



**EL CAMINO HIGH SCHOOL
REVISED ACTION PLAN 4.28.22**

**1320 Mission Road
South San Francisco, CA 94080**

South San Francisco Unified School District

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement ([Visiting Committee Report 3.16.22](#))

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:

- 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

ACS WASC/CDE Self-Study Report

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.

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan.

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

1. Maintenance and upkeep of facilities
2. Perceived allocation of district resources
3. Students report a need for staff training on culturally responsive teaching
4. Schoolwide literacy practices
5. Systems of support and intervention for classes other than mathematics
6. Cross curricular planning
7. The design and the implementation of the Flex program (PM Flex needs revision based on what was stated in focus groups)
8. Common practices for informing students and families about their progress toward college and career readiness
9. Establish a Multi-tiered System for Support
10. Increased awareness and access to mental health resources
11. Transparency in actionable steps based on student surveys and data

Revised Schoolwide Action Plan

A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**

- In November 2021, the School Site Council reviewed the [Needs Assessment document](#) which included an analysis of the 2020-21 SPSA and the lists of areas of focus from each of the Focus Groups completed in August 2021. It is important to note that in the South San Francisco Unified School District, site plans are annual and are not multi-year plans. However, the analysis of key components of the SPSA and the Needs Assessment all list targets that are over multiple years.
- In December 2021, the School Site Council reviewed proposed [Action Plan and Budget](#) for the 2021-22 SPSA
- Upon reviewing the feedback from members of the School Site Council on that Action Plan and upon reviewing the final recommendations and feedback from Focus Groups in January 2022, the [2021-22 SPSA](#) goals, action items, and budget items were updated and presented to School Site Council for approval on January 26, 2022.

B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**

Each department will continue to develop their Professional Learning Communities to address key components of the SPSA, with special attention to the areas of focus identified in this Focus on Learning Report, namely:

- **Improve organizational communication and collaboration among all stakeholders.** Teachers will continue to use current resources to provide timely feedback to students and families regarding student progress. Administrators will work with site support staff to increase communication to all stakeholders, with an emphasis on helping all stakeholders access key information to promote student success. An important action item will include updating the staff and student handbooks for the 2022-23 school year. The last edition to be updated was in 2019 and subsequent online supplemental materials have been used during the pandemic. Specific action items will be identified throughout the Action Plan in this section.
- **Increase College and Career Readiness (i.e. A-G requirements, Honors/AP courses, and CTE pathways) for students.** This will continue to be addressed via grade analysis, analysis of student assessment data, implementation of identified best instructional strategies, and implementation of strategies to increase student enrollment in courses designed to increase students' college and career readiness. District-level components expected to be in place or beginning planning stages starting Fall 2022 may include the use of Illuminate as a data repository for analysis, updating of high school graduation requirements to include a third year of Math, and the development of district-level benchmarks for Math and English. Specific action items will be identified throughout the Action Plan in this section.

ACS WASC/CDE Self-Study Report

- **Increase academic and socio-emotional support for students.** Each department began looking at ways to provide academic and behavioral intervention strategies during the 2021-22 school year as an extension of the work that had started in Fall 2018. The following individuals that were recently added to our faculty will work with all staff to implement those strategies and support systems: two school psychologists; a behavior specialist and behavior intervention program for students with IEPs; and a new Wellness Counselor. Specific action items will be identified throughout the Action Plan in this section.
- **Increase quality Professional Development opportunities.** Administrators will work with teacher leaders within the Admin Council to continue to provide relevant professional development opportunities within the existing meeting calendar structure. Our site leadership will also work with district leadership to integrate their professional development initiatives and calendar. Specific action items will be identified throughout the Action Plan in this section.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

The follow-up process will continue to follow the annual cycle we use in monitoring and developing our SPSA:

- Spring review - each department reviews the data associated with each of the SPSA goals and action items and give an assessment of task completion; by May of each school year, department chairs will present their department's goal progress, which includes the implementation of key SPSA action items and analysis of their Cycles of Inquiry; School Site Council also conducts an analysis and needs assessment, discussing possible goal and action item adjustments, based on the analysis done by staff.
- Summer review - members of the Admin Council review the proposed SPSA goals and any additional pertinent information not available in the Spring to determine any support needs of the staff to accomplish the action items. Admin Council will finalize the professional development calendar/planning to provide that support.
- Fall review - members of the School Site Council review the annual budget and any new budget proposals within the parameters set in the SPSA. The SPSA is reviewed and approved again for the following year. Our district administration may have us start creating multi-year SPSA plans starting in the 2023-24 school year.
- Monitoring of key data throughout the year - site and district common assessment data, stakeholder surveys, AP testing results, graduation data, California Dashboard data, initial ELPAC, quarterly grade distribution, etc.

ACS WASC/CDE Self-Study Report

Action Plan Overview (areas highlighted in **RED** specifically address critical areas for improvement as recommended by the Visiting Committee in their report 3.16.22)

LCAP Goal 1: The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data	Goal 1: High Quality Programs and Student Support - At ECHS, we have placed an emphasis on supporting all students to become College and Career Ready. We will be using the following indicators to monitor student progress in attaining College and Career Readiness. We employ Professional Learning Communities (PLCs) to monitor student progress in course completion through the use of a process called "the Cycle of Inquiry" which focuses on the analysis of formative assessments, course grades, and the use of best instructional practices to help prepare them to Meet or Exceed Standards on state CAASPP exams. We will also monitor the progress of our English Learners via the English Language Proficiency Assessment for California (ELPAC). Specific data goals include the following: (1) Compared to the previous year, students in all subgroups will show an increase of 5% proficiency in the following areas: (a) score Meet or	Teachers will review grade reports for each progress reporting period each term and will implement a Multi-Tiered System of Support (MTSS) to help students reach a grade of "C" or higher in each course.
		Each PLC will conduct at least one Cycle of Inquiry completing the following steps: establish team norms; create a scope and sequence of their curriculum which identifies priority standards; identify and implement best instructional practices; create common lesson plans; create common assessments; and complete a data analysis presentation that indicates next steps for intervention and/or enrichment for students
		Each PLC will use the Cycles of Inquiry reporting documents to provide the following evidence for their course of study: scope and sequence; list of priority standards to be assessed; meeting agendas; common lesson plans; and common assessments.

ACS WASC/CDE Self-Study Report

	Exceed Standards on CAASPP ELA and Math; (b) completion rate of A-G (UC/CSU Grad Req), Career and Technical Education (CTE), dual enrollment, and Advanced Placement (AP) courses with a grade of "C" or better; (c) completion rates of CTE pathways; (d) score 3 or higher on AP exams; (e) high school graduation rates; and (f) number of underrepresented student groups enrolled in at least one AP course; (2) For each cycle of inquiry, 80% or more of all student groups will demonstrate that they met or exceeded standards on formative assessments and district common assessments; and (3) 85% of all English Learners will score at a level 3 or 4 on the summative ELPAC.	Increase the number of College and Career Readiness course sections and extracurricular activities school-wide for ALL students, increasing enrollment for underrepresented groups. Those courses include those that support the following programs: CTE, AP, Skyline college credit, and additional UC/CSU "G" electives. See ECHS Courses 2021-22.
		Utilize the data from the student and staff surveys and other resources provided by our partnership with Equal Opportunity Schools (EOS) to encourage increased enrollment in AP courses.
		Work with district Ed Services directors to reconfigure CTE program offerings.
		Continue to implement technology and resources designed to support students in achieving College and Career Readiness.
		Expand our focus on identified priority standards (vertical & horizontal scope and sequence) as well as instructional strategies through district-level cycles of inquiry.

ACS WASC/CDE Self-Study Report

LCAP Goal 2: Professional Development - Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).	Goal 2: Effective professional development - By Spring 2022, all teachers will demonstrate proficiency and implementation of the following priority items: use of Google Classroom as a Learning Management System (LMS); utilize best instructional strategies as identified in the Cycle of Inquiry process to increase student engagement and proficiency in courses by using data results to inform that instruction, especially strategies to support English Learners, Students with IEPs, and Students with 504 plans; and, as applicable, participate in district-level curriculum development meetings. By Spring 2022, all Classified staff will participate in training offered, as applicable, in areas such as: the use of new attendance/weekly engagement protocols; online registration, and the use of Google tools such as Sheets, Docs, and Drive management.	Use results of a needs assessment survey to determine PD topics for the 2022-23 Site Professional Development Calendar. Results of the needs assessment will also gauge individual training needs for the use of Google Classroom as a Learning Management System for the second semester of the 2021-22 school year. Plan additional support workshops during the second semester to help teachers struggling with the use of Google Classroom.
		Provide workshops and trainings for Classified staff on: student database systems; online registration; use of Google suite; discipline reporting and protocols; in-class support by paraprofessionals
		Provide new teacher support and program training (other than the district Induction program).
		Improve communication among staff and instructional support for students who are struggling, including ELs and students with IEPs or 504s, including Multi-tiered System of Supports professional development.
		Provide paid workshops for Special Education and General Education teachers in Co-teaching and "push-in" assignments. Build common preps for those teachers in the Master Schedule for the 2022-23 school year.

ACS WASC/CDE Self-Study Report

		Develop a Professional Development calendar using our Important Meeting Dates document to include the following (Critical Areas #3, 4, 5, 6, 7, and 9): • Faculty meetings to include the following priority topics: implementation of Social-Emotional Learning lessons; culturally responsive teaching; schoolwide literacy practices; cross-curricular planning; the design and the implementation of the Flex program; implementing EL instructional strategies; common lesson planning; and MTSS academic support for all classes. • Department meetings and Collaboration Day meetings to include: Cycle of Inquiry planning, training, and implementation; and District-level Collaboration Day meetings to include: District-level scope and sequence, and individual course cycles of inquiry
LCAP Goal 3: Student, Parent & Community Engagement - Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA,	Goal 3: Increased student, parent, and community engagement - During the 2021-22 school year, all members of the school community (students, staff, and community) report a 70% or higher favorable view of our school climate. 2020-21 sign in sheets for key parent organizations will show a 5% increase in participation by	Results of EOS surveys will help staff identify "trusted adults" that can support student engagement and success in their courses. Counselors and staff will implement common practices for informing students and families about their progress toward college and career readiness. (Critical Area # 8)

ACS WASC/CDE Self-Study Report

DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.	underrepresented parent groups. Staff will employ behavior interventions as part of the Multiple Tiers of Student Support (MTSS) for students to reduce the following behavioral issues and responses by 5%: truancy, suspensions, and tardies. Complete the Focus on Learning process by receiving a six year accreditation from the Western Association of Schools and Colleges (WASC) Visiting team.	Improve communication about the purpose, resources, decisions, follow up on surveys/data, and other important action items from the School Site Council to all stakeholders, including a centralized and streamlined information/communication hub. (Critical Area #2 and 11) Use surveys to determine the best form of communication.
		Address PSP and PSS discipline rates for equity groups. (Note -compare suspensions by ethnicity as a percentage of student suspensions (PSS) to population by ethnicity as a percentage of student population (PSP) also known as percent of cumulative enrollment)
		Update and improve access to technology for staff and students.
		Link Crew students and staff will continue to implement strategies and events that are designed to help the incoming 9th grade class acclimate to high school life. Incentive prizes for academic and behavior achievement.
		Site administration will review weekly attendance and student engagement reports and will work with Attendance support staff to follow up with parents and students; initiate SARB process as needed

ACS WASC/CDE Self-Study Report

		WASC Visit preparation, including additional Focus Group meetings to review the final Focus on Learning Report and Spring review of the multi-year Action Plan for creating the 2022-23 SPSA. WASC Visit to take place March 13-16, 2022.
		Utilize ESSER funds to purchase furniture for outside eating areas; purchase items to update computer labs; review additional proposals for use of ESSER funds
		Site administration will continue to collaborate with district facilities leadership to ensure the maintenance and upkeep of facilities (Critical Area #1)
		Continue to increase access to social emotional support for students and staff. Staff will work with student leadership to develop resources to address the following topics that students are struggling with such as mental health, cultural awareness/competency, sexual harassment, and other identified areas for support. (Critical Area #10)