

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

EL CAMINO HIGH SCHOOL

1320 Mission Road

South San Francisco, California 94080

South San Francisco Unified School District

March 13-16, 2022

Visiting Committee Members

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

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

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

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
3. **The gathering and analyzing of data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

El Camino High School has demonstrated extensive involvement and collaboration with the administration, teaching and counseling staff to support student achievement.

According to the Self Study, the following progress and analysis has happened: SPED teachers conducted training on implementing IEP accommodations and strategies at a September 2017 faculty meeting. ECHS has included training annually since that time to ensure that general education teachers have the knowledge on how to implement identified support. Several teachers have attended AVID training.

ECHS recognizes the following needed improvements: 1) Special Education **PD?** could use improvement, which needs to be ongoing beyond one faculty meeting at the beginning of the school year. 2) More paraprofessionals needed in mainstream, co-taught and SPED classes. 3) Admin Council continues to plan faculty meeting professional development and communicate professional development opportunities (**Need to see specific plans**). Read 180 courses are no longer offered. 4) General Ed and SPED co-teachers have had common prep times and have attended co-teaching training events together. 5) Overall grades for SPED students in general education courses have increased. (ECHS SS, p. 13)

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth. Some stakeholders were not fully aware of the content.

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

Narrative Rationale:

It was apparent that stakeholders from the staff and the community were involved in the creation of the self-study; however, during the focus group meetings, few staff were aware of the actual content of the self-study report or the content of the Schoolwide Learner Outcomes.

Chapter 1: Progress Report

- Synthesize any significant developments since the last full visit and their impact on student learning.
- Briefly describe the action plan/SPSA implementation process and how the school monitors progress.
- Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.
- Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

Action 1.2 Improve protocols in placement, inclusion, and instruction of English Learners. Task 1: Improve site and district communication and coordination regarding the placement, inclusion and instruction of all English Language Learners.

Progress and Analysis:

Counselors continue to communicate with middle school counselors to identify needs of EL students and course placement. ECHS currently have one bilingual aide who helps in the ELD course and general ed courses where there is a high concentration of EL students. No newcomer program at ECHS. Reclassification rates have increased as well as graduation rates. EL scores on the CAASPP show a large gap with other students and ECHS has yet to make the gains outlined in this goal. Follow-up training once or twice needs to be ongoing annually. Evaluate strategies together as a School and implement them together.

Task 2: Plan and implement more Professional Development on SDAIE strategies and explore professional development on how to better support lifelong English Language Learners.

Increase outreach to EL community to better provide ECHS parents and students more resources.

Progress results. Communication has been more frequent and consistent through the use of School Loop, School messenger, and Remind 101. Over the last 2 yrs 800% increased ELAC participation. 6-12 parents at quarterly meetings now. Tagalog & Spanish bilingual offerings at meetings. Phone calls. Parent nights. • Could use social media more, lots of parents on Facebook = our ASB now has an instagram account for our school as do several of our school organizations: ECHS colts, ECHS colts cheer, ECHS ballet folklorico, ECHS drama dept, El Camino yearbook, ECHS weather, and several others

Annual surveys are conducted for all parents. ECHS has not implemented **PIQE** but has since revived **ECTV** - now known as Colture TV (link to a sample episode). (ECHS SS, p. 14)

Action 1.1 Implementation of Cycle of Inquiry process to monitor student progress

Task 1: Create quarterly common assessments for each course of study that includes common experiences and types of assessments that are found on the SBAC

Progress: Quarterly common assessments are being re-created by English and Math teams due to recent textbook adoptions. Several other teams have developed common assessments but are still a work in progress. (ECHS SS, p. 16)

Task 2: Complete instruction of units of study associated with each formative and summative assessment

Progress and Analysis:

90% of all courses have curriculum maps and pacing guides. Teams continue to revise plans based on identification of priority standards and results from common assessments (if available). District-wide, we are in the process of identifying district articulation and priority standards. District level common assessments will likely be created during the 2018-19 school year.

Task 3: Conduct a data analysis of each assessment and make instructional adjustments as necessary

Several PLC teams take the time during embedded collaboration to review common assessment data, but some are still developing their common assessments.

Data is not based on district-wide assessments but is based on shorter formative assessments identified by each PLC.

District-wide, we are in the process of identifying district articulation and priority standards. District level common assessments are still a work in progress -

projected to be implemented for ELA courses in 2022-23. (ECHS SS, p. 16)

Action 2.2 Align instructional supports for SPED, mainstream, and co-teaching instructors

Progress and Analysis:

- During the 2016-17 school year, 9th grade students with an IEP that supported the placement into co-taught classes were provided that learning environment for the following courses: Biology, English 1, and Algebra 1
- During the 2017-18 school year, the 9th grade co-taught courses continue with the addition of the following 10th grade courses: Earth Science, English 2, and Geometry.
- Students had been enrolled in these courses in previous years, but not in a co-taught setting and with inconsistent support of a paraprofessional. In comparison to those cohorts, students in the co-taught courses have completed those courses with higher grades and a higher passing rate than their predecessors.

Task 2 Implement school-wide intervention programs, based on culturally responsive pedagogy.

We have included training in our faculty and staff meetings that focus on supporting EL and SPED students in the classroom.

- We have yet to create a structured RtI model that comprehensively addresses the needs of Tier II and Tier III students due to lack of resources and clear systems that can be followed by all staff members.
- We need to create an Intervention task force to create such systems and to identify resource needs.

El Camino High ACS WASC/CDE Self-Study Report

- We also need to include training that specifically addresses culturally responsive pedagogy to address the disproportionate number of SPED, EL, African American, and Hispanic students in terms of academic achievement and suspension rates.

Goal 3: Post-Secondary Readiness - Create rigorous and relevant career pathway(s) and/or increase career tech offerings to meet the needs of all students. 2015 Self-Study Critical Areas for Follow Up: 2, 4, 5, and 7

Action 3.1 Continue to grow existing and emerging CTE pathways (Arts, Media, & entertainment; Hospitality, Tourism, & Recreation; Transportation) (ECHS SS, p. 18)

Goal 4: Professional Development/Collaboration Plan - Improve professional support for teachers through embedded time and a comprehensive site-level professional development plan. 2015 Self-Study Critical Areas for Follow Up: 1, 2, and 6

Action 4.1 Support staff in completing credential requirements and in attending professional development

Task 1

Continue to provide opportunities for teachers, admin, and other staff that need to meet credential and/or assignment criteria the time, and if appropriate, the means to complete credential and course work, including VPSS credentials for Special Education teachers and CTE credentials for current teachers interested in teaching CTE courses.

2017-2018 All administrators have completed their Tier II credentialing programs.

All co-teachers have attended initial training, will continue to attend workshops, and will have common prep periods.

Getting CTE credentialing for teachers is still difficult due to the current state requirement of a certain amount of industry experience. Most have only been public school teachers. Teachers have expressed interest in receiving credentials for Computer Applications, Exploring Computer Science, AP Computer Science, Broadcast Media, Video Arts, Media Foundations, and Biotechnology. (ECHS SS, p. 20)

Task 2 Create a bell schedule that embeds weekly site-level collaboration and Professional Development time for adoption in the 2016-2017 school year.

Action 4.3 Establish a Professional Development committee and teacher collaboration plan
Establish an on-site Professional Development Committee (ECHS SS, p. 23)

2018-2020

We hope to implement an annual calendar with specific topics for each school year.

Admin Council Meeting Agendas & Minutes; Faculty Meeting Agendas and Materials

Goal 5: School Climate - Increase school spirit, good attendance, and a safe environment for students to thrive and achieve socially, emotionally, and academically. A variety of projects and initiatives will be added throughout 2016-2020 school years which include but are not limited to Link Crew, after-school homework help, Student Study Teams (SSTs), Response to Intervention (RtI), Student Safety Advocate, campus beautification, and promotion of involvement in a school-sponsored team, organization, group, club, and/or sport. Critical Areas for Follow Up: 3, 4, 7, 9, and 10

The school has implemented 3 after school tutoring: 1) Library Homework Center on Mondays, Thursdays and Most Wednesdays (3:15-4:15)

- The Academic Center for Excellence was established at the start of the year (2017-2018) for ELD Learners to have Tutoring after school. In Rm 44 on Monday & Thursdays

(3:10-4:10) have snacks included!

- Math department have after school tutoring In Rm 45 Mondays & Thursdays (3:15-4:15)
- Counseling Dept sponsors Senior Parent night in the fall and the spring to educate parents about graduation requirements, college applications and financial aid.
- Counselors meet with student classes as a group to discuss appropriate topics, such as recently with 10th graders topic was Making appropriate Choices, Value Clarification, Personality Inventory, 9th Grade Topic Adjustment to High School, 11th grade Topic A-G requirements for college, 12th Graders College Applications
- Referrals are made to our School Safety Advocate, this person is new to 2016-2017 year and continued this year 2017-2018.
- Link Crew is currently in operation by hosting workshops for 9th graders on Leadership and Healthy Choices.
- Math XL is a part of the Pearson textbook program currently in Alg I, Geometry, AlgII and PreCalculus; There are 20 desktop computers specifically purchase and used for Alg 0.5A and this year for the first time a laptop cart purchased for and use by Alg 0.5 B this includes online homework, quizzes and tests and it prepares students for Smarter Balance Test (ECHS SS, p. 23)

Action 5.2 School Climate Improvement

Task 1 Campus Beautification projects (ECHS SS, p. 25) Explains campus improvements and beautification.

Task 2 Discipline Matrix

People responsible: All ECHS stakeholders

2015-16 Identify areas for improvement in behavior and discipline; make adjustments to student handbook regarding technology use and dress code

2016-17 Create and implement site Discipline Matrix and align with district discipline matrix

2017-2020 Continue to implement and analyze discipline practices and results

- A district-wide **Expectations for Student Success document (evidence)** was created to address response to student behavior
- A discipline matrix has been created. Adherence to the matrix varies based on teacher and administrator. For example, after 4 tardies, according to the discipline matrix, a student is supposed to receive a detention. In one teacher's experience, after writing the referral for four tardies, the student did not receive a detention.
- Focus on the **discipline matrix** (evidence) has seemed to focus on tardies and not all areas of student behavior.
- The students who have been tardy in the past continue to be the same students who are tardy.
- When surveyed, parents said that they understand the school policy for conduct and discipline (score of 3.1/4). Parents also said that student discipline enforcement at ECHS is fair, consistent and effective (score of 2.9/4).
- According to teacher perception, it does not seem that there has been any significant decrease in student tardiness or truancy rates. (ECHS SS, p. 26)

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

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

Narrative Rationale:

Many of the findings from the last self-study continue to be in progress. The current administration has a deep understanding of the needs of the school and effectively involves stakeholders both at the site and district level to move the school toward meeting the goals outlined in the LCAP and the SPSA.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

Several non-student achievement significant findings were reviewed in the Self Study for El Camino High School:

- 1) Significant improvement in school infrastructure facilities to enhance appearance on the school campus, i.e. athletic facilities. (SS, pp. 33-37)
- 2) Expansion of Career Technical Education courses since 2018 (SS, p. 36)
- 3) Numerous and broad variety of student clubs, i.e. Writers Club, Political Science, Athletics, etc. (SS, pp. 37-40)
- 4) Increased emphasis of a least restrictive environment of Special Academic Instruction to meet increasing needs of learning handicapped students.(SS, pp. 43-44)
- 5) Increase of Average Daily Attendance despite COVID! (SS, p. 80)
- 6) Very impressive and organized Cycle of Inquiry assessment system! (SS, pp. 79-80)

Several student academic achievements include:

- 1) English Language Proficiency for Summative ELPAC showed an increase of five percent from previous years. (SS. p. 47). Overall, students scored 45.9 points above the standard on
- 2) the ELA exam, and showed a significant increase of 16.8 points when compared to the 11th grade students who took the exam in 2018. More recent test data not available due to pandemic.
- 3) Filipino, Hispanic, White, Asian and Socio-economically disadvantaged students met growth target, and scored above standard in ELA exam, (SS, p. 50)
- 4) El Camino High School English Learner students still need significant work that needs to be done. Although encouraging, there is still a large gap when compared to other groups. Moderate increase of 6.9 points, meeting the growth target set in our SPSA, but were still 14.8 points below standard.
- 5) English Learners - decline of 3.5 point, not meeting the growth target set in our SPSA, scoring 92.5 points below standard. Significant concern and much work needs to be done to help English learners in their proficiency in mathematics.
- 6) Math scores in all student groups also showed improvement, but still substantially below the standard. Asian students were the exception.
- 7) Although El Camino High School reports a lower suspension rates due implementation of new alternative discipline programs, it remains high and needs to be reviewed.
- 8) Graduation rates have also declined with all student sub-groups, i.e. Hispanics, Filipino, disadvantaged, etc., and have not met their goals. Although the School has identified at least three problems creating this decline, and attempting to address this issue, it remains a

challenge for exploration. (SS, p. 58)

- 9) College and Career Readiness Indicator, A-G Completion Rates, and AP Passing Rates have also declined among the students. Again, the School has identified some causes, which has resulted in some improvement if the 2019 class, i.e. dual enrollments, master schedule revisions, etc., this remains a continual challenge for the school (SS, pp. 60-61)

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength (if any)
 - Highlight the growth areas for continuous improvement (if any)
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

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

A1. Vision and Purpose Criterion

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

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

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

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Visiting Committee Comments

A1.1. The stated SLOs center around preparing students for both college and career. They also have their foundational ties to the CCSS. The graduation requirements of SFUSD are not fully UC/CSU, so the

SLOs and mission try to bridge that gap and encourage full UC/CSU eligibility.

A1.2 and A1.3. El Camino High SLOs in place, as well as a mission and vision statement. The SLOs are reviewed every 6 years. There is also a process for other stakeholders to review the SLOs on a yearly basis (95). These SLOs are frequently communicated out to stakeholders. In 2019-2020, key stakeholder groups met and had an opportunity to update the SLOs and mission. Updated SLOs and mission statements are posted in all classrooms (97).

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

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

Narrative Rationale:

El Camino High School has a clear vision of a graduate outlined in their Schoolwide Learner Outcomes. The high percentage of graduating students demonstrates that the majority of students are achieving the vision. They have demonstrated a significant improvement in the number of students meeting the A-G requirements over the last three years. In addition, there are detailed plans for the approximately 60% of students not meeting the requirement, particularly in the area of mathematics. The SLOs are COLTS, and are aligned to various department curriculum as well as visible throughout the school. The school's mission statement is also highly visible throughout the site.

A2. Governance Criterion

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

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

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

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

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

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

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

Visiting Committee Comments

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A2.1. The school board meets monthly and prior to the pandemic, community members could attend the

meetings. Post pandemic, members could participate virtually. Policies and procedures, agendas, and meeting notification are all communicated out to stakeholders in a variety of ways (98).

A2.2. The district cabinet also meets weekly, prior to school board meetings. This is when needed info from the sites and district are passed into the school board meetings. The school board reviews student performance and overall indicators within the SPSA, which is written by the school principal. The SPSA itself is meant to be in line with the LCAP. The principal reports annually to the board (99). Identified areas of growth for the site are to improve alignment of district policies with the site.

A2.3. There is mention that SSFUSD has an established uniform complaint procedure, and El Camino High is required to use this procedure. The teachers union also has a uniform procedure. This uniform procedure is posted online, at the school site, and covered in communication out to families.

Governance that supports high achievement for all students.

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

Narrative Rationale:

There is an identified need for ADA compliance at the site, which the school and district have both recognized and have a plan of action in place for. There is also a need for more clarity between the governing board and the site regarding FLEX and how FLEX is used at the site. Stakeholders largely reported that structures to support student voice are abundant and valuable. The ASB president sits on the superintendent's council and serves as a voice for the site in district level decision making. The governing board mentioned that the LCAP identified the need for mental health, specifically hiring 6 additional MHTs. District was unaware of or not prioritizing some site based concerns. District could collect honest feedback from stakeholders, especially regarding the concerns around FLEX.

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

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

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

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

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

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

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

A3.4. Internal Communication and Planning: The school has effective existing structures for internal

communication, planning, and resolving differences.

Visiting Committee Comments

A3.1. Student achievement data is used to inform site based decisions. The administrative council (department chairs meeting) meets monthly, and information is shared with the school site council. SSC is legally obligated to approve school changes and funding. The SPSA is also approved by the SSC before being sent to the district's governing board (103).

A3.3. Much of the shared responsibility for decision-making and reflection occurs through school site committees. The admin council also meets regularly to oversee the PLC process. Departments and PLCs are tasked with examining data to make decisions that support student learning and the SLOs. Boosters and other groups also make data-driven decisions that affect the school (104).

A3.4. El Camino High uses a multi-tiered system approach. They conduct SSTs and bring in partners to support with conflict resolution (100).

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

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

Narrative Rationale:

Both certificated and classified staff report the administration is highly effective at communicating the goals for the LCAP and the SPSA. The site regularly participates in a cycle of inquiry through the Professional Learning Community model. Every department reported that they were provided with ample time to identify key standards, develop common assessments, and discuss the results to inform curriculum development. Protocols for reviewing the data are common across all departments and are part of the weekly release time cycle. The biggest area for improvement that was consistent across stakeholder groups was the need to develop and communicate a consistent MTSS to support student achievement. The site identified that they are currently soliciting student voice in order to update the student handbook. There was a voiced desire for specific policies and procedures regarding discipline, truancy process, and school dress code, in particular. There was also an identified need for the teacher stakeholder group to be more informed regarding site behavior trends and have a say in data-driven policies and procedures regarding sitewide behavior.

A4. Staff: Qualified and Professional Development Criterion

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

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

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

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

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

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

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

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

Visiting Committee Comments

A4.1. The district has identified it is committed to hiring and retaining highly qualified staff. There is an intern program, and new teachers get extra support from site admin. New teachers also partake in induction (107).

A4.2. Teachers are able to self-select which district PD opportunities they want to attend (108).

A4.3. PLC reports lead to generation of goals around student learning (108).

A4.4. Evaluation of counselors and teachers are evaluated based on district policy. New teachers are evaluated yearly, and tenured teachers are evaluated every two years. There is also a peer reviewed route for tenured teachers (107). Evaluation forms are linked.

A4.5. Policies for faculty and students are reviewed at the start of the year. There is a recognized need to improve the communication of this information (109). Please see the previous section for further comments on this.

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

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

Narrative Rationale:

The certificated staff report the professional development opportunities have improved over the past few years. The current process surveys staff to identify needs as well as identifying other curricular needs (i.e. physical education). The staff report that they are given opportunities to attend conferences. However, some staff report that there still needs to be a focus on the LCAP/MTSS goal of implementing Multi-tiered Systems of Support. This was echoed by the student stakeholder group, as they added that discipline policies seemed vague and not applied fairly across the student body. Staff also identified a need for more professional development support regarding truancy and tracking of attendance, especially during FLEX.

A5. Resources Criterion

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

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

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

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

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

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

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

Visiting Committee Comments

A5.1. Resources are allocated based on the SPSA and aligned to the LCAP. This process is data fed from a variety of sources, and communicated out to key stakeholders (111-112).

A5.2. Annual budget is based on previous year's spending, student enrollment, and program needs, as allocated by the district (112). More about the policies and approval process are outlined in the above A sections.

A5.3. There have been recent improvements to facilities, especially in response to pandemic protocols (114).

A5.4. El Camino High provides novels and textbooks for every student. This is part of the SPSA budget (112).

A5.5. Some resources are available to staff who need extra time for planning or collaboration. There is an identified need for more collaboration and planning time (113). Other resources are geared towards the hiring and nurturing of new staff members. The school site has directed resources towards the teachers' physical and mental health as well (114-115). It is stated that many teachers work through their breaks and there is a need to identify further ways to nurture and support them.

Resources that support high achievement for all students.

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

Narrative Rationale:

While much of the campus has been renovated including new softball fields, tennis courts, and science buildings, there are still maintenance issues on other parts of the campus including the student restrooms, painting exterior/interior buildings, stair maintenance, and ADA compliance. In addition, parents and staff report that there is no clear process for discussing how funding is allocated to the school site from the governing board. While staff report that they have everything they need to teach effectively, there is a perception that other sites in the district receive more resources. Teachers reported that when they do have a need for supplies, the district responds quickly to procure the material.

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

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Stability in Leadership
- COLT Pride in school - family like, staff loves working on campus. Evident from focus groups
- Students are involved in the governance process.
- Students are involved in LCAP process
- Admin has good communication skills with staff
- Use of surveys to elicit stakeholder voice into the decision making process.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Quality of Facilities
- District Office Allocation for Resources needs to be reviewed. Multiple stakeholders report that more resources are directed towards South City as a Title 1 school than El Camino as a non Title 1 school.
 - On campus electives
 - Use of a fence to close off campus from outside
- Stakeholders are not always filled in on what is the result or action of the data.
- Equity and Inclusion being a bigger focal point.
- Safe spaces for students
- Improve the flex programs - reflection on the implementation and roll out. PM Flex appears to be wasted.
- Training for teachers on culturally responsive teaching - see evidence claim #1

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

- Students report a lack of response from the school in place to respond to concerns about racism, sexism and homophobia.

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

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

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

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

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

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

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. .

Visiting Committee Comments

Departments employ PLC cycles of inquiry to measure effectiveness. (119-122) However, results and actionable recommendations are unclear. The school would benefit from some schoolwide literacy strategies such as AVID or ERWC toolkits. Many research backed classroom/teaching strategies listed among departments and seen in classroom visits. (119-122) Some cross-curricular planning time is needed to support school wide efforts toward student achievement, specifically college readiness.

Each department reports updated and relevant curriculum with efforts to increase support for students. Co-taught classes to support special populations. "Social Science adopted the Common Core State Standards by utilizing the CA History-Social Science Framework, Stanford History Education Group, and Facing History and Ourselves" (122). CFA inquiries inform "Scope and Sequence" priority standards in English and Math. "World Language follows the National ACTFL Standards for both French and Spanish." (123) Physical Education employs the CA PE Framework. The English department is supported by administration to update book lists for texts that represent students.

Counseling has a robust communications system to help students understand college and career readiness. The Science department reports: NGSS & inquiry-based. "Our transition into a three-course model for science in the district and NGSS alignment aims to prepare students for UC/CSU college requirements by meeting the "D" in the UC "A-G" requirements, so students are able to meet or exceed graduation requirements." (121)

CTE department offers certifications, field work, and alignment with A-G courses. (119) CTE and dual enrollment work with Skyline College for all Biotechnology, Automotive, Photography, and Culinary Arts Courses. (119) Departments have established "Scope and Sequence" and district "priority standards." (119-123) College readiness is also supported through ERWC (CSU system), research databases, Advanced Placement Courses (AP), common assessments (CFA), NGSS, (120-123) PE has daily exercise across all classes (push ups, crunches, run/walk, stretching).

Classroom visits indicated some common practice across disciplines; however, there is a critical need for cross-curricular planning. As common core is built on literacy across content areas, working on common language and strategies will support student achievement.

Counseling works district wide, with feeder schools, and community colleges. (118) CTE has built impressive community partnerships (119) “Senior Passion Project” engages seniors with community projects. The school does not currently have a tracking system for students after high school, but has requested the district office purchase a program such as Naviance, as this is critical data to inform schoolwide college-readiness planning and practice.

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

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

Narrative Rationale:

All of the departments demonstrated that they are using up to date and relevant curriculum. English and Mathematics have fully transitioned to Common Core Standards. Science is the process of moving to a three year progression and Social Studies has implemented a thematic model. The Visiting Team has concerns about “in the middle” students being able to access College Prep level courses without a fully implemented multi-tiered system of support. Additionally, students, staff, and parents relayed a concern about the amount of lecture focused instruction that occurs in a large percentage of the courses. Most of the IEPs allow for extra time to complete assignments and many of the courses are co-taught by a resource specialist to allow access in the core curriculum.

B2. Equity and Access to Curriculum Criterion

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

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

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

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

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

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

Visiting Committee Comments

School has a wide variety of college and career prep options for students with robust layers of support, authentic projects, and extracurriculars to help students explore interests. Stakeholders report a need for more hand-on on electives, specifically vocational courses such as woodshop and auto.

There is no gatekeeping for advanced coursework. AVID, AP, and CTE programs are robust, but some

stakeholders report limited communication about offering and opportunities.

ECHS offers many real word learning opportunities through CTE pathways and project based learning across departments. The Social Studies and Visual and Performing Arts departments have established especially engaging learning activities.

Parents have access to student progress through Google classroom, School Loop, and email/phone communication with teachers. Counselors work with students and parents to co-develop post-high school plans for all students with extra care given for SIA students.

The high school is implementing a tracking system for post-graduate data. The district uses CA Career Zone through SMCOE for college and career exploration. Counselors give informational presentations to help students set goals and make appropriate decisions along the way; they also host college and career events. Stakeholders report they see and hear the communication, but it is not always effective. The English department supports college apps w/ Seniors w/ 1:1 writing support for college essays.

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

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

Narrative Rationale:

The transition from a six period schedule to a seven period schedule provided for some students to have increased access to courses. Parents and students report that there is still difficulty in accessing highly impacted courses like culinary and AP. The increase in CTE offerings add to the number of real world experiences offered to students. However, there needs to be more work done to survey students throughout the post-high school transition to determine the effectiveness. The student focus group lobbied for more access to CTE and other project-based learning courses such as woodshop and mechanics, different world language options such as ASL and Asian languages.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum (if any):

- Departments have updated and relevant curriculum
- Hands-on instructional activities
- Extensive real-world learning opportunities
- Systems for support in College Prep math courses.

Growth Areas for Continuous Improvement for Curriculum (if any):

- Schoolwide literacy practices.
- Systems for support and intervention in all College Prep level courses in addition to mathematics.
- Cross curricular planning is minimal to nonexistent
- Tracking of progress after graduation

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

- Department scope and sequence documents and CTA programing
- Focus group feedback
- A-G and SARC

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

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

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

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

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

Visiting Committee Comments

[Comments and responses have been provided via departments:](#)

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

1. [CTE department:](#) Via the findings, students are engaged in challenging and relevant work. This is important for academic rigor and students to experience a productive struggle. The department reports via the findings that during the PLC Cycles of Inquiry that “it is evident that most students understand the standards and expected performance levels in CTE courses (page 134).” To support students who are struggling with initial understanding of the instruction, teachers provide repetitive instruction with additional scaffolds to support students with content acquisition. An area of growth is the understanding of how students are doing upon applying intervention or extra support to gauge the movement of the needle from most to all students understanding the content or standard. Students engage in work that can thereby be utilized in the real world. This helps students to make meaning of the work that they are doing in respect to the lives that they are living and help them draw connections to their life in that same aspect. “The creation of art and videos to prepare students for advancements in technological knowledge utilized in the Arts, Media and Entertainment Industry (page 134).” The relevancy with alignment with college and career readiness, while the challenging comes with the development of a career based skill that can be utilized upon the student’s graduation and emergence into the real world.
2. [English department:](#) Students are engaged in challenging and relevant work. “Students are engaged in reading & critically responding to text in writing and discussions in Socratic seminar format (page 135).” The use of the socratic seminars allows students to lead instructional conversations, but teachers to serve as facilitators for the healthy and constructive dialogue. Students through the socratic seminar are able to be collaborative and argumentative in thought, where they think critically about information being presented and present a response to refute or affirm comments made by peers. The exciting thing about this is the opportunity to promote increased engagement and interfacing with the text. The findings illustrate that “most students demonstrate learning and advancement towards college and career readiness (page 135).” According to teachers in focus group discussion, students are taught pre-taught strategies that are reinforced with introductional activities that allow for teachers to assess students’ understanding and mastery of the content. Teachers stress the importance of remediation of skills, which is important for supporting students

at the bottom of the academic achievement gap. Students have the opportunity during flex period to see teachers to make up for missing work and get support with gaps in their understanding of the content. The findings demonstrate how scholars are supported with bringing challenging content down to their level and meeting rigorous work levels: offering sentence stems and frames to help students compose written and verbal language. In addition, scholars are provided access to the following reviewed and teacher feedback of pre-published work content. This is a process that allows a student to receive more feedback regarding the quality of their work, which in turn allows the student to gauge the mistakes in their writing and improve upon it in future writing drafts. The school via the evidence provided through the use of the instructional tools allows students to be supported with their thought process in responding to the assigned prompt or topic.

3. Math department- As described in the findings, the use of formative assessments are the proof that they are engaged in challenging and relevant work (page 136). The school references assessments as an instrument to determine validity of the claim that students are engaged in relevant and challenging work. Beyond the use of assessments as an instrument, work products in statistics and pre-calculus are referenced. In pre-calculus, students are “asked to model a periodic function using trigonometric functions (page 136).” This is a great opportunity for students to go beyond pencil and paper demonstration of mastery of the content. This is another opportunity for increased engagement of students within the lesson. In statistics, students conduct survey research (page 137). Teachers in a focus group stated that they use survey research based on a variety of topics. Literacy is impeded into math, where students are supported to use “the three reads strategy (page 136).” Teachers in focus groups stated that the three reads strategy is an instructional strategy that was utilized to focus on supporting students with dissecting and solving word problems. Teachers as a part of support with literacy used word problems to support students with being able to dive into mathematics beyond mere math problem solving.
4. Science department - The findings from the self-study show that students are involved in challenging and relevant work through the use of the following: group work, and case studies. Specifically through the use of case studies, students are guided to understanding the content by introducing information needed to elicit background knowledge, dissect the case study content to pull-out information, and learn about the content (phenomena-based learning). Phenomena-based learning is the process that allows students to build models, express phenomena, and critically explore and present science concepts. Challenging and relevant work is extended through the use of technology, where students engage in exploratory studies of natural phenomena.
5. Social Studies department- teachers use professional learning communities (PLC) to plan challenging and relevant work for students, as well as lessons around a central skill of focus. The offering of professional learning communities are a great support for teachers. PLCs allow teachers to build off each other’s experience to create great instructional lessons for the students in their classroom. Examples of relevant and challenging work includes the following: Page 138 - Analyzing primary and secondary sources to understand the period, purpose or theory under exploration. Page 138 - Students annotate primary and secondary source documents for use within Socratic seminars with pilots (students participating within the debate) and co-pilots (students on the outside taking notes to assist students to take part in debates). The use of the socratic seminars allows students to lead instructional conversations, but teachers to serve as facilitators for the healthy and constructive dialogue. Students through the socratic seminar are able to be collaborative and argumentative in thought, where they think critically about information being presented and present a response to refute or affirm comments made by peers. The exciting thing

about this is the opportunity to promote increased engagement and interfacing with the text. [Page 138](#) - Students engage in activities where they understand how similar events have evolved throughout history by looking at themes. This is great because students are able to see how history repeats itself in multiple ways. An example noted in the findings is the Genocide thematic unit, where students trace five of the most recognized genocides of the 20th century to complete group posters that explain each genocide and how they related to each other.

6. [Specialized Academic Instruction \[SAI\] \(Special Education\) department](#) - According to the findings, “all students are engaged in challenging and relevant learning experiences, which includes the use of reading, writing or drawing, to demonstrate understanding of concepts/materials that they learned or studied. An example of the challenging and relevant work that students have done is an assignment entitled Words of the Day (W.O.D), where students need to find the definition of a term, use it in a sentence, find an associated image, apply scientific vocabulary, and key terms (page 139).” The W.O.D seems like a good activity to build word identification and help students grasp & master words aligned with grade level expectations. This instructional activity will promote students to expand their vocabulary and potentially retain vocabulary content. I appreciate the reference regarding the use of manipulatives and other hands-on objects that are offered to the students to help them better grasp and master curricular concepts. According to the evidence on page 139, “SAI instructors utilize computers, laptops, cell phones, and student IPADS in Co-taught and support classes to look up information on the subject matter being studied.” Incorporation of technology into the instructional lesson is a great way to build engagement with the use of technology for a productive instructional purpose. The school offers students the opportunity to be in mainstream courses, while providing support classes for students who need extra support in their respective content area. While observing in a co-taught English class, there was a strong relationship between the co-teachers, as well as support for ensuring student success and achievement within the classroom.
7. [Visual and Performing Arts \[VPA\] department](#)- As reported by the findings in the self-study, students taking Visual and Performing Arts (VPA) courses engage in “focused listening analysis, crafting individual drills, participating in rehearsal, studying music history, studying protest songs, and engaging in community performances (page 140).” Students are developing the art of music. Developing a skill set for the different styles and genres of music. The findings provide various types of assignments that support the claim that the students enrolled in these courses are engaged in challenging, rigorous and relevant work. According to the findings on page 140: “Professional musicians guide students to include proper breathing and posture, development of tone quality, and reinforcing fundamental pulse and rhythm.” Students are modeled on the professional skill set and behavior of a musician from a professional musician, where they can in turn adopt said behavior.
8. [World Language department](#) - As reported by the findings in the self-study, students “apply grammatical concepts to real-world expectations (page 141).” Students apply the target language to the routines in their daily lives to immerse themselves in the daily language. The relevance comes as students learn how to describe situations in their lives in both their native language, and in a secondary language. Students can emerge themselves into the global world as a bilingual individual. Upon visitation to classrooms, visiting team members saw strong evidence of student engagement within the classroom environment, as well as students collaborating with each other. WL teachers in focus groups emphasized usage of PBLs and hands-on projects to assess student’s level of understanding of the curricular content. The WL teachers use projects to expose students to real world application of the content being examined. Students through their various world

language classes are able to learn about the history of the language. A potential extension of application of language acquisition for future growth would be to bring in the parents in this learning - maybe a trainer of trainers model (students learn and thereby teach parents or engage parents)?

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

According to page 134-142, departments within the school utilizes instructional activities to promote development of skill sets that align with career readiness. Each department content area features a rubric that helps students understand the expected performance levels for the various assignments provided. The following information has been provided from a content department lens in terms of their instructional departments.

1. **CTE department** - Via PLC Cycles of Inquiry, examination of work takes place, as well as a determination of student's understanding of the standards and expected performance levels in CTE courses. PLCs allow teachers to support creating rigorous and relevant work, as well as align course progression, so courses are aligned in the same direction at similar paces. In addition, PLCs allow for the development of instructional tools like rubrics that align with projects and high quality assignments. Data is accumulated; allowing for checking for understanding of the effectiveness of instructional strategies, and instructional activities, which influences student's mastery of the instructional concept being explored. The CTE department promotes college and career readiness via course assignments. An example referenced by the school is as follows: "The creation of art and videos to prepare students for advancements in technological knowledge utilized in the Arts, Media and Entertainment Industry (page 134)." This describes hands-on opportunities for students to develop a skill set that can in turn be used in their personal life and in the development of a professional life. In Photography, students engage in activities such as the following: "Putting in the film in the camera, taking pictures, film to tank, developing negatives, printing the negatives, and turning the negatives into print." These activities listed and more in the self-study on page 135 are described as being the art of Photography. These activities great tools to support students' understanding of the activities done by a professional in this field? Are students exposed to professionals in the field to gain an understanding of the work that they are doing? Teachers are exposing students to hands-on task to apply their understanding outside of a lecture and paperwork based format.
2. **English department** - For lower division students, to help students meet grade level content standards and ensure understanding of the standards / expected performance levels, "teachers revise sample paragraphs as a class and use writing rubrics from Turnitin.com to provide feedback to students (page 135)." To prepare for writing assignments, students are taught plagiarism in multiple English classes in the English course sequence, as well in their history courses. Teachers model the writing behavior and students are developing the skill that they are being assessed for. This helps to support students to understand the standards / expected performance level. This helps teachers start the process of discovering where to invest energy in terms of students competency towards this skillset. Seniors complete a Senior Passion Project, which follows a mentorship or service

experience in the real world. This mentorship or service experience gives students a preparation for career readiness. Students take this experience and formulate a research project around their passion, as a form of a senior capstone. Students are given multiple opportunities to engage with each of the grade level SLOs and give presentations to class using various forms of multimedia. This allows students to understand the standards and gauge their performance level via each of the content learning objectives from the grade level standards.

3. **Math department** - Students are able to understand standards or expected performance levels in the area of mathematics via the following ways: “using rubrics for assigned projects, writing learning objectives for students to see, and timely feedback on assignments and assessments (page 136).” Students from the rubric are able to determine their performance level against standards aligned with the specific content being instructed on. Timely feedback on assignments and assessments allow students to gauge their performance levels against grade level standards. Students are given an opportunity to remake up exams as a way to apply feedback given to demonstrate their new found understanding of the content. Students are provided with feedback to promote their growth and patch in any gaps in their understanding of the content. According to the self-study, “students understand the learning expectations, but to make demonstrating college and career readiness accessible, students work in groups of two during partner A/B activities. This process allows students to complete different but similar problems with the same answer, and if their answers do not match, they need to critique each other’s work.” Students are given the skill of critical thinking and argumentation through this exercise, which correlates over to preparation
4. **Science department** - students understand the standards/expected performance levels for science via the following ways: Students are given a rubric and a project outline for every major project. Students are given a rubric and feedback via that rubric. Teachers in focus groups stated that students are able to apply feedback to gauge new understanding gained since teacher feedback was given. Teachers review expectations on completion during in-class instruction and make objectives visible in class for the day or the unit. Laboratory reports include a purpose and objective, and teachers provide consistent feedback to meet or exceed the expected standard. Some courses assess the standards directly for the course (page 137).” Teachers talked about the various forms of assessments (summative and formative) that are utilized in the classroom environments, as well as exit tickets that teachers can give feedback on. Students are provided exposure to units that prepare them for career readiness. For example, evidence provided by the school site states that “freshmen have the opportunity to work with peers in a biotechnology unit that helps prepare them for a career using real-world skills (page 137).”
5. **Social Studies (page 138 - 139)** - students understand the standards or expected performance levels for social studies via the following way(s): “use of rubrics that allows students to know what is expected of them for formative and summative assessments.” Students are given feedback on their submitted work and given the opportunity to apply their understanding of the feedback, as well as their new gains in knowledge as a result of the feedback. Students demonstrate college and career readiness through the following ways:
 - **Example #1:** 9th grade - the use of a Human Geography course “where students learn how to read and understand the various features of a map and other important geography related concepts (page 138).”
 - **Example #2:** 10th grade - students take a Modern World History course, where they do a thematic unit where students look at how similar events have evolved throughout history by looking at themes (page 138).”

6. SAI (Special Education) department- as stated by the school, students are engaged to learner outcomes, and academic standards accessible to all learners. The school further states that all students are involved in challenging and relevant learning experiences, including reading, writing or drawing, to demonstrate understanding of concepts learned or studied.
7. Visual and Performing Arts [VPA] department - students understand their expected performance levels and showcase their learning via the following: “participating in daily rehearsal, community performances, and reviewing the California Music Educators Association (CMEA) rubric before and after the performance (page 140).” I love the opportunity that students have through the community performances to demonstrate the mastery of their learning. Students are given the opportunity to review the rubrics with their instructors to know how they are being assessed and feedback to promote growth in their understanding and abilities. This helps students know the difference in varying levels of performance expectations. Students demonstrate their learning through “working in small groups to craft individual warm-ups and fundamental drills specific to their instrument and needs (page 140).” The fundamental drills specific to their instrument and needs allow for an opportunity for students to develop mastery of their instrument that they are playing. Students are given the opportunity to develop strong skill sets in an instrument that they can perform professionally outside school. College and career readiness is aligned with exploration of jazz history, and participation in rehearsal and community performances.
8. World Language department - Students demonstrate their learning and their understanding of expected performance levels by “applying grammatical concepts to real-life experiences (page 141).” Students use information related to “a memorable day, weeknd or vacation to demonstrate their understanding for assessment of World Language standards (page 141).” Both references on page 141 demonstrate the connection to students' real world lives. Technological applications, such as Kahoot, Quizlet, and Quizziz help to assess students' understanding of the learning content and their understanding of the expected learning performance levels. Technology is a great supplementary compliment for direct instruction. It helps students engage in a competition with their peer levels. A leftover question: Is technology the means for students to gauge their performance levels and alignment with grade level standards?
9. Physical Education department - Students understand expected performance levels through “provided rubrics which outline expectations and levels of mastery around major assignments (page 142).” Students are given examples of assignments as a model to help them meet expected performance levels, as well as expectations. This is a great support for students to know expected performance levels. “Students always have access to the Fitnessgram Health Fitness Zone Performance Standards to understand their current fitness levels and set personal goals to improve (page 142).” Students are able to measure their performance and current fitness levels derived from personal goals set against Fitnessgram Health Fitness Zone Performance Standards to see how they are fairing. Students are able to take this data and use it for their self-improvement. “Data is collected on student physical performance, such as changes in heart rate when doing various physical activities, repetitions of various exercises, and videos of student technique (page 142).” Data accumulated helps to support students in being able to self-discover their abilities and provide corrections to their performance levels based on feedback provided. This helps to aid in their learning.

***Student Engagement in Challenging and Relevant Learning Experiences* that supports high achievement for all students.**

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

Narrative Rationale:

Student engagement was identified as an area of need particularly due to the return from distance learning. Teachers report that phone use contributed as one of the major distractors. The focus area groups reported that there is no site wide policy on phone use. Furthermore, the Visiting Team saw many students doing non-instructional activities on their devices during class time. However, most teachers report various engagement strategies and assignments. Additionally, upper grade students were mixed in their preference for the traditional schedule versus the block schedule. Students reported the high percentage of lectures during block length courses makes it difficult to stay on task for the entire time. Tardies and “cuts” continue to be a challenge and may be related to a lack of engagement. There was professional development allotted for the transition to block period and how to best use instructional minutes. There is framework and vision to move the process forward.

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

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

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

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

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

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

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

Visiting Committee Comments

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

1. *Counseling* department- According to the evidence, “the counselors use a variety of strategies and resources, including technology, to engage students actively. Counselors utilize up-to-date college/career websites to guide students through college and career exploration” (pag 143). I love the use of the accessible Google classroom as a way to support and facilitate student learning. This is very good of the school to offer this as a way to promote college and career awareness. Students are able to use the websites to engage their family in important conversations such as these that

would be life changing for them. The counselor to student ratio is 300-1. There are concerns about the large size of this caseload in counselors being able to give students on their caseload the needed attention to support their individual academic and non-academic needs. ASCA and other groups recommend 250-1 as an ideal number. Counselors in focus groups talked about doing college presentations and then meeting with students afterwards in their respective caseloads. According to the evidence, counselors facilitate learning as coaches by utilizing presentations on different career pathways and programs for students. Counselors use differentiations and integrated use of technology by incorporating interactive activities using Plickers cards to ask questions and gather answers in real time. The counseling staff measures the effectiveness of their presentation by doing pre and post tests. I think one area of growth is follow-up beyond the initial day of presentation to gauge progress on the content of the presentation. Not sure if a career fair is offered, but maybe that's another application of content from the counselor presentation. I see the website for internships as a form of application of learning, but a great extension of their learning.

2. *Career Technical Education (CTE) department-* According to the claim provided in the Self-Study, "Instructors use various materials, resources and technology beyond the textbook (page 144)." Evidence of this claim is as follows: "For example, CTE utilizes Adobe Photoshop, Word, Text, film cameras, digital cameras, Cornell Notes, Reading Report lesson plan that extend students' creative and critical thinking while taking pictures that fit the assignment graded on the rubric (page 144)." There seems to be an exhaustive list as for technology or technological devices utilized to complement direct instruction or student learning within the classroom involvement. An area that I see is lacking according to the standard is the references to or the tools used to promote differentiation to the students in the classroom. No cases of differentiation are listed for this department. A reference is made to the use of scaffolding and the use of research based strategies, but no evidence of what this looks like in implementation, as well as the impact of this practice. The standard for this section looks at teachers facilitating learning as coaches. Not much reference is provided in this area.
3. *English department-* According to the evidence "students have the opportunity to discuss prompts relevant to texts and debatable topics in small groups and large groups are given academic language tools to use (page 145)." Students are leading their own learning in these discussion groups. Teachers are acting as coaches through their facilitation role. According to the evidence, "Before one-to-one technology and distance learning, nearly every English classroom was equipped with a laptop cart, so teachers could actively demonstrate using online research databases, such as EBSCO and ProQuest to conduct research. The accessibility of technology in English courses has allowed teachers to use engaging videos from StudySync consistently, YouTube, History Channel, Biography.com, Facing History, and other sources for visual learners (page 145)." Teachers provide students with the training to support successful academic usage of varying softwares as well as awareness of the software. This is very good for the students. This provides supplemental information or supports with providing background knowledge prior to the roll out of an instructional lesson. Students have access to a wealth of technological applications that can support their engagement with curriculum. The use of technology has allowed instruction to move beyond the simple use of books, and teacher talking to a more interactive approach. In addition, according to the evidence in the self-study, "teachers facilitate writing instruction as coaches because students are provided with organized writing structures to chart and plan their essays. Students are provided with sentence starters, sentence frames, academic language and transition words to embed into their essays. (page 146)" This is important because teachers are promoting student voice and student

choice in the developmental stage of their written work. Students are able to be engaged in their written work because the topic that they are writing about is a passion that they hold. Teachers are providing students via instructional strategies/tools to be able to complete their assignments at their respective ability level.

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

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

Narrative Rationale:

Most departments use differentiated assessment approaches (data) to identify and support students who are struggling. The English department in a focus group commented that their PLC work is focused on marginalized populations designed to promote access to learning. The Senior 'Passion Project' engaged students in research, inquiry, and reflection, in addition to a formal presentation of findings.

CATEGORY C: LEARNING AND TEACHING

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

Areas of strengths for learning and teaching

1. PLC
2. Student Engagement in group and whole class
3. Support Network for New Teachers
4. Strong Relationships amongst new teachers
5. Saw lot of living language walls
6. Saw student work posted

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

<Enter text here>

1. Cross-Curricular
2. Access to Courses (Language and CTE courses) - they wanted more than two language courses and multiple pathway options. Better communication about pathways. Students still don't fully understand pathway options.
3. Phone policy (inconsistent)

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

<Enter text here>

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

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

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

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

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

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

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

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

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

Visiting Committee Comments

- The school uses graduation rate data, A-G readiness data, SAT/ACT scores, Transcript reviews to discern how to best support students and provide relevant information to stakeholders (160).
- The school uses A-G trackers (what does this look like?), transcript evaluation, report cards, and progress reports through Infinite Campus (how do students/families access the information?) (160-161).
- Counselors use the D and F list to provide additional support to students in their classes (161) (What does this process look like?)
- Task 1 was to create quarterly common assessments for each course of study similar to the SBAC. (15). The progress states that the assessments need to be re-created by English and Math teams due to recent textbook adoptions (16).
- District level teams create CFA's that are completed by each grade level twice during the year. Next year there will be four district CFA's per grade level.(163) (What is the process of disaggregating the data from the CFA's? In what ways are they formative?)
- PLCs develop the Common Formative Assessments for Algebra 1 and Geometry. PLCs analyze the data, modify instruction and assessment as needed, and report the information to the administration. The Counseling Department uses semester grades to inform its programming decisions (165). (How does the Counseling Department communicate with the admin team to determine programming decisions?)
- School leadership and instructional staff have agreed upon the basis for grades, growth, and performance levels. The school uses a traditional 4 point scale. (161)
- At district level meetings, English teachers are grouped by grade level to "look at student work" to norm grading practices (163). (How is the information from the "look at student work" meetings communicated to the department? Is the department doing the same "look at student work"

- activity?)
- The district math course prerequisites are dependent on all students satisfying “A-G” requirements (165).
- All Science teachers share a common grade weighting policy across all courses and utilize common assessments (166)
- English teachers, as a department, study data from the CAASPP test and collect information to inform their instruction for all groups of students (164).
- AP teachers look at assessment data (164).
- ELD teachers use the LPAC (164).
- The district just obtained pre- and post tests with Read 180 to monitor ELL growth (164). (How is the Read 180 assessment related to the EL curriculum?)
- The math department uses the Schoolloop gradebook to collect, disaggregate, and report performance data to students and parents. This enables teachers, parents, and students to have a real-time view of student performance (165) (How often is this updated? What mechanisms alert the students and families that information needs to be reviewed? What does the data look in School loop to gradback ie is it standards based?).
- Science students take a pre-assessment before the topic is covered in class to determine the level of prior knowledge on the topic (166).
- The district has “Teacher Leading Teachers” (TLT) meetings to make decisions on student learning, assessing, reteaching, and new text selections (164) (What is the relationship between the TLT and the departments?).
- Members of the TLT are the conduit for exchanging information with the site (164).
- The district is making Algebra 2 a graduation requirement and the department will adjust to this directive if it is adopted. The changes within the course are decided by each PLC after analyzing student CFA data (166). (What will the impact be for students who are not successful in Algebra 1 or geometry? What data is the school using to determine that all students will be appropriately placed in Algebra 2?)
- The Science Teacher Leadership Team (TLT) has identified the priority standards from NGSS for Biology and Physics for all high school sites. Four out of seven science department members are part of the District Science Teacher Leadership Team (TLT), whose primary focus is to implement the NGSS 3-course model of Biology, Chemistry, and Physics with the Earth Science standards integrated into the other three courses. In the summer of 2021, the TLT analyzed the Chemistry standards. The Science PLC teams use the priority standards to perform Cycles of Inquiry. Each Cycle of Inquiry assesses students’ prior knowledge, teaches a unit using various instructional strategies, and culminates in a common assessment to inform all teachers and school leadership on the effectiveness of that subject area in meeting program expectations (167).
- The department chairs are members of the Admin Council. They dispense information through email. We discuss, do tasks, and make decisions to ensure our student needs are met during department meetings. Also, the grade level PLCs each have a member that attends district TLT (teachers leading teachers) meetings where decisions are made on student learning, assessing, reteaching, and new text-selections. The member who attends the TLT meetings is a conduit where information is exchanged, and decisions are reached between the district and the school (164).
-

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

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

Narrative Rationale:

El Camino does not have recent CAASP data due to distance learning. The Self Study indicates that most of the data that is generated is based on grades, which come out in progress reports, quarter grades, and semester grades. El Camino provided evidence that they participate in a cycle of inquiry and data analysis meetings on a regular basis. Additionally,

the administrative team made a presentation on Quarter 1 grades where they specifically focused on underperforming subgroups.

The Counseling Department has a process for examining a D/F list where they work to identify root causes for underperforming grades and refer students for support. Additionally, they have individual meetings with students and families to develop plans to get students back on track.

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

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

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

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

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

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

Visiting Committee Comments

- All Secondary English teachers in the South San Francisco Unified School District have been using a district-wide, grade level-based common formative assessment (164).
- With our PLC, separated by grade level and subject, we create formative and summative assessments to check student progress and understanding; each PLC then separates into parts all data collected. By analyzing the data from these common assessments, we can consider how to modify our instruction. Each PLC considers the progress of English Language Learners and students with IEPs (169).
- Progress reports on Individualized Educational Plans (IEPs) monitor progress on Fall and Spring term goals on SchoolLoop. Meeting with school leadership, counselors, and SAI, Kid Talk allows learning teams to devise interventions for students who need additional support for their academic performance (171).
- Teacher input forms also help SAI staff analyze formal assessments such as standardized testing to inform students' IEPs. Informal assessments such as language samples, class observations, parent input, stakeholder interviews, curriculum-based assessments, and student writing samples also inform SAI staff members' analysis of student growth and performance levels (171).

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

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

Narrative Rationale:

There is evidence that individual departments discuss and establish common grading practices including establishing universal grade weighting and establishing which standards will be given more priority. Additionally, there is a schoolwide mandate that grades are updated in Schoolloop; however, parents report that grades are inconsistently updated by some teachers. In addition, no school wide expectation concerning quiz/test retakes, late work, and homework.

There continues to be discussion on the process for establishing math placement in the new three year graduation requirement. In coming Freshman take the Berkeley Readiness test, which will either place students in a traditional Algebra I course or a more supportive Algebra I course. Students with disabilities related to math may be placed in a co-taught math course based on their IEP or 504. They are continuing to develop the process to determine how students will transition from the Geometry course to the third year math course.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**Areas of Strength for Assessment and Accountability (if any):**

- Regular PLC meetings with protocols for analyzing data.
- Communication between the Counseling department and the families.
- Discussions within the departments about grading practices.

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

- Schoolwide policy regarding grading practices.
- Procedures to ensure that grades are updated in a timely manner.
- Common practices for informing students and families on their progress toward college and career readiness.
- The use of the Flex program

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

The school administrative team provided evidence of a continuous cycle of inquiry, which was supported anecdotally by the Focus Area groups. Discussions among the departments indicated that there is no evidence of schoolwide grading expectations as well as policies concerning test/quiz retakes. The principal reports that the district is leading a group focused on Grading for Equity and four members of the certificated El Camino staff are participating. The parent group reported that there were inconsistent practices among teachers and specifically stated a concern that staff who do not regularly update grades do not also regularly return emails in a timely manner. The counseling department expressed a desire to have an improved way of tracking current student progress toward college and career readiness, but need more resources such as Naviance to disaggregate the Clearinghouse data.

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

E1. Parent and Community Engagement Criterion

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

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

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

Visiting Committee Comments

El Camino High is making efforts to include families of the EL community and this has led to an increase in parent involvement in ELAC (15). Furthermore, El Camino High has begun to utilize social media (SM) more frequently. ASB has created a Facebook account. They are also bringing back a student run news channel, ECTV (15). El Camino High now needs to begin to assess the effectiveness of the efforts to build up SM and other ways to involve families in the decision making process. In what ways will El Camino High evaluate the effectiveness of these measures? How will they continue to get families to add the HS to their SM accounts?

El Camino High also uses a variety of communication tools to attempt to reach out, such as Remind and Schoology. El Camino High also has plans to hold more ethnicity-based parent flights, such as Filipino parent night (15). What kinds of translation services will be provided for families? How will families be encouraged to attend? What are the expected outcomes of these nights and how do they align to the school's organizational goals?

El Camino High surveys students and families in their CTE program. The school also meets with the local community college to collaborate on the program (19). How is this data sorted, and what is done with this data?

The counseling department at El Camino High does parent outreach nights in fall and spring (25). The school also has a stated goal to show a 5% increase in participation by underrepresented groups (29). What groups specifically, and how will this increase be measured? Part of the work to track this increase surrounds truancy and a 5% reduction (29). Is this a reduction in the underrepresented groups, or a reduction in truancy categories (severely chronic, chronic, etc.). How will you accomplish this in context of an MTSS (what are the actionable steps and who will be responsible for overseeing this besides the stated teachers)? How will teachers be compensated for their time managing truancy data? Who will ultimately be responsible for looking closely at the data, reporting back out, and determining next steps?

Parent and Community Engagement that supports high achievement for all students.

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

Narrative Rationale:

El Camino involves parents in a variety of ways. Parents are active in school site council, with booster groups, and in ELAC. Over the past few years, El Camino has grown ELAC in

particular from 0 parents involved to 4-6 parents on average. El Camino has a very strong foundation of community support and engagement. 13 current employees were graduates of El Camino High. Many families continue to be involved in the decision-making structures of the school for years after their student(s) graduates. There is still opportunity to continue to grow ELAC and actively involve all minority groups within the organizational structure of the site.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

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

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

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

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

Visiting Committee Comments

- The school established consistent procedures for getting student contracts signed at the beginning of the year for technology agreements, internet safety, Uniform Complaint Procedures, and other basic tenets of the handbook. (187)
- Throughout the walk throughs, aids, visible administrators, teachers outside during passing. There is an expectation that it is a closed campus with security monitoring.
- Throughout the site there is the use of UV-C light technology to disinfect air and surface (188)
- The site council and the board regularly evaluate the site safety plan including recent changes in the 2021 including the “big 5”, access road remodeled, safety tint, orange backpacks, fire extinguishers, doubled AEDs (188-189)
- There is a Security Office for campus Campus Security with 75 cameras, campus security and site admin periodically complete “tardy sweeps.”
- Considerable attention has been paid to developing Alternatives to suspension through the Youth Service Bureau.
- There are Homework center for detentions
- In 2021, the dress code was updated to conform with modern practice (189)
- According to the self study, they regularly employ a process called Kid talk (189)
- Attendance Office positive and supportive (189) and recently fully staffed.

E2.2 - HIGH EXPECTATION & CONCERN

- Clubs have experienced a decline after distance learning. Additionally, there is an identified **area for growth** due to the lack of opportunity for inclusivity in clubs and other social settings for students who need support in socio-emotional development and connections with peers. (198)
- The Link Crew was identified as an area of strength for the campus. It is a well established program. Upper class students report positive experiences with Link Crew both as a Freshman and now as part of the program. Lower class students also report positive feelings about the

program.

E2.3 - ATMOSPHERE

- ASB & PTSA cast a wide net of fun and opportunity
- Instagram and COLTure TV are used to deliver information and expectations to students.

School Culture and Environment that supports high achievement for all students.

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

Narrative Rationale:

In general, all stakeholder groups identified that they feel safe and supported at El Camino High. There is evidence of strong positive relationships across multiple stakeholder groups. This creates a safe and welcoming space at El Camino High. The ASB is active, with Leadership and Link Crew setting positive examples for what it means to be a Colt. There are stated SLOs, and several departments commented on how they incorporate the SLOs into curriculum planning. However, not all stakeholders could identify the SLOs (specifically or generally) and how it applies to schoolwide expectations of high achievement for all. Higher achievement could be supported by providing further mental health resources at the site (see E3 below for more info). This support was identified as a need by several stakeholders. Other areas of this report also commented on the need to continue to grow the FLEX program as well as look at how the new master schedule impacts student learning opportunities, especially in relation to the addition of class periods that have led to an increase in off periods and T.A.s as opposed to differentiated course access. Multiple stakeholder groups identified the desire to have access to more than two languages, as well as more CTE pathways. Some classes seemed to have statistically significant higher annulment numbers than others, which could impact student learning. One stakeholder group also identified the yoga class as not supporting high academic achievement, but rather being viewed as a holding period for over enrollment within the master schedule. Finally, some stakeholder groups identified the need for more training and education around schoolwide norms regarding how to address and respond to instances of racism, homophobia, and sexism at the school. Students in particular feel that a failure to address this need directly impacts high expectations for student learning.

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

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

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

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

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

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

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school

leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

E3.4. Co-Curricular Activities: The school ensures that 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.

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

Visiting Committee Comments

Middle to high school transition efforts have multiple entry points. Link Crew is a successful peer mentorship program.(193)

During distance learning, the administration developed a tiered student approach for identifying struggling students and reaching out to students during distance learning. (194) Email and loopmail document shows comms about various ways to support students and responses to ongoing evaluation of student needs. FLEX Advisory period + teachers have 2 hours of “office hours” per week. Homework center and Paper tutoring. Weekly grade checks for athletes.

Hired a behavioral specialist to work with SIA, SSA, and admin work together on intervention. This includes SST meetings. Meeting form looks valuable. Same with RTI.SST meetings can help identify the need for IEP evaluation. Engenuity alt. courses online. Contract to login created accountability. (195)

New co-taught English classes in some math and science. To support students with specialized needs” (196) Counseling department seems top-notch! Athletics - the Athletic Director reports that 400 students have been cleared to participate in sports. Clubs / Social engagement are experiencing a decline after distance learning.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

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

Narrative Rationale:

There is little evidence of consistent and well-funded support services for mental health, especially considering the challenges around returning to in-person school. The school has implemented a FLEX program to increase student support services. However, stakeholders report need for revision such as: buy-in from students and teachers, clear expectation of how teachers utilize the time, a streamlined process for requesting and receiving students, and tracking attendance.

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

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

2 MHT On Site

Wide Representation of Student Groups on Campus

Various Cultures/Ethnicities Represented across Classes

Site Academic Counseling Team
Positive Staff-Student Relationships
Variety of Avenues for Student Voice
Strong ASB/Leadership Program

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

Establish a clear Multi-Tiered Systems of Support (MTSS) and Train Staff, Students, and families

Awareness of and Access to MH/MHT

Teacher training on addressing racism, homophobia, and sexism + Norming of Schoolwide Behaviors

Transparency in actionable steps based on student surveys and data

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

<Enter text here>

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

- The pride the staff and the community have for the school.
- The systems for communicating with staff and families.
- The development and the utilization of the School Administrative Team.
- The process for obtaining input from students through surveys.
- Progress on updating standards based and relevant curriculum.
- Protocols for analyzing data through a cycle of inquiry.
- Hands-on instructional activities
- Integration of technology
- Systems of support in College Prep math courses.
- Strong relationships and support amongst new teachers.
- Discussions within the departments about grading practices.
- Wide representation of student groups on campus.
- Various cultures/ethnicities represented across classes
- Site academic counseling team
- ASB/Leadership program

Schoolwide Growth Areas for Continuous Improvement

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

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

Maintenance and upkeep of facilities

Perceived allocation of district resources

Students report a need for staff training on culturally responsive teaching

Schoolwide literacy practices

Systems of support and intervention for classes other than mathematics

Cross curricular planning

The design and the implementation of the Flex program (PM Flex needs revision based on what was stated in focus groups)

Common practices for informing students and families about their progress toward college and career readiness

Establish a Multi-tiered System for Support

Increased awareness and access to mental health resources

Transparency in actionable steps based on student surveys and data

Chapter 5: Ongoing School Improvement

• Include a brief summary of the schoolwide action plan

The Schoolwide plan includes important links with data and setting viable goals with these support documents, i.e. Needs Assessment Document, Action Plan and Goals, 21-22 SPSA Goals. Each of these links provide high Quality Programs and Student Support, and is aligned with the LCAP plan.- (SS.p. 201)

• Evaluate the school improvement issues:

- The effectiveness of the action plan to enhance student learning and support the identified major student learner needs Examples include: High Quality Programs and Student Support, staff development, and much more.
- The schoolwide, systemwide and action plans. There was extensive staff involvement in developing the action plan, schoolwide, and systemwide plans.
- The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP) Good alignment
- The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan. Some but not all departments are using the inquiry process for monitoring and accomplishment of the schoolwide plan. More consistency with all departments is needed.

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

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

Narrative Rationale: Some positive progress made in Math and special populations, i.e. ELD, SPED IEPs, 504's, but need more communications on CTE Programs, intervention for A-G classes, i.e. math, English, Science, Social Science. Stakeholders report limited options and access to offerings in world foreign language and vocational educational electives.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

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

Narrative Rationale: College readiness plan needs to include more intervention to provide access to college prep classes for all students to ensure success. MTSS program needs to be fully implemented through staff development and support for students. There is a need for expansion of social emotional services for students in a post COVID era. Maintenance of facilities to achieve ADA compliance throughout the campus is a high priority. Exterior and classroom interior painting is needed. Some student restrooms are in need of attention.

The capacity to implement and monitor the schoolwide action plan/SPSA.

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

Narrative Rationale:

The current leadership team on the site demonstrates a comprehensive understanding of the needs of the school and the next steps to implement procedures with programs such as MTSS

and Grading for Equity. Every Focus Area group and students/parents group report that the majority of the staff care about the success and wellbeing of the students creating an overall positive culture on campus. There is a concern, however, that the teachers are receiving the necessary professional development to implement the plan across the entire site due to a lack of collaboration time. The teaching staff has expressed in many of the Focus Area groups that while the professional development offerings have improved, they still lack the necessary collaboration time to plan.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		✓		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.			✓	
Vision and Purpose (A1)		✓		
Governance (A2)			✓	
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)	✓			
Staff: Qualified and Professional Development (A4)		✓		
Resources (A5)			✓	
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)		✓		
Equity and Access to the Curriculum (B2)		✓		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		✓		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		✓		
Reporting and Accountability Processes (D1)		✓		

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		✓		
Parent and Community Engagement (E1)		✓		
School Culture and Environment (E2)		✓		
Personal, Social-Emotional, and Academic Student Support (E3)			✓	
Acceptable progress by all students		✓		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need			✓	
Capacity to monitor and implement the schoolwide action plan/SPSA				