro to Psychology, students create a fake social media post in order to display knowledge of newly provided information about the principles of social psychology.</p> <ul style="list-style-type: none"> <li>• <a href="#">Link to Evidence</a></li> </ul> <p>In U.S. History students choose an immigrant group. Using personal experiences or interviews from family members or friends they answer a series of questions.</p> <ul style="list-style-type: none"> <li>• <a href="#">Link to Student Work - Immigration</a></li> </ul>



	<p><u><a href="#">Project</a></u> Unit cover pages: students go back through the entire unit and create an overview of information as well as reflection on metacognition.</p> <p><u><a href="#">Student Work Samples</a></u></p> <p>History Day Project: Students take previously practiced research skills and answer a research question around a chosen theme.</p> <ul style="list-style-type: none"> <li>• <u><a href="#">Link to Evidence</a></u> Biology: owl pellet dissection lab in which students deduce the feeding network based on bones found.</li> </ul> <p>Biology: Food Web Activity. Chemistry - <u><a href="#">Molar Mass of Unknown Gas</a></u>; students determine the identity of an unknown gas based on mass and volume calculations.</p> <p>Current Events Assignment: Students are responsible for finding and tracking a current event. Students identify the central argument and evidence from the article to support it. <u><a href="https://docs.google.com/document/d/1QaApcFaVEwl2Cg1-541mo-xV-pSRaxKXB5L8sbmV6w/edit">https://docs.google.com/document/d/1QaApcFaVEwl2Cg1-541mo-xV-pSRaxKXB5L8sbmV6w/edit</a></u></p>
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**C2. Student-Centered Instruction through a variety of Strategies and Resources Criterion**

Indicators	Findings
<p><b>C2.1. Teachers as Facilitators of Learning:</b> 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</p>	<p><b>Evidence:</b> <u><a href="#">WASC Evidence Google Doc Collaboration</a></u> The below is a link to Pear Deck, it is in Student Paced Mode, but is normally done with the</p>



technology

**ECR:**

In many classes teachers facilitate learning through:

- Direct Instruction of skills and content
- Guiding students to become collaborators in their learning process (brainstorm ideas, connect content, and support arguments/findings. This is done by:
  - Shared Google Docs (real time editing and feedback)
    - This enables feedback in a private and useful way
    - In some cases students are commenting and providing feedback to each other's work.

Teacher. [Pear Deck Link](#).

Here is a link to the Google Slides version of this presentation:

[Reading Strategies & Argument](#)

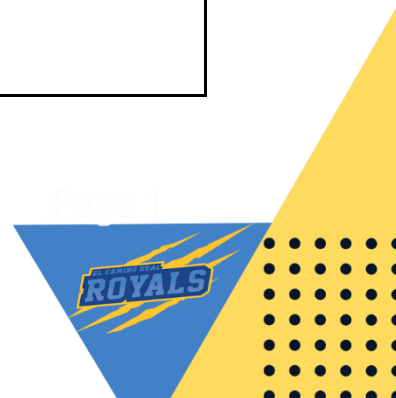
[Padlet Collaboration WASC Evidence](#)

**Social Studies Department:**  
[WASC Evidence Google Doc Collaboration](#)

The below is a link to Pear Deck, it is in Student Paced Mode, but is normally done with the Teacher. [Pear Deck Link](#)

**World Languages Department:**  
Spanish 3: students are coached to use Google Docs spelling and grammar check as a tool for revising rough drafts. [Example](#) assessment with instructions for using Google Docs.

[Link](#) to folder that houses Spanish 1, Spanish 2, and Spanish 3 curriculum that is based on Comprehensible Input. There are also many other resources that teachers use related to Comprehensible Input that teachers pull from in this folder.



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

**ECR:**

In many classes we are seeing the use of a variety of creative and critical thinking skills. Such as:

- Project Based Learning
  - Using podcasts, documentaries, performance art, posters
- Primary Source Analysis
- Technology centered lessons with:
  - OneNote, Peardeck, Get More Math, Albert.IO, Quizziz, Kahoot, Canvas, Khan Academy, Microsoft Teams, Edpuzzle

**Evidence:**

[1 ECR Stuff You Missed in History Class Final Project](#)

[Link to Edpuzzle Example](#)

In Design class, students are asked open-ended questions and analyze the meanings of artworks and design to themselves and society as a whole.

[Link to student response](#)

Maus summative creative task: students could design a project of their own to show what they learned from our study of this important graphic novel.

- [This student made a video](#) thanking the donors.
- [This student drew](#) the most essential lesson.
- [This student did a similar project](#) from a different perspective.
- This student wrote a thank you note. [Image 1](#), [Image 2](#), [Image 3](#).
- [This student wrote a poem](#) exploring his own feelings about the power of art.

In Intro to Psychology, students use JSTOR to find scholarly articles/research papers:

- [Link to Scholarly Article](#)
- [Link to Student Work](#)

Using Frida Kahlo as inspiration, students created a self portrait and wrote a poem to talk about their identity using metaphors.

- [Instructions](#)

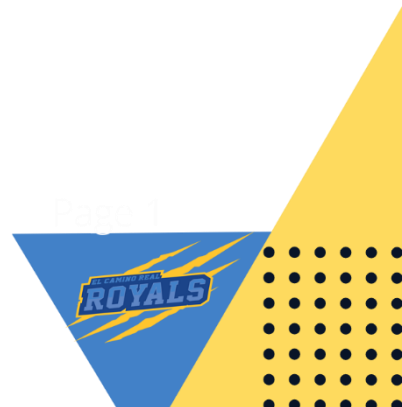
**C2.3. Application of Learning:** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**Evidence:**

[Student Work Samples](#)



<p><b>ECR:</b></p> <p>Some of the ways students demonstrate this include:</p> <ul style="list-style-type: none"> <li>Combining complex technical and content skills to complete projects and assignments.</li> </ul>	<p>AP Spanish Language and Culture KIVA Project.. <a href="#">Instructions</a></p> <p><a href="#">Student Sample</a></p> <p>In Design class, students organize knowledge of the art elements in a google document table. Then they apply their knowledge to an art project.</p> <p><a href="#">Link to the table and an image of the project</a> done by a student</p> <p>Chemistry - <a href="#">Molar Mass of Unknown Gas</a>; students determine the identity of an unknown gas based on mass and volume calculations.</p> <p>In photography class, students capture photographs that reflect an understanding of technical and compositional techniques taught in class. <a href="#">Link to Example</a></p>
<p><b>C2.4. Career Preparedness and Real-World Experiences:</b> All students have access to and are engaged in career preparation activities</p> <p><b>ECR:</b></p> <p>Some of the ways we accomplish this at ECR includes:</p> <ul style="list-style-type: none"> <li>Guest Speakers who present information related to their careers.</li> <li>Research assignments that mirror what a person working in their field might do (patient interview for nurses)</li> <li>Reading essays and informative texts from leaders in various industries and fields</li> <li>Real world research projects</li> <li>Robotics</li> <li>Helping students connect their interests into possible careers.</li> </ul>	<p><b>Evidence:</b></p> <p>Black History Month Speaker Series</p> <p><a href="#">Black History Month - Presenter Bios</a></p> <p>College Office, Peer College Counselors (PCCs) give classroom presentations on post-secondary plans and A-G vs HS grad requirements to their peers. <a href="#">LINK</a></p> <p>In Modern World History students created a job application for an assigned revolutionary figure. Prompt and student work can be found in this <a href="#">link</a></p>



## Areas of Strength

1. As a school, we are using various technologies to provide wider access to the curriculum and to differentiate instruction. Universal use of Canvas as a learning management system provides a common framework for all students to access instructional materials; it also prepares students for college classes since many colleges and universities also use Canvas as their LMS.
2. In the classroom, we are successfully offering students varied types of rigorous formative and summative assessments as well as opportunities to create their own demonstrations of mastery in addition to teacher-designed assessments.
3. With respect to standardized testing, the growth in CAASPP ELA scores (Exceeds/Meets) from 18/19 to 21/22 increased. This improvement results from a concerted effort to combat learning loss from distance learning. Examples of this growth include: Our support of EL students has led to an increase of RFEP and a decrease of students categorized as strictly EL. Black, Filipino, Hispanic/Latino and Two or more races increased ELA scores from 2018/2019. Students with disabilities also raised their ELA scores. Female students are increasing in the Math performance on CAASPP- level 4- exceeds standards. We have a 5% increase in English proficiency for socioeconomically disadvantaged students.
4. Expanded emphasis on intervention includes AA, LatinX, LGBTQ+ coordinators, 8 GE study skills courses, 11 SPED study skills courses, a fully operating Wellness Center, expanded intervention referral system, and the formation of a PBIS leadership team as Tier 1 Intervention support.

## Areas of Growth

1. Math skills based on CAASPP data from 2021-2022 have decreased from the year before (40% were level 1, standard not met). We need work in this area.
2. Sub-groups that need more support: 67% of Black or African American students are scoring level 1 or level 2 for CAASPP ELA (standard nearly met or not met). 74% of students with Disabilities tested at levels 1 and 2 for CAASPP in ELA, and 66% of students with Disabilities tested at levels 1 or 2 for CAASPP in Math (2021-2022). These percentages are slightly higher than previous years but are still areas for growth. Our Hispanic population is underperforming in ELA and Math.
3. We have an absence of data on benchmark common formative assessments and need a more streamlined data collection system that is easily accessible to teachers for purposes of analysis. As a school, we need to work on ensuring CFAs are aligned with specific standards. We also need more effectively to use MAP data to help students (we have hired a data coach to start addressing that concern).
4. We need to work on how best to evaluate which students are chronically truant and then to work with those students to resolve specific problems they are facing. Perhaps we need a better system to track this concern or even an additional person to help reach out to these families.

## D. Assessment and Accountability

Members	
Group Leader	Audra Herrera
Members	<a href="#">Click here</a> to see full list of group members

### D1. Reporting and Accountability Process Criterion

Indicators	Findings
<p><b>D1.1. Professionally Acceptable Assessment Process:</b> The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and <b>report student performance data to all stakeholders</b></p> <p><b>ECR:</b></p> <p>ECRCHS uses several academic assessments of student growth and knowledge in preparation for state testing, college, and GED requirements. Data from the Measure of Academic Progress (MAP), English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), and Common Formative Assessments (CFAs) are used by instructors to facilitate best practices and learning environments that will foster student success after high school. All core subjects have formative/summative assessments monitoring student progress throughout the year. Assessment data is provided to stakeholders via parent letters, Canvas, and Aeries.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link to Standardized Testing</a></p> <p><a href="#">CAASPP is available via Aeries</a></p> <p>ELPAC scores are sent via letter to home</p> <p><a href="#">MAP scores are reported to parents via teacher discretion or parent request</a></p> <p>CFA scores are reported on Aeries as a grade via teacher discretion</p> <p><a href="#">CFA Sample</a></p> <p><a href="#">CFA Data Analysis Evidence</a></p> <p><a href="#">Formative/Summative assessments are accessible via Aeries</a></p> <p><a href="#">Departments CFAs</a></p>
<p><b>D1.2. Basis for Determination of Performance Levels:</b> The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure</p>	<p><b>Evidence:</b></p> <p><a href="#">Departments CFAs</a></p>



consistency across and within grade levels and content areas.

**ECR:**

Leadership and instructional staff agree upon departmental Common Formative Assessments, standardized pacing plans (e.g. curriculum maps), standardized grading scales, standard testing, and common lesson planning, to ensure consistency across and within grade levels and content areas.

Standardized pacing plans (Each department meets to create and align the power standards to the assessments and lesson planning.)

- [9th Grade English](#)
- [10th Grade English](#)
- [11th Grade English](#)
- [12th Grade English](#)
- [English Vertical Alignment](#)

Standardized grading scales example- All of the grading scales and syllabi are available in Canvas for each class/subject

- [US History Evidence](#)
- [Biology Teacher A Syllabus](#)
- [Biology Teacher B Syllabus](#)

Standard testing evaluations to determine curricula  
Departmental common lesson planning

PLC

- [Department PLCS](#)
- [World Language Example](#)
- [9th Grade English PLC Ex.](#)

**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.

**ECR:**

ECRCHS students regularly meet with their counselors to monitor their growth, discuss career pathways, and determine academic standard achievements, all in preparation for their college and/or career after graduation. ECRCHS technology tools such as Canvas and Aeries aid in recording and monitoring student progress.

The Intervention Team in collaboration with the Counseling Department and Teachers, monitor student academic growth. A D/F report is ran every 5-weeks. Letters with tutoring flyers and emails are sent home to notify families. Additionally, the Intervention team works with the study skills teachers to provide academic support to those students who need it. If the students need an SSPT the Intervention Coordinator and the Counseling Department schedule an SSPT

**Evidence:**

- [Aeries Gradebook](#)
- [Canvas Gradebook](#)
- [Counselors meet with students once a semester to monitor their growth/review schedule](#)
  - Progress letters for Juniors and Seniors
  - Career Pathway discussions
    - Determine academic standard achievements
  - UC/CalState Night
- College and Career class
- [College and Career Center](#)
- AP Nights
- Special Education CATS teacher assesses every 9th grade student getting them thinking about after high school experience
- Small learning communities
  - Humanitas (2017-2022)
  - STEAM program
  - AVID



<p>meeting to set and/or track goals.</p>	
<p><b>D1.4. Assessment of Program Areas:</b> 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.</p> <p><b>ECR:</b></p> <p>At ECRCHS all instructional staff submit 5-week increment progress reports assessing student course completion, student growth via formative and summative assessments as well as student work ethic and citizenship in the classroom. These progress reports allow counselors to periodically assess student graduation requirements, credits, and course completion. All core classes uphold an aligned curriculum that is challenging, coherent, and relevant to California State Common Core standards, via approved curriculum maps, anchor texts, textbooks, and academic programs and tools such as Albert I.O., Get More Math, NewsELA, NoRedInk, and Revision Assistant.</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Progress reports for grades, work efforts, and citizenship of students</a> <ul style="list-style-type: none"> <li>- Letters to parents</li> </ul> </li> <li>- <a href="#">Canvas/Aeries</a> to record and monitor student progress</li> <li>- <a href="#">Instructional Apps and Programs</a></li> <li>- Individual Student programming is evaluated by counselors to ensure A-G requirements <ul style="list-style-type: none"> <li>- <a href="#">Link</a> to IGP Individual Graduation Plan</li> </ul> </li> <li>- Course syllabi</li> <li>- AP course approvals by College Board</li> <li>- Teacher observations</li> <li>- <a href="#">Teacher Canvas Monitoring</a></li> <li>- CFA assessment data analysis <ul style="list-style-type: none"> <li>- <a href="#">English Example</a></li> <li>- <a href="#">Spanish Example</a></li> </ul> </li> <li>- Departmental meetings <ul style="list-style-type: none"> <li>- Re-evaluate grading policies</li> <li>- Lesson plans</li> <li>- Homework requirements</li> </ul> </li> </ul>
<p><b>D1.5. Schoolwide Modifications Based on Assessment Results:</b> 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</p> <p><b>ECR:</b></p> <p>ECRCHS is dedicated to the enhancement and development of academic and social programs for the betterment of the student body and adapts programs accordingly. Through the implementation of professional development with</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- PDAC <ul style="list-style-type: none"> <li>- <a href="#">PD on Standardized grading, tutoring, student and support, retreat debriefing</a></li> <li>- <a href="#">PBIS</a></li> <li>- <a href="#">PD on Student achievement toward essential standards</a></li> </ul> </li> <li>- Using MAP testing and other data for adjustments for IEPs, PDs for including writing to improve ELA scores, using grades/test results to determine if students should be in study skills classes</li> <li>- Using assessment data for</li> </ul>



the guidance of our Professional Development Advisory Council (PDAC), school leadership, and instructional staff, ECRCHS implements new educational and social practices that provide the best education and opportunities for the students. With educational implementations such as MAP testing, Curriculum Maps, Common Formative Assessments, PLCs, and social education such as PBIS, and Equity, Social, and Emotional Learning, ECRCHS aims to use these practices to ensure student success inside and outside of the classroom.

- Honors/AP enrollment,
- assessing the need for credit recovery at continuation school to stay on pace,
- access to summer school for credit recovery/course prerequisites,
- adjusting course offerings to meet needs of students,
- allowing course alike teachers to analyze CFA data
- An example of adjusting the school program as a result of data analysis:
  - Math department offering Algebra 1A in the Spring semester
  - [FLEX](#) - Alt. Ed and Independent Study programs
  - [Tutoring](#)
    - English afterschool tutoring
    - Math tutoring
    - Individual tutoring
    - PALS Tutoring

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

Indicators	Findings
<p><b>D2.1. Demonstration of Student Achievement:</b>            Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</p> <p><b>ECR:</b>            Teachers at ECRCHS use Canvas assessment data analysis, Common Formative Assessments, MAP scores, and formative diagnostic assessments to guide, modify, and adjust curriculum and instructional approaches. Through PLC practices and retreats, course alike determine best practices, alignments, and assessments as a singular community.</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>- Canvas Quiz Statistics and Moderation</li> <li>- NoRedInk Diagnostic and Quizzes</li> <li>- Common Formative Assessments</li> <li>- MAP</li> <li>- Formative Diagnostic Assessments</li> <li>- PLC Retreats           <ul style="list-style-type: none"> <li>- <a href="#">9th Grade English Example</a></li> <li>- <a href="#">AVID Retreat Example</a></li> <li>- <a href="#">World Language Example</a></li> </ul> </li> <li>- <a href="#">CFA Folder</a></li> </ul>



**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

**ECR:**

Aeries aids ECRCHS teachers to complete four 5-week progress reports a semester to inform students and parents of student growth and achievements. In addition to progress reports, teachers use Aeries to compile student reports of below performing students so they can receive support via parents, tutoring, and in-class accommodations. ECRCHS teachers submit weekly progress of formative and summative assignments via Aeries, as well as specific and descriptive feedback via Canvas. Furthermore, tools such as OneNote, PearDeck, Nearpod, Padlet, Canvas Discussion, Google Forms, and traditional dialogue of student feedback illustrate the progress and understanding of student learning as it pertains to their preparation for life after high school.

**Evidence:**

- Student self-reflection/corrections on assessments
- Annotations on student work from teachers guide student progress
  - [Link to Evidence](#)
- Informal assessment, dialogue, and feedback between teachers and students to guide the learning of students.
- All teachers provide comments on student progress on Aeries report cards
- Aeries generated emails, Canvas commentary, and feedback, both individual and en masse for students who have not completed assignments.
- Availability for help via Canvas and after school tutoring.
- Peer tutoring is available ([link to tutoring flyer](#))

## Areas of Strength

1. ECRCHS has a variety of standardized and common assessments that allow for in-depth analysis of student progress and instructional needs.
2. ECRCHS continues to implement, promote, and monitor alignment and consistency across all grade levels and content areas.
3. ECRCHS has a strong technology system put in place to monitor student growth via Aeries and Canvas which both provide tools for monitoring student progress to students and guardians.
4. ECRCHS has periodic professional development meetings to modify teaching based on student performance in and out of the classroom.
5. ECRCHS implementation of PLC and course alike retreats has helped to build relationships and communication amongst instructional staff to monitor and enhance student learning.



6. ECRCHS instructional staff are trained in new technological instructional strategies that aid in teacher and student feedback, ensuring the best instructional practices as it pertains to individual students and classrooms.

## Areas of Growth

1. ECRCHS needs comprehensive ways of reporting all testing data to counselors, case careers, students, and guardians.
2. ECRCHS needs a way to ensure that all teachers follow alignment agreements within their departments and grade alike.
3. ECRCHS needs to encourage full instructional staff participation in learning and adapting teaching based on assessment results and student performance. Promote buy-in by continuing to foster positive relationships among the instructional staff, counselors, and administrators.
4. ECRCHS needs to implement intro and basic courses in all core subjects based on assessment data to ensure students success in grade-level A-G requirements

## E. School Culture and Support for Student Personnel, Social-Emotional, and Academic Growth

Members	
Group Leader	Commander Consoletti and Rosalinda Montague
Members	<a href="#">Click here</a> to see full list of group members



**E1. Parent and Community Engagement Criterion**

Indicators	Findings
<p><b>E1.1. Parent Engagement:</b> The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students</p> <p><b>ECR:</b></p> <p>Our school actively implements strategies and processes for the regular involvement of all stakeholder support groups, with the assistance of ECRCHS parent groups, Professional Development for all staff and teachers, as well as Student Surveys and Canvas messaging updates, to be informed with current and updated practices in learning and teaching processes for all students.</p>	<p><b>Evidence:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Friends of ECR</a> <ol style="list-style-type: none"> <li>a. Scholarship</li> <li>b. Website</li> <li>c. Invited Teachers to fundraising event</li> <li>d. Prom Dress Boutique</li> <li>e. Offer dental, medical, or eyeglasses to help students in need. Teachers can reach out to them if there is a student in need.</li> <li>f. Sponsored BSU Fashion Show</li> <li>g. Sponsored AA Senior College recognition night</li> </ol> </li> <li>2. <a href="#">RISE Group</a> <ol style="list-style-type: none"> <li>a. Newsletter</li> <li>b. Final Aid Night-Guest Speaker</li> <li>c. College Information – College Office (guest speaker)</li> <li>d. Social Events/Community Events</li> </ol> </li> <li>3. ELAC           <ol style="list-style-type: none"> <li>a. Support and advocates for EL Students.</li> <li>b. Actively send Recommendations to Student Site Council advocating for academic support</li> </ol> </li> <li>4. <a href="#">Padres Latinos</a> <ol style="list-style-type: none"> <li>a. Multicultural Days</li> <li>b. Give out Scholarships for Students</li> <li>c. Guest Speakers for Parents on various topics such as A-G Requirements.</li> </ol> </li> <li>5. PDAC</li> <li>6. Student Surveys           <ol style="list-style-type: none"> <li>a. Equity survey</li> </ol> </li> <li>7. <a href="#">SSC Meeting Minutes</a></li> <li>8. <a href="#">Public review of SPSA</a></li> </ol>

## E2. School Culture and Environment Criterion

Indicators	Findings
<p><b>E2.1. Safe, Clean, and Orderly Environment:</b> 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.</p> <p><b>ECR:</b> The school’s existing policies and regulations meet the changing needs of the school before, during and after the pandemic. PPE was provided during the beginning of the pandemic and remain available to all staff. Additionally, there are posted policies and procedures in all classrooms that ensure a safe and orderly environment in all areas of the school.</p>	<p><b>Evidence:</b> <a href="#">Student Handbook</a> Campus Beautification in lieu of Detention <a href="#">PBIS</a> - Year 1 of a 3 year implementation program <a href="#">Dress Code</a> Safety Officers Canine Unit the comes twice a month Daily Random Searches COVID Accommodations</p> <ul style="list-style-type: none"> <li>● Policy for Mask Defiance</li> <li>● Sanitation Stations</li> <li>● Water Stations</li> <li>● Access to Lysol wipes</li> <li>● Masks for Students</li> <li>● PPE</li> </ul> <p><a href="#">Internet Safety</a></p> <ul style="list-style-type: none"> <li>● Global Protect</li> <li>● Class Policy</li> <li>● School Monitors for Hacking</li> <li>● Key/red flag words</li> <li>● Laptop pickup / Internet Safety</li> </ul> <p><a href="#">Suspension Rate</a> <a href="#">Discipline Referrals</a></p>
<p><b>E2.2. High Expectations/Concern for Students:</b> The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.</p> <p><b>ECR:</b></p>	<p><b>Evidence:</b> Mental Health</p> <ul style="list-style-type: none"> <li>● <a href="#">Wellness Center</a> <ul style="list-style-type: none"> <li>● 3 school based therapists</li> <li>● Weekly groups addressing at risk student needs</li> <li>● Opportunities for Drop ins</li> </ul> </li> <li>● PSW availability</li> <li>● <a href="#">Resources for Unhoused and Foster Youth</a></li> </ul>



The school culture demonstrates caring and concern for students through a wide variety of mental health services that range from a Wellness Center to access to a Drug Rehabilitation Treatment Center. Additionally, there is support for students with special needs such as IEPs and resource teachers. A strong tutoring program and diversity of clubs helps to establish and support high standards that are expected of all students at El Camino Real Charter High School.

- Tarzana Treatment Center providing services for students on Medi-Cal
  - Counselors and school psychologists offering social/emotional/behavior counseling
  - Support Staff in classes for students with IEPs, Support Staff and Resource Teachers
  - Community Circles in classrooms
  - Historically marginalized student panel professional development
  - Online Equity Survey through Canvas
- In-person and [Online](#) Tutoring Program
- Independent Studies Program
- Padres Latinos-Bring psychologists to talk to students when they are depressed. Guest Speakers.
- ELD Program
- Student Clubs-Meet many different and individual needs

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

**ECR:**

Teachers, parents, students, classified staff and the entire school community maintains an atmosphere of trust by encouraging all stakeholders to voice their opinions and concerns through a variety of different media.

Respect is fostered by providing an inclusive school culture by providing necessary resources to all student groups to maintain equity in the school. A respectful environment is also established by providing a clean

We provide the best environment for students by a professional staff that has access and is trained to use common technologies. Educators are provided time each week to collaborate with

**Evidence:**

**Trust**

- Surveys
  - Student
  - Staff
  - Parent
- Parent Resources
  - Committees
  - Parent University
- At Risk Student Panel Professional Development

**Respect**

- Full-time Custodial Staff
- Campus Beautification Community Service
- Proactive inclusivity events and groups on campus to get a variety of students involved in extracurricular activities. Students are provided opportunities through clubs, events, activities, classes, and athletics to find their niche.
- Socioeconomic equality by providing free



department and course alike colleagues.

lunches for all students.

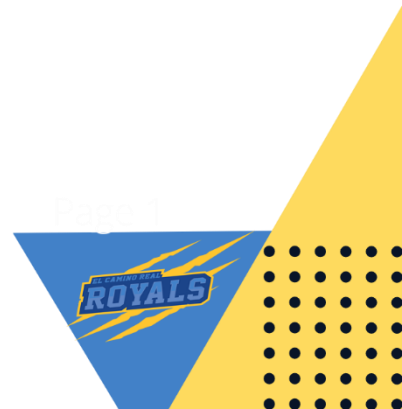
- Increased the number of counselors and support staff to be able to help kids with their emotional needs. This is especially helpful during the COVID pandemic. With the new Wellness Center now, students are able to get help as soon as possible in any issue that arises.
- Tremendous amount of tutoring services available for students. For example, PETS tutoring, more and expanded after school tutoring, and we now offer Saturday tutoring via Teams as well.

### **Professionalism**

- Teacher use of Canvas and Microsoft Educational products allow students to focus on learning curriculum vice learning a variety of learning management systems
- Wednesday school wide Professional Developments ensure staff are provided with necessary tools to be successful in the classroom.
- Extensive library of teacher “How to” videos available on [Teacher Intranet](#) provide support to ensure teachers are properly using available tools.

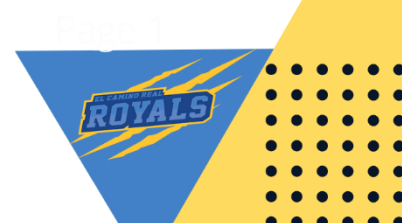
[Suspension Rate](#)  
[Discipline Referrals](#)

[School Activities](#)



### E3. Personal, Socio-Emotional, and Academic Student Support Criterion

Indicators	Findings
<p><b>E3.1. Academic Support Strategies for Students:</b> School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.</p> <p><b>ECR:</b> ECR has an established MTSS for academic and emotional support for our students.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to Intervention Form</p> <p><a href="#">Link</a> to Dean’s office Referral program</p> <p><a href="#">Link</a> to a SSPT form for student support</p> <p><a href="#">Link</a> To SAGE (School Based Therapist)</p>
<p><b>E3.2. Multi-Tiered Support Strategies for Students:</b> 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.</p> <p><b>ECR:</b> The Flex program has two alternative instructional options: Independent Study and Alternative Education. The Flex program delivers alternative and personalized instructional options for students whose needs are not best met through the traditional program.</p> <p>Independent Study offers the students the ability to complete coursework asynchronously through Cyber High curriculum. Teachers and the Intake Specialist for the Independent Study program are located at our Shoup campus. Students are required to meet with their supervising teacher once a week for at least 30 minutes at the Shoup campus. This allows for students to get the support they need while having the flexibility of the asynchronous curriculum.</p>	<p><b>Evidence:</b></p> <p><a href="#">Link</a> to MTSS Pyramid</p> <ul style="list-style-type: none"> <li>● <a href="#">Study Skills Intervention Classes</a></li> <li>● <a href="#">Wellness Center</a> <ul style="list-style-type: none"> <li>○ 4 School Based Therapists</li> </ul> </li> <li>● <a href="#">Student Support Services</a></li> <li>● <a href="#">School-Wide Tutoring</a></li> <li>● Intervention Coordinator</li> <li>● 2 School Psychologists</li> <li>● Expanding the number of College Counselors from 2 to 3.</li> </ul>



<p>The Alternative Education program allows students to take credit recovery classes. These students attend class each day and work through the course at their own pace with the support of their teacher.</p>	
<p><b>E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:</b> The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.</p> <p><b>ECR:</b> School Leadership and Staff regularly assesses the effectiveness of the multi-tiered support system and its impact on student success and achievement by implementing Study skills classes and an active Intervention Coordinator that oversees student data and progress. Additionally, there are Leadership teams such as SSPT and PBIS that also evaluated effectiveness of the multi-tiered support system.</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Intervention Coordinator reviews grades to determine Study Skill Class eligibility and to determine the number of classes.</a></li> <li>● Collaboration of Intervention Coordinator with Study Skills Teacher to analyze student data and grades.</li> <li>● PLC meeting based on Study Skills Data where best practices are discussed.</li> <li>● SSPT (Student Support and Progress Team) Meetings to monitor student achievement and goals.</li> <li>● PBIS Leadership Team (Tier 1)</li> </ul>
<p><b>E3.4. Co-Curricular Activities:</b> 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.</p> <p><b>ECR:</b> Field trips are a large source of involvement in curricular and co-curricular activities. There is a process for requesting field trips that ensures approval and optimal student participation. Departments list the required funds they'll need for field trips on their departmental budgets. Then, teachers submit a field trip request form. Out of state requests require approval from the Board of Directors Travel Committee. When</p>	<p><b>Evidence:</b></p> <p>Well defined criteria and processes to allow instructional field trips.</p> <p><a href="#">Link</a> to field trip request form.</p> <p><a href="#">Link</a> to Out of State field trip rationale.</p> <p><a href="#">Link</a> to Travel Committee meeting results.</p> <p>Extensive variety of clubs and organizations available to meet all students' needs.</p> <p><a href="#">Link</a> to ECR Clubs website.</p>



requesting field trip approval, teachers must provide rationale related to schoolwide learner outcomes, academic standards, and college and career readiness standards. Once approved, teachers submit permission slips and class pre-excusals (if necessary).

There is a large presence of student clubs that run co-curricular activities. Student clubs are required to have a teacher sponsor, annual club charter, meeting sign-in sheet and minutes, and list of cabinet members. The club charters outline how they relate to the schoolwide learner outcomes, academic standards, and college and career-readiness standards.

**E3.5 Student Voice:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant to become advocates for their own needs and supports.

**ECR:** Students are able to deepen their sense of self and make personal and community connections that are meaningful and relevant by the ability to advocate for their own needs and support through a variety of media and school supported organizations.

**Evidence:**

- Variety of clubs, organizations and academies available to all students
- Journalism created school newspaper
- At risk student panel at teacher professional development
- Students comfort level in communicating/emailing teachers
- [Wellness Center](#) availability for students throughout the school day on a drop in basis
- Student Council including grade level cabinets
- Official student led Social Media accounts for school, spirit and athletics

**Areas of Strength**

1. Proactive inclusivity events and groups on campus to get a variety of students involved in extracurricular activities. Students are provided opportunities through clubs, events, activities, classes, and athletics to find their niche.
2. Student Wellness Center, counselors, and therapists to help students who are struggling with personal issues or need additional guidance.



3. Additional student academic support services through after school and Saturday tutoring.
4. Socioeconomic equality by providing free lunches for all students.

## Areas of Growth

1. Accountability and consistency of student discipline: there is a variety of severity applied to the disciplinary process for students, which leads to higher levels of misbehavior. Many students can be found ditching classes on a regular basis, though there is no specific direction as to how to keep these students accountable.
2. While the learning assistance provided for students with disabilities or IEPs is extensive, it is difficult for teachers to track specific student needs within their classes without having to individually search through Aeries for the accommodations required. Perhaps a universal live document can be either provided/created for each teacher with a list of students requiring special accommodations.
3. Room for growth in mentoring students beyond the classroom. Poor accountability and discipline starting from the early grades develop into bad social habits as students grow older

### *Areas of Growth identified by our families:*

4. Continue communication with parents/families in multiple formats including virtual meetings, weekly phone messages and newsletters, ECR website updates but provide the information in multiple languages
5. Send surveys on a regular basis to our ECR families to monitor progress of our school culture and family needs



## Chapter Four: Summary of Identified Major Student Learner Needs

### Summary based on profile and Focus Group analysis and findings

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

	Areas of Strength	Areas of Growth	Next Steps
<p><b>A. Organization</b></p> <p><b>Summary:</b> ECR needs to continue working on their communication with all stakeholders in order to support students accordingly.</p> <p>Involving more staff members in the development of the SPSA and LCAP documents will give them a better understanding of the data and what is needed to improve student achievement.</p> <p>Lastly, having regular effective updates and explanations of ECR's financial reports would</p>	<ol style="list-style-type: none"> <li>1. Clear mission statement, vision statement, and student learning outcomes</li> <li>2. A PLC process that is broad-based and collaborative</li> <li>3. Effective professional development for faculty and staff</li> <li>4. Clear fiscal policies and procedures</li> </ol>	<ol style="list-style-type: none"> <li>1. The mission statement, vision statement, and student learning outcomes are not being completely fulfilled</li> <li>2. While SPSA and LCAP exist, the staff needs more authentic involvement and transparency in regards to the data referenced in those documents. These processes need to be continually reviewed throughout the school year, rather than in a few meetings of the LCAP Committee or School Site Council</li> <li>3. Use research and data to inform its marketing decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recruit teachers and parents to be part of the SPSA and LCAP writing process</li> <li>2. Use monthly scheduled staff meetings to present and discuss schoolwide budgets</li> <li>3. Hire a Marketing/Outreach Coordinator to help build and expand community relations</li> <li>4. Use Instructional Leadership meetings to educate and present department budgets</li> </ol>



<p>give all stakeholders the information they need to develop and implement student focused programs.</p>		<p>4. Regular updates and explanations of the budget for the faculty and staff should be included in monthly staff meetings to allow for easier understanding of the financial needs of the organization</p>	
<p><b>B. Curriculum</b></p> <p><b>Summary:</b> Although the formation of Collaborative Teams through the PLC process has allowed for the staff to have the time and resources to collaborate, there's still work to be done regarding curriculum maps and CFAs.</p> <p>ECR has done a good job increasing the diversity of course levels and offerings. As a school we've worked towards offering different pathways for students, but have yet to fully develop CTE pathways that provide students with more options.</p> <p>Lastly, there's work to be done regarding attendance. Although we provide a plethora</p>	<p>1. Formation of PLCs which allowed for greater curricular alignment and creation of common formative assessments</p> <p>2. Diversity of course levels; College Preparatory, Honors and Advanced Placement in many academic courses, as well as, Introductory, Intermediate and Advanced in elective courses. And FLEX course offerings: Independent study, Alternative Education and Online Credit Recovery</p> <p>3. Equity and access for students through inclusion and diverse courses including; Culinary Classes, Psychology, Marching and Jazz Band, Play Production, Choir, Ethnic Studies,</p>	<p>1. Expansion of curricular maps and annual reviews and updates of maps. Increase and refine course-alike CFAs.</p> <p><b><u>2. Increase Career Technical Education pathways in Culinary Arts and Woodshop. Create a new Computer/Technology CTE pathway</u></b></p> <p>3. Improve student attendance schoolwide.</p>	<p>1. Professional Development on curriculum maps (pacing) and the use of CFAs to improve student achievement</p> <p>2. Community partnerships to develop and expand CTE pathways opportunities</p> <p>3. Expand the college office</p> <p>4. Work with the Intervention team to develop an attendance plan that allows for multiple points of interventions</p>



<p>of tutoring opportunities for when students are here, we need to target academic support for those students who are absent.</p>	<p>Anthropology, Physiology, Biomedical, Engineering, amongst others</p> <p>4. Academic Support available to all students in core courses. In-person and virtual tutoring offered during the school day, after school and on weekends</p>		
<p><b>C. Learning and Teaching</b></p> <p><b>Summary:</b> Despite our continued efforts to align the curriculum, use common formative assessments, provide training, and implement the PLC process, our sub-group students continue to score below standard in ELA and Math.</p> <p>In the last 6 years we have expanded our Intervention team to provide extra support to our sub-groups. However, more culturally proficient teaching strategies need to be implemented in the classroom to continue supporting all students.</p>	<p>1.The use of technology to provide a wider access to curriculum. As well as the universal use of Canvas as a learning management system to provide a common framework for all students to access instructional materials</p> <p>2. In the classroom, we are successfully offering students varied types of rigorous formative and summative assessments as well as opportunities to create their own demonstrations of mastery in addition to teacher-designed assessments</p> <p>3. With respect to standardized testing, the growth in CAASPP ELA scores (Exceeds/Meets) from 18/19 to 21/22 increased. This improvement results from a concerted effort</p>	<p><b><u>1.Math skills based on CAASPP data from 2021-2022 have decreased from the year before (40% were level 1, standard not met). We need work in this area.</u></b></p> <p><b><u>2.Sub-groups that need more support: 67% of Black or African American students are scoring level 1 or level 2 for CAASPP ELA (standard nearly met or not met). 74% of students with Disabilities tested at levels 1 and 2 for CAASPP in ELA, and 66% of students with Disabilities tested at levels 1 or 2 for CAASPP in Math (2021-2022). These percentages are slightly higher than previous years but are still areas for growth.</u></b></p>	<p>1. Collaboration between the Intervention Team and Instructional Leadership Team to discuss instructional strategies for struggling students</p> <p>2. Data use professional development (common formative assessments and MAP)</p> <p>3. Training for counselors on how to use MAP data from programing and other counseling related items</p> <p>4. Expand remedial courses for incoming students who need extra support in ELA and/or Math</p>



<p>As teachers continue to use common formative assessments, training on how to use that data is needed. This will help teachers adjust their instruction accordingly and know with more details which areas they need to focus on</p>	<p>to combat learning loss from distance learning. Examples of this growth include: Our support of EL students has led to an increase of RFEP and a decrease of students categorized as strictly EL. Black, Filipino, Hispanic/Latino and Two or more races increased ELA scores from 2018/2019. Students with disabilities also raised their ELA scores. Female students are increasing in the Math performance on CAASPP- level 4- exceeds standards. We have a 5% increase in English proficiency for socioeconomically disadvantaged students</p> <p>4. Expanded emphasis on intervention includes AA, LatinX, LGBTQ+ coordinators, 8 GE study skills courses, 11 SPED study skills courses, a fully operating Wellness Center, expanded intervention referral system, and the formation of a PBIS leadership team as Tier 1 Intervention support.</p>	<p><b><u>Our Hispanic population is underperforming in ELA and Math.</u></b></p> <p>3. We have an absence of data on benchmark common formative assessments and need a more streamlined data collection system that is easily accessible to teachers for purposes of analysis. As a school, we need to work on ensuring CFAs are aligned with specific standards. We also need more effectively to use MAP data to help students (we have hired a data coach to start addressing that concern).</p> <p><b><u>4. We need to work on how best to evaluate which students are chronically truant and then to work with those students to resolve specific problems they are facing. Perhaps we need a better system to track this concern or even an additional person to help reach out to these families.</u></b></p>	
<p><b>D. Assessment and Accountability</b></p>	<p>1. A variety of standardized and common assessments that allow for in-depth</p>	<p>1. ECRCHS needs comprehensive ways of reporting all testing data to counselors, case</p>	<p>1. Establish a Data coordinator that can work with teachers and PDAC to provide</p>



<p><b>Summary:</b> As mentioned previously, ECR has come a long way in regards to technology and its use in the classroom. This technology has allowed educators to administer a variety of assessments that produce data that can guide instruction. However, teachers, counselors, and Leadership lack the training on how to use the data properly.</p> <p>The data provided by the assessments we provide such as MAP and common formative assessments in each department, can be used to develop courses and/or programs that can support students academically.</p>	<p>analysis of student progress and instructional needs.</p> <p>2. ECRCHS continues to implement, promote, and monitor alignment and consistency across all grade levels and content areas.</p> <p>3. A strong technology system put in place to monitor student growth via Aeries and Canvas which both provide tools for monitoring student progress to students and guardians.</p> <p>4. Periodic professional development meetings to modify teaching based on student performance in and out of the classroom.</p> <p>5. Implementation of PLC and course alike retreats has helped to build relationships and communication amongst instructional staff to monitor and enhance student learning.</p> <p>6. ECRCHS instructional staff are trained in new technological instructional strategies that aid in teacher and student feedback, ensuring the best instructional practices as it pertains to individual students and classrooms.</p>	<p>careers, students, and guardians.</p> <p>2. A way to ensure that all teachers follow alignment agreements within their departments and grade alike is needed.</p> <p>3. ECRCHS needs to encourage full instructional staff participation in learning and adapting teaching based on assessment results and student performance. Promote buy-in by continuing to foster positive relationships among the instructional staff, counselors, and administrators.</p> <p><b><u>4. Implementation for intro and basic courses in all core subjects is needed based on assessment data to ensure students success in grade-level A-G requirements.</u></b></p>	<p>support in the classroom as well as professional development</p> <p>2. Collaboration between the Data and Assessment Coordinators</p> <p>3. MAP data training for teachers and counselors</p> <p>4. Discuss data from common formative assessments during Department retreats</p>
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<p><b>E. School Culture</b></p> <p><b>Summary:</b> At ECR we continue to focus on the development of the whole child which is one of the reasons we've worked to expand our socio-emotional services and resources. With almost two years of in person instruction lost due to COVID, students came back to school needing for the school to pay attention to their emotional needs which is one of the reasons the Wellness Center was established.</p> <p>However, students are still struggling with knowing how to control their emotions and actions. Accountability and discipline strategies are needed at our school. We continue to have room for growth when it comes to our student mentoring in order to encourage and support students when it comes to attendance and behavior in and out of the classroom.</p> <p>ECR needs to expand our two-way</p>	<ol style="list-style-type: none"> <li>1. Proactive inclusivity events and groups on campus to get a variety of students involved in extracurricular activities. Students are provided opportunities through clubs, events, activities, classes, and athletics to find their niche.</li> <li>2. Student Wellness Center, counselors, and therapists to help students who are struggling with personal issues or need additional guidance.</li> <li>3. Additional student academic support services through after school and Saturday tutoring.</li> <li>4. Socioeconomic equality by providing free lunches for all students.</li> </ol>	<p><b><u>1. Accountability and consistency of student discipline: there is a variety of severity applied to the disciplinary process for students, which leads to higher levels of misbehavior. Many students can be found ditching classes on a regular basis, though there is no specific direction as to how to keep these students accountable.</u></b></p> <p><b><u>2. While the learning assistance provided for students with disabilities or IEPs is extensive, it is difficult for teachers to track specific student needs within their classes without having to individually search through Aeries for the accommodations required. Perhaps a universal live document can be either provided/created for each teacher with a list of students requiring special accommodations.</u></b></p> <p><b><u>3. Room for growth in mentoring students beyond the classroom. Poor accountability and discipline starting</u></b></p>	<ol style="list-style-type: none"> <li>1. Expand parent communication and engagement through our parent groups and communication with teachers</li> <li>2. Develop a clear Discipline referral process for teachers, with clear follow up from the Dean's office.</li> <li>3. Expand the mentoring program</li> <li>4. Continue offering bus passes to help students and families that live outside our school boundaries and increase attendance</li> <li>5. Relocate the Dean's office to provide a safe and private environment for students</li> <li>6. Send out surveys to stakeholders at least two times a year</li> </ol>



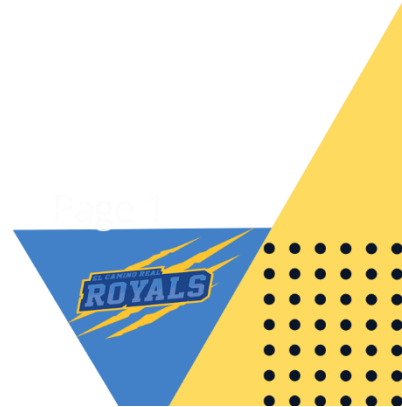
communications efforts with families to gather information on how we can best support their students.

**from the early grades develop into bad social habits as students grow older**

Area of Growth identified by our families:

**4.Continue communication with parents/families in multiple formats including virtual meetings, weekly phone messages and newsletters, ECR website updates but provide the information in multiple languages.**

**5.Send surveys on a regular basis to our ECR families to monitor progress of our school culture and family needs.**



## Chapter Five: Schoolwide Action Plan

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### Schoolwide Action Plan/SPSA

2023-2029

#### School Action Plan:

The Action Plan for El Camino Real High School was developed as a result of extensive discussion with the focus groups that had representation of every stakeholder group. In addition to the focus group meetings, each department met to discuss and analyze the critical areas of need from the department's perspective. Lastly, the following critical learners' needs were identified based on the feedback and information provided in Chapters 2, 3, and 4

**Goal One:** Students will demonstrate academic growth in ELA, Math, & Science

#### Identified Need(s):

1. Increase ELA, Math, and Science scores for all students
2. Decrease the achievement gaps of ELL, Students with Disabilities, socio-economically disadvantaged, and student subgroups

#### Rationale:

CAASPP Data shows that our scores have remained similar to those in 2017 and sub-groups continue to display an achievement gap.

#### Growth Targets:

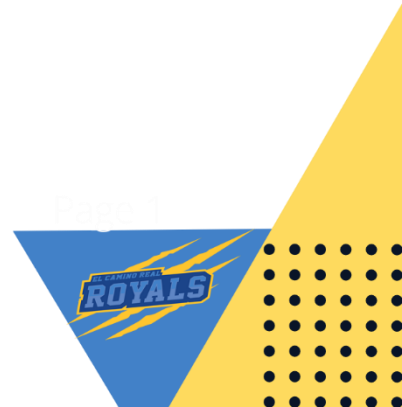
1. 75% of 11th grade students scoring 'Met' or 'Exceeded' on SBAC in ELA
2. 55% of 11th grade students scoring 'Met' or 'Exceeded' on SBAC in Math
3. 75% of 12th grade students scoring 'Met' or 'Exceeded' on CAST in Science
4. Increase the % of Special Education (SPED) students achieving SBAC met/exceeded status
5. Increase the % of English Language Learners (ELLs) achieving SBAC met/exceeded status
6. Increase the percentage of English Language Proficiency Assessments for California (ELPAC) students who achieve moderate/well status



Action Steps	Timeline	Monitor/ Report To	Resources/Funds
ECR will create additional positions and roles as needed to support teaching and learning schoolwide. These may include, but are not limited to, teacher leadership, instructional, and instructional support roles	2023-2029	Administration	LCAP Funding
Provide Math, English, and Science intervention, tutoring, during and after the school day to improve student achievement	2023-2029	Administration  Intervention Team  Departments	Department Collaborative Teams  Tech Resources  LCAP Funding
Teachers are allowed additional time to work and plan with SPED teachers to improve student learning.	2023-2029	Administration  Department Chairs  Instructional Cabinet	Departments  Student Support Services Department  Collaborative Team Time  LCAP Funding
Purchase research based programs that specifically support EL learners in reading and math	2023-2029	Administration  Department Chairs  EL Coordinator	EL Coordinator  LCAP Funding
Provide timely intervention with a common curriculum in the form of support classes for targeted students. (e.g.,Lexia	2023-2029	Administration  Intervention Team	Departments  Administration  Intervention Team  LCAP Funding



Learning, iReady, PBIS)		Counseling Team	
Increase in-class teacher support by hiring paraprofessionals and/or tutors beginning with core classes and high student populations with the intent to expand over two years	2023-2029	Administration	Administration LCAP Funding
Hire one or two bilingual assistants to further enable English learners to access the CCSS and English Language Development standards.	2023-2029	Administration  EL Coordinator	Administration  EL Coordinator  LCAP Funding
Implement NWEA MAP Reading test three times annually as internal assessment and use data to inform instruction	2023-2029	Administration  Testing Coordinator  Department Chairs	Administration  Testing Coordinator  Data Coordinator
Implement NWEA MAP Math test three times annually as internal assessment and use data to inform instruction	2023-2029	Administration  Testing Coordinator  Department Chairs	Administration  Testing Coordinator  Data Coordinator



**Goal Two: All students will graduate college and career ready.**

**Identified Need(s):**

1. Increase graduation rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth
2. Increase the percentage of students who complete A-G requirements
3. Grow the CTE program to create CTE pathways for students

**Rationale:**

About 50% of our students graduate meeting A-G requirements and many of our sub-groups graduate at a lower rate than their peers. Currently ECR has CTE elective classes but does not have any CTE pathways.

**Growth Targets:**

1. Increase A-G completion for all subgroups by 5%
2. Create one to two CTE pathways
3. Percentage of students who are College & Career Ready will increase by 25% as measured by the CA dashboard
4. Freshmen will have a minimum of three academic classes in their 9th grade schedules
5. Increase dual enrollment and concurrent enrollment participation
6. Increase enrollment of each subgroup (i.e.,FRMP, Latinx and African American students) in AP classes by 7% each
7. Provide 1-2 college and career focused PD trainings for the staff per school year
8. Increase the number of students who earn the seal of biliteracy by 15%.
9. Continue to fund the PSAT for the 9th-11th grade students
10. Increase schoolwide graduation rate to 96%

Action Steps	Timeline	Monitor/ Report To	Resources/Funds
Develop and enhance CTE curricula	2023-2029	Administration  CTE Teachers	Administration  CTE Teachers  LCAP Funding
Enhance Rigor in 9th grade (including, but not limited to the addition of a college preparatory science, world history, or world language course)	2023-2029	Administration  Counseling Office  Departments	Administration  Counseling Office  Departments



Review MAP and Classroom data and reach out to students who stand out as AP/Honors potential students	2023-2029	Administration  Department Chairs  Instructional Cabinet  Data Coordinator	Data Coordinator  AP and Honor Teachers
The African American Intervention coordinator and Latin X Intervention coordinator meet with students one on one and in groups to discuss A-G	2023-2029	Administration  Intervention Team	Intervention Team  Counseling Department
Increase college/university partnerships	2023-2029	Administration  Counseling Team	Administration  Counseling Team
Continue to provide meaningful, relevant, and up-to-date training and professional development to promote a college going culture and/or career exploration	2023-2029	Administration  PDAC  Instructional Cabinet	PDAC  College Office  Transition Coordinator
After-hours Counseling Services	2023-2029	Administration  Counseling Team	Administration  Counseling Team  LCAP Funding
Utilize the D/F report to identify students to enroll in our Study	2023-2029	Administration	Intervention Team



Skills/intervention classes		Intervention Team  Counseling Ta3m  Departments	Counseling Ta3m  Departments
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**Goal Three:** All parents of the school community will have increased, authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making

**Identified Need(s):**

1. Continue communication with parents/families in multiple formats including virtual meetings, weekly phone messages and newsletters, ECR website updates but provide the information in multiple languages.
2. Send surveys on a regular basis to our ECR families to monitor progress of our school culture and family needs.

**Rationale:**

While meeting with the various parent groups, our families indicated that although there is plenty of communication from the school, there are limited opportunities for families to provide feedback. Additionally, our diverse school community expressed interest in having school information provided in multiple languages.

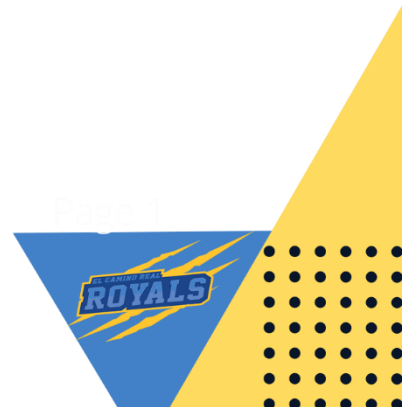
**Growth Targets:**

1. Increase parent participation in school committees
2. Increase Aeries parent engagement
3. School staff will attend at least one parent meeting per month in person or virtually
4. Produce the weekly newsletter in multiple languages
5. Hiring of a Bilingual Social Media/Outreach/Marketing position
6. Expand our communication with all stakeholders via ECR communication platforms
7. Administer staff and families school equity and school climate surveys at least twice a year

Action Steps	Timeline	Monitor/ Report To	Resources
Work with a 3rd party company to help ECR create and administer surveys to stakeholders	2023-2029	Administration	Administration



to monitor progress of school culture		Tech Office	Tech Office
School staff will attend at least one parent meeting per month in person or virtually	2023-2029	Administration  Parent Groups	Administration Intervention Team Data Coordinator EL Coordinator Counseling Department
Invite parent groups to some Instructional Cabinet and other meetings to share pertinent information and build school-home relationships	2023-2029	Administration  Instructional Cabinet  Parent Groups	Administration  Instructional Cabinet  Parent Groups
Increase parent engagement and education on Canvas/Canvas app by making this part of enrollment/ orientation	2023-2029	Administration  Tech Office	Administration  Tech Office
Hire Marketing coordinator. ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media	2023-2029	Administration  Tech Office	Administration  Tech Office  LCAP Funding



**Goal Four:** Provide support and optimal equipment to meet the discipline and attendance needs of all students.

**Identified Need(s):**

1. Create a private and inviting atmosphere for students struggling with discipline related issues
2. Create a comprehensive discipline referral process in which both the students and the staff are getting the support they need
3. Create an in-house attendance tracking system that allows for multiple points of intervention to be utilized when a student is having difficulties attending school or getting to class on time.

**Rationale:**

After returning to in-person instruction, the staff noticed that discipline incidents and attendance issues have increased.

**Growth Targets:**

1. Reduce suspension rates
2. Monthly Intervention meetings
3. Decrease chronic absenteeism
4. Decrease truancy rates
5. Decrease the numbers of tardies

Action Steps	Timeline	Monitor/ Report To	Resources
Develop a clear discipline referral process	2023-2029	Administration Dean’s Office Departments	Administration Dean’s Office Instructional Cabinet
Develop and implement a comprehensive student attendance plan	2023-2029	Administration Attendance Office Intervention Team Departments	Administration Attendance Office Intervention Team Departments
Relocate the Dean’s office	2023-2029	Administration Deans	Administration Deans Facilities Staff LCAP Funding



Collaboration between the Deans and the Counselors to discuss and create strategies that can help students who are struggling with behavior issues	2023-2029	Administration Deans Intervention Team	Administration Deans Intervention Team
Work with the design team currently working to update parts of our school, to create an inviting space in the Dean's office for students and their families	2023-2029	Administration Deans Design Team (Construction)	Administration Deans Design Team (Construction) Facilities Staff
Collaboration with the Intervention Team to develop an attendance plan	2023-2029	Administration Intervention Team Attendance Office	Administration Intervention Team Attendance Office Instructional Cabinet
Track student attendance and create an early alert system where all stakeholders are notified of potential chronic absenteeism	2023-2029	Administration Intervention Team Attendance Office Tech Office	Administration Intervention Team Attendance Office Tech Office LCAP Funding

