

EL CAMINO HIGH SCHOOL
SELF-STUDY REPORT

1320 Mission Road

South San Francisco, CA 94080

South San Francisco Unified School District

March 14-16, 2022

ACS WASC/CDE Focus on Learning Accreditation Manual,

2019 Edition (2020-2021 SY Visits)

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ECHS Site Administration

Mr. Daniel Lunt - Principal
Mr. James Briano - Assistant Principal
Ms. Clare Jackson - Assistant Principal
Mr. Chris Laveglia II - Assistant Principal

ECHS WASC Self-Study Report Coordinators

Mrs. Cindy Tam (2019-2022)
Mr. Christopher Laveglia II (2020-2021)
Ms. Erin Perusse (2019-2020)

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Preface: Focus on Learning Process Timeline

El Camino High School completed its full WASC self-study report in 2014-2015. After a visit in Spring 2015, the Commissioners of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ASC WASC) granted El Camino a six-year accreditation status with a mid-cycle report and two-day visit. A mid-cycle review was conducted in Spring 2018 with a one-year follow up in Spring 2019 to review the progress of our district implementing a district-wide assessment system. The full Self Study was conducted by stakeholders during the 2019-20 and 2020-21 school years with some follow up by staff members in Fall 2021. The action plans since the 2015 study were adjusted annually to address the recommendations left by the various Visiting Committees and to align with the district's LCAP goals. The most recent Self-Study report was submitted on January 31, 2022.

September 2019
Co-coordinators selected
9/20/19: Co-coordinators attended the ASC WASC Training: Part 1.

October 2019
Preliminary Timeline established for Spring 2020

November 2019
Focus Group Leaders selected
11/5/29: Faculty Meeting - Staff reviewed 2019-2020 Action Plan and WASC Committees Next Steps Suggested Timetable

January 2020
1/7/20: Faculty Meeting - WASC Timeline Overview and Accreditation Guiding Principles presented to staff; staff self-selected Focus Groups to participate in considering even distribution of department members for each category.
1/15/20: WASC Leadership Team Meeting to establish timeline and next steps.

February 2020
2/4/20: Faculty Meeting - WASC Data Analysis Protocol using California Dashboard data
2/6/20: Focus Group Leaders participated in ASC WASC Training via webinar and began planning.
2/11/20: Department Meeting - Home Groups meet within departments to identify "Brag Sheet" and Focus Areas.

2/12/20: WASC Data Team selected and met to establish meeting dates and timeline.

March 2020

COVID-19 Pandemic school closure. WASC report and visit extended to Spring 2022.
3/3/20: Faculty Meeting - Missing and Vision statement
3/4/20: Collaboration Meeting - First major focus group meeting
3/10/20: Department Meeting - During academic department meetings, each department discussed three WASC "critical needs."
3/11/20: Collaboration Meeting - WASC Focus Group meeting
3/12/20: WASC Focus Groups Leadership Training Webinar
3/13/20: COVID-19 Pandemic school closure

April 2020 - May 2020

4/6/20: Mission Statement survey sent to staff via email
4/6/20: WASC Focus Group Leadership team met online to establish protocols on completion of Chapter 3 virtually.
3/30/20 – 4/10/20: Complete the first set of question(s) from section (leaders determine the number of questions) / Virtual Check In – Friday, 4/10/20
4/13/20 – 4/24/20: Complete the next set of question(s) / Virtual Check in – Friday 4/24/20
4/27/20 – 5/8/20: Complete the next set of question (s) / Virtual Check In – Friday 5/8/20

August 2020 - January 2021

WASC Visit postponed to Spring 2022

February 2021

2/24/21 - WASC Coordinators meet to reestablish timeline for WASC report

March 2021

3/10/21: WASC Leadership Team Meeting to reestablish timeline/pacing
Reviewed and updated Focus members
Reviewed Last Focus Group leaders Agenda next steps
Recruit students from School Site Council

April 2021

4/6/21: Faculty Meeting - Virtual breakout rooms 15 min / Focus groups- review document/ prompts/ evidence update area of focus
4/12/21: WASC Leadership Team Meeting to debrief and establish timeline and goals
4/28/21: Collaboration Meeting - WASC Focus Groups meet to complete prompts for Chapter 3.

May 2021

5/5/21: Collaboration Meeting - WASC Focus Groups meet virtually to complete prompts for Chapter 3.
5/11/21: Department Meeting - Home Groups synthesize what we learned or need
5/12/21: Collaboration Meeting - WASC Focus Groups meet virtually to complete prompts for Chapter 3.
5/19/21: Collaboration Meeting - WASC Focus Groups meet virtually to complete prompts for Chapter 3.

August 2021
8/3/2021 - Admin Council Meeting
Review and former Mission Statement and proposed Mission Statement, SLO (formerly ELSR) (survey on Mission Statement and SLO), and Chapter 3 Priorities - Focus Group Leaders, Admin Council, and School Site Council

September 2021
Finalize Chapter 3 Priorities, Mission Statement, and SLO
Start Chapter 4 of WASC Report (Identified Major Learner Needs)
Data Team help with Ch.2 analysis

November 2021
Complete Chapter 4 of WASC Report (Identified Major Learner Needs)
Start Chapter 5 of WASC Report (Action Plan)

December 2021 - January 2022
Focus Group Staff Members met to review and updates and content of Chapter III for approval and feedback
Complete Chapter 5 of WASC Report (Action Plan)
Final Report submitted 1.31.22

ECHS Home Group Assignments

Administration	Career and Technical Education	Counseling	English
Daniel Lunt	*James Cresta	Esperanza Flores	Lea Angeles
James Briano	Marlis Ringseis	Ingrid Mao	Judy O'Brien
Clare Jackson	Daniel Rivera	Gena Sands	Matthew Clemens
*Nina Mendez	Breanna Robbins	Kate Espiritu	Derek Padilla
Chris Laveglia	David Yanover		Sevana Panosian
	Jason Duchan		Chris Pine
			Cindy Tam
			Amber Valenzuela
			Rachel McDonald
			Paul Wangsvick

Mathematics	Physical Education	Science	Social Studies
Toni Bernabe	Jeff Cosico	Nenita Decleto	Martha Aristakessian
Megan Connery	Eric Jacobson	Brian Hamilton	Catrina Ellis
Aaron Haffner	Sinead Nelson	David Jordan	Michael Gassaway
Hoang Ho	Doug Torres	Bowie Lee	Chris Laveglia
Nayeli Molina		Casey Owen	Chris Nichols
Kristen Robinson		Daniele Smith	Erin Perusse
*Tony Tsujisaka		Michael Wang-Belt	Aashish Shrestha
Tiffany Tan			David Vinski
Veronica Culpepper			

Specialized Academic Instruction	Visual and Performing Arts	World Languages	Pupil Services
Shakeel Ali	Ray Galela	Olivier Caro	Karyn Glasz
Fe Balamiento	Jill Rehder	Alicia Durfee	(Speech Pathologist)
Jamahl Brown	Susan Fountain	Cynthia Espinor	
Vanessa Dias	Feliciana Stevenson	Otilio Maurezutt	Lisa Phan
Tacks Feliciano	Rose Stewart	Ricardo Velazquez	Guinevere Sims
Apollo Madayag	Geddes Fielder	Saida Villeda	(Psychologists)
Parker Huang			
Eric Tin			Matt Souz
Petros Fanourgiakis			(Librarian Tech)

*Contributed to the report but no longer at ECHS.

ECHS Classified and Support Staff

Administrative Support

Colleen Egan
Victoria Feng
Maricela Gonzalez
Montez Petaia

Accountant

Lei Martinez

Campus Supervisors

Aubriana Campbell
Ezzia Gheith
Ronald Haynes
Joel Rodriguez

Career Center

Yamila Dielacher

Custodians

George Goff
Juan Fuentes
Vicky Liang
Henz Liang
Mei Liu
Daniel Miron
Ed Zhang

Library Support Services

Martha Ramirez

Paraprofessionals

Adriana Vega-Leon
Debbie Mangone
Shelly Simi

Registrar

Perla Rodriguez
Catherine Rodriguez

Reprographics Technician

Judith Elder

ECHS WASC Focus Groups

A: Organization	B: Curriculum	C: Learning and Teaching	D: Assessment / Accountability	E: School Culture
Group Leader Jamahl Brown	**Group Leader** Chris Laveglia	**Group Leader** Cindy Tam	**Group Leader** Esperanza Flores	**Group Leader** David Yanover
Administrator Daniel Lunt	**Administrator** Chris Laveglia	**Administrator** Clare Jackson	**Administrator** James Briano	**Administrator** Clare Jackson
Certificated Staff Daniel Rivera Gena Sands Rachel McDonald Matt Souza Kristen Robinson Bowie Lee David Vinski Martha Aristakessian Fe Balamiento Jill Rehder Cynthia Espinor Alicia Durfee	**Certificated Staff** Marlis Ringseis Sevana Panosian Chris Pine Megan Connery Aaron Haffner Eric Jacobson Michael Wang-Belt Aashish Shrestha Apollo Madayag Feliciana Stevenson Saida Villeda Parker Huang	**Certificated Staff** Breeana Robbins Ingrid Mao Lea Angeles Paul Wangsvick Toni Bernabe Nayeli Molina Sinead Nelson Daniele Smith Michael Gassaway Eric Tin Vanessa Dias Ray Galela Ricardo Velazquez Geddes Fielder	**Certificated Staff** Jason Duchan *James Cresta Judith O'Brien Amber Valenzuela Hoang Ho Doug Torres Nenita Decleto Brian Hamilton Erin Perusse Petros Fanourgiakis Susan Fountain Otilio Maurezutt	**Certificated Staff** Matthew Clemens Derek Padilla Tiffany Tan Veronica Culpepper *Richard Finacom Jeff Cosico David Jordan Casey Owen Chris Nichols Catrina Ellis Shakeel Ali Tacks Feliciano Rose Stewart Olivier Caro
Classified Staff Maricela Gonzalez Montez Petaia Lei Martinez Perla Rodriguez	**Classified Staff** Martha Ramirez Judith Elder Shelly Simi	**Classified Staff** Adriana Vega Reyna Riordan Lisa Phan	**Classified Staff** Vicky Fang Amy Evans Ngoc Trinh Guinevere Sims	**Classified Staff** Danielle DeMartini Colleen Egan Yamila Deilacher Campus Security Custodians
Students Keezean Paguio Aleck Castro Danielle Dayao Vanessa Balancio	**Students** *Aljae Trinidad Erica Galbreath Giselle Gonzalez	**Students** *Debbie Mak Annabelle Chin *Bryan Santana	**Students** Arick Dimaculangan *Andre Rodriguez *Antoinette Lim	**Students** Lilliana Mendez David Garcia Tiffany Liang

Mia Tseng Malea Tuimavave **Community Stakeholders** Arian Guzman Jenny Arcilla-Gonzalez Joy Deinla	**Community Stakeholders**	**Community Stakeholders**	**Community Stakeholders**	**Community Stakeholders**

***WASC Data Team:** Megan Connery, Aaron Haffner, Michael Wang-Belt

Chapter I: Progress Report

During the last full Self-Study in 2014-2015, El Camino High School identified two Schoolwide Action Plans:

1. To increase the support for the learning needs of all students, especially under-performing students, specifically those in our Special Education and English Language Learner programs.

2. To prepare all students for success in a global society by fostering 21st century skills, creating self-directed and critical thinkers and growing challenging curricula for all students.

The progress report provides a broad overview of the progress in addressing the critical areas for follow up from the 2014-2015 Self-Study. Chapter 2 data will directly address critical areas for follow up from the 2018 and 2019 mid-cycle visits. Chapter 5 will address the critical areas for follow up identified by our Focus Groups during the formal self-study process which started in the 2018-19 school year and was continued through Spring 2021. It is important to note, however, that each SPSA since 2015 has included action items that specifically address the recommendations of the visiting committees as well as reflect our annual needs assessment review process conducted by our School Site Council. The notes in this progress report reflect the language of analysis from members of our Focus Groups.

El Camino High School identified the following Action Plan Goals as reflected in the 2015-16 SPSA directly address recommendations left by the 2015 Visiting Committee and are largely continued through the 2016-17 and 2017-18 school plans. Updates, including a reduction to 3 goals aligned with the district's LCAP and attention to mid-Cycle visit recommendations are reflected in the subsequent SPSA plans as illustrated in the 2018-19 SPSA and 2019-20 SPSA. Subsequent SPSA plans (2020-21 and 2021-22) reflect the recommendations created through the Focus on Learning process and will be presented in Chapters 2 and 5 of this report.

Goal 1: Access and Success for All Students: By Spring of 2019 (Class of 2020), CAASPP test results will reflect that all focus subgroups will have increased in the percentage of students who scored Met or Exceeded Standards in ELA and Math. The annual percent increase will be as follows: All Students (annual increase of 5% in ELA and 10% in Math); Economically Disadvantaged Students (annual increase of 7% in ELA and 10% in Math); English Learners (annual increase of 8% in ELA and 10% in Math); Hispanic (annual increase of 7% in ELA and 10% in Math); and Filipino (annual increase of 3% in ELA and 5% in Math). *2015 Self-Study Critical Areas for Follow Up: 1, 2, 3, 6, 8 and 9*

Action 1.1 Improve protocols in placement, inclusion, and instruction of students w/special needs

Task 1
Improve site and district communication regarding the placement and inclusion of all students with special needs.

2014-2015
Evaluate implementation of district special education programs, special education scheduling and placements; ensure hiring of qualified paraprofessionals. Gather information regarding the efficacy of co-teaching in the general education setting.

Progress and Analysis:
An additional preparation period has been provided for the department chair to review all incoming 9th grade students' IEPs and work with counselors at ECHS, the school psychologist, and counselors and the middle schools to determine the correct services and course placement.

2015-2016
Improve communication with middle schools for 9th grade placement; improve communication and support for co-teachers (including appropriate training and paraprofessionals). Establish a better follow-up process with mainstream teachers to support student learning; assess effectiveness and implementation of district special education programs. Bring special education PD to ECHS.

2016-2020
Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed.

Progress and Analysis:
The protocols and consistency of this effort still needs improvement. For SPED student course placement, we conducted a transitional analysis and placement process in March 2018. This is still a work in progress. When accurate, this has definitely benefited students with IEPs in newly formed co-taught courses, resulting in higher GPAs.

Task 2
Explore more professional development opportunities that are research-based strategies to better support students with special needs.

2015-16 Evaluate programs for professional development such as: Kate Kinsella, AVID, and/or Constructing Meaning; explore the possibility of reinstituting a section of the Read 180 program; establish better diagnostic designations for students reading below grade-level.

2016-17 Admin Council to take over duties as Professional Development team

2017-18 Admin Council plans monthly staff-wide development

Progress and Analysis:

- SPED teachers conducted training on implementing IEP accommodations and strategies at our September 2017 faculty meeting. We have 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.
- Special Education PD could use improvement. Make sure PD is ongoing, not just 1 faculty meeting in the beginning of the year.
- More paraprofessionals would be helpful in mainstream, co-taught and SPED classes.
- We no longer offer Read 180 courses. (Side note - Read 180 may be reintroduced to ELD.)
- Admin Council continues to plan faculty meeting professional development and communicate professional development opportunities.
- General Ed and SPED co-teachers have had common prep times and have attended co-teaching training events together.
- Overall grades for SPED students in general education courses have increased.

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.

2015-16

Evaluate implementation of District "Newcomer Program," EL scheduling and placements; Strengthen District "Academic Catch- Up Plan;" Hire bi-lingual aide; clear designations of site responsibilities for EL support; Begin RFEP Performance Review Forms with mainstream teachers; Implement "Elevation" program, train teachers and counselors

2015-2016

Better reclassification and communication with middle schools for 9th grade placement; Establish transitional classes and supports for mainstreamed EL students identify teachers early and train them; Establish a better follow-up process with mainstream teachers to support student learning; Assess effectiveness and implementation of District RFEP Performance Review Forms (add grades and performance). Bring EL based PD to campus

2016-2020
Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed

Progress and Analysis:

- Counselors continue to communicate with middle school counselors to identify needs of EL students and course placement.
- We currently have one bilingual aide who helps in the ELD course and general ed courses where there is a high concentration of EL students.
- We do not offer a newcomer program at our site.
- Reclassification rates have increased as well as graduation rates.
- EL scores on the CAASPP show a large gap with other students and we have yet made the gains outlined in this goal.
- Follow-up training once or twice. Need ongoing annually. Could 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.

2014-2015
Evaluate programs for professional development such as: Kate Kinsella, AVID, or Constructing Meaning; explore the possibility of reinstituting a section of the Read 180 program; establish better diagnostic designations for students reading below grade-level.

2015-2016
Administer PD for teachers and paraprofessionals and implement strategies school-wide.

2016-2020
Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed.

Progress and Analysis:

- All teachers have gone to an introductory Kate Kinsella training in Spring 2017. A follow up training was conducted by teachers at our October Faculty meeting.
- Several teachers have attended AVID training.
- We no longer offer Read 180 courses.
- Admin Council continues to plan faculty meeting professional development and communicate professional development opportunities
- Reclassification rates have increased as well as graduation rates. Overall grades in courses have increased for EL students.
- EL scores on the CAASPP show a large gap with other students and we have yet made the gains outlined in this goal.

Task 3
Increase outreach to EL community to better provide ECHS parents and students more resources.

2014-2020
Improve frequency of parent communications such as quarterly department newsletters, teacher/parent emails, phone calls home, parent nights; Explore Latino and Filipino parent nights; grow the ELAC program - rethink how we solicit parent involvement and improve teacher access to translation services. Explore targeted outreach programs such as PIQE. Explore tech communications such as texting, social media, ECTV on School Loop etc.

Progress and Analysis:

- Attempts to increase participation at ELAC meetings have not yielded desired 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, #echscoltscheer, #echsballetfolklorico, #echsdramadept, #elcaminoyearbook, #echs_weather, and several others
- Annual surveys are conducted for all parents.
- We have not implemented PIQE but we have since revived ECTV - now known as COLTure TV (here is a link to a sample episode).

Goal 2: Implementation of the Cycle of Inquiry - Four quarterly common assessments will be given in key subject areas that incorporate similar types of questions found on the SBAC test and that assess the CCCS ELA, Math, and/or Literacy standards. All focus subgroups (All, Economically Disadvantaged, English Learners, Hispanic, and Filipino) are to demonstrate proficiency (grade of 70% or higher) on each quarterly exam through the 2016-17 school year. *2015 Self-Study Critical Areas for Follow Up: 1, 2, 6, and 8*

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

2016-17
Create and review the quarterly common assessments

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.

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

2016-2020
Continue to analyze results of formative and summative assessments, making adjustments to instruction and/or the assessment to continue to help as many students as possible to achieve at least a 70% or higher on each exam, which will reflect higher SBAC scores each year as outline in the SBAC goal for all students.

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

2016-2020
Continue to analyze results of formative and summative assessments, making adjustments to instruction and/or the assessment to continue to help as many students as possible to achieve at least a 70% or higher on each exam, which will reflect higher SBAC scores each year as outline in the SBAC goal for all students.

Progress and Analysis:
- 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.

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

Task 1
Explore and implement a co-teaching model for students with special needs.

2015-2016
Implement co-teaching with 9th grade for Algebra, Eng. and Biology; Explore RTI or PBIS model if school psychologist is on site full time otherwise may take longer to roll out; Research learning center models to match the needs of ECHS

2016-2020
Implement co-teaching with geometry and Modern World History; Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed

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.

2015-16
Continue conversations regarding the implementation of a social and/or emotional class to support ED and autistic students, restructure tutorial classes, evaluate programs and create a six-year plan for Special Education Department

2016-2020
Implement support classes for ED and autistic students, restructure tutorial classes, and implement PBIS program school-wide. Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed

Progress and Analysis:

- 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.

- 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)

Task 1
Ensure viability of existing programs

2014-15
Ensure LEA support for CTE program funding as a local priority in the LCAP. Increase CTE course offerings for 2015-16 school year.

2015-16
Plan and create a site-based CTE committee composed of teachers and administrators. Develop and distribute yearly parent/community/student surveys to determine desired articulation pathways. Develop certificate options for all CTE pathways.

2016-17
Align all pathways with CA approved industry sectors.
Fom progress report: Director, Innovation and Special Programs was hired in Summer 2016 as well as a TOSA overseeing CTE programs. Since that time, district administration has worked with site administration and teachers to identify CTE courses, pathways, and credentialing

2017-18 We created a CTE department during the 2017-18 school year and conducted a survey of students in the Fall of 2017 to determine pathway interest.

Students were most interested in Arts/Media/Entertainment, Culinary Arts, Business, Education, Health Science, Fashion/Interior Design, and Information Technology.
We plan to continue to work on adding more courses to complete the following pathways: Broadcast Media, Culinary Arts, Auto, Biotechnology, and Computer Science.

Applied for CTE sector grant funding from both state and private sources.
District directors completed this application resulting in program funding for Culinary

Arts, Auto, Biotechnology, and Video Arts programs

Task 2
Develop new site-based CTE Pathways

2014-15
Add new courses to the developing Computer Science Pathway. Develop course curriculum for Genentech Biotechnology courses and submit to UC A-G approval process.

2015-16
Offer AP Computers as a second course in the emerging Computer Science Pathway. Add Biotechnology 1 and 2 to the program planning handbook. Schedule students for these classes.

This is the fourth year we have offered computer science courses. We are exploring an appropriate concentration course to complete the pathway. TEALS will continue to work with teachers to provide professional development and guidance.

2016-17
Begin Biotechnology 1 and 2 instructions. Develop articulation pathway for Biotechnology and Computer Science with area community colleges

Biotechnology 1&2 were added in Fall 2016 and levels 3&4 in Fall 2017.

2017-18
Distribute student/parent (exit) survey to determine the success of CTE programs.
Plan to meet with representatives of Skyline Community College to discuss and implement courses that would provide dual enrollment opportunities for students.

Surveys will continue to look at perception data regarding CTE programs.

Much is still dependent on a new bell schedule that will allow for flexibility and number of course offerings.

2018-2020
New bell schedule was implemented in the 2019-20 school year which includes a 7th period, allowing for more flexibility in students' schedules to allow for increased enrollment in CTE courses.

Action 3.2 Implement an SAT and/or ACT after school prep class

Task 1
Implement an SAT and/or ACT test prep class, after school, on a weekend or over Summer

2016-17
Explore and purchase (if necessary) programs that will provide SAT prep materials and opportunities for students (Upward Bound, Edgenuity, etc.)

2017 to 2020
Conduct at least 2 sessions of SAT prep courses annually and have students take a survey to monitor effectiveness.

We currently hold SAT prep courses for students through Edgenuity. We are looking to contract with a company district-wide to provide SAT "boot camps." We currently only hold one session of SAT prep but plan to expand to two by Fall 2022.

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.

Action 4.2 Revise current bell schedule and calendar to create more Collaboration/Planning Time

Task 1
Continue monthly meetings of the Bell Schedule Task Force to identify the scheduling needs of the school site.

Sign in - Google Accounts

2014-2015
Establish site scheduling needs and desired outcomes for each site (ECHS and SSFHS).

2015-2016
Through committee meetings and survey data, determine if the needs of ECHS and SSFHS align enough to adopt the same schedule. Move forward accordingly to develop new bell schedule(s) to meet site needs.

2016-2017
Implement a new bell schedule that accommodates more collaboration time.

2017-2018
Bell Schedule Task Force created for the site in Fall 2017. After Focus Group meetings and several staff meetings on the subject of Bell Schedule changes, 81% of staff voted to go to some type of block schedule that increased the number of periods for students. Of that 81%, 67% voted to propose a 7 period modified block schedule with advisory.

The proposal will be submitted to Ed Services and Negotiations team in the Spring to determine viability of implementation

2018-2020
New bell schedule was implemented during the 2019-20 school year which resulted in an increase of collaboration days from 14 to 22.

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

2014-2015
Create a Bell Schedule Task Force and establish staff-wide desired outcomes (planning time preferences, type of schedule, etc) through a staff survey.

2015-2016
Create a step-by-step plan to explore, pilot, and implement a bell schedule change. If necessary, pilot bell schedules and gather input from teachers and students, select the preferred schedule and present it to the District Office and School Board.

2016-2017
Implement the newly approved bell schedule.

2018-2019
If approved, the bell schedule will increase the number of embedded collaboration days to 14 or up to 22 annually.

2019-20
New bell schedule was implemented.

Action 4.3 Establish a Professional Development committee and teacher collaboration plan

Task 1
Allocate yearly funds in the SPSA for Professional Development and collaboration costs.

2015-2016
Assess site level costs for the PD program. Designate source for funding. Allocate a yearly budget for PD costs.

2016-2020
Continue to adjust the PD budget as needed. The Admin Council determines professional development needs (mainly conferences, release time, and additional hours. The School Site Council will continue to allocate funding based on that need.

Task 2
Establish an on-site Professional Development Committee

2015-2016
Establish the committee, set goals and objectives for the committee. Draft PD/Collaboration plan moving forward.

2016-2017
Continue meetings to achieve the goals and objectives set forth in the plan.

2017-2020
Implement and reflect upon the plan set forth in 2015-2016. The Admin Council has been acting as the Professional Development Committee since Fall 2016.

Agendas and minutes reflect that the Council analyzes and plans professional development opportunities, many surrounding implementation and continuation of PLC teams. Admin Council Meeting Agendas & Minutes; Faculty Meeting Agendas and Materials

Action 4.4 Create a yearly site-based professional development plan and Calendar

Task 1
Develop and support a school vision for RTI, Culturally Relevant Teaching, and student support, Common Core State Standards and relevant current technology; implement school wide programs over three years.

2015-2016
Collect teacher feedback regarding what further training is needed on site. Research and

identify high quality training and programs based in RTI, Culturally Relevant Teaching, student support, CCSS and relevant technology. Seek site, district, county outside or internal PD that meets our need

2016-2017
Train staff in current, relevant methodologies regarding Culturally Relevant Teaching, CCSS and technological pedagogy.

2017-2018
Reinforce schoolwide implementation of three PD programs in core classes, with a focus on literacy and writing across the curriculum; Continue to grow teacher leaders and trainers on campus

Council did plan topics for the first five Staff meetings during the 2017-18 school year: SPED accommodations; Kate Kinsella strategies for ELs; Focus Group data analysis; Bell Schedule; and state testing. We have not yet implemented staff development in Culturally Relevant Teaching and implementing writing across the curriculum.

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

Task 2
Establish and implement yearly calendars for Professional Development and best uses for collaboration time, in line with SSFUSD PD plan, and based on available time and bell schedule revisions

2014-2016
Given the three priorities of CRT, CCSS and technology, create a PD calendar that allows PD time for all three. Examine staff surveys and department needs to create school wide priorities for how to best use collaboration time.

2015-2016
Within the inherited existing schedule, implement a clear and systematic roll-out that incorporates PD, content-specific, cross-curricular and grade-level collaborations as well as time to assess and norm student work.

2016-2017
Within the newly created bell schedule, create and implement a clear and systematic roll-out that incorporates PD, content specific, cross-curricular and grade-level collaborations as well as time to assess and norm student work.

2017-2018
Reflect on the best uses of our Collaboration time, solicit teacher feedback regarding PD and adjust the calendar as needed.

2018-2019
Currently, the Admin Council plans the Staff meeting training topics; Departments plan department meetings; and PLC teams plan collaboration time and any additional collaboration meetings (after school and release time).

We are hoping to increase collaboration days to 14 or up to 22 days annually for the 2018-19 school year. (Note: this did take place in the 2019-20 school year).

The professional development calendar largely shifted to a district professional development calendar which is currently under development to bring all sites into alignment with LCAP goals surrounding teaching and learning.

Task 3
Establish clear protocols for monitoring the effectiveness and efficiency of Professional Development and Collaboration Time

2014-2015
Identify ineffective practices, such as attendance, agendas/minutes and feedback. Create a plan to improve teacher accountability and effectiveness of meeting times.

2015-2016
Implement clear protocols for attendance, agendas/minutes and gathering feedback.

2016-2017
Continue to reinforce and refine protocols and high levels of professionalism and effectiveness in meetings.

Each group is expected to submit their collaboration feedback sheets after every meeting. Each PLC team has worked to implement norms and meeting structures including the identification of priority standards

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*

Action 5.1 Student Support Programs

Task 1
Provide more after-school learning opportunities such as Homework Center, Math Lab,

scholarship and college application workshops, and courses through our School Safety Advocate that addresses the social/emotional well-being of the student as well as their academic needs. Implement Link Crew and other support/mentor programs for students.

- 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

Action 5.2 School Climate Improvement

Task 1

Campus Beautification projects

Over the past six years, SSFUSD has had three superintendents; assistant superintendents have seen great turnover and reassignment as well. During this time ECHS has had 4 principals and 4 interim principals, and over 8 different assistant principals filling three positions. This has resulted in a loss of school spirit/participation and campus beautification projects that have been left undone. One such project was to paint a mural on the academic building wall facing our courtyard.

The new stadium with lights has had a positive impact on student engagement. Encourages students to go to night games and participate in sports. Soccer teams can now play full games and have longer practice times during the winter months. The new tennis courts allow PE teachers to expand on their curriculum as well as keep the after school sport on campus (rather than off). Encourages students to participate in the sport because practice can now be at school, easier to get to and from practice, and is safer for students.

Buildings are well maintained and well stocked. Hand dryers in the bathroom reduce waste and mess to help keep bathrooms cleaner. No more portables which provide students learning experiences in new/well kept buildings rather than temporary classrooms. Mural is clear and shows school pride. However,student made murals and posters are what students really respond to and encourage school pride/spirit.. More murals are suggested to "add some color" and keep the art consistent across campus. Dedicating the gym with the plaques and trophy case adds school pride and appreciates alumni to establish lasting connections to El Camino. The water filtration systems in the academic building encourage students to make healthy choices and shows that the school is being proactive in encouraging healthy lifestyles. The library tech has been well maintained and has given students an opportunity to work outside of the classroom.

Softball field was completed during the 2020-21 school year, and athletes were able to participate on the new field.

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 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 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.

Chapter II: Student/Community Profile and Supporting Data and Findings

The data presented in this section largely represents the 5 years since our last self-study report - namely Fall 2015 through Spring 2020. There are some areas that include data from the 2020-21 and even 2021-22 school year if applicable to show a change in trends or to provide context for current recommendations found in Chapter 3 and action items in Chapter 5.

History and Background

El Camino High School is located in the city of South San Francisco, a growing biotechnology center and home of the historical sign "South San Francisco: The Industrial City," which can be seen from both air and land. There are currently nine elementary schools, three middle schools, two high schools, one continuation high school, an adult program, and a preschool program in the South San Francisco Unified School District. The school was established in 1961 with much of the original campus designed by the founding principal, Mr. Robert Keropian. During the 2021-22 school year, 1,206 students were enrolled in grades nine through twelve. The school has developed partnerships with local corporations such as Genentech, which has resulted in the creation of a BioTech pathway. Staff is in the process of exploring new pathways and enhancing the variety of career-oriented courses and pathways that exist to ensure that our students are prepared for education and a career in the 21st Century.

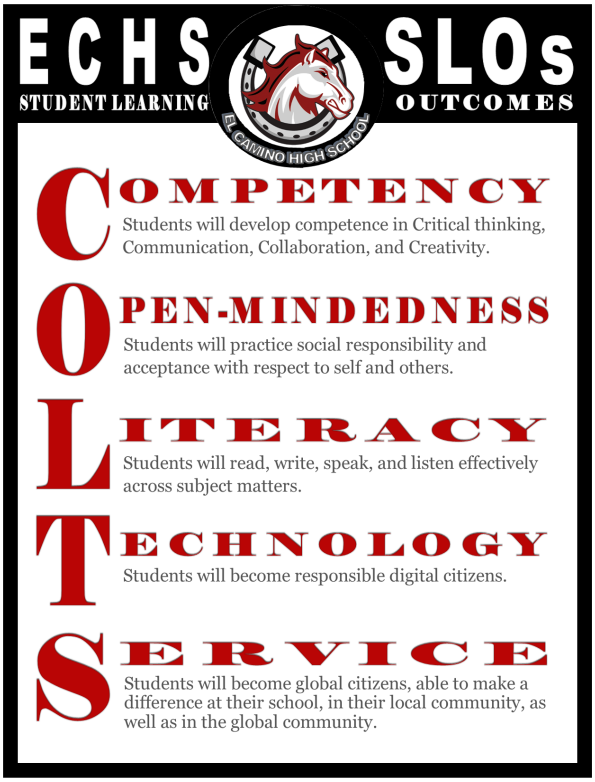
Mission Statement:

Our current Mission Statement was approved and adopted by our stakeholders in August 2021.

"El Camino High School's mission is to graduate resilient students through a rigorous and culturally relevant learning environment to become globally conscious citizens and lifelong learners."

Student Learning Outcomes:

Our current Student Learning Outcomes were approved and adopted by our stakeholders in August 2021.



COMPETENCY:
Students will develop competence in Critical Thinking, Communication, Collaboration, and Creativity

OPEN-MINDEDNESS:
Students will practice social responsibility and acceptance with respect to self and others.

LITERACY:
Students will read, write, speak, and listen effectively across subject matters.

TECHNOLOGY:
Students will become responsible digital citizens

SERVICE:
Students will become global citizens, able to make a difference at their school, in their local community, as well as in the global community.

2020-21 SPSA Goals

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: completion rate of A-G, CTE, dual enrollment, and AP courses with a grade of "C" or better; completion rates of CTE pathways; AP exam passing rates; course formative assessment results; and high school graduation rates. 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 and the use of best instructional practices. 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) 5% more students (all subgroups) of the Class of 2021 will achieve College and Career Readiness as compared to the graduating class of 2020 (CAASPP Proficiency, Grad Rate, A-G Completion, CTE Completion, AP Passing Rate); (2) For each cycle of inquiry, 80% or more students 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 ELPAC.

Goal 2: Effective professional development -

By Spring 2021, all teachers will demonstrate proficiency in Distance Learning Education by completing training for and implementing the following programs and strategies: use of Google Classroom as a Learning Management System (LMS); conduct online synchronous learning sessions via Zoom and/or Google Meet; 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; and, as applicable, participate in district-level curriculum development meetings. By Spring 2021, all Classified staff will participate in training offered, as applicable, in areas such as: the use of new attendance/weekly engagement protocols; and the use of Google tools such as Sheets, Docs, and Drive management.

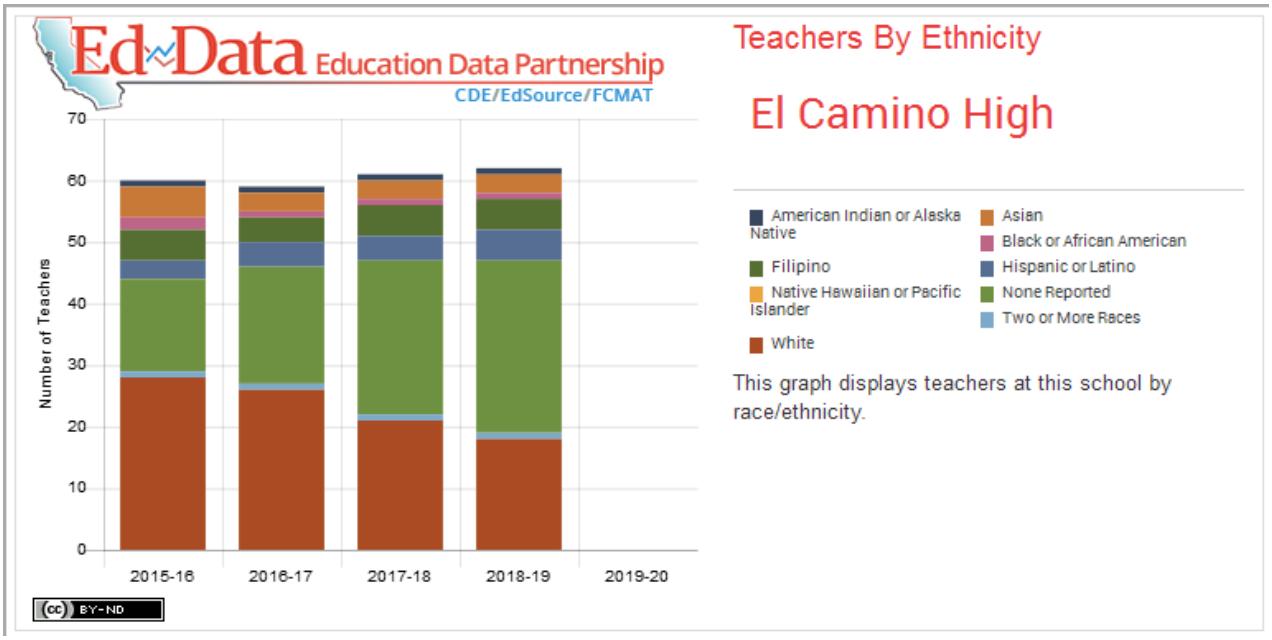
Goal 3: Increased student, parent, and community engagement -

During the 2020-21 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 underrepresented parent groups. Teachers will monitor student engagement via daily/weekly engagement reporting and implement Multiple Tiers of Student Support (MTSS) for students that are considered habitual truant - our goal is to reduce the truancy rate for all groups of students by 5%.

Staffing Data

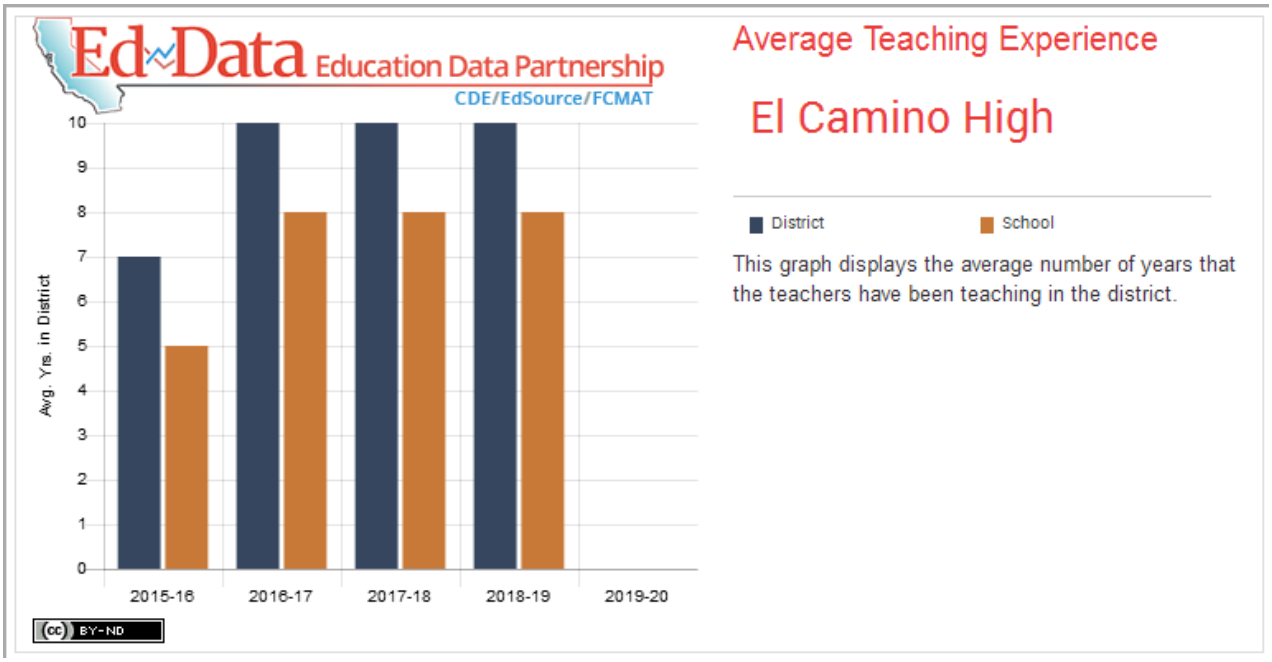
There are currently 106 certificated and classified staff members at ECHS. Of the 72 certificated staff, there are 63 teachers (10 are SPED teachers), 4 administrators, 4 counselors, and a librarian. About 45% of our certificated staff hold a Master's degree or higher. Our 92% retention rate of teachers for the 2019-20 school year is a 10% increase from previous years' rates. For that school year, only 8% of our teachers are new to our campus, compared to up to 20% in past years. Since 2020, however, we have seen an increase in that number, averaging 10-15% of our teachers that are "new" to our campus.

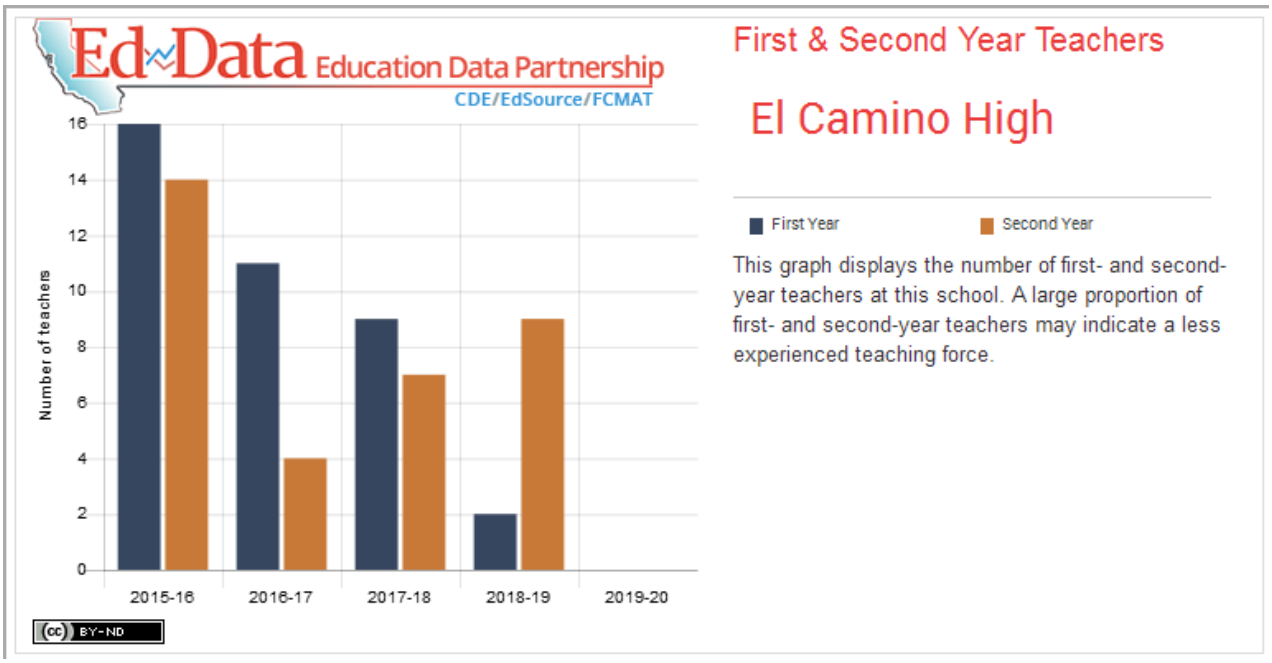
Although the student population has declined, the number of teachers has increased but the overall FTE has remained steady. This is mainly due to: an increase in the number of Special Education students and the need for additional case managers; additional funding to provide more CTE elective sections; and an increase in part-time teachers. We have 64 total teachers for the 2021-22 school year with the following demographics data reported over the past several years:



Teachers by Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian or Alaska Native	1	1	1	1	N/A
Asian	5	3	3	3	N/A
Black or African American	2	1	1	1	N/A
Filipino	5	4	5	5	N/A
Hispanic or Latino	3	4	4	5	N/A
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
None Reported	15	19	25	28	N/A
Two or More Races	1	1	1	1	N/A
White	28	26	21	18	N/A
Total	60	59	61	62	N/A

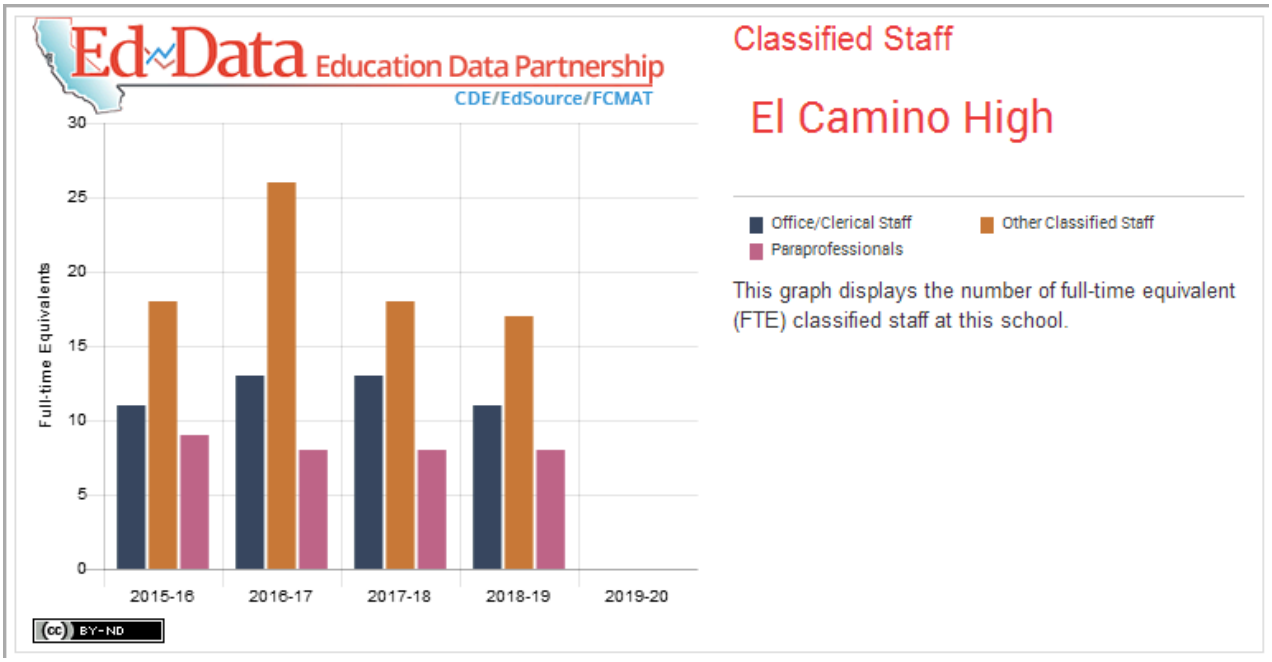
The diversity of our staff has not changed much over the years. The only significant change is the number of teachers listed as "None Reported" for ethnicity.





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This data reflects the steady attrition of veteran teachers at our site. Our most senior teacher, our Auto teacher, passed away in Fall 2021 - he had taught at El Camino since 1964. We have seen an increase in first-year teachers since 2019.



Classified Staff	2015-16	2016-17	2017-18	2018-19	2019-20
Office/Clerical Staff	11	13	13	11	12
Other Classified Staff	18	26	18	17	18
Paraprofessionals	9	8	8	8	8
TOTAL	**38**	**47**	**39**	**36**	**38**

Due to economic hardships resulting from the recent pandemic, we have seen a decline in the number of individuals willing to work in classified staff positions. Notably, there has been a decline in the number of paraprofessionals. We are understaffed in that area by 6 positions, with the district contracting with an outside company to provide paraprofessionals district-wide. We have struggled to hire office staff in a timely manner. We are fully staffed, however, in our custodial and security teams.

Facilities Projects

Since Fall 2015, there has been an increased effort to improve the look of the facilities and infrastructure at ECHS. The following images demonstrate the breadth of projects that have taken place:

School Spirit murals and displays

Our students have worked with site and regional artists to create a variety of murals on campus. We have also purchased additional display cases to highlight student accomplishments.









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Campus beautification projects

Projects have included partnerships with local organizations and working with our stakeholders to create two garden areas, external painting, clean up days, etc.





Athletics facilities upgrades



We have had a variety of project upgrades to our athletic facilities which include lights at our stadium, new tennis courts, a new softball field, and we dedicated our gymnasium to former PE teacher, Mr. Owen Kashevaroff.

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Classroom and other upgrades



A variety of CTE classrooms have been upgraded over the years, including our Biotechnology, Culinary Arts, and Video Arts classrooms. We also have upgraded our cafeteria with new tables. Our technology infrastructure has greatly improved with the upgrade of hardwire and wireless access points. Future projects will focus on making the campus ADA accessible throughout.





Description of School Programs

Parent Involvement

There are a number of ways that parents are involved in El Camino High School. The Parent Teacher Student Association (PTSA) plays a very active role in fundraising, recognizing teachers through appreciation lunches, and informing the school community of events and programs through the school website. Parents are also involved in various Boosters (athletic, performing arts, and grad night), assisting with fundraisers. There is an alumni association that is working with staff, students, and parents to prepare for our 60th Anniversary celebration in March 2022. Parents of English Learners can participate in our English Language Advisory Council and there are also parent members of our School Site Council.

Courses of Study

We host a variety of courses designed to help all students meet our district's high school graduation requirements, A-G requirements, and other College and Career Readiness indicators. Our courses are taught by 64 dedicated teachers in the following departments: English Language Arts/ELD; Mathematics; SAI; Visual and Performing Arts (VAPA); Physical Education (PE); Social Science; Science; CTE; World Languages; and Advancement Via Individual Determination (AVID). For a more detailed list of courses and the requirements they fulfill, see the ECHS Courses 2021-22 document.

Career and Technical Education (CTE)

Since 2018, we have established 5 main CTE pathways: Culinary Arts; Photography; Biotechnology; Automotive; and Video Arts. As of Fall 2021, we no longer have CTE credentialed teachers for the Automotive and Video Arts programs. We are working with the district director over CTE programs to plan for restructuring our program offerings: maintain Culinary Arts, Photography, and Biotechnology programs; support credentialing for a new Video Arts instructor; replace the Automotive pathway with Medical Careers; and/or look at combining/adding courses to create a more comprehensive Media pathway which would include Music technology, Graphic Design, Video Production, Multimedia Production, Digital Photography, Dance, and Drama courses that are CTE approved.

AP Courses

We currently offer the following AP courses: Biology, Chemistry, Calculus, Statistics, Computer Science, World History, U.S. History, Government, Economics, Spanish, Language & Composition, and Literature & Composition. We have partnered with Equal Opportunity Schools to reach out and support underrepresented students to enroll in AP courses. Our teachers attend training as needed to develop the skills and content knowledge to support all students who take these courses.

College Credit Courses

Currently, the following courses are offered in which students can earn college credit as well as credit towards their respective CTE programs and high school graduation requirements: Culinary Arts and Biotechnology.

Club Organizations

ACTIVIST CLUB
Through debates and discussion, we will work in order to become more educated on social issues. We want to empower students and show them that it is okay to have an opinion that does not align with the status quo, and come up with different methods to create awareness on issues that members decide on in order to bring about the change they desire.

ANIMAL CLUB
Animal club is a club welcoming anyone who is passionate about animal rights and appreciation, while participating in fun events to make a difference, including volunteering at a local dog shelter.

ART CLUB
Art Club is a safe and welcoming environment that allows the community to express their creativity and passion for the arts. We make it our goal to bring out the imagination here at El Camino High School as well as interest in Art. See those who will inspire and take you there!

CALIFORNIA SCHOLARSHIP FEDERATION – (CSF)
California Scholarship Federation (CSF) is an organization that primarily recognizes outstanding high school students. Filled with academically talented students, El Camino High School's CSF chapter provides college and scholarship information to its members, and provides free tutoring to the rest of the student body. To be an official member, a student must earn at least 3 A's and 2 B's in the previous semester. A student with four total semesters of membership will earn the status of CSF Seal-bearer upon graduation.

COLT SOCIETY
Being the first club ever at El Camino, Colt Society is a community involved club filled with a lot of fun and opportunities. In this club, we coordinate two blood drives, one in the fall and one in the spring, and host food drives. So come and join us, Colt Society! Make new friends and change lives.

DANCE CLUB
Our goal is to teach and help our members become better dancers and improve what they are struggling on. We want to host workshops and teach our members new and different styles that they might not know as well to encourage them to show and teach their own styles. We believe every person in the club has their own respectable style that makes them unique.

FIDM FASHION CLUB
The purpose of this club is to display self-expression through fashion. Also, to be exposed to the connection with history, business relation, or career path fashion has. Students will be free to share their ideas and be interactive with the club by participating in events such as photo shoots, trend spotting, etc.

GAY STRAIGHT ALLIANCE – (GSA)
GSA (Gay-Straight Alliance) is an open club working to make our school, El Camino, a safe and welcoming environment for all students regardless of their sexual orientation or sexual identity. GSA's goal is to bring closer LGBT (Lesbian, Gay, Bisexual, Transgender) and straight students together and make a difference to end stereotypes, homophobia, educate people on LGBT rights and history, and to give LGBTQ students to have rights and freedom of expression. Our club meets every Tuesday in Room 40, Mr. Rivera's room, during lunch and we discuss gay history, rights, sexual identities, stereotypes, current media phenomenon, etc. Join GSA and together, we can create HOPE!

INTERACT CLUB
Interact clubs, sponsored by individual Rotary clubs, are youth service clubs for 12-18 year old students. Interact stands for International Action and, therefore, promotes and advocates international understanding and awareness through the multitude of service projects that are executed in the local community as well as around the world. Through Interact, we are enabled to tackle the issues in our community that we care about the most. We will carry out hands-on service projects, make international connections, develop leadership skills and have fun!

JESUS MOVEMENT
CYC is a God-believing, Bible-based Christian club with the goal of bringing the Gospel of Jesus Christ to the campus and the community. This club provides an atmosphere in which students can freely engage in prayer, fellowship, messages, debates, and much more. People of all beliefs and faiths are welcome.

KEY CLUB
Key Club International is the oldest, largest, and most successful non-profit student-led organization for high school students. We teach and spread core values through community service: caring. character-building, inclusiveness, and leadership. Members of Key Club, a part of the community-service based Kiwanis International Family, develop themselves into young leaders as they positively impact their school and community.

LEO CLUB
Leo Club is focused on giving students the opportunity to gain leadership experiences through volunteering. Leo club does various events around the community where students can develop other leadership skills. Through Leo, students are encouraged to continue to volunteer to help out the community.

POLITICAL SCIENCE CLUB
Political Science Club is a place where current events and politics are discussed, debated, and explained. We host topic discussions, debates, and help with school mock elections.

PSYCHOLOGY CLUB
Psychology Club provides students with the resources and the inspiration to pursue and explore the world of all things psychology through brain-boggling activities and discussions. It also aims to promote the significance of mental health throughout the campus.

RED CROSS CLUB
The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors. Members are encouraged to spread the Red Cross fundamentals of Humanity, Impartiality, Neutrality, Independence, Voluntary Service, Unity, and Universality

STUDENTS IN ACTION (SIA)
Students in Action (SIA) is a powerful service club whose main purpose is to inspire volunteerism, develop leadership skills, promote service and recognize service leaders. Students in Action is in charge of creating service events and projects and recording everything El Camino contributes to the community. SIA is a different kind of service club who encourages others to get involved with the community, develops school leaders, and grow together as a team and family. Student in Action goes to yearly leadership training and conferences, Giants games, and WE Day.

SOJOURN TO THE PAST
The Sojourn to the Past Club, also known as the El Camino Dream Team, offers a diverse group of students the chance to travel for ten days through the South visiting the most dramatic sites and hearing the speakers that first witnessed and created the Civil Rights Movement. This journey is significant not only for the historic value, but more importantly to teach the real lessons of the movement – tolerance, justice, compassion, hope, non-violence, and to help students today put those lessons into practice back at home. The El Camino Dream Team meets every Tuesday in room 8 to prepare for the trip and to work on social justice related projects to improve El Camino High School and within the South San Francisco community. The club also facilitates many fundraisers, such as car washes, movie nights, letter writing campaigns, and candy sales to offset the cost of the trip for students.

WRITER'S BLOCK
Writer's Block is a creative writing club that promotes and encourages creative development through writing as well as self-expression. We are a club that consists of fun workshops, discussions, activities, contests, open mics, and projects that work with poetry, story writing, novel writing, dialog writing, and poetry slams. We strive to show that writing is an art that deserves as

much public attention and appreciation as music, dancing, acting, and singing. Writer's Block is a great club for young writers to share, critique, and express each other's writings.

Performing Arts

We currently offer Band, Choir, Drama, and Dance classes that have several opportunities for students to perform in and out of the classroom. Every Fall, there is a collaborative Musical production that is organized by the Drama, Music, and Dance departments. The music program holds Winter and Spring concerts featuring students in Band and Choir. Drama has an additional play production each Spring. Also in the Spring, students in our Dance program hold a showcase for students in all levels of Dance. Our Advanced Performance Dance (APD) program participates in dance competitions across the country and often performs at rallies and sporting events. Our Jazz Band, Symphonic Band, Orchestra, and Strings ensemble perform at regional competitions and at various community events. We are in our second year of organizing a Folklórico Dance group that performs at school and in the community. Visit them on instagram:

https://www.instagram.com/echsdramadept/

https://www.instagram.com/echsballetfolklorico/

Student Government

The backbone of all student activities is the Student Body which, through student government, seeks to promote the welfare of the school and students through social, cultural and athletic experiences. The organization of the student body places responsibility for student affairs in the hands of the students. Every El Camino student is urged to become acquainted with the operation of student government, to abide by its regulations, to take advantage of the privileges provided by that government, and to take an active part in its activities. A copy of the constitution is available from the Student Government Center. Visit them on instagram:
https://www.instagram.com/echs_colts/

Athletics

Our Athletics program has remained competitive in several sports over the years, with teams in Volleyball, Basketball, and Soccer going to playoff competition. We have also had award-winning individual athletes that have gone on to compete at the regional and state levels in Cross Country, Wrestling, Swimming, and Track & Field. We currently offer the following Athletics programs:

Fall	Winter	Spring
Cross Country Girls Volleyball Football	Wrestling Boys & Girls Soccer Boys & Girls Basketball	Baseball Softball Badminton

Cheer Girls Golf Girls Tennis		Swimming Boys Volleyball Boys Golf Boys Tennis Track & Field

For more information regarding our Athletics programs visit their website:
https://echs.schoolloop.com/athleticswelcome

https://www.instagram.com/echscoltscheer/

Additional Programs

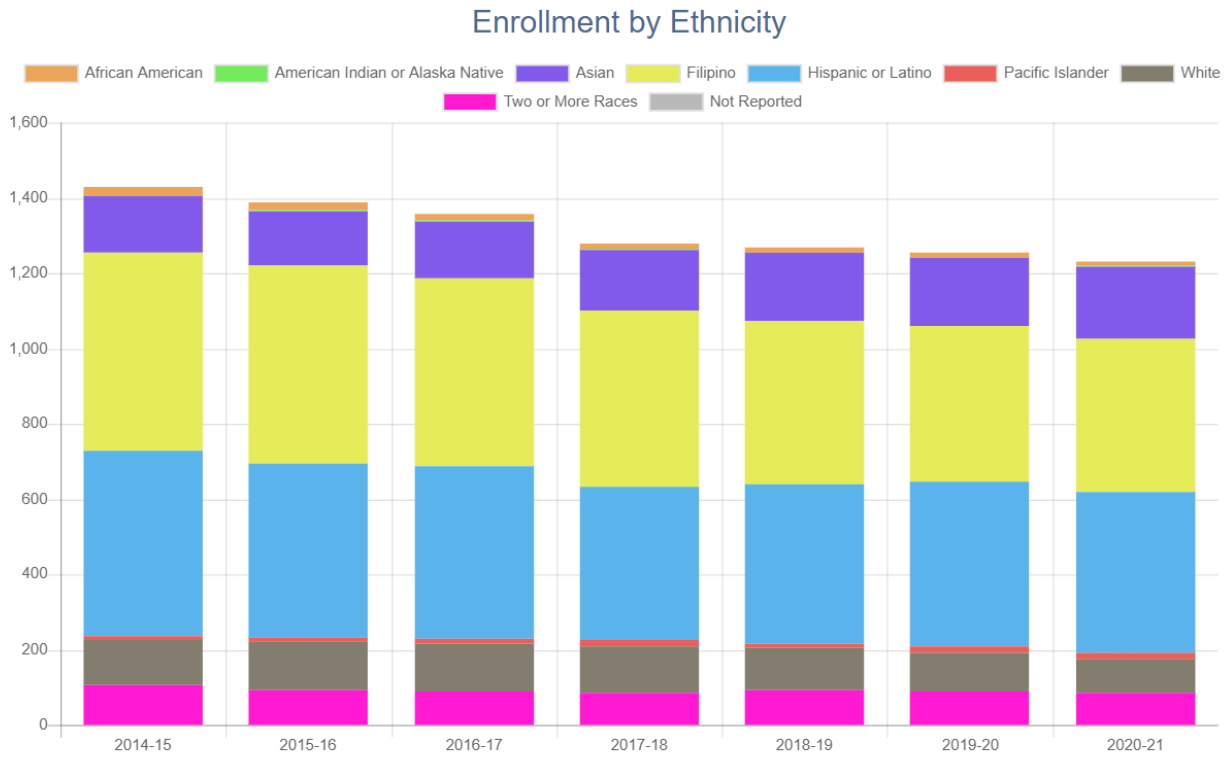
Additional programs offered at El Camino include Yearbook, Link Crew, and Peer Leadership.

Student Enrollment Data

Overall, our district continues to experience declining enrollment. Although we do lose a good number of our 8th grade students to private high schools in our area, a similar number of those students transfer from K-8 private schools to our high school during 9th grade. Our district's policy regarding enrollment is to ensure that both high schools have similar size enrollment, although there are usually about 100 more students overall at SSFHS. Individuals are allowed to request transfers from their home high school. Since our 10th, 11th, and 12th grade numbers have increased in percentage over the past three years, our 9th grade class is smaller, meaning that the number of transfer requests to our school has been limited to ensure parity of enrollment between sites. Also, the enrollment numbers reflect an overall decrease in enrollment (30-50 less; 15-20 due to 11th and 12th grade students enrolled in Middle College). Also, 12th grade numbers are less than the 11th grade numbers from previous years due to the fact that some students are enrolled in Baden High School, our continuation high school campus, due to credit recovery needs.

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2020-21	**1,231**	1.0%	0.1%	15.7%	33.1%	34.6%	1.3%	7.5%	6.8%
2019-20	**1,254**	1.0%	0.2%	14.4%	33.0%	34.8%	1.4%	8.2%	7.1%
2018-19	**1,267**	0.9%	0.1%	14.2%	34.4%	33.3%	0.9%	9.0%	7.2%
2017-18	**1,277**	1.0%	0.1%	12.6%	36.9%	31.7%	1.3%	9.6%	6.8%
2016-17	**1,357**	1.3%	0.1%	11.3%	36.7%	33.7%	1.0%	9.4%	6.6%
2015-16	**1,387**	1.4%	0.1%	10.5%	37.9%	33.2%	0.9%	9.2%	6.7%
2014-15	**1,430**	1.7%	0.1%	10.6%	36.6%	34.5%	0.6%	8.5%	7.3%

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El Camino has enjoyed a truly diverse student body. The number of students that identify as "two or more" as an ethnicity has doubled since 2015. The percentage of Filipino students has declined slightly while the percentage of Hispanic students has increased over the past several years. Other groups have remained somewhat steady in terms of the percentage of the student body. Our Middle Eastern percentage has increased, but is not easily tracked since they have the designation of "White" for ethnicity.

Student Group	2015-16		2016-17		2017-28		2018-19		2019-20	
English Learners	116	8.36%	125	9.21%	69	5.4%	62	4.9%	53	4.3%
Foster Youth	1	0.07%	4	0.29%	1	0.1%	2	0.2%	1	0.08%
Homeless Youth	4	0.29%	4	0.29%	1	0.1%	2	0.1%	4	0.3%
Migrant Education	15	1.08%	12	0.88%	13	1.0%	6	0.47%	11	0.9%
Students w/ Disabilities	97	6.99%	93	6.85%	107	8.4%	140	11%	141	11.4%
Socioeconomically Disadvantaged	379	27.33 %	348	25.64 %	408	31.9%	388	30.6%	287	23.2%

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The number of long-term English Learners that are Intermediate and above has increased over time despite a high rate of redesignation. During the 2016-17 school year, we implemented support classes to help level 3 and 4 English Learners to meet the requirements for redesignation. The number of students designated as Socioeconomically Disadvantaged has remained steady but is less than percentages reported by our district's elementary and middle schools. This is largely due to the lack of students filling out Free or Reduced lunch applications - some students have reported that they feel it would create a stigma at that age level. However, it is largely unknown why the percentage of applications is not consistent with grade levels K-8. We have also seen a significant increase in the number of Students with Disabilities over the past several years

Specialized Academic Instruction (SAI)

The SAI program consists of dedicated case managers and instructors that offer a wide variety of courses designed to support students with disabilities to achieve academic success. In addition to SAI courses that meet high school graduation requirements for English, Math, Social Science, and Science, students supported by SAI have access to all courses on campus that have been identified as appropriate placements in their Individualized Education Program (IEP) documents. Several SAI teachers partner with General Education teachers in college preparatory Co-taught courses such as Algebra 1, Geometry, Biology, Earth Science, English 1, English 2, English 3, and ERWC (Senior English). The SAI program also provides support for qualified students in our Behavior Intervention and Community Based Instruction (CBI) programs. We currently have 10 case managers/instructors, 8 paraprofessionals, one Behavior Intervention Specialist, and two school psychologists who support our students with disabilities.

Prior to the 2020-21 school year, Students with Disabilities comprise 11% of the ECHS student population, while students with 504 accommodations make up a mere 1% of the student body. In recent years, both student groups have increased by 1%. In assessing the breakdown of Students With Disabilities, students with Specific Learning Disabilities are the largest subsection at 69%. At ECHS, Autism and Speech or Language Impairment are the next largest disability classifications at 10% and 8% respectively.

The Special Education program at El Camino has been faced with consistently perpetual staff turnover. However, we have been able to retain over 50% of the teachers in the SPED department since 2015. Recently, we have added two more teachers to the SPED team (often referred to as SAI - Specialized Academic Instruction - team). Both of those teachers are interns who are completing their credentials.

In the past, El Camino has offered a self-contained traditional Special Education program, which is more restrictive, and students were only with their peers for elective classes. Academic Instruction (SDC) students would take their core classes only within the department and change classrooms according to the period and subject. Academic Support students (RSP) generally has a "study skills" class that was offered to support students with their general education coursework. However, since the 2015-16 school year, we have expanded the goal of providing a least

restrictive classroom environment through the co-teaching/push-in model. The following is a snapshot of student success among Students with Disabilities in the 9th grade co-taught classes:

Co-Taught Class	Class Proficiency Rate	Students with IEP's Proficiency Rate	Class Passing Rate	Students with IEP's Passing Rate
Biology	69%	64%	90%	89%
Algebra 1	63%	59%	80%	88%
English 1CP	87%	88%	92%	100%

As the Special Education population increases and we review our staffing needs and whether we can continue to sustain the number of Co-Taught classes for our incoming 9th grade students, we have begun to meet as a site team to identify placement priorities and protocols and we have begun to discuss assignments and staff needs with our Human Resources administrators. We believe that we can add an additional teacher and that our progress with students in co-taught courses warrants a continuance of that delivery model. However, we may change the number of sections or courses we will offer in order to provide some teachers flexible schedules to work with a variety of students at various times of the day to provide additional support.

Strengths: Recent professional development has included training and common planning time for co-teachers. During our faculty meetings, staff focused on reading "IEPs at a Glance" and how to support teachers in classes in an attempt to address survey results.

Areas for follow-up: Based on the data and survey results, it has been determined that training for the creation and use of "IEP at a Glance" documents should be continued and that communication protocols should be improved upon. Also, this year's 11th grade testing cohort will have 30 or more students testing which will appear on next year's California Dashboard report. We anticipate that a good portion of our 11th grade SPED students will do poorly on those exams based on past performance and due to the fact that the majority have not been exposed to the Algebra 2 curriculum. We will need to continue to identify ways to address this.

English Learners

We currently offer courses of study for students that score a 2 or higher on the ELPAC. Although we do not have a "Newcomer" program, we do have a few students that are enrolled for the first time in the United States at the high school level. South San Francisco High

houses our district's Newcomer program. We offer ELD core and support courses. Our district currently implemented the use of the Ellevation program to monitor and support EL students in reaching Reclassified Fluent English Proficiency (RFEP). We also recently added a "Controversial Issues in America" course for our Long-Term English Learners (LTELs). We have 3 instructors that teach one or more sections of courses for English Learners.

EL Status	2015-16	2016-17	2017-18	2018-19	2019-20
English Learner	116	125	69	62	64
Fluent English Proficient	401	417	444	437	443

School Year	Total EL Enrollment	Hispanic EL Population	Males	Females	Percentage of all ECHS students	Hispanic EL Percentage
2015-16	91	60	63	28	6.6%	65.9%
2016-17	68	40	40	28	5.0%	58.8%
2017-18	57	30	30	27	4.3%	52.6%
2018-19	65	38	40	25	3.9%	58.4%
2019-20	53	28	30	23	4.1%	52.8%

Languages of English Learners	2015-16	2016-17	2017-18	2018-19	2019-20
All Other	18	17	7	7	8
Arabic	5	4	3	2	4
Burmese	4				
Cantonese		3			3
Filipino (Pilipino or Tagalog)	28	39	23	18	13
Gujarati				1	
Mandarin (Putonghua)			3		

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Portuguese	**5**	**5**	**3**	**4**	**4**
Spanish	**56**	**57**	**30**	**30**	**32**
Total	**116**	**125**	**69**	**62**	**64**

2020-21 enrollment data includes:

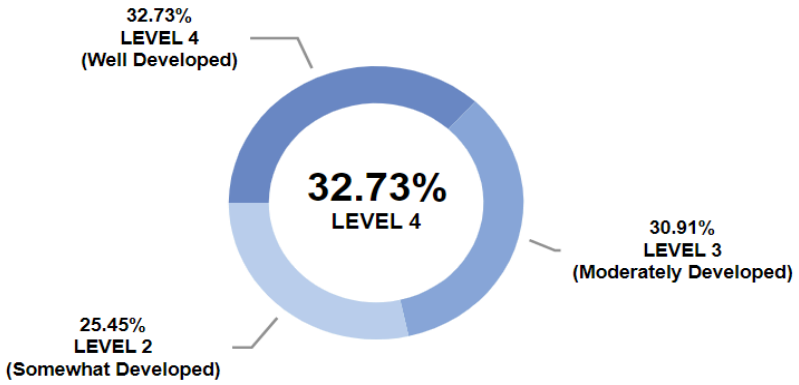
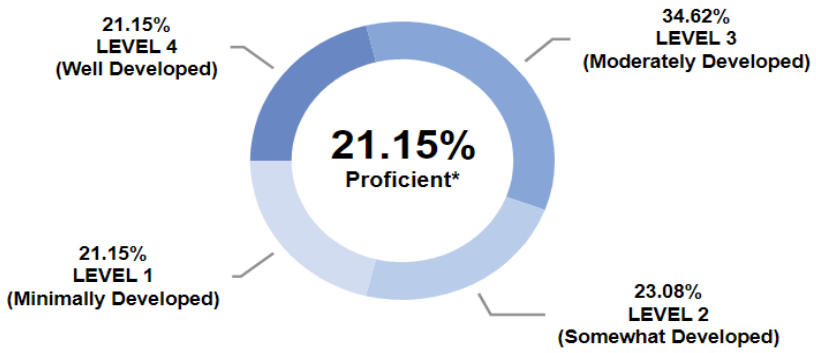
Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
09	64.7%	3.9%	4.9%	26.5%	0.0%	306
10	60.3%	4.9%	3.6%	31.1%	0.0%	305
11	60.3%	4.4%	5.1%	30.2%	0.0%	315
12	61.6%	3.9%	3.0%	31.5%	0.0%	305

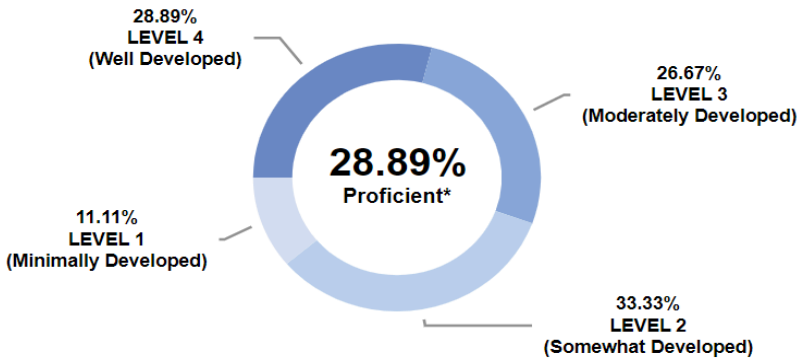
Report Totals

Name	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
El Camino High	61.7%	4.3%	4.1%	29.8%	0.0%	1,231
South San Francisco Unified	52.4%	3.9%	19.6%	22.1%	2.0%	8,182
San Mateo County	54.7%	6.6%	19.1%	17.4%	2.2%	90,315
State	59.0%	4.3%	17.7%	17.6%	1.4%	6,002,523

The 2020-21 data shows a decline in the overall percentage of English Learners enrolled at ECHS - from 5% to 4%. It is not clear if this is due to the increasing rate of reclassification or the overall trend in declining enrollment district-wide in grades K-8.

We have increased services for English Learners in the form of EL-specific Homework Center sessions, an additional ELD 3 and ELD 4 language support course, as well as increased technology (dedicated laptop carts) in our ELD classes and support classes. We continue to mainstream EL students in core courses with the assistance of a bilingual aide. All Early Advanced and Advanced EL students are mainstreamed with extra support coming from the general education teacher. We have had a slight increase of Level 1 students since the 2016-17 school year.

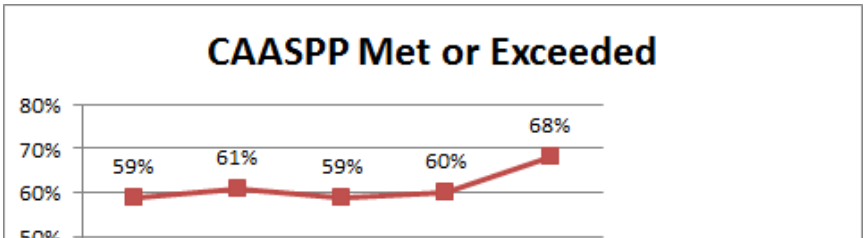
English Language Proficiency for Summative ELPAC	
2017-18 It is important to note that the scores for this year's administration should not be used as a comparison since the thresholds were changed in 2018-19.	
2018-19 Shows a significant decline from the previous year, but the scoring thresholds were different - we used this year as a baseline.	
2019-20 Not Available	

2020-21 Compared to the 2018-19 administration, the data shows that this testing group met the SPSA goal of an increase of 5% in proficiency from previous years.	

California Dashboard Data

CAASPP Overview

Testing Subgroup	Spring 2015 (Pilot) % Met or Exceeded		Spring 2016 % Met or Exceeded		Spring 2017 % Met or Exceeded		Spring 2018 % Met or Exceeded		Spring 2019 % Met or Exceeded	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All	59%	40%	61%	37%	59%	31%	60%	38%	68%	42%
SPED	0%	0%	21%	4%	21%	0%	11%	5%	28%	7%
Econ Dis.	47%	27%	53%	30%	58%	30%	53%	29%	54%	31%
EL	17%	13%	14%	14%	N/A	N/A	12%	18%	9%	9%
Asian	90%	78%	76%	71%	76%	65%	75%	70%	76%	74%
Filipino	65%	48%	69%	41%	65%	31%	73%	42%	72%	43%
Hispanic	47%	24%	50%	27%	43%	20%	39%	20%	63%	26%
White	54%	34%	58%	29%	52%	21%	67%	26%	76%	24%
Multiple	47%	22%	54%	26%	66%	33%	64%	44%	62%	52%



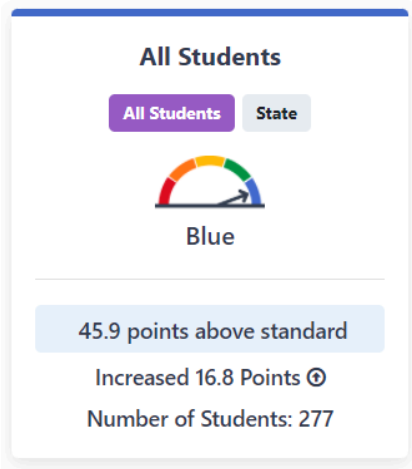
From 2015 to 2019, overall CAASPP scores for ELA have increased steadily, with a significant increase in 2019. Math scores, however, show a steep decline (2017) followed by a steady increase to show a net gain of 2% meeting or exceeding standards.

CAASPP ELA

Important note: Our district has purchased Illuminate DnA which is designed to provide us more detailed reports of how our students performed on formative and summative tests, including Intermediate Assessment Benchmark. Although the district-wide scope and sequence plan was scheduled to be finished this Summer (2019) along with a variety of benchmark assessments to evaluate all grade level students to better assess their progress and to identify areas for improvement, it is likely not to take place until Fall 2022. Almost 100% of our teachers, counselors, and administrators have had introductory training on Illuminate DnA. It is unclear, however, if Illuminate will be available to assist in that analysis.

To prepare for our upcoming district-wide Scope and Sequence and series of assessments, we have focused the past several years on creating and implementing a site-level comprehensive Cycle of Inquiry system. Each team has been asked to identify priority standards and to create and analyze formative assessments in all courses for each of the designated cycles (5 cycles in total). However, those assessments are not currently being uploaded and analyzed in Illuminate for analysis since that system does not currently have a complete listing of our students and there is additional need for professional development for all staff.

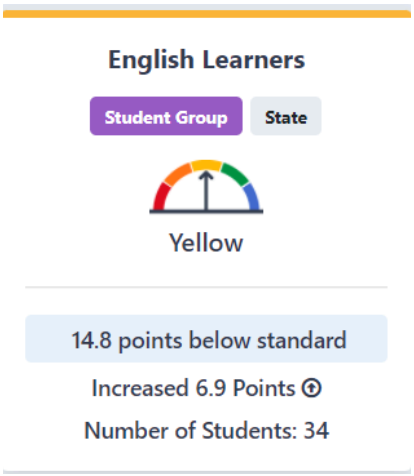
The following data demonstrates a need to continue to focus on helping underperforming groups such as English Learners, Students with Disabilities, Hispanic, and low-Socioeconomic students. Although we haven't had a statistically significant number of students with disabilities that have taken the CAASPP, an analysis of their data is included. The CAASPP and other Dashboard data does not include Spring 2020 (test not administered due to the pandemic) and Spring 2021 (scores were not published prior to writing this report and only 50% of our students participated in that administration).



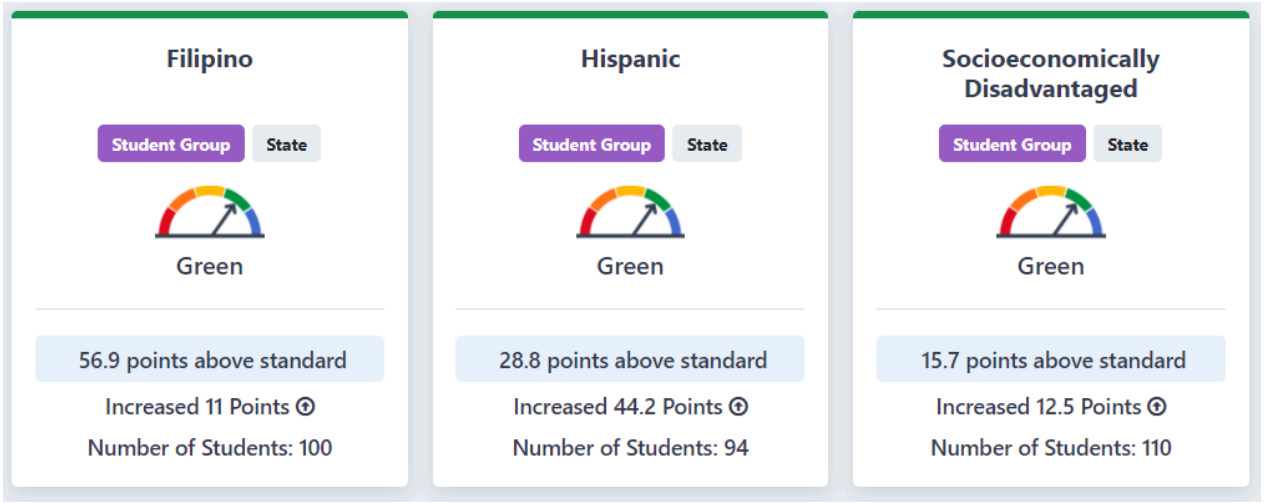
Overall, our students scored 45.9 points above the standard on the ELA exam, and showed a significant increase of 16.8 points when compared to the 11th grade students who took the exam in 2018.

When reviewing the data for the subgroups, it was apparent that there is still significant work that needs to be done for our English Learners. Although the increase for Hispanic and Socioeconomically Disadvantaged students was encouraging, there is still a large gap when compared to other groups. We need to determine why those groups did not perform as well as their peers.

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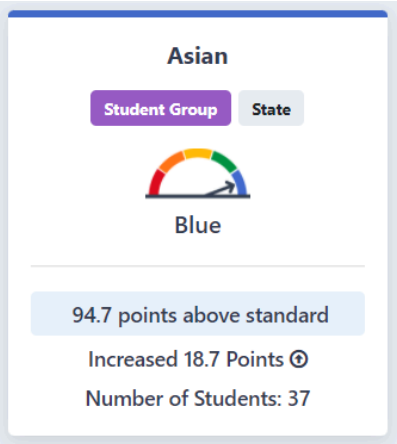
English Learners - Moderate increase of 6.9 points, meeting the growth target set in our SPSA, but were still 14.8 points below standard.



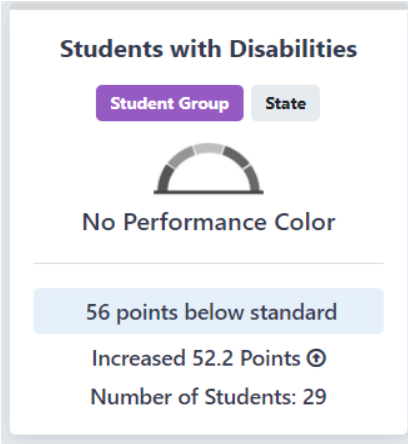
Filipino - Moderate increase of 11 points. Met the growth target set in our SPSA, and scored 56.9 points above standard.

Hispanic - Significant increase of 44.2 points. Met the growth target set in our SPSA, scoring 28.8 points above the standard.

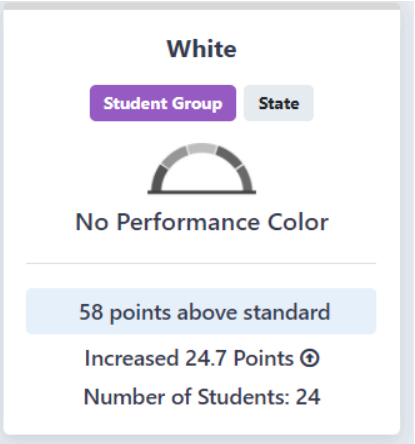
Socioeconomically Disadvantaged - Moderate increase of 12.5 points. Met the growth target set in our SPSA, but still only scored 15.7 points above standard.



Asian - significant increase of 18.7 points. Met the growth target set in our SPSA, scoring 94.7 points above standard.

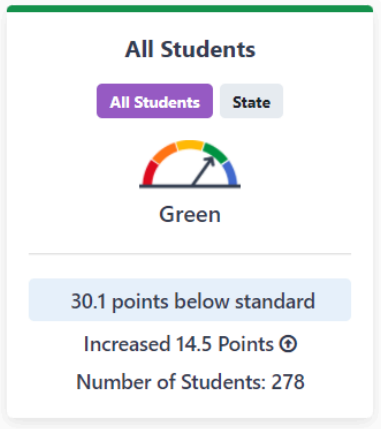


Students with disabilities - significant increase of 52.2 points. Met the growth target set in our SPSA, but still scored 56 points below standard.



White - Significant increase of 24.7 points. Met the growth target set in our SPSA and scored 58 points above the standard.

CAASPP Math



Overall, our students scored 30.1 points below the standard on the Math exam, and showed a significant increase of 14.5 points when compared to the 11th grade students who took the exam in 2018.

It is encouraging to see significant growth for most groups, but there is still concern for a few groups that scored well below standard.

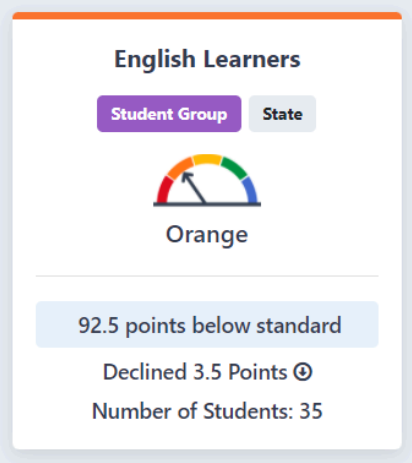
When the comprehensive district-wide system of summative assessments and interim assessments is in place school year along with a more efficient means of reporting and analyzing the data using Illuminate DnA, we anticipate getting a better picture of where our students are in need of the most intervention and why certain subgroups are struggling more than others.

Preliminary analysis of the content of the Math exam for the 2018-19 school year points to a fundamental equity issue for our subgroups based on the constraints of our current 6 period traditional schedule and a need to update graduation requirements and programming to reflect the importance of completing key A-G courses.

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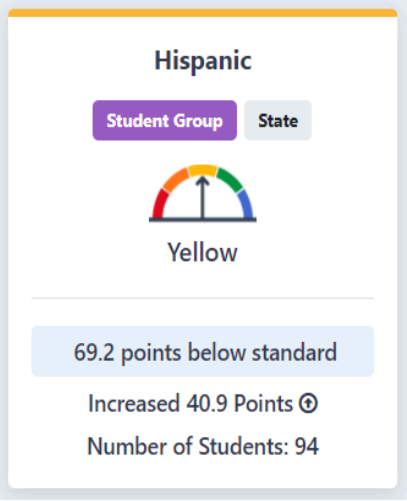
The content found in the Algebra 2 course constitutes a significant portion of the Math CAASPP exam but not all of our students are enrolled in or have taken Algebra 2 by the time they take the test in 11th grade. Only 64% of the 278 students that were tested were enrolled in or had completed the Algebra 2 course. A disportionate number of 11th grade English Learner, Socioeconomically Disadvantaged, and Hispanic students were not enrolled in nor had completed an Algebra 2 course when they took the exam. Although the Students with Disabilities subgroup were not reported (less than 30 students), almost all of those students were not enrolled in nor had completed Algebra 2. This year's cohort does have more than 30 students with disabilities taking the exam and we anticipate that their scores will be low. With more than one third of our testing cohorts not having been prepared in or even exposed to a good portion of the test, it is unlikely that we will see significant increases until that is amended. Our current graduation requirements and a traditional 6 period schedule have contributed to many students not enrolling in Algebra 2 or seeing the importance of enrolling in Algebra 2 courses. It is not surprising that the subgroups identified as not meeting standards on the Math CAASPP are also individuals that have low completion rates of A-G requirements, which includes the completion of Algebra 2 for UC/CSU college acceptance.

Although we have implemented a 7 period modified block schedule since 2019, enrollment in Algebra 2 courses has stayed largely the same due to the fact that we have currently not changed our graduation requirements. We anticipate, however, that they will be changed for the graduating class of 2025, requiring a third year of mathematics.

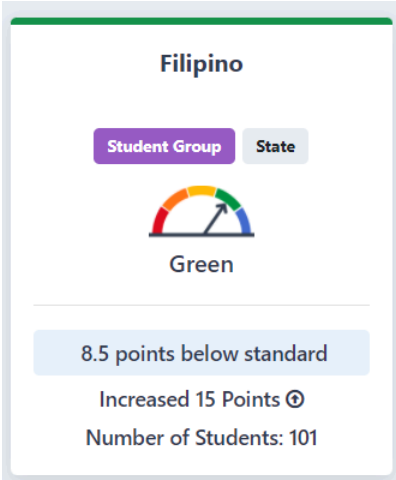


English Learners - decline of 3.5 point, not meeting the growth target set in our SPSA, scoring 92.5 points below standard. This is a significant concern and much work needs to be done to help English learners in their proficiency in mathematics.

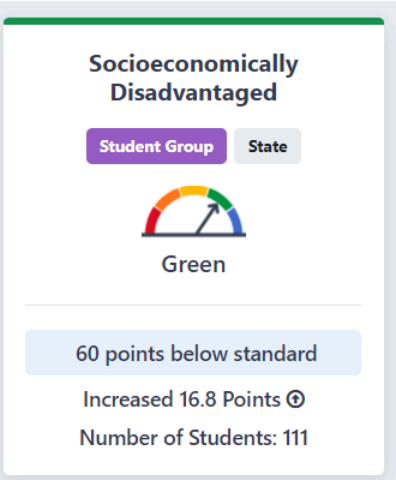
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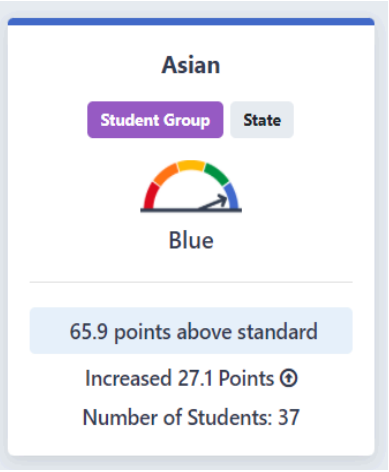
Hispanic - Significant increase of 40.9 points. Met the growth target set in our SPSA but still scored 69.2 points below the standard.



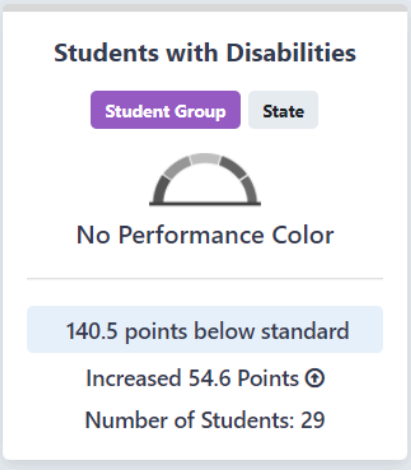
Filipino - Increase of 15 points. Met the growth target set in our SPSA but still scored 8.5 points below the standard.



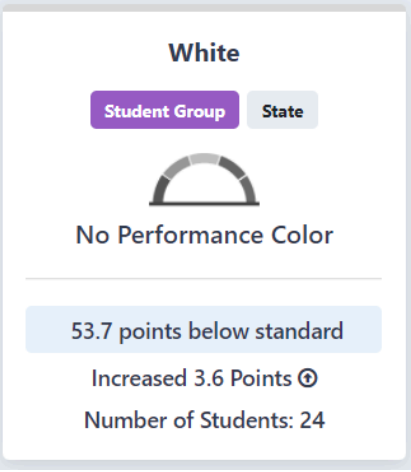
Socioeconomically Disadvantaged - Significant increase of 16.8 points. Met the growth target set in our SPSA but scored 60 points below the standard.



Asian - Significant increase of 27.1 points. Met the growth target set in our SPSA and scored 65.9 points above standard. The only group to score above standard.

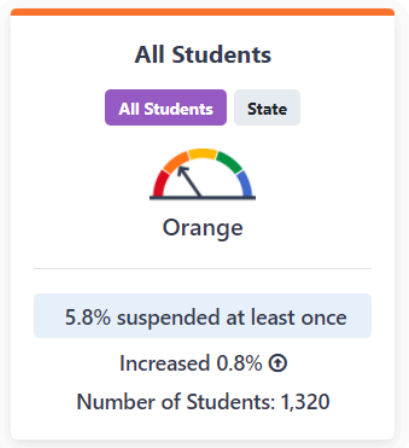


Students with Disabilities - Significant increase of 54.6 points. Met the growth target set in our SPSA but scored 140.5 points below the standard.



White - Increase of 3.6 points. Did not meet the growth target set in our SPSA and scored 53.7 points below standard.

Suspension Rates



Our suspension rates (based on the 2017-18 school year), increased for most students. The past two years, however, have shown some decline due to implementation of alternative to suspension programs. This is also attributed to having a comprehensive discipline plan that is aligned with the district's policies and communicated safety/discipline plan. As part of that plan, we have made a concerted effort as a staff to create alternatives to suspension that keep students on campus and in the classroom as much as possible, when it is deemed appropriate. Some alternatives have included: combining homework center help for students in detention; video tutorials as intermediate steps for tardies before assigning detentions; quarterly in-school suspensions that have a variety of curriculum throughout the day including yoga/mindfulness, group discussions, campus beautification, and video lessons based on the individual infraction.

Suspension data by Ethnicity

Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian	4.0%	2.2%	0%	0%	0%
Asian	3.0%	6.6%	6%	3.8%	7.3%
Filipino	20.0%	22.0%	13.6%	11.5%	20%
Hispanic	42%	50.0%	56%	48.7%	43.6%
African American	8.0%	5.9%	7.6%	3.8%	3.6%
White	17.0%	12.5%	12.1%	16.7%	12.7%
Two or More	1.0%	0.7%	1.5%	11.5%	12.7%
Pacific Islander	N/A	N/A	3.0%	3.8%	0%

The table below shows the number of suspensions and expulsions per school year.

School Year	Number of Suspensions	Number of Expulsions
2015-2016	112	5
2016-2017	139	3
2017-2018	98	3
2018-2019	116	0
2019-2020	87	1

The tables below 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*.

2015-2016

Ethnicity	PSS	PSP
African American	6.8%	1.4%
American Indian	---	---
Asian	2.7%	10.2%
Filipino	17.6%	36.9%
Hispanic or Latino	45.9%	34.3%
Pacific Islander	1.4%	.8%
White/Other	9.5%	9.4%

2016-2017

Ethnicity	PSS	PSP
African American	2.9%	1.3%
American Indian	---	---
Asian	6.8%	11.1%
Filipino	20.4%	36.6%
Hispanic or Latino	50.5%	34%
Pacific Islander	0%	1%
White/Other	11.7%	9.2%

2017-2018

Ethnicity	PSS	PSP
African American	7.6%	1.4%
American Indian	---	---
Asian	6.1%	12.2%
Filipino	13.6%	36%
Hispanic or Latino	56.1%	32.4%
Pacific Islander	3%	1.4%
White/Other	12.1%	9.7%

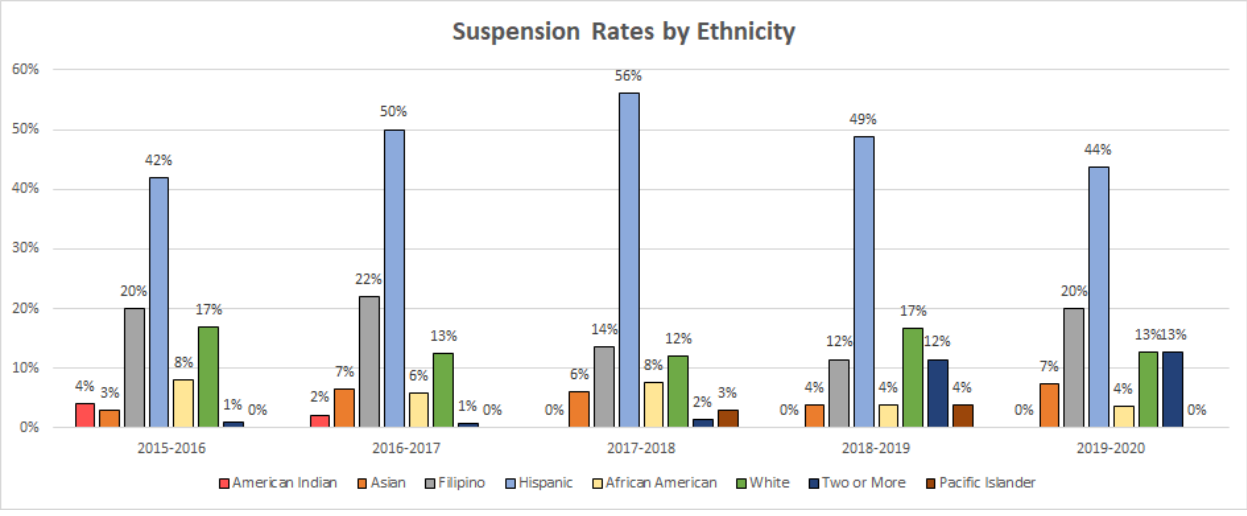
Two or More	1.5%	6.9%

2018-2019

Ethnicity	PSS	PSP
African American	3.9%	1%
American Indian	---	---
Asian	2.6%	13.9%
Filipino	13.2%	33.6%
Hispanic or Latino	48.7%	33.8%
Pacific Islander	3.9%	1.4%
White/Other	15.8%	9.2%
Two or More	11.8%	7%

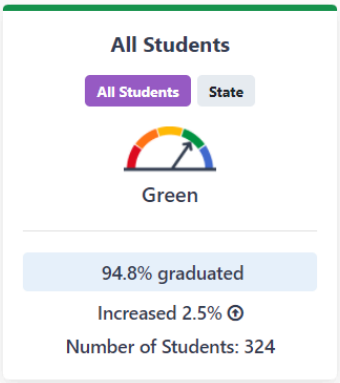
2019-2020

Ethnicity	PSS	PSP
African American	3.1%	.88%
American Indian	---	.16%
Asian	6.4%	11.3%
Filipino	17.4%	36.5%
Hispanic or Latino	37.9%	34.5%
Pacific Islander	---	1.4%
White/Other	11%	8.1%
Two or More	11%	7.1%



This side-by-side bar graph depicts the suspension rates by ethnicity. From the 2015-2016 school year to the 2019-2020 school year, there has been a consistently higher percentage of Hispanic students receiving suspensions - more than double that of Filipino students.

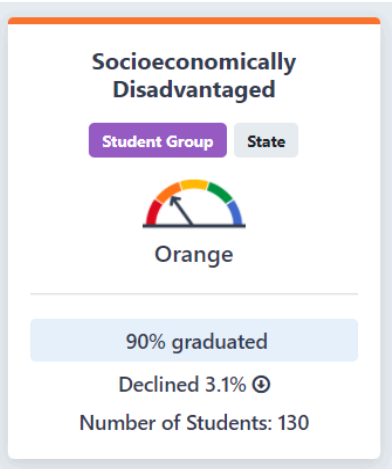
Graduation Rates



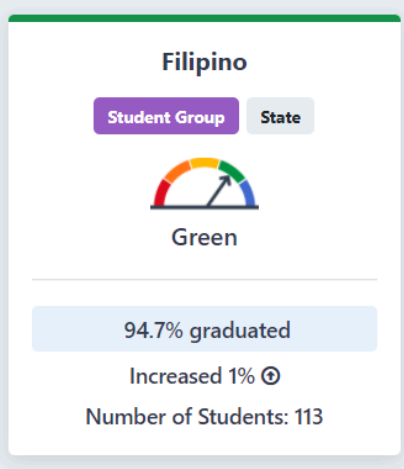
Much of the story behind the decline of our graduation rate over the past two years has to do with our understanding and addressing of the new cohort formula. Prior to 2017, we showed a steady graduation rate of 96-98%. Much of the recent decline has to do with the fact that we can no longer include students that have transferred to an adult education program that would get them an equivalent of a high school diploma. They are considered as "non-grads."

In an attempt to address this issue, we have begun to look at our graduation requirements, the benefit of a new bell schedule that will allow for more courses to be made up and embedded intervention opportunities, and we have also discovered that we may have been coding students wrong in our database that would inaccurately tag them as "non-grads."

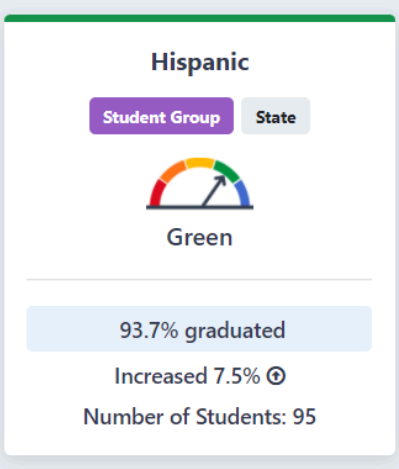
However, it is important to note that regardless of the new formula, it is clear that we need to focus on addressing why some groups have shown a decline in their graduation rates.



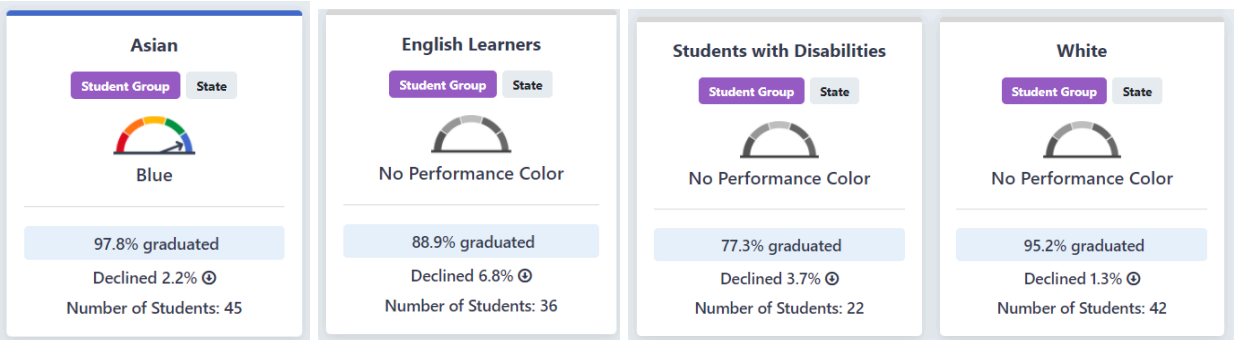
Socioeconomically Disadvantaged - Significant decline of 3.1%. Did not meet the 2018-19 SPSA target and has a lower than site average graduation rate of 90%.



Filipino - Moderate increase of 1%. Did not meet the 2018-19 SPSA target but has a comparable graduation rate of 94.7%.



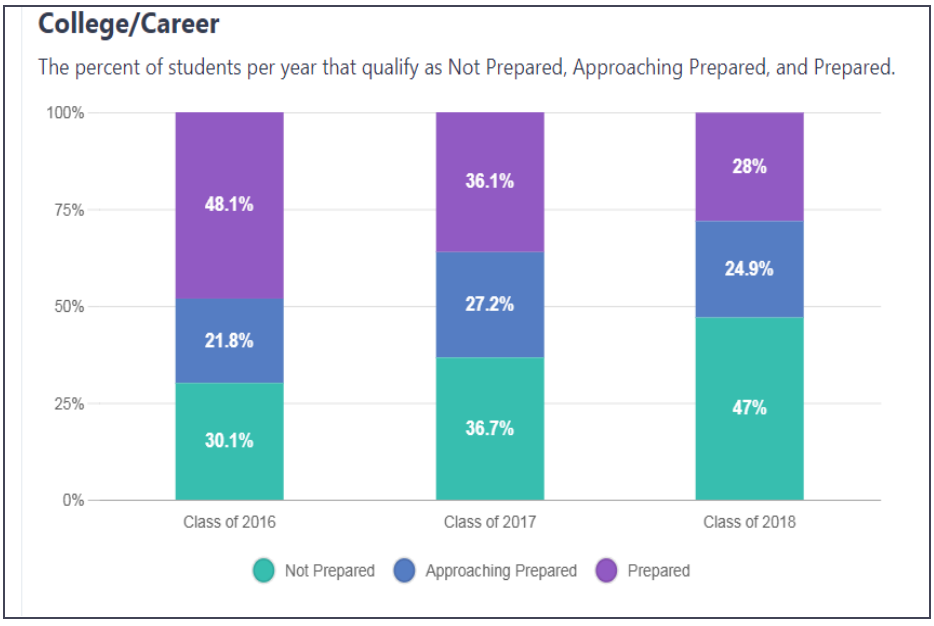
Hispanic - Significant increase of 7.5%. Met the 2018-19 SPSA target but has a lower than site average graduation rate of 93.7%.



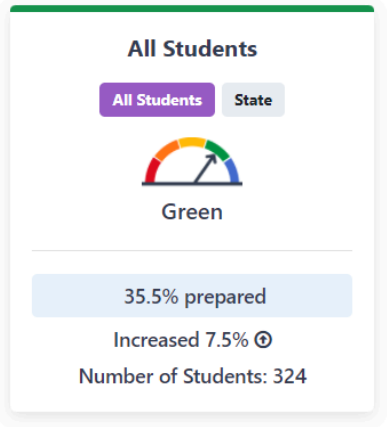
Asian - Significant decline of 2.2%. Did not meet the 2018-19 SPSA target but has a higher than site average graduation rate of 97.8%.	English Learners - Significant decline of 6.8%. Did not meet the 2018-19 SPSA target and has a lower than site average graduation rate of 88.9%.	Students with disabilities - Significant decline of 3.7%. Did not meet the 2018-19 SPSA target and has the lowest graduation rate of 77.3%.	White - Moderate decline of 1.3%. Did not meet the 2018-19 SPSA target but has a higher than site average graduation rate of 95.2%.

<u>College and Career Readiness Indicator, A-G Completion Rates, and AP Passing Rates</u>

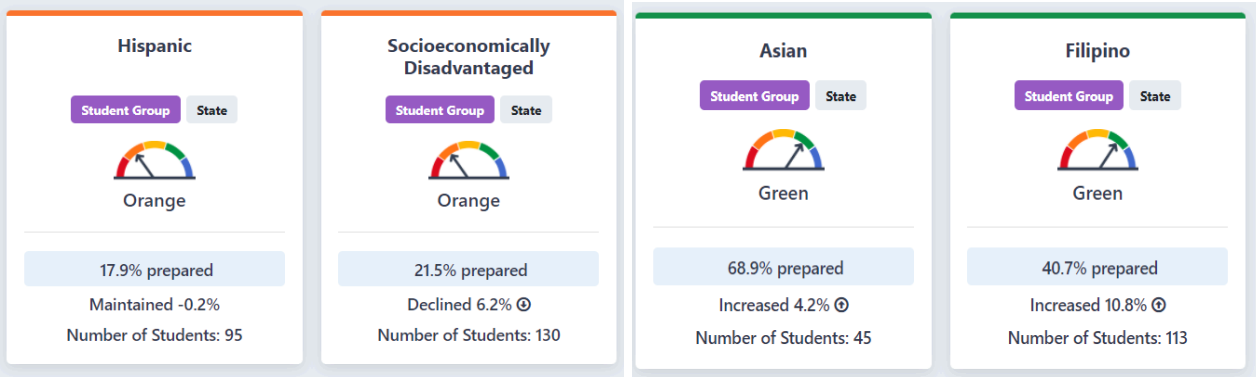
College and Career Readiness Indicator



Our three year data shows a significant decline in the graduating cohorts. Some factors that we have identified in this decline: (1) error in reporting the class of 2017 and 2018 A-G completion rates; (2) lack of CTE pathways; and (3) constraints of a 6 period traditional schedule that makes it difficult for students to complete needed courses. Having remedied all of these factors starting with the 2019-20 school year, we hope to see an increase in the readiness rates for the Class of 2023.



For the class of 2019, the data already showed a significant improvement. This was largely due to the establishment of CTE pathways and dual enrollment courses for: Biotechnology, Culinary Arts, and Auto. Video Arts was in development as a pathway and that instructor gained their full credential the following year. Also, the proper reporting of A-G competition rates had been resolved for the Class of 2020. We anticipate seeing a larger increase in future Dashboard reports.

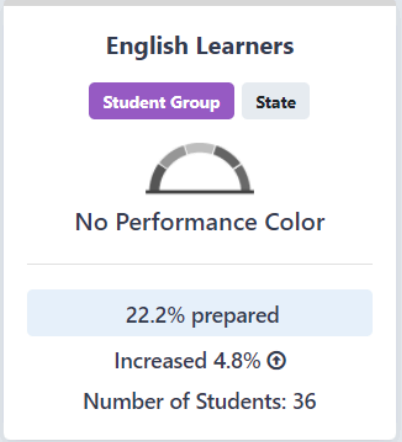


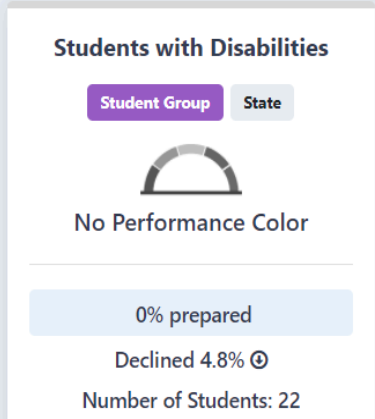
Hispanic - Maintained their rate. Did not meet the 2018-19 SPSA target and has a lower than site average readiness rate of 17.9%.

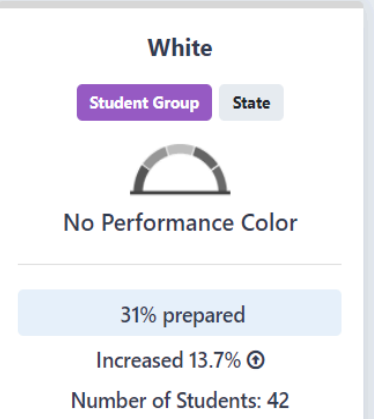
Socioeconomically Disadvantaged - Significant decline of 6.2%. Did not meet the 2018-19 SPSA target and has a lower than site average readiness rate of 21.5%.

Asian - Significant increase of 4.2%. Did not meet the 2018-19 SPSA target but had a higher than site average readiness rate of 68.9%.

Filipino - Significant increase of 10.8%. Met the 2018-19 SPSA target and had a higher than site average readiness rate of 40.7%.







English Learners - Significant increase of 4.8%. Did not meet the 2018-19 SPSA target and had a lower than site average readiness rate of 22.2%.

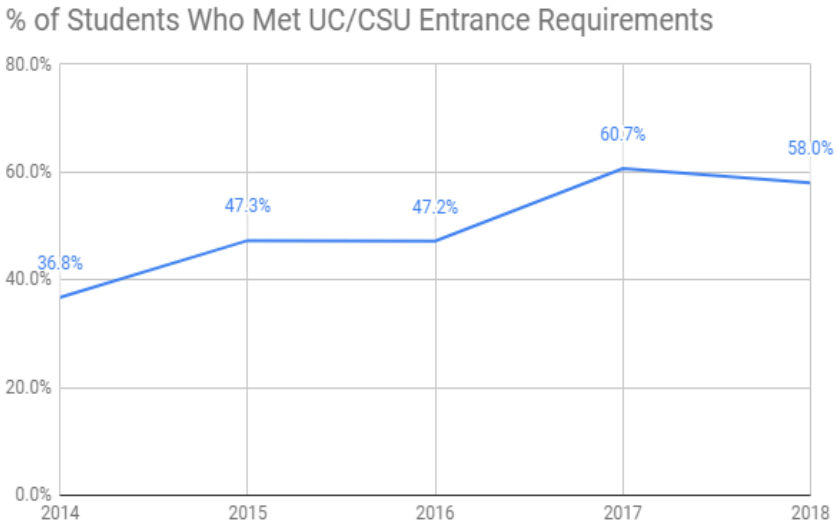
Students with Disabilities - Significant decline of 4.8%. Did not meet the 2018-19 SPSA target and had a lower than site average readiness rate of 0%.

White - Significant increase of 13.7%. Met the 2018-19 SPSA target but had a lower than site average readiness rate of 31%.

College and Career Indicators	Class of 2017	Class of 2018
Total Students Prepared	36%	**28%**
Measure A (CTE plus)	**0%**	**0%**
Measure B (3 ELA & Math)	67%	91%
Measure C (Dual Enrollment)	**0%**	**0%**
Measure D (Score of 3 or more on 2 AP)	31%	41%
Measure E (UC A-G Plus)	66%	**0%**
Measure F (Seal of Biliteracy & 3 ELA)	13.1%	**16.7%**

The data presented in this category provides us with a clear focus of where we need to improve. With the approval of a 7 period modified block schedule with an embedded advisory time,

students will have more opportunities to take key courses. An increased awareness of what it means (presentations have already taken place throughout this year) to be College and Career prepared will inform students of what courses they should take. More courses and pathways have been identified as CTE and/or dual enrollment that will show a significant increase in this indicator for the class of 2019. Also, we have solved the reporting issue that listed our A-G completion rate for 2017 and 2018 as 0% when the true numbers show a significant increase over time which should have reflected an overall A-G rate of 58%.



Prior to the 2018-19 school year, CTE courses and Dual Enrollment courses existed but had not yet met the state's criteria to be named so: Culinary Arts, Biotechnology, Video Arts, and Auto Technology. As shown in the CAASPP data, there were significant increases in the number of students who scored a 3 or above. Our AP proficiency rate has shown a significant increase over the past 5 years. We have also seen a slight increase in the number of students achieving the Seal of Biliteracy. The more we are aware of this data and build into our Master Schedule, courses and opportunities to meet these criteria, we anticipate a significant increase in the number of students that meet this criteria. The new bell schedule and knowledge of students to choose key courses will also contribute to this increase.

CTE and site program enrollment

% of Students by Grade in CTE Pathways (2018-19)				
Grade	ECHS	SSFHS	Total	Percentage
9	26	41	67	10%
10	37	35	72	10%
11	172	172	344	50%
12	198	178	376	56%

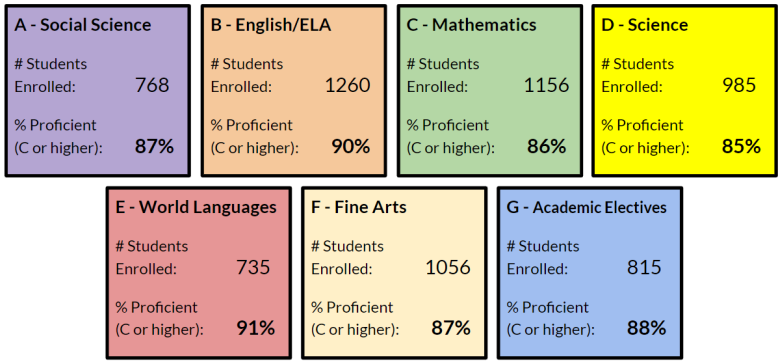
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Course	# Students Enrolled				
	2015	2016	2017	2018	2019
Auto 1	22	85	16	71	52
Auto 2		16	9	58	
Auto 3					9
Biotechnology 1		96	112	80	93
Biotechnology 3			15	14	27
Chorus	22	11	11	8	27
Adv Chorus	12	7	8	1	3
Concert Band	25	17	17	21	33
Jazz Ensemble	28	31	31	16	20
Advanced Jazz Ensemble				16	6
Symphonic Band	31	29	30	23	36
Dance 1	97	73	68	90	68
Dance 2	25	38	48	37	38
Dance 3	14	18	25	29	21
Dance 4	13	13	10	13	17
Adv Dance	16	20	20	20	21
Drama 1	38	19	40	43	68
Drama 2	9	11	8	9	11
Drama 3	8	0	8	3	5
Drama 4	4	3	0	20	21
Video Art	94	27	60	50	67
Adv Video Art	16	7	9	17	23
Photo 1	59	130	139	66	136
Adv Photo	14	11	25	23	17
Exploring Computer Science	32	32	29	16	61
AP Computer Science	31	31	29	18	0
Art 1	122	85	115	119	171
Art 2	113	88	110	62	
Art 3	31	25	23	16	15
Art 4	2	7	2	3	4
Art 5					1
Ceramics 1	128	129	64	128	171
Ceramics 2	106	117	56	64	
Ceramics 3	25	23	28	29	6
Ceramics 4			1	1	1
Ceramics 5	1	0	1		
Community Serv	8	8	8		
Foods 1	70	54	92		
Culinary Arts	67	65	15	130	122

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Culinary Arts 2				15	61
Health/Career	202	145	172	136	184
Work Experience	28	34	33		

Grade proficiency data



This is a graphic that was shared in our Board presentation on February 14, 2019, showing a snapshot (based on semester 1 data), how are students are doing in terms of receiving a "C" or higher in courses that meet A-G requirements. A more detailed look is on the following pages.

Course	A-G Fulfillment	# Stud	% C or Higher
World Geography	A	63	72.00%
Modern World Hist	A	210	85.00%
AP World History	A	66	98.00%
US History	A	278	89.00%
AP US History	A	23	90.00%
Government	A	128	84.00%

Course	A-G Fulfillment	# Stud	% C or Higher
English 1CP	B	214	74.00%
English 1H	B	110	96.00%
English 2CP	B	186	89.00%
English 2H	B	140	99.00%
English 3CP	B	198	88.00%
English 4 ERWC	B	160	86.00%
AP Language	B	99	98.00%
AP Literature	B	141	100.00%
ELD 3	B	12	100.00%

Course	A-G Fulfillment	# Stud	% C or Higher
Algebra .5A .5B	C	73	77.00%
Algebra 1	C	253	82.00%
Algebra 2	C	182	81.00%
Algebra 2H	C	79	99.00%
AP Calculus AB	C	34	97.00%
Geometry	C	257	77.00%
Geometry H	C	69	100.00%
Pre-Calculus	C	127	95.00%
Probability & Stats	C	82	100.00%

Course	A-G Fulfillment	# Stud	% C or Higher
Biotech 1, 3	D	108	95.00%
Human Anatomy	D	115	98.00%
Marine Science	D	38	100.00%
AP Biology	D	10	78.00%
Chemistry	D	245	90.00%
Chemistry H	D	40	100.00%
AP Chemistry	D	67	94.00%
Biology	D	362	70.00%

Course	A-G Fulfillment	# Stud	% C or Higher
Spanish 1, 2, 3	E	638	90.00%
AP Spanish	E	15	100.00%
French 1, 2, 3	E	82	100.00%

Course	A-G Fulfillment	# Stud	% C or Higher
Photography	F	100	81.00%
Adv Photography	F	25	91.00%
Multimedia Foundations	F	81	70.00%
Video Art	F	67	98.00%
Adv Video Art	F	22	100.00%
Art 1, 2, 3, 4	F	189	83.00%
Ceramics 1,2, 3, 4	F	182	72.00%
Chorus	F	13	100.00%
Adv Chorus	F	2	100.00%
Concert Band	F	25	91.00%
Jazz Ensemble	F	28	100.00%
String Ensemble	F	7	100.00%
Symphonic Band	F	28	100.00%
Drama 1, 2, 3, 4	F	87	94.00%
Dance 1, 2, 3, 4	F	181	98.00%
Adv Dance	F	19	100.00%

Course	A-G Fulfillment	# Stud	% C or Higher
Culinary Arts 1	G	150	88.00%
Exploring Comp Sci	G	20	94.00%
AP Comp Science	G	23	100.00%
Auto Tech 1	G	83	60.00%
AVID 9, 10, 11, 12	G	83	87.00%
Ethnic Studies H	G	61	94.00%
Psychology	G	121	99.00%
Earth Science	G	114	78.00%
Economics	G	112	93.00%
Economics H	G	47	100.00%

AP Macro Econ	G	1	100.00%

For the students that did not receive a C or higher in any of the above courses, they currently have the opportunity to retake the course in Summer School or try to fit it into their schedule in a later year. With a new bell schedule that offers 7 periods and advisory/intervention embedded in the school day, we hope to better help these students achieve the grade they need or have more flexibility to re-take one or two semesters during the school year in addition to the courses that they need to meet the A-G criteria. However, for courses such as ERWC, AP Literature, Economics, Psychology, or other courses that a student takes during their 12th grade year, there is little opportunity to make it up. That is why it is crucial for Cycle of Inquiry teams to continue to create a system of common formative assessments that will be aligned to district-wide interim assessments/benchmarks that are also at the rigor and scope of Common Core state testing. The grades received in these courses should reflect the level of proficiency a student demonstrates on priority standards that are identified in the curriculum, instructed in class, and assessed both formatively and summatively.

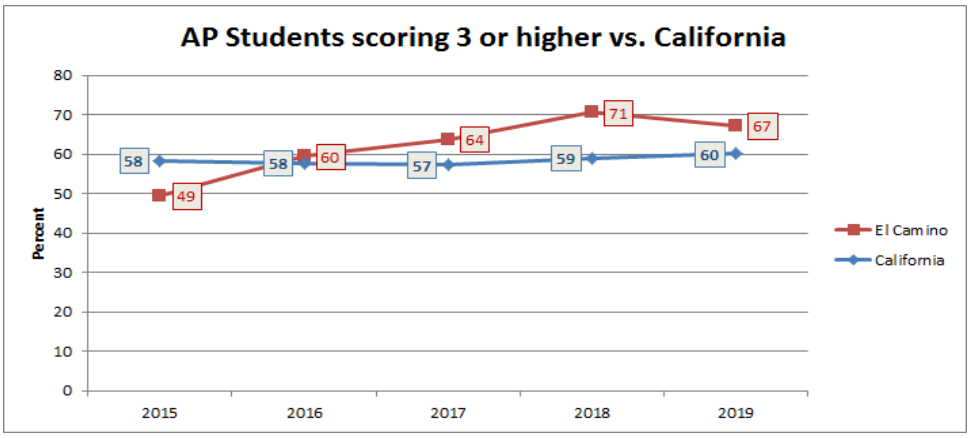
The following data resources give insight into the type of data that was collected over the past several years and how we used that data in our cycles of inquiry as a site (primarily looking at grade proficiency) and as individual PLCs (focusing on student progress on common formative assessments and analyzing instructional practices).

- Sample Grade Distribution reports (2016-2021)

Advanced Placement

	2015	2016	2017	2018	2019
	El Camino High School (053413)				
Total AP Students	360	296	265	231	207
Percent of Students taking AP					
Number of Exams	644	571	466	401	305
# Students with score 3+	178	176	169	163	139
% of AP students with score 3+	49.4	59.5	63.8	70.6	67.2
	California My Summary Reports are here				
Total AP Students	370,016	393,916	411,620	421,141	423,174
Number of Exams	700,449	743,280	779,608	794,126	793,695
# Students with score 3+	237,063	247,846	259,522	468,859	476,715
% of AP students with score 3+	58.4	57.8	57.3	59.0	60.1

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Overall data has shown a decrease of students enrolled in and taking AP exams prior to 2020. As part of a new partnership with Equal Opportunity Schools, we have seen a recent increase in underrepresented students enrolled in AP courses. The number of students scoring a 3 or higher has somewhat stagnated. During Spring 2021 we made a concerted effort to ensure that all AP teachers enrolled in Summer training sessions if they had not been within the past 3 years.

		2015	2016	2017	2018	2019
Biology	1	7	2	1	1	
	2	25	28	7	12	1
	3	14	27	6	9	5
	4	4	17	3	13	2
	5	1	1		1	1
	Total Exams	51	75	17	36	9
	Mean Score	2.35	2.83	2.65	3.03	3.33
Calculus AB	1	13	6	2	4	4
	2	9	11	13	15	3
	3	19	13	13	13	2
	4	11	18	18	9	6
	5	13	13	17	4	2
	Total Exams	65	61	63	45	17
	Mean Score	3.03	3.34	3.56	2.87	2.94
Calculus BC	1					
	2					
	3		1			
	4		1			

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	5	1	1		2	1
	Total Exams	1	3		2	1
	Mean Score	5	4		5	5
Calculus BC: AB Subscore	1					
	2					
	3					
	4		2			
	5	1	1		2	1
	Total Exams	1	3		2	1
	Mean Score	5	4.33		5	5
Chemistry	1					4
	2		1			13
	3					10
	4		2			2
	5					1
	Total Exams		3			30
	Mean Score		3.33			2.43
Chinese Language and Culture	1					
	2					
	3					
	4	1				
	5			3		
	Total Exams	1		3		
	Mean Score	4		5		
Comparative Government and Politics	1					
	2		1	1		
	3					
	4		1	1		
	5					

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	Total Exams		2	2		
	Mean Score		3	3		
Computer Science A	1		1	2	1	
	2		3	3	4	
	3		9	8	1	4
	4		4	5	4	3
	5		4	2	1	1
	Total Exams		21	20	11	8
	Mean Score		3.33	3.1	3	3.63
English Language and Composition	1	11	8	3	4	4
	2	39	55	36	34	28
	3	31	31	28	49	30
	4	17	16	12	24	12
	5	1	3	2	11	1
	Total Exams	99	113	81	122	75
	Mean Score	2.58	2.57	2.68	3.03	2.71
English Literature and Composition	1	14	5	1	2	
	2	68	28	40	24	9
	3	34	21	13	19	12
	4	8	10	5	5	9
	5	1		2	1	1
	Total Exams	125	64	61	51	31
	Mean Score	2.31	2.56	2.46	2.59	3.06
Environmental Science	1					
	2		1			1
	3					
	4		1			
	5		1		1	
	Total		3		1	1

	Exams					
	Mean Score		3.67		5	2
French Language and Culture	1			1		
	2					
	3					
	4					
	5					
	Total Exams			1		
	Mean Score			1		
German Language and Culture	1	1				
	2					
	3					
	4					
	5					
	Total Exams	1				
	Mean Score	1				
Human Geography	1					
	2					
	3	1				
	4			1		
	5					
	Total Exams	1		1		
	Mean Score	3		4		
Japanese Language and Culture	1		1			
	2					
	3					
	4					
	5				1	
	Total		1		1	

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	Exams					
	Mean Score		1		5	
Macroeconomics	1	8	3			
	2	18	2	7	1	
	3	19	5	6	2	
	4	9	18	12		1
	5	2	4	5		
	Total Exams	56	32	30	3	1
	Mean Score	2.63	3.56	3.5	2.67	4
Microeconomics	1			1	1	
	2					
	3		1		1	
	4		1			
	5		1			
	Total Exams		3	1	2	
	Mean Score		4	1	2	
Physics 1	1	1		2		
	2	3		14		
	3	2		6		
	4	1		4		1
	5			2		1
	Total Exams	7		28		2
	Mean Score	2.43		2.64		4.5
Physics 2	1					
	2					
	3	1				
	4					
	5				1	
	Total Exams	1			1	
	Mean Score	3			5	

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Physics C: Electricity and Magnetism	1			1		
	2					
	3					
	4		1			1
	5	1				
	Total Exams	1	1	1		1
	Mean Score	5	4	1		4
Physics C: Mechanics	1			1		
	2					
	3					
	4		1			
	5	1			1	
	Total Exams	1	1	1	1	
	Mean Score	5	4	1	5	
Psychology	1				1	4
	2				1	2
	3			1		1
	4		1	2		
	5	1				1
	Total Exams	1	1	3	2	8
	Mean Score	5	4	3.67	1.5	2
Spanish Language and Culture	1		1			
	2		1	1	2	
	3	2	12	5	3	3
	4	4	6	5	6	11
	5	4	6	1	3	2
	Total Exams	10	26	12	14	16
	Mean Score	4.2	3.58	3.5	3.71	3.94
Spanish Literature and	1					

Culture						
	2					
	3				1	
	4					
	5					
	Total Exams				1	
	Mean Score				3	
Statistics	1				1	
	2		1	1	1	
	3		2		5	2
	4		1		2	1
	5	1	1		1	
	Total Exams	1	5	1	10	3
	Mean Score	5	3.4	2	3.1	3.33
United States Government and Politics	1	10	4		2	3
	2	20	5	4	5	13
	3	17	13	12	4	15
	4	10	5	8	2	4
	5	1	6	12	2	1
	Total Exams	58	33	36	15	36
	Mean Score	2.52	3.12	3.78	2.8	2.64
United States History	1	15	13	2	4	1
	2	28	17	7	12	3
	3	18	24	3	15	4
	4	7	8	7	13	4
	5	3	2	11	6	1
	Total Exams	71	64	30	50	13
	Mean Score	2.37	2.52	3.6	3.1	3.08
World History	1	14	6	6	2	4
	2	38	22	19	11	15

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	3	**35**	**22**	**17**	**15**	**16**
	4	**4**	**4**	**19**	**5**	**13**
	5	**2**	**5**	**13**		**5**
	Total Exams	**93**	**59**	**74**	**33**	**53**
	Mean Score	**2.38**	**2.66**	**3.19**	**2.7**	**3**

In addition to the courses represented in this chart, we are looking to expand AP course offerings which may include courses such as AP Environmental Science.

Cycle of Inquiry Teams and Protocols

The focus of each of our Cycle of Inquiry Teams/PLCs is to analyze student assessment data from their common formative assessments. In addition to our look at grade proficiency site-wide, we hope that a focus on smaller formative assessments and the implementation of best instructional practices will contribute to a higher rates of program completion, meeting assessed standards, and achieving college and career readiness. Since 2016, we have been working towards training our teachers to become effective members of their respective teams. The focus and reporting through each subsequent year is illustrated in the following table:

School Year	PLC Teams	Assessment	Area of Focus	Sample Report
2016-17	No formal teams created; worked within departments	Assessments largely based on instructional units	Understanding structure of PLCs; self-assessment; developing scope and sequence	No formal collaboration report
2017-18	Team Roster	Unit formative assessments	Developing scope and sequence and common formative assessments	Collaboration Report 1-2 cycles of inquiry
2018-19	Team Roster	Unit formative assessments	Analyzing student data - including data on Students with	Cycle of Inquiry Report 5 cycles of

			Disabilities and English Learners; admin walkthroughs to observe student engagement	inquiry planned
2019-20	Team Roster	Unit formative assessments	Analyzing student progress using a pre- and post-assessment; admin walkthroughs to observe student engagement	Cycle of Inquiry Report Sample - MWH 2-3 cycles of inquiry due to pandemic and distance learning
2020-21	Team Roster	Unit formative assessments - district ELA formative assessments not ready	Using assessment and student data analyze student progress during distance learning	Cycle of Inquiry Report 1-2 cycles of inquiry due to pandemic conditions
2021-22	Team Roster	Unit formative assessments - district ELA formative assessments not ready	Using assessment and student data to inform best instructional practices	Cycle of Inquiry Presentation 1-2 cycles of inquiry due to pandemic conditions

Refer to the following resources for a more comprehensive look at PLC work:

- PLC Evidence - meetings, teams, presentations, reports
- Admin Team Walkthrough Logs (2019/2020)

The chart below is a quick snapshot of PLC work in 2018-19 that focused on common formative assessments student data

Team	Cycle 1 - Student Progress Goal	Cycle 1 Results	Cycle 2 - Student Progress Goal	Cycle 2 Results	Cycle 3 - Student Progress Goal	Cycle 3 Results
English 3CP	By 9/20, 80 % of students enrolled in two chosen periods of English 3CP, will demonstrate that they have met or exceeded standards for the following priority standard(s): Introducing and punctuating embedded quotations.	71% of all students met or exceeded standards	By 10/22, 80 % of students enrolled in two chosen periods of English 3CP, will demonstrate that they have met or exceeded standards for the following priority standard(s): Introducing and punctuating embedded quotations.	70% of students met or exceeded standards		
Algebra 1	By September 18, 80% of students enrolled in Algebra 1, will demonstrate that they have met or exceeded standards for the following priority standard(s): Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression	46% of all students met or exceeded standards			By 12/5/18, 70% of students enrolled in Algebra 1, will demonstrate that they have met or exceeded standards for the following priority standard(s): CCSS.MATH.CONTENT.HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	59% of all students met or exceeded standards

Team	Cycle 1 - Student Progress Goal	Cycle 1 Results	Cycle 2 - Student Progress Goal	Cycle 2 Results	Cycle 3 - Student Progress Goal	Cycle 3 Results
Geometry	By August 31, 70 % of students enrolled in Geometry, will demonstrate that they have met or exceeded standards for the following priority standard(s): G-GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	51% of all students met or exceeded standards	By October 26, 70% of students enrolled in Geometry, will demonstrate that they have met or exceeded standards for the following priority standard(s): G-GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	50% of all students met or exceeded standards		
Chemistry	By 9/21/2018, 90% of students enrolled in Chemistry, will demonstrate that they have met or exceeded standards for the following priority standard(s): HS-PS1-8. Develop models to illustrate the changes in the composition of the	85% of all students met or exceeded standards	By 10/26/2018, 90% of students enrolled in Chemistry, will demonstrate that they have met or exceeded standards for the following priority standard(s): HS-PS1-1. Use the periodic table as a model to predict the	53% of all students met or exceeded standards		

	nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.		relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.			

Team	Cycle 1 - Student Progress Goal	Cycle 1 Results	Cycle 2 - Student Progress Goal	Cycle 2 Results	Cycle 3 - Student Progress Goal	Cycle 3 Results
PE 9					By December the 20th, 60% of students enrolled in PE 9th Grade CORE, will have conducted the push-up assessment and will have shown improvement and/or an increase in the number of properly conducted push-ups they were able to perform using the state mandated cadance. This assessment is in conjunction with the California State Physical Education: Standard 2.4 - Use physical fitness test results to set and adjust goals to improve fitness.	70% of all students showed improvement

Art 1/2			By 10/26/18, 85% of students enrolled in Art 1/2, will demonstrate that they have met or exceeded standards for the following priority standard(s): 2.5 Create an expressive composition, focusing on dominance and subordination.	95% of all students met or exceeded standards		

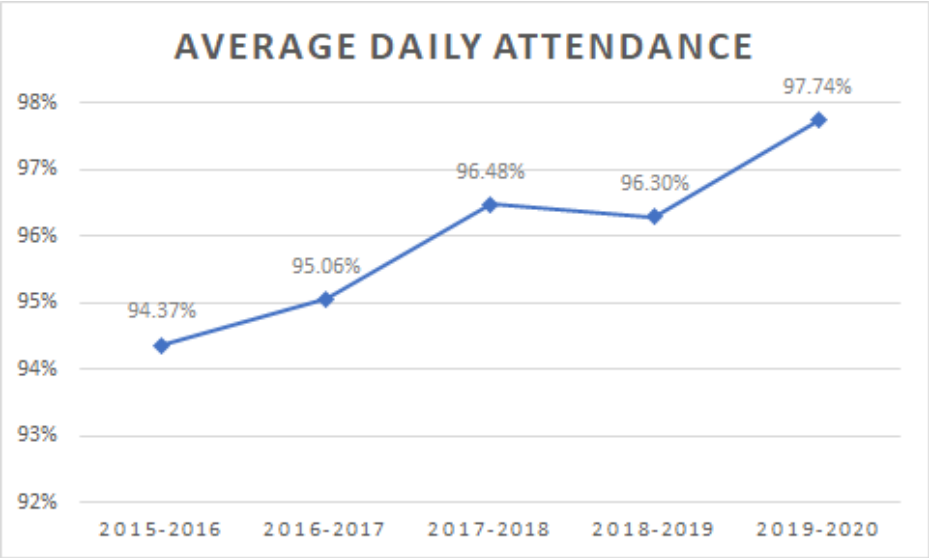
Team	Cycle 1 - Student Progress Goal	Cycle 1 Results	Cycle 2 - Student Progress Goal	Cycle 2 Results	Cycle 3 - Student Progress Goal	Cycle 3 Results
World History	By September 21st, 80 % of students enrolled in Modern World History, will demonstrate that they have met or exceeded standards for the following priority standard(s): WHST.9-10.1a - Introduce precise claim(s), within the context of the Enlightenment (CA Content Standard 10.2).	74% of all students met or exceeded standards	By October 26th, 80 % of students enrolled in Modern World History, will demonstrate that they have met or exceeded standards for the following priority standard(s): WHST.9-10.1a - Introduce precise claim(s), within the context of the	73% of all students met or exceeded standards	By December 3rd, 80 % of students enrolled in Modern World History, will demonstrate that they have met or exceeded standards for the following priority standard(s): WHST.9-10.1a - Introduce precise claim(s), within the context of European Imperialism (CA Content Standard 10.3)	45% met or exceeded standards

			Napoleonic Age (CA Content Standard 10.2).			
Spanish	For all students to score a 70% or higher on assessment for standard: Present progressive	57% of all students met or exceeded standards	For all students to score a 70% or higher on assessment for standard - irregular preterite tense	90% of students met or exceeded standards		

Cycle of Inquiry teams continued to meet and analyze the student data as well as the assessments they gave. For the 4th cycle, they looked specifically at how their SPED and EL students are doing compared to All Students. When we review that data, we will discuss as a staff what would be the next steps or areas of focus. Preliminary discussions indicate focusing on best instructional practices. 100% of teachers participated in learning walks that were designed to focus on student engagement. The feedback from the teachers will be used to create a site walkthrough tool.

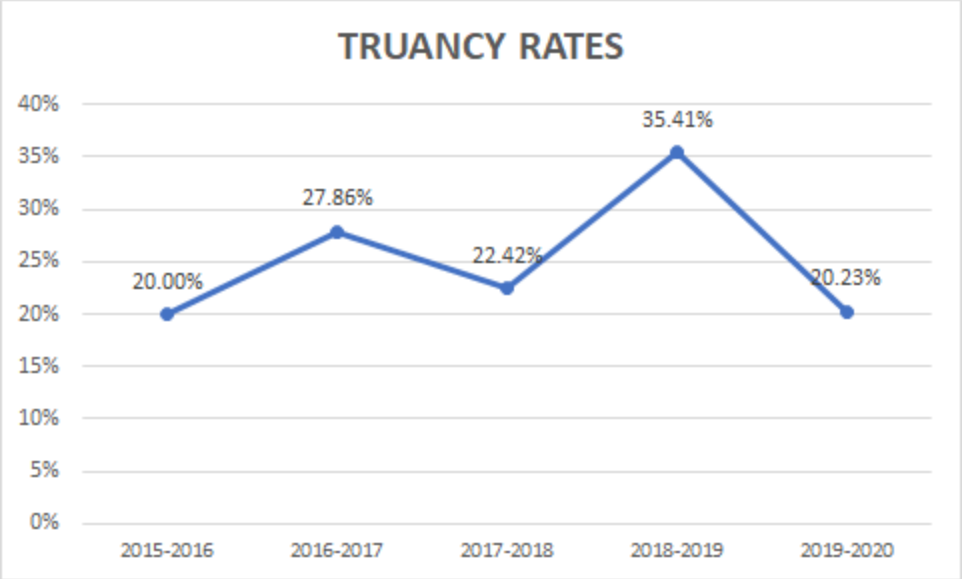
On all sites during the 2018-19 school year, administrators conducted a quick walkthrough of ELA and Math classrooms to measure the use of curriculum, identification of standards and objectives, and to assess student engagement and assessment practices.

Attendance Data



Daily average attendance from 2015-2016 school year to 2019-2020 school year has consistently shown improvement by a total of 3.37%. Daily average attendance for 2019-2020 school year is incomplete due to school closure as of March 13, 2020. The entire fourth quarter is excluded.

Truancies



Truancy rate for the 2018-2019 school year was at its highest compared to the other years. The 2019-2020 school year truancy rate of 20.23% does not reflect the entire school year due to school closure as of March 13, 2020; it excludes the entire fourth quarter.

Tardies

2015-2016 School Year Year-end Student Enrollment: 1,338

	Number of Students	% of Student Enrollment
At least 4 tardies during the school year	558	41.7
At least 8 tardies during the school year	332	24.81
At least 12 tardies during the school year	201	15.02
At least 16 tardies during the school year	136	10.16

2016-2017 School Year Year-end Student Enrollment: 1,339

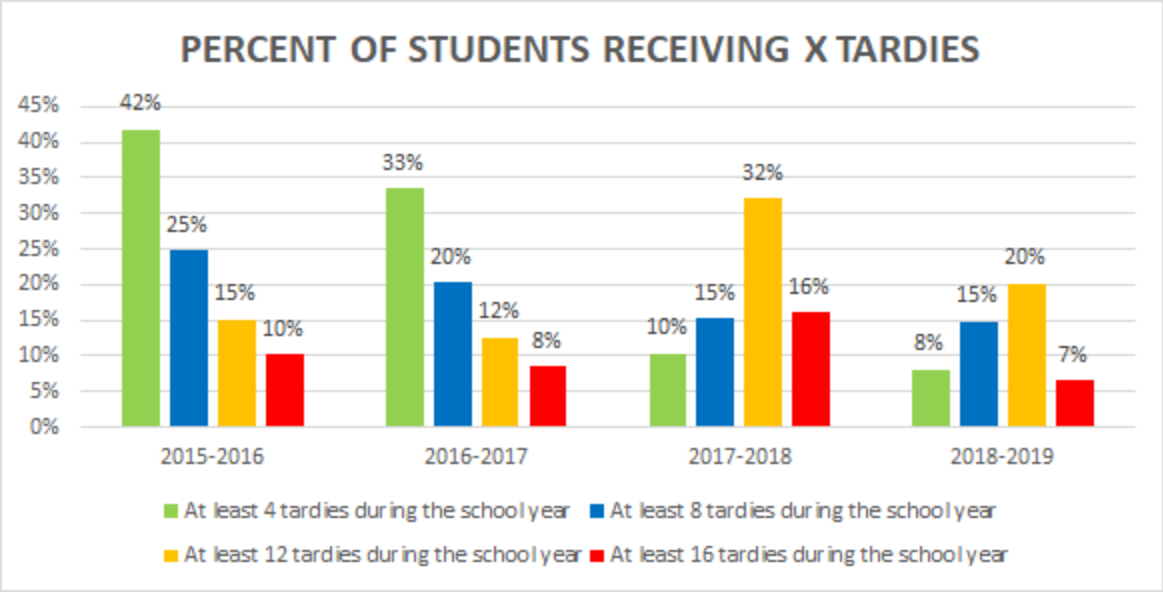
	Number of Students	% of Student Enrollment
At least 4 tardies during the school year	448	33.46
At least 8 tardies during the school year	272	20.31
At least 12 tardies during the school year	167	12.47
At least 16 tardies during the school year	113	8.44

2017-2018 School Year Year-end Student Enrollment: 1,249

	Number of Students	% of Student Enrollment
At least 4 tardies during the school year	122	10.24
At least 8 tardies during the school year	82	15.23
At least 12 tardies during the school year	39	32.03
At least 16 tardies during the school year	78	16.01

2018-2019 School Year Year-end Student Enrollment: 1,264

	Number of Students	% of Student Enrollment
At least 4 tardies during the school year	157	8.05
At least 8 tardies during the school year	85	14.87
At least 12 tardies during the school year	63	20.06
At least 16 tardies during the school year	194	6.52



The percent of students receiving at least 4 tardies decreased by 34% from the 2015-2016 school year to the 2018-2019 school year. However, there was an increase in at least 12 tardies in the

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2017-2018 and 2018-2019 school year. Our school also conducted more tardy sweeps those last 2 years.

Stakeholder Surveys

Staff Professional Development

The diagram below shows the leadership structure of our school in terms of planning school-wide professional development. For certificated staff, it is largely planned by our Admin Council which consists of department heads and program directors. At each monthly meeting, they plan the staff-wide professional development activities that take place during our monthly Staff Development meetings. The embedded collaboration time is devoted to the work of the Cycle of Inquiry teams. For Classified Staff, the principal works with the support team to discuss professional development activities for the following groups: Paraprofessionals - instructional support; Office support staff - customer service; Security - discipline protocols

Admin Council	Principal	Assistant Principal	Assistant Principal
Certificated Staff	Office Support Staff	Security	Paraprofessionals
Topics Determined via Survey	Customer Service	Discipline Protocols	Instructional Support

During the 2018-19 school year, surveys were conducted regarding professional development needs among staff on a variety of topics.

Professional Development Survey Results Summary

ER = Early Release; DM = Department Mtg; AS = After School; RT = Release time; DT = District Training; OT = other

Identify your Primary Cycle of Inquiry Team	What further professional development will your team need to accomplish your team's process goal?	What further professional development will your team need to accomplish your team's student outcome goal?	Type (ER, DM, AS, RT, DT, OT)
English 3CP	We're going to use NoRedInk for student practice. Done	None.	no action

Eng 1CP/ Eng 2CP	We would like more time to spend unpacking the CAASP to ensure our assessments are emulating them in terms of form and rigor.	collaboration time during our next early release date to work on steps 6 and 7	DM / ER
Graduation Rates	Illuminate training, ASCA and CASC conferences, cultural competency in reaching parents with parent nights, National Clearinghouse to gather student post-secondary data	Illuminate training (especially for running reports)	
EL Progress	We need time to review ELD Standards and the ELPAC test.	Strategies to increase listening comprehension.	DM/ER/
IEPs/Case Management	None	None	
Algebra 2	We would like collaboration with South San Francisco High School to see what they're doing and share what we are doing.	Ideally, we would be given time to collaborate directly after the formative assessment and before the summative assessment so we can eventually make it to Step 6 & 7 in a timely manner following our pacing.	ER
Biotechnology	N/A?? I don't need professional development to do this task, just time.	I will need to continue learning the functions of Excel to better teach my students.	
US History	None	None! =)	
Geometry	We will need time for collaboration.	We will need a common rubric for grading and time to meet together to discuss the outcomes.	ER
Culinary Arts	I would like to visit other Culinary Arts/Hospitality programs at neighboring school sites to observe best practices as well as meet with Skyline College and City College to discuss dual enrollment/ articulation	Meet with Skyline College and City College to discuss dual enrollment/articulation agreements.	RT /

	agreements.		
Photography	Go over to SSFHS to pace myself in photos with Pettersen	Go over to Pettersen and see what he does to do enlarger parts	ER / RT
Work Experience	Professional development focused on Infinite Campus and accessing student info.	CAWEE Fall Conference	DT / DM
Spanish	New communicative activities and projects to enhance student engagement.	Differentiation and accommodation techniques for different learning styles and needs to assist those students who are not meeting the student outcome goal. Our team would also like to explore having resources online, access to Kahoot, Quizlet, teacher website, etc.	ER/DM
Auto	Observation of other Auto programs (eg. Skyline, SSFHS, Westmoor etc.)--Visitation to successful auto repair businesses including diagnostic, and Star smog stations.	Given that our CTE department is so diverse, we will need some collaborative time to determine common goals such as safety instruction. Although we are diverse, we do have some common units that we cover.	ER / RT / AS / DM
Senior English/ Capstone	We need time to revamp capstone in order to make sure our goals are in line with changes we may make to the project.	We will need time to meet together to discuss the results to see if the standard was met and if we will need to reteach the skill.	DM / ER
Algebra 1	We need extra time (paid) to collaborate on establishing a pacing guide and creating more common assessments.	Professional development on rubric building and re-engagement lessons.	ER & DM

Biology	Using early release time to plan the assessments. Possible more paid time to look over standards. October NSTA conference in Reno, early bird tickets can be bought before the end of August.	Using early release time to analyze. Possible more paid time to look over data. October NSTA conference in Reno, early bird tickets can be bought before the end of August.	DM / ER, AS
World History	n/a - just time to create pacing guide	n/a - just time to create pacing guide	ER
Govt/Econ	Our team needs time to put everything together	Due to textbook adoption, this year's focus is on which textbook gives us the best student outcomes, based on the new history-social science framework.	RT
Chemistry	We will need further examples of the format of test questions on the CAST.	A better understanding of the cutoff for met or exceeds expectations for the standards.	DT/DM
Dance	Looking more into CAASPP assessments and see how I can implement the same type of questions/assessments in this department.	I just need more time set aside for this exclusively.	DM
Music	Planning time to develop the same formative assessment and how and when to implement.	Same professional development for process goals.	ER
Art 1/2	We need to unpack more standards and determine common formative and summative assessments in order to better support students. We unpacked some standards last year in our PLC meetings but we still have more work to do. So, this year, we want to identify more essential standards and ensure that they are being addressed in our classes. We also want to determine	We need to plan pre-plan time in advance for us to collaborate and compare data since we no longer have the same prep time.	ER/DM

	which standards are best suited for the students/curriculum so we are going to focus on CA framework standards.		
PE 9	Reiterate our department's primary standards and see if each of our given assessments for each cycle can support at least one standard that we've chosen to focus on throughout this process. Water Safety Instruction - all department members will need to be recertified (our current certification expires March of 2018)….in-water portion is usually done during the early release.	Additional Collaboration Time - to discuss and analyze date results District personnel have provided the in-water training (Red Cross Certified) / Prior to in-water, there is an online portion that must be completed prior.	ER / DT ER, DT, OT

Teacher Handbook Survey Results Summary

AS = After School; SM = Staff Meeting; OL = Online Tutorial

PD Topics	**% Request**	**Type? (AS, SM, OL)**	**Date**
Purchasing and Reimbursements	44%	OL	Oct. 2
Planning for Field Trips	39%	OL	Oct. 2
Google Classroom (creating an assignment and assigning)	35%	SM — Not mandatory. Do a "World Cafe"	Nov. 6
Using "At a Glance"	33%	SM- World Cafe	Nov. 6
Knowledge of Admin Duties	25%	OL	Oct.2
Safety Drills and Protocols	19%	SM	Oct. 2
Time Cards and using Frontline	19%	OL	
Writing a referral	11%	New Teacher Mtg	

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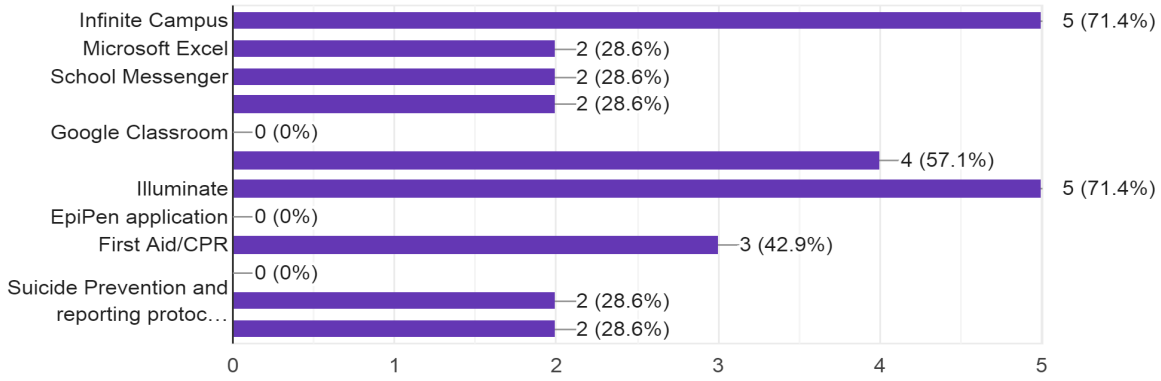
SchoolLoop Grade Book	9%	New Teacher Mtg	
SchoolLoop Parent Communication	9%	New Teacher Mtg	
Infinite Campus Class Setup	7%	New Teacher Mtg	
Infinite Campus Attendance	4%	New Teacher Mtg	
OTHER PD Requests			
CPR Certification		AS	
Block Schedule Instruction		World Cafe	Nov.6
Co-teaching			
Understanding Paychecks			
Suicide Protocols & Prevention		SM-Resource Folder.	Dec.4/ Oct. 2
Restorative Justice		SM	Dec. 4
Math Common Core			
Illuminate			
ADDED AT ADMIN COUNCIL			
Google Drive — Organizing		SM — World Cafe	Nov. 6
MS Outlook Tips and Tricks (organizing folders, calendar invites, checking laptop calendars, setting up Outlook on a personal computer)		SM - World Cafe	Nov.6
Discipline		How do instructors see the "resolution"? Can Admin share Behavior Matrix?	Dec. 4
ELD Strategies		SM — World Cafe	Nov. 6
AVID Strategies (part of their site plan)		SM — World Cafe	Nov. 6
AS = After School; SM = Staff Meeting; OL = Online Tutorial			

Classified Staff PD Needs Assessment

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Check all are areas that you feel would you benefit the MOST if given the opportunity to participate in a training, tutorial, or staff-wide discussion.

7 responses



Professional Development topics have been integrated largely into our Faculty Meetings for Certificated Staff and during Collaboration time on Early Release Wednesdays for Classified Staff. The following folders contain the agendas for those meetings and other resources:

- Faculty Meetings 2020-21
- Faculty Meetings 2021-22
- Admin Council Meetings
- Staff Surveys

Parent and Student Surveys

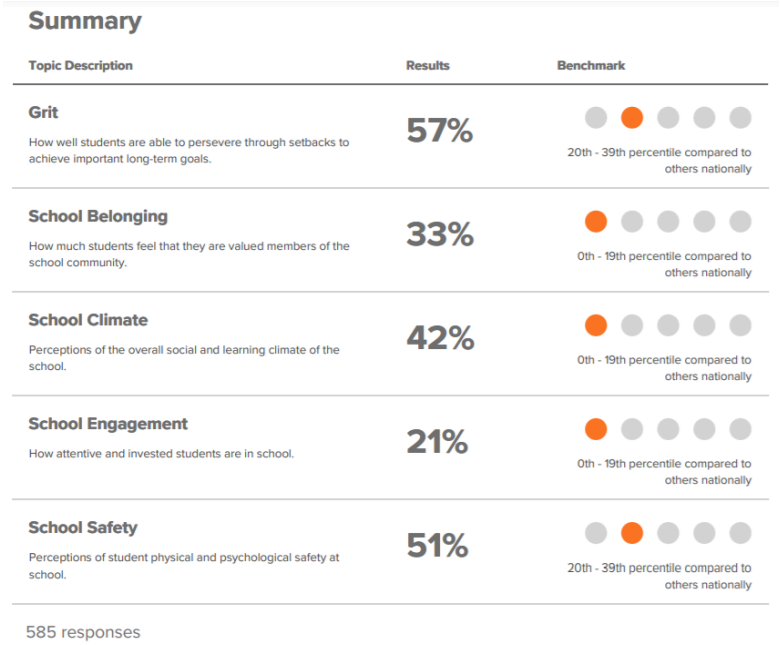
Upon reviewing survey data from Spring 2018, we determined that in order to show improvement in the specific areas identified for growth, we needed to conduct more surveys throughout the year. We conducted surveys for parents, students, and staff. The result was the creation of a School Climate Committee and several initiatives designed to improve the school culture and to address important issues such as: (1) increasing school spirit and positive environment; (2) improving how bullying is handled; (3) increasing the number of students that feel valued; and (4) providing course instruction that helps students apply what they learn to real-world scenarios. The following folder provides more detailed information regarding survey results and the work of committees to implement recommended changes:

- School Committees
- Student Surveys

Our district contracted with Panorama to conduct site and district surveys of staff, students, and parents. Only one site level report was provided in Spring 2018. The following are snapshots of the results of the three surveys given that prompted us to create our own site surveys in Fall 2018 to dive deeper into why certain scores seemed lower than expected in regards to the School

Climate:

Student Survey (Spring 2018) snapshot:

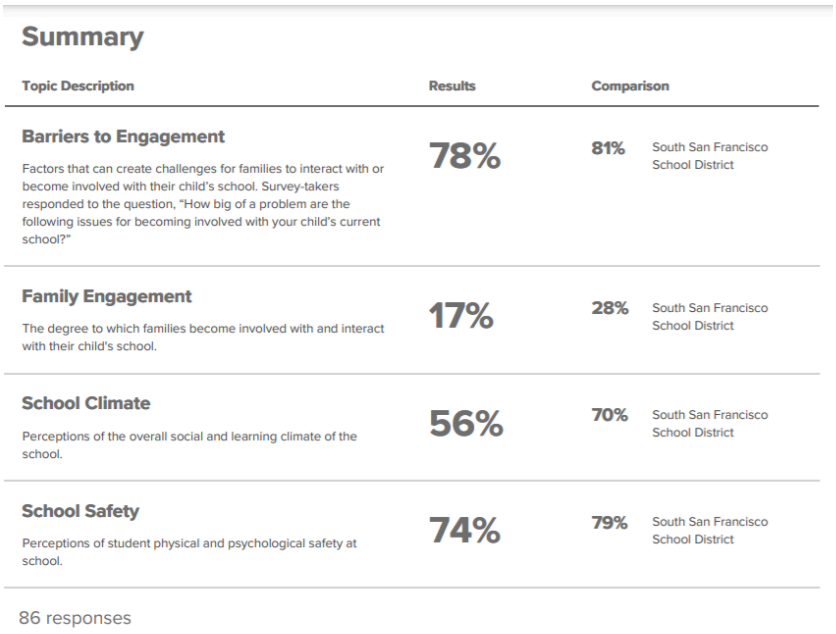


Summary

Topic Description	Results	Benchmark
Grit How well students are able to persevere through setbacks to achieve important long-term goals.	57%	20th - 39th percentile compared to others nationally
School Belonging How much students feel that they are valued members of the school community.	33%	0th - 19th percentile compared to others nationally
School Climate Perceptions of the overall social and learning climate of the school.	42%	0th - 19th percentile compared to others nationally
School Engagement How attentive and invested students are in school.	21%	0th - 19th percentile compared to others nationally
School Safety Perceptions of student physical and psychological safety at school.	51%	20th - 39th percentile compared to others nationally

585 responses

Family Survey (Spring 2018) snapshot:



Summary

Topic Description	Results	Comparison
Barriers to Engagement Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"	78%	81% South San Francisco School District
Family Engagement The degree to which families become involved with and interact with their child's school.	17%	28% South San Francisco School District
School Climate Perceptions of the overall social and learning climate of the school.	56%	70% South San Francisco School District
School Safety Perceptions of student physical and psychological safety at school.	74%	79% South San Francisco School District

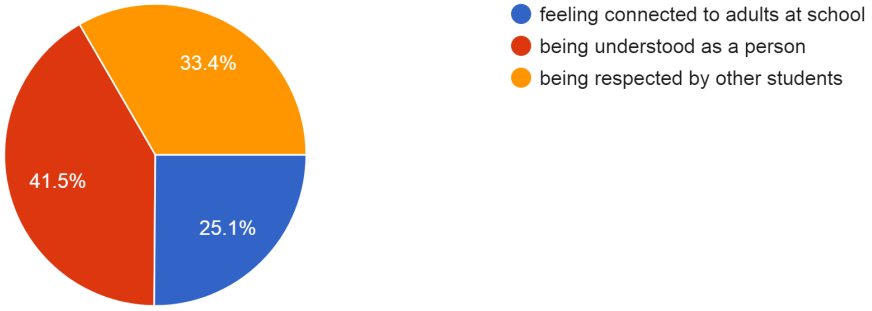
86 responses

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Here are some results of the August 2018 Student Survey:

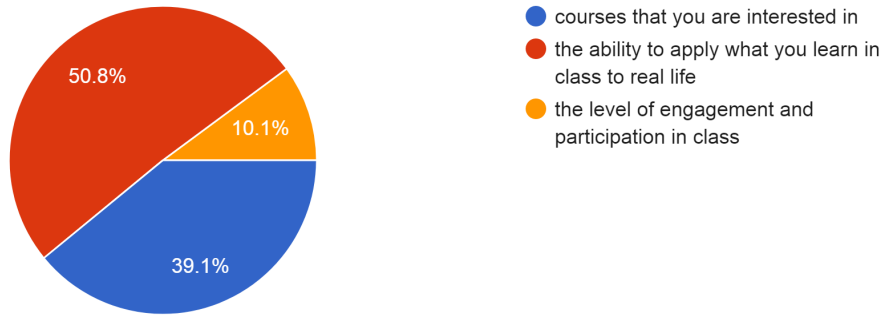
Of the following items, choose the ONE that you would MOST like students, staff, and administrators to work together to improve:

860 responses



Of the following items, choose the ONE that you would MOST like students, staff, and administrators to work together to improve:

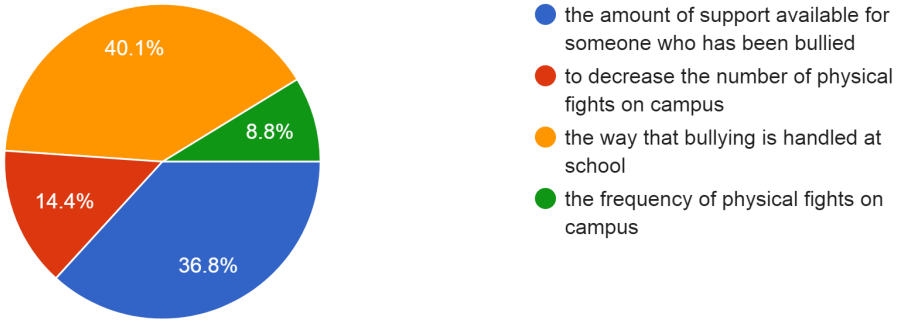
860 responses



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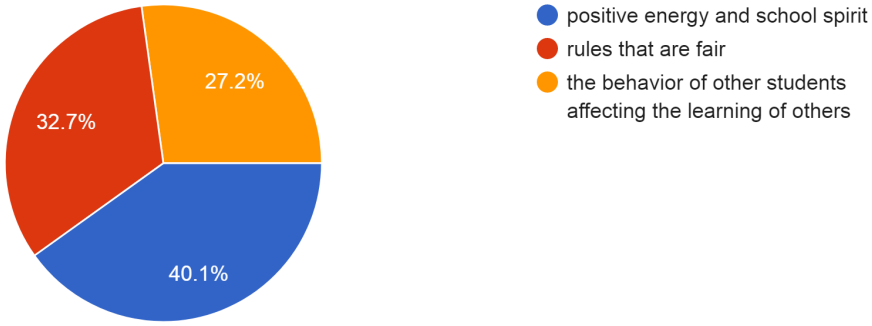
Of the following items, choose the ONE that you would MOST like students, staff, and administrators to work together to improve:

857 responses



Of the following items, choose the ONE that you would MOST like students, staff, and administrators to work together to improve:

860 responses



Additional surveys were conducted throughout the 2018-19 school year and during the Fall of 2019 to check in on the effectiveness of our Anti-bullying campaign as well as to provide comparison data from the previous Fall on School Climate. Due to the pandemic, no comprehensive annual surveys were conducted in Spring 2020. The majority of the surveys conducted during the 2020-21 school year were geared around making sure students had access to technology and support due to the fact that we were 100% Distance Learning that year. The following surveys were also beneficial to collect perception and progress data:

- Class of 2021 Senior Exit Survey resulted in a concerted effort to encourage students to reach out more to our Counselors
- Equal Opportunity Schools Student Surveys (Fall 2020 and Fall 2021 Opportunity Chart)

resulted in a focus on recruiting more underrepresented students to enroll in AP courses. Staff analyzed the Fall 2020 results to brainstorm ideas for recruiting those students as evidenced in this presentation.

Brief Summary of Data Findings

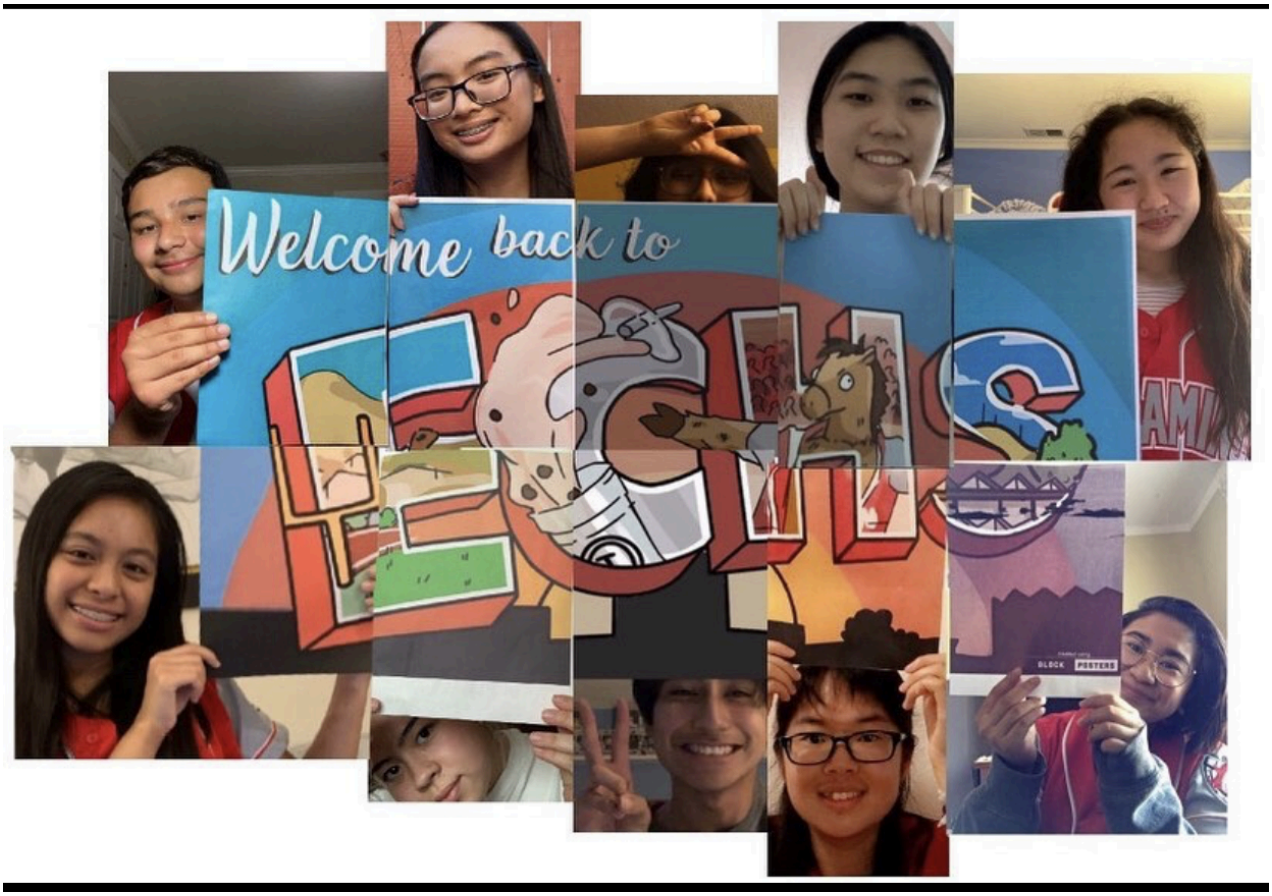
Major student learning needs at this stage of analysis:

- The data shows a need to continue to employ strategies and action items designed to support underperforming and underrepresented students to help them gain access and to be successful in key programs and course offerings in order to increase their college and career readiness.
- Students' needs in the classroom will be met as staff continue to get the training and collaboration time they need to implement key instructional strategies and to provide timely feedback to students.Perception data among staff shows a need to continue developing a professional development calendar that addresses assessed needs and that provides adequate time and support via faculty meetings, collaboration time, and paid time outside of the work day to accomplish tasks.
- Perception data among students and parents show a need to continue working on the improvement of school climate conditions so that barriers to school access are lessened and students feel that our school is a caring and safe place to learn.

Important questions for focus groups:

- How do our current efforts in each of the key focus group areas support underperforming and underrepresented students in their learning? What is working? What can be improved?
- How can we support the professional development of staff to support student learning and to provide students and families timely feedback regarding their progress and opportunities for support?
- How do our current efforts in each of the key focus group areas support a school climate in which all students can learn and be supported?

Chapter III: Self-Study Findings



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

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

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.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
El Camino reviews the mission statement and schoolwide learner outcomes (SLOs) every six years as part of the WASC accreditation process. The mission statement and SLOs are included in the Single Plan for Student Achievement (SPSA) and annually reviewed by all stakeholders, including the School Site Council (SSC). Students' parents and members of the community are consistently informed about the vision, mission, and SLOs through School Loop, Parent Information Nights, Back-to-School Night, PTSA, and newsletters mailed from the school. El Camino's expectations of what students should know and be able to do upon exit from high school are consistent with curriculum frameworks, research-based practices, and the intent to meet or exceed national, state, and local standards. The ECHS	ECHS Vision, Mission, and SLO statements Google form to reach out to staff regarding the redefining the "T" in the mission statement Professional Development Calendar Collaboration Schedule

mission and SLOs provide better opportunities for all students to participate in a curriculum that is challenging, rigorous, and meaningful. The aim of both our mission and SLOs is to ready our students for postsecondary success in both college and career. ECHS provides a 21st Century learning environment to grapple with the Common Core State Standards (CCSS) by promoting a variety of literacies, specifically technological and vocational. South San Francisco Unified School District (SSFUSD) has established graduation requirements that exceed the state requirements. El Camino has established graduation requirements above the state requirements with the addition of the fourth year of English. However, SSFUSD graduation requirements are not in full accordance with UC/CSU admission requirements. Our mission and SLOs aim to increase the percentage of ECHS graduates who are UC/CSU eligible and to better prepare all students for college or career options. ECHS administrators approached the WASC self-study in a collaborative way, forming a council led by expert teachers, Cindy Tam and Chris Laveglia, and department chairs representing the English, Social Science, World Language, Science, Specialized Academic Instruction, Physical Education, Counseling, Fine Arts and Mathematics departments. The WASC Admin Council served to guide the WASC Self-Study. The faculty and staff, in focus groups, met throughout the 2019-2020 school year to review the 2014 mission and ESLRs as well as data, student, teacher, and parent survey results, and student performance outcomes. Feedback was collected based on the current needs of our students, school site, and the Common Core State Standards to support and discuss the revision of the language. A revision was discussed with the WASC Admin Council before it was presented to the faculty and staff at large. A new mission statement was presented at a staff meeting during the 2019-2020 school year to “Programs that pursue excellence in academic knowledge developed in an environment that embraces diversity and respect for all.” Following the voted acceptance of the mission revision, El Camino’s 2014 ESLRs were revised to our 2021 SLOs with representatives from all stakeholder groups during the WASC accreditation process and revised through staff input via a survey.	Staff Meeting Schedule Prior Google classroom activities show work done on mission statements for departments and school SLO’s and Mission statements are posted in classrooms and offices and website Surveys given during advisory to gather student input Partnerships with community members and community involvement: Genentech, Rotary club, Starbucks, art shows, and the Masonic Lodge Job shadowing programs Senior Passion Project Parent Boosters PTSA The school handbook available via the school’s website School Site Council minutes and videos via the school website LCAP Meeting Minutes

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The current ECHS SLOs follow the acronym COLTS, inspired by our mascot, and emphasizing the importance of "Critical Thinking: Students will effectively read, write, and communicate critically; Open-mindedness: Students will practice all inclusive acceptance with respect to self and others; Literacy: Students will become literate in 21st century learning standards which includes critical thinking, communication, collaboration, and creativity; Technology: Students will practice responsible and effective use of technology; Service: Students will strive to make a difference in their school,community, and world resulting in measured improvement based on local, national and world class standards." El Camino's SLOs and mission are acknowledged and supported by the district and school board in their review of the SPSA and the WASC Self-Study Report. The SLOs and mission statements are posted in all classrooms. On an annual basis, the 12th grade English teachers revise the Senior Passion Project to focus on and measure the SLOs and the CCSS. Following a transition in the administrative leadership team, an ongoing, formal system for aligning curricular and instructional goals with our mission and SLOs was established at our site. Professional Learning Communities (PLCs) work to implement and align curricular and instructional goals toward priority CCSS. Currently, common assessments exist for most subject areas within many departments and are in use to monitor student achievement and instructional strategies within PLCs. Formal collaboration occurs between members of most departments within department meetings or on an individual basis during weekly embedded collaboration and preparation periods. Collaboration time is also used to ensure all new curricula adoptions and changes, state and national standards-based, are implemented to promote the achievement of the SLOs and mission statement.	via the school website Back-to-School Nights Parent Information Nights Syllabi- Teachers class rules, expectations, vision, and curricula for each class. College and graduation meetings for parents and students.

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A2. Governance Criterion

The governing board (a) has 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; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

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.

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

Findings	Supporting Evidence

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The South San Francisco Unified School District School Board's policies and procedures are clear and connected to the school's mission and purpose. The School Board meets monthly with regularity and transparency. Prior to the Covid pandemic, the SSFUSD community could attend the meetings in-person. In the 2020-2021 school year, individuals could participate with Zoom, by phone and Facebook. Spanish translation is always available for Board meetings. The School Board sends out notices for School Board meetings utilizing automated emails to staff, students and parents. The school community receives additional meeting communication from the Superintendent and Assistant Superintendent's office. The School Board website link is included and the information provided includes the Board Goals, Responsibilities, Policies, Meetings with Links to Agendas. The School Board reviews and approves the vision and SLOs as part of the SPSA on an annual basis. The South San Francisco Unified School District Board and district cabinet meet on a weekly basis to address and discuss upcoming agenda items. SSFUSD extended cabinet meetings are held prior to these Board meetings to help funnel information to the governing board, addressing site-specific needs. The School Board reviews student performance, overall school operations, accountability measures, and the financial condition of the school through the annual review of the SPSA and regular site reports at School Board meetings. The principal meets routinely with the site and district staff to present and formulate school plans and needs, and these plans are communicated to the School Board. After conducting a Needs Assessment, the SPSA is written by the Principal. The SPSA references CELDT, PLC, and CAASPP data. The ECHS SPSA is discussed during School Site Council (SSC) meetings. The SPSA is aligned with the district's LCAP goals. The SSC reviews the goals and action items annually and makes recommendations for amending, continuing, and/or changing the goals and action items based on the recommendations from the Focus Groups and Home Groups (Departments) analysis of data. After the SPSA is reviewed and approved by the School Site Council, it is submitted to the School Board for final 99Sign in - Google Accounts	Board of Trustees meeting schedule made available at ssfusd.org Governance Handbook Board Website Board Goals Board Responsibilities Board Policies Board Meetings with Links to Agendas YouTube Channel SSFUSD LCAP Goals ECHS SPSA ECHS School Site Council Folder Updated SLOs, Mission Statements, and Site-wide identified priority areas (slides 4-6) CTA Contract CSEA Contract SST Protocols "Kid Talk" agenda and minutes

approval. The SSFUSD website provides both the district LCAP Goals and the ECHS SPSA. Following review by the SSC and approval by the School Board, the SPSA is implemented and monitored by the administration and faculty. Annual updates are presented in SSC, PTSA, and ELAC meetings, but improvements can be made in the coordination of alignment with district policies and initiatives (website, quarterly reports to all stakeholders, etc.). The principal does report annually to the Board on school progress. The CTA and CSEA are given time in the board agenda to express their concerns to the governing board directly, on the record, at each Board meeting. The Associate Superintendent of Human Resources sends out information yearly regarding mandated reporting and sexual harassment procedures, policies that every staff member that works for SSFUSD is required to follow. Any time any law is changed by the state an informational email, with an attachment, is sent out to all district employees. SSFUSD Uniform Complaint Procedures are established in governing board policy, and El Camino is required by this policy to abide by these procedures. Additionally, El Camino maintains school-based conflict resolution programs that are designed to help students learn constructive ways of handling conflict. The intent of these programs is to promote communication, personal responsibility, and problem-solving skills while reducing violence among students. Administrators, counselors, and teachers work to mediate between students experiencing significant issues. The counseling department works with peer-to-peer conflict resolution. Student assemblies and COLTure TV also present information that students can use to assist in decision-making and conflict management. South San Francisco has a complaint process in place with a timeline of when the complaint needs to be addressed. “The intent of this complaint procedure is to address any allegation of a violation of Federal or State laws or regulations governing educational programs, including allegations of unlawful discrimination. The South San Francisco Unified School District is primarily responsible for compliance with federal and state laws and regulations”	ECHS Suspension/Expulsion Data Uniform Complaint Procedure Uniform Complaint Form

(SSFUSD Website). Both the CTA and CSEA have procedures for complaints outlined in their contracts that start at the site level and could reach the district level. ECHS strives to address any complaint immediately at the site level, but in the case that the desired resolution is not reached then the site reaches out to the district for support. The Uniform Complaint and Procedures are available to the public and found on the SSFUSD website and in-office via the administrative assistant. The El Camino administrative team, counselors, and teachers participate in SSTs, student/teacher meetings, and a weekly "Kid Talk" meeting when administrators meet with school counselors to discuss any existing conflict that may be occurring between individuals, or in the school as a whole. El Camino's efforts to eliminate, or reduce conflict have increased the opportunity for all students to learn in a safe and stress-reduced environment. It is in this way that, as a school, we have become better able to prepare students for life after high school, and increase achievement for all subgroups.	

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

Based on multiple sources of data, 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. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

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

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.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The El Camino High School administrative team and staff use student achievement data to make informed decisions on our academic program. The Administrative Council, comprised of department chairs and administration, meets monthly with the principal to receive information, give department feedback and discuss policy changes that members share with their departments. This data is shared with the School Site Council in reviewing goals and action items each year and in determining whether or not goals and action items need to continue, be amended, or removed.	ECHS SPSA Report 2021-22 PLC Teams 1. Department Goals/PLC Analysis 2021-22: a. World Languages b. Math c. PE d. VAPA e. Social Science f. Science

El Camino's School Site Council (SSC) is in compliance with the SSC Education code by including parents, teachers, students, administrators, and counselors on an annual volunteer basis. The Administration seeks SSC approval to satisfy legal requirements for implementing school changes. The Principal performs an annual update of the SPSA to ensure that the SPSA meets the content requirements, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. The SSC meets and approves categorical funding for various school needs. In December 2021 and January 2022, the SSC reviewed and approved the SPSA report which utilizes data results from the previous academic year to assess needs and drive decision-making for the implementation of programs during the current year. Following approval by the SSC, the SPSA is forwarded to the superintendent and finally the governing board for approval. Annual goals, data, and initiatives are shared at PTSA and ELAC meetings every year. With the absence of much statewide data because of the COVID-19 pandemic, the SPSA was guided by the district's LCAP goals, WASC recommendations, numerous surveys, and Cycles of Inquiry that assess students grouped by Professional Learning Communities (PLCs). El Camino's SPSA utilizes student data to make data-driven decisions after analyzing student achievement based on standards-based common assessments. There are numerous resources available to El Camino to ensure funds are allocated to support students and teachers based on data-driven decisions. We receive funding for instructional materials, state-adopted textbooks, and technology resources to enhance the instructional program for students who are English language learners (ELLs) and students who need Specialized Academic Instruction (SAI). Over the years, committees have met to address areas such as alternative discipline, the Bell Schedule, school climate, instructional strategies, and student learning outcomes. Several groups have contributed their analysis and recommendations on important site-wide data such as State Dashboard data and on how department goals align with site goals and our mission statement. School testing and grading data are presented to the faculty regularly. Teachers are encouraged to utilize the data to strengthen their instruction	g. English h. CTE 2. ECHS 2020-21 Action Plan SSFUSD District LCAP SSFUSD Strategic Planning ECHS School Site Council Folder CA Dashboard Analysis - CAASPP ELA 1. Group A 2. Group B CA Dashboard Analysis - CAASPP Math 1. Group A 2. Group B CA Dashboard Analysis - College & Career Readiness 1. CA Dashboard Analysis - Graduation Rate 2. CA Dashboard Analysis - Suspension Rate: a. Group A b. Group B Home Group Reflection Data - Goals and Mission Statement Committee reports Admin Council Planning Meeting August 2020

and interventions. The Admin Council regularly reviews and presents department goals. It also is the governing body for supporting our PLC groups.School performance data is also available to the community on the school and district websites via California Dashboard; however, much data is being reviewed by the state before publication due to the pandemic and distance learning. Departments and PLCs examine data more intensively to inform decisions that focus on all students achieving the SLOs and priority academic standards. Extra teacher planning time is provided following the presentation of data in PLCs, and extra pay is available to teachers who would like to plan together outside of scheduled collaboration time. The faculty also participate in routine district-wide collaboration for professional development and multi-site department meetings to alter or adapt their curricula to address the critical academic needs of the students. Collectively, data inform curricular and schoolwide decisions and activities. For example, the Boosters meet to analyze ways to support and help students in Athletics and Performing Arts. Furthermore, to increase elective choices for students, elective courses such as Geography, Video Arts, Ethnic Studies, Exploring Computer Science, Multimedia, Health, Freshmen Seminar, and Culinary Arts have been developed or expanded based on identified student needs, faculty initiative, and/or administrative directives. In an effort to provide more opportunities for more students to benefit from increased academic rigor, El Camino has increased the number of AP sections, and teacher-led tutorial programs open to all students four days a week to support students who need additional time with content area teachers in their core curriculum classes. Moreover, every teacher and student has been provided a laptop, and classrooms are equipped with LCD projectors or Apple TVs and document cameras to support their integration of technology. El Camino's comprehensive structure for analyzing data and site goals includes a variety of digital tutorials and platforms to communicate staff protocols and expectations as evidenced in the online handbook, Quick Reference Guide, etc. El Camino relies on a tiered system that involves the following:	Distance Learning Communication Expectations District Employee Handbook Online Teacher Handbook Quick Reference Guide - Teacher Expectations

(1) addressing issues school-wide through emailed memos; (2) individual messaging via email or in-person; (3) discussions on the use of email and proper protocol; and/or (4) facilitating meetings with individuals to resolve issues. We do recognize the need, however, to update our student and staff handbook over the course of the 2021-22 school year for the 2022-23 school year.	

A4. Staff: Qualified and Professional Development Criterion

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. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

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.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
SSFUSD's overall Job Description Site identifies that the district is committed to hiring and retaining highly qualified staff. Teachers must hold a valid California teaching credential in their subject area and a valid EL Authorization. Hiring is done through EdJoin, district recruitment, and district announcement. El Camino does work with the student-teacher intern program in partnership with San Francisco State University. El Camino administrators hold "New Teacher Meetings" monthly to initiate new staff to school policies and practices and SSFUSD provides additional training for new	Job Description Site Secondary Teacher Job Description - District Website Link to PD / Wednesday Schedule (SY 2020-21) Distance Learning Hub

teachers. These meetings also serve as an opportunity to check in with teachers and discuss best practices and support. In addition to the monthly meetings for new teachers, there are monthly faculty, department, and PLC meetings to support understanding the curriculum, curriculum planning, the school culture and climate, classroom management, and restorative practices. Coaching and mentoring of beginning credentialed teachers are encouraged and practiced through the district's participation in the Teacher Induction Program. SSFUSD supports newly certificated teachers through Induction by providing site-based mentors. All new teachers participate in two years of the Induction Program in which they receive intensive support from experienced teachers who guide them in reflection, evaluation, peer observations, and goal setting. Veteran teachers provide additional support informally. Teacher and counselor monitoring is based on the evaluation system required by the district. The evaluation process is every year for probationary teachers and every two years for tenured teachers. Probationary teachers are evaluated by the Principal through observations of the California Standards for the Teaching Profession (CSTP). Classified staff evaluation is conducted by one member of the administrative team. The evaluation process serves to commend staff successes and to assist and support staff with any identified deficiencies. The administration and district provide support to faculty through workshops, peer assistance, and peer observations. Coaching, mentoring, peer assistance, and observations are limited by resources, time, and workload. All four administrators are involved in the evaluation process. The District's "Peer Assistance and Review" is in place for tenured teachers with multiple unsatisfactory evaluations. El Camino's retention rate and low salaries have led to a relatively moderate turnover in teaching staff. On average, over the past six years, El Camino High School has hired 10 to 14 new teachers each year. Despite the staff turnover, El Camino has met our Adequate Yearly Progress goals consistently for the past six years. The district offers Optum Employee Assistance Program for work-life resources and support.	(SSFUSD - Provided by SSFUSD TOSA) Link to BTSA program homepage) Induction program homepage 1. Templates for assignments 2. College and Career Homepage 2021-22 PLC Teams 1. Important 2021-22 Meeting Dates 2. Department Goals/PLC Analysis 2021-22: a. World Languages b. Math c. PE d. VAPA e. Social Science f. Science g. English h. CTE 3. Samples of PLC Reports: a. MWH 2020-2021 Cycle of Inquiry Data Report b. Chemistry Cycle of Inquiry Report 2020-21 Social Studies 2021 -2022 Department Goals Retention Faculty Meeting Calendar 2020-21

A wide range of professional development collaboration is available to all teachers. Our teachers are also given the freedom of choice when participating in District-led collaboration. They are able to choose which training(s) they would like to attend and/or which grade level they would like to meet within their department cohorts. El Camino's staff and district-level professional development for the last three years included presentations about Google Classroom, prescribed curricula, IXL, English Learner instructional strategies, etc. El Camino faculty members have participated in numerous additional professional development opportunities such as Science piloting NGSS prescribed curricula, English piloting McGraw Hill's StudySync prescribed curricula California State University's Expository Reading and Writing Course, Google Suites, clerical Administrative systems, Paper Tutoring, back to school training. The staff has ongoing access to training for Distance Learning systems. From April to September 2021, each department collected the PLC reports from the 2020-21 school year and create goals that are aligned with our SPSA goals for High-Quality Teaching and Learning. Professional development support and collaboration calendars are based on identified areas of growth to help departments and PLCs achieve their goals during the 2021-22 school year. For example, the first three collaboration days of the 2021-2022 school year were dedicated to implementing English Learner instructional strategies. This was made more meaningful by the inclusion of such strategies in the subsequent Cycle of Inquiry goal setting. Throughout the year, in faculty, department, and PLC meetings, departments/PLCs will plan out the scope and sequence of their Cycles of Inquiry for the 2021-22 school year. Pacing guides and instructional calendars are coordinated between departmental staff and the SSFUSD Office of Curriculum and Instruction. These guides and calendars are maintained and adjusted during monthly academic department meetings with administrative staff and teachers. Over the past year, we have made tremendous strides in communication via Google Classroom and site-wide use of Google formats, including the continued use of Zoom for parents and students to participate in meetings more readily.	Certificated Evaluation Handbook - - Improvement plan forms - Includes CSTP on rubrics on Page 38 - Psychologist rubrics on pg 44 - Counselors Page 48. - Speech Language rubric Pg 53 - Face version of the eval forms. - Links to eval forms Student Handbook - Posted on Public El Camino Website District Employee Handbook Online Teacher Handbook Quick Reference Guide - Teacher Expectations Admin Council Planning Meeting August 2020 Distance Learning Communication Expectations Reflection Data - Goals and Mission Statement 1. Committee reports 2. Student Handbook 3. Video Tutorials: a. Tardy Policy

The staff has immediate access to resources through our Distance Learning Hub and Classlink portal. Following the return from distance learning, to in-person instruction, teachers continue to receive training through district-wide collaborations on the hybrid use of technology and paper-based instruction to enhance the delivery of content. SSFUSD continues to be committed to providing funds for staff professional development especially for the training of technology integration as indicated by the second SPSA goal. Moreover, our shift to co-taught courses has been coupled with many SAI teachers sharing a common prep period with their general education co-teachers to enhance the services they provide to our students with special needs. All policies are reviewed at the start of the year, for the faculty and students, to assure that everyone is informed of the new policies that have been implemented or changed from the previous year. El Camino primarily works through our Administrative Council to review, communicate, and amend staff expectations and policies. All administrative policies are informed by the State Education Code. Throughout this school year, El Camino continues our review of our staff and student handbooks to have it ready for the 2022-23 school year. Although we do have a comprehensive structure for analyzing data and site goals. El Camino recognizes the need to improve communication and analysis of protocols that exist in our handbooks. As previously noted, over the course of the 2021-22 school year, we will have student and parent groups review and help our staff to revise our student handbook for the 2022-23 school year. While the handbook is being revised, the administration, staff, and students have created a variety of video tutorials to inform the school community of various protocols, practices, and expectations. The School Safety Plan is updated and reviewed on a yearly basis and addresses how to respond during all emergency situations. The document includes a schedule of drills for the year. The SSC approves the School Safety Plan each year and time is taken out of a faculty meeting to review the roles assigned to the faculty in the plan. All El Camino administrative written policies are found in the Board Policies and Administrative Regulations published by	b. Student Behavior Expectations c. Use of Infinite Campus Portal and Navigating Student Schedules

the governing board. Decision-making matrices for administrators are distributed and directed by SSFUSD. All faculty written policies are distributed to the faculty through the SSFUSD Human Resources Department, and school site and district requirements for teachers and classified staff are contained within CTA and CSEA contracts. In addition, adjustments and modifications to staff and student policies are communicated to all staff during monthly all-staff meetings, monthly new-teacher meetings, and monthly Administrative Council meetings. Site-level internal communication is conducted through the regular distribution of intra-district email, daily loudspeaker announcements, and the weekly Principal's Address that is emailed. Any differences that need resolution are first referred to the site principal and subsequently to appropriate staff if needed.	

A5. Resources Criterion

The human, material, physical, and financial resources are 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 college- and career-readiness standards.

Indicators

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

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

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

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

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

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
As shown in the School Plan for Student Achievement (SPSA), resources are allocated to support action items and goals that are aligned with the LCAP goals. Regular operating costs, such as allocations to departments are shared with department chairs annually. Due to the pandemic and distance learning, there was a lack of data from the state to inform budget allocations for the return to in-person learning. The 2021-2022 School Safety Plan was reviewed and approved by the SSC in October 2021. The updated budget numbers for the 2021-22 school year were reviewed by the SSC in December 2021 and approved in the 2021-22 SPSA in January 2022.	Sample SSC Funding Proposal Form - Ed Puzzle SSC Agendas 2020-21 2020-21 Action Plan with Budget summaries 2019-20 Budget Worksheet - this type of document is shared with SSC and Department Chairs

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The SSFUSD budget allocates an annual budget to our school based upon student enrollment, programmatic needs, previous years' spending, and projections for the coming year. These budgets are maintained and properly monitored throughout the year. An approval process is in place for each level to make sure these budgets are followed and accounting practices are in accordance with generally accepted accounting principles. There are numerous resources available to support the students at El Camino High School. Funding is available to support the general education classes and support the students who are identified as English Learners and Students in need of Specialized Academic Instruction. The district supports after-school programs such as our Homework/Detention Center and extra-curricular activities such as athletics, dance, drama, and music. Textbooks and novels are available for every student and additional resources support the classrooms in our Library and textbook room. New textbook and novel purchases and book repairs are budgeted for in the SPSA. Supplies and materials are available to meet the needs of all students and are supported by appropriate funds. All core disciplines have up-to-date textbooks and supplementary materials. The Library is up-to-date in terms of materials, resources, technology, research database subscriptions, and Career Center opportunities. In addition to one-to-one laptop technology, teachers have access to three computer lab sites during the instructional day as well as a computer lab in the Visual Arts classroom. Additional resources to support the integration of technology throughout distance learning and the return to in-person instruction have been purchased. The SSFUSD has updated our network and a vast improvement in the connection speed to the internet is evident when all students are utilizing their one-tone devices. In addition to the El Camino School Site Budget, El Camino has utilized DonorsChoose.org, VAPA Grant Proposals (2018-2019), Equal Opportunity Schools Grant (2020-2021), Genentech Grant, PTSA Donations, Masonic Lodge donations, and the Excellence Fund. El Camino used the Perkins school grant for computer purchases. A list from LEI details a complete list of additional funding.	Annual proposed budget with actual expenses throughout the year. Sample of expenditure report by Budget code given to SSC during the 2020-21 school year when finalizing the SPSA School Accountability Report Card Annual Facilities Review (pages 4-5) SPSA Donors Choose District Employee Handbook Secondary Teacher Job Description - District Website Job Description Site Online Teacher Handbook Quick Reference Guide - Teacher Expectations Admin Council Planning Meeting August 2020 Distance Learning Communication Expectations

Planning time is provided to all staff members during most Collaboration Wednesdays. Departments actively produce an improvement science Cycle of Inquiries to help address the needs of all students. Furthermore, El Camino staff is provided with numerous district-sponsored professional development days where teachers are trained in instructional strategies and technology platforms. Short and long term scope and sequence plans have been established to support the implementation of curricula in all departments and provide reflection and analysis during district-wide collaboration. For example, there are continuous follow-up activities and time allocated for the development and review of collaborative work. Professional development initiatives are outlined in the school's SPSA. ECHS has adopted Infinite Campus and ongoing training is provided to staff regarding the utilization of this system to better provide insight on disciplinary records, academic progress, attendance, etc. Resources are available to some teachers who would like to utilize additional paid time to plan or collaborate on curricula, staff development, or presentations or subject matter as identified by budget allocation in the SPSA. While El Camino has structured departmental and interdepartmental collaboration during the week, common planning time, and a comprehensive professional development plan, the staff continues to request additional development time to prioritize the integration of strategies and materials presented at professional development training. Although staff development activities are constructive and are often based on current research, continuous development and modification of the long-term plan and structure remain a priority. For example, staff continues to report a need for collaborative planning within departments; therefore, professional development activities are outlined in the school's SPSA and are connected to school achievement data. Resources are available and used to enable the hiring, nurturing, and ongoing professional development of well-qualified personnel for all programs. El Camino engages with a comprehensive process to screen applicants and to include questions in the interview process that reflect the values and initiative in our district and at our site including	Distance Learning Hub (SSFUSD - Provided by SSFUSD TOSA) ECHS 2021-22 Reopening Presentation to Staff Health and Safety Purchases Safe In-Person Instruction Guidelines Health and Safety Guidelines Video Tutorial to Students and Parents COVID close contact flowchart

collaboration in PLCs, promoting equity, integrating technology, and facilitating an engaging and rigorous learning environment accessible to all. SSFUSD and El Camino conduct background checks of individuals prior to making any final decisions regarding a recommendation for hire. Teachers that are new to our site are asked to participate in "New Teacher" meetings that are meant to help them discuss areas of strength and areas for support. El Camino's department chairs work to acclimate new hires to the site, follow protocols, and meet expectations. All faculty are provided digital resources and tutorials that can be reviewed on their own time to better understand those expectations. Recent campus improvements have been made to meet new health and safety guidelines and resources for reopening were implemented and communicated in a variety of ways to staff, students, and parents. For example, sanitizing stations are strategically placed around campus and in classrooms, R-Zero air filters are placed in every classroom, and R-Zero light disinfection systems are used to clean every room. Furthermore, facilities are now cleaned following specific District Cleaning Protocols. The facilities have been updated with new band equipment, Mac computers, sound systems in the gym, a softball field, tennis courts, field lights, parking lights, culinary arts space, photography classroom, and video art lab. All of the facilities and grounds were maintained in a deep cleaning over the summer; however, many areas were updated including fans, heaters, interior and exterior painting, landscaping, bottled water filters, additional trash and recycling receptacles, improved security and camera systems, and auto department. Any materials outlined in our Health and Safety Purchases document that need to be ordered are communicated and reviewed. Protocols for exposure to COVID and follow-up procedures are found on the flowchart. Our district and site have developed a variety of resources to support our staff, especially during this difficult time of navigating in-person instruction during a pandemic. For example, Yoga from Ms. Oliveri, trauma-informed training, teacher dance workouts, mindfulness sessions for mental calmness, celebrations for staff achievement via a public notification (emails from Principal/ Superintendent's Corner weekly email notification), and CareSolace (parent, staff,	

students, stakeholders-service helps you locate social-emotional resources). The school is actively implementing many supports for social-emotional learning for all students. We encourage staff to reach out to those resources for social and emotional support. We are looking into ways to provide additional spaces on campus for staff to take time during their breaks to regroup whenever possible. We do recognize, however, that with our current substitute teacher shortages and loss of personnel, there are many teachers and other staff that often work through their breaks or prep time. We recognize a need to continue to find the most effective ways to nurture and support our new and veteran teachers and staff so that we can retain them for years to come.	

Category A. Synthesize Strengths and Growth Needs

Areas of Strength

1. El Camino's vision and mission statement are openly and readily available on the ECHS school site.
2. El Camino communicates with staff, students, and families regarding policies and procedures. Upon request, policy documents are readily available for the school community. Staff and families are encouraged to participate in school-wide decision-making.
3. El Camino's collaborative culture includes PLC, department, and curriculum level collaboration is well developed and readily accessible through the district and school website.
4. El Camino's facilities are an area of strength both pre and post-COVID-19 as the campus has both been upgraded and beautified.

Areas of Growth

1. There is a lack of communication about the purpose and decisions from the School Site Council to the whole school community.
2. More collaboration time with Department/PLC/Sister schools during teacher contracted hours.
3. El Camino could do a better job of advertising/allocating resources collected and distributing them to the staff and faculty.
4. Our El Camino student handbook needs to be updated to reflect and maintain our school-wide learning outcomes.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**



Category B: Curriculum

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

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

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

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

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

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

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Counseling provides an effective, rigorous, relevant, and coherent approach to helping students socially, emotionally, and behaviorally based on current educational research. The Counseling team follows ASCA Model and MTS. The school articulates academic standards, college- and career-readiness indicators, and standards for each subject area in classroom presentations (college, counselor introduction, programming, graduation requirements, etc.) live or Zoom. There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators as specified by alignment with alignment "A-G" requirements. Courses and programs meet or exceed graduation requirements as identified by "A-G" requirements. Using 1:1 meetings to check for	Counseling: ASCA Model/MTSS College presentations given at each grade level that cover HS and A-G requirements, and college/career options. 1:1 meetings Career class for all 9th graders Surveys via Google Form

understanding, communication through Google Classroom, Schoolloop, Google Forms, and QR Codes the school engages with all stakeholders to maintain involvement with community partners and resources, feeder schools, local colleges and universities, and technical schools. The school uses PLC cycles of inquiry to study the effectiveness of the curricular program.	
The school's Career Technical Education (CTE) provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards by following the Model Curriculum Standards by Industry Sectors. The CTE department has defined academic standards and college- and career-readiness indicators for each of the following courses to meet or exceed Dual Enrollment agreements with Skyline College for all Biotechnology, Automotive, Photography, and Culinary Arts Courses. There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, and the college- and career-readiness indicators. For instance, CTE provides industry-recognized certifications in both Culinary Arts courses through hands-on labs, field projects, and experiments CTE. There is integration and alignment among academic disciplines and CTE, and CTE engages with community partners and resources to increase the effectiveness of the programs. For example, CTE utilizes the Biotechnology pathway beginning with a unit in 9th grade and provides opportunities such as access to job shadowing with biotech industry leader, Genentech. The department uses PLC cycles of inquiry to learn about the effectiveness of the CTE programs.	CTE: "a-g" courses include: "C" AP Computer Science A "D" Biotechnology 1-4 "F" Photography 1 & 2, Advanced Photography, Video Art, Advanced Video Art, Multimedia Foundations "G" Automotive Technology, Advanced Automotive Technology, Culinary Arts 1 & 2, Exploring Computer Science Dual Enrollment Agreements between Skyline College and the following ECHS courses: Biotechnology 1-4, Automotive 1-3, Culinary Arts 1-2, Photography 1-2 Follow-up survey given by District CTE Coordinator Dianna Ariani (2020)
All English coursework is aligned with the district's established priority Common Core State Standards as identified by SSFUSD's Scope and Sequence to ensure an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking. All English classes offered at ECHS qualify for "B" in the UC "A-G" requirements allowing students the option to meet or exceed graduation requirements. To ensure congruence between the actual concepts and skills taught, the scope and sequence, and	English Scope and Sequence

SLOs, PLCs meet regularly to measure learning outcomes through grade level Cycles of Inquiry on common formative and summative assessments and instructional strategies. English curricula are implemented using blended classrooms, sentence frames, language stems, academic language institute, checking for understanding using Kahoot, Socrative, Zoom, modeling, explicit direct instruction, cooperative grouping strategies such as think/pair/share and jigsaw. Co-taught courses are also available to ensure students with IEPs are receiving the accommodations and modifications necessary to make all curricula accessible. The English department engages with community partners and resources, feeder schools, local colleges and universities, and technical schools. For instance, by utilizing California State University's Expository Reading and Writing Curricula for 12th grade English. Moreover, seniors engage with the Senior Passion Project to launch into self-actualizing as a community resource. Additionally, students often practice addressing the college essay prompts as expository writing while also preparing research papers for relevant research topics using ProQuest and GALE. PLC work each quarter aims to reflect on CCSS aligned instructional strategies and common assessments to increase the numbers of students taking AP and Honors level coursework.	
To establish that school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking, Mathematics has created a district-wide Scope and Sequence for Algebra 1, Geometry, and Algebra 2 based on the Common Core State Standards. El Camino offers co-taught Algebra 1 and Geometry using Google Classroom, MathXL, IXL, and ZOOM for instruction which ensures accessible congruence between the actual concepts and skills taught, the SLOs, and the college- and career-readiness indicators. Most classes use daily group work to support the accessibility of the curricula. All Mathematics classes offered at ECHS qualify for "C" in the UC "a-g" requirements to allow students the opportunity to meet or exceed graduation requirements. AP Computer Science also meets "C" for UC "a-g" requirements and provides integration and alignment among academic and career technical disciplines at the school. Our PLCs utilize the Scope and Sequences to assess	Math Scope and Sequence

state-wide, district-level, and PLC data and distinguish our priority standards, learning outcomes, instructional strategies, and the effectiveness of the curricular program.	
By using standardized 5-e lesson plans, all Science courses ensure an effective, rigorous, relevant, and coherent alignment of all curricula with NGSS and current educational research trends. Most Science courses use inquiry and project-based learning and exit tickets to monitor students' progress with concepts, skills, and the standards taught. All SSFUSD schools collaborate to align and standardize assessments in all subject areas. For example, Biology is utilizing the community of collaboration to develop standard assessments between the high schools and using the PLC's data to identify areas of improvement and share that with all Biology teachers in the district. 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. As the three-course science model is being considered, both sites are aligning assessments and pacing to NGSS to ensure the effectiveness of the curricular program.	Science Scope and Sequence
All El Camino Social Science courses meet UC/CSU college requirements by meeting the "A" to qualify for "A-G" high school graduation requirements to ensure students can meet or exceed graduation requirements. 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 to provide an effective, rigorous, relevant, and coherent curriculum based on current educational research trends. At the district level, schools are working collaboratively to develop a scope and sequence that teaches students 21st-century skills like critical thinking, collaboration, communication, writing, research, etc. For example, prior to Distance Learning, during 11th grade, students work on the National History Day Project, which is a year-long research project based on a theme. PLCs for each subject work on creating, assigning, and	Social Science classes which qualify for "A-G" high school graduation requirement include: Modern World History U.S History American Government and Economics Honors Ethnic Studies Geography APUSH AP GOV AP Modern World

analyzing Common Formative Assessments (CFAs) meant to test whether students in different classes are learning similar skills, concepts, and content to establish congruence between the actual concepts and skills taught and the SLOs. This process provides the data that will inform the scope and sequence. For instance, a few of the skills PLCs are focused on are writing a claim and supporting it with evidence from various documents read. The instructional methods used in previous Cycles of Inquiry are common lessons and assessments, Think/Pair/Shares, classroom discussions (Socratic seminars, message board discussion VIA Google Classroom, EdPuzzle), sentence frames, modeling work, Document Based Questions (DBQ), graphic organizers, and Zoom/Google Meets for instruction. These instructional methods and common assessments are used to study the effectiveness of the curricular program as we establish a shared scope and sequence.	
The Visual and Performing Arts (VPA) department provides an effective, rigorous, relevant, and coherent curriculum based on the State of California and National Standards for Visual and Performing Arts. The programs offered allow students to meet or exceed graduation requirements and engage with community partners and resources. For example, the advanced classes offer performance opportunities and training with industry professionals. Dancers will leave the program with historical knowledge of different cultures and movement technique. Each dance unit offers movement, written, and performance opportunities for each student. Each level in VPA is built on the next and each student will be able to show competence in what they learned (via product or performance). VPA utilizes blended classrooms, Multiple Intelligences Theory, Cooperative Learning, Project-Based Learning, digital resources, social media, direct instruction, performance outcomes, debate, research, role play, jigsaw, hands-on learning, call and response, modeling, lecture, journaling, community outreach, peer teaching, and collaboration to ensure unity between the actual concepts and skills taught, the SLOs, and academic standards. PLCs' data are used to assess the effectiveness of curricular programs.	1 Year A-G Requirement for VPA credit: Dance 1 Dance 2 Dance 3 Dance 4 Advanced Dance (Audition Required) PE Credit for Intermediate and Advanced levels (Dance 3, 4, Advanced Dance) Chorus Advanced Chorus Concert Band Jazz Ensemble String Ensemble Symphonic Band Art 1-4 Ceramics 1-3 Drama 1-4

World Language follows the National ACTFL Standards for both French and Spanish allowing students to meet or exceed academic standards and college- and career-readiness indicators to advance to meet or exceed "A-G" requirements. Each level offers new vocabulary and grammar by engaging students with reading, writing, speaking, and listening through communicative activities to provide an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards. World Languages are offered as levels 1 to AP. Students are placed based on their previous knowledge and proficiency in the language. Students are assessed through Oral and Written Assessments to determine student progress with actual concepts and skills taught, the SLOs. academic standards, and the college- and career-readiness indicators. PLC Cycle of Inquiry data is used to assess the effectiveness of the curricular program.	World Languages "A-G requirements:" 2 years required for the same language, 3-4 years recommended. Seal of Biliteracy
Our Physical Education Program at El Camino High School is modeled by the Framework for Physical Education for the State of California and provides an effective, rigorous, relevant, and coherent curriculum based on current educational research trends. It requires each student to complete two years (4 Semesters) of Physical Education Classes allowing students to meet or exceed graduation requirements by beginning physical education in 9th grade. All 9th-grade classes must complete the state-mandated Physical Fitness Testing (PFT). Our 9th Grade Physical Education Curriculum is Team Sport oriented as outlined by the PE Framework for the State of California. Our 10th Grade Physical Education Curriculum is individual Sport oriented as outlined by the PE Framework for the State of California. Our 10th-grade courses also include a unit (4 weeks) of Self-Defense. Both Courses require a unit (4 weeks) of Swimming. Both courses cover basic strokes and water safety. Our (9th grade) focuses on basic strokes & dives as well as water safety. Our 10th grade includes the basic skills/strokes (freestyle; backstroke; elementary backstroke; sidestroke; breaststroke; turning over while swimming) as well as survival floating, and usage of clothing to use as an inflatable device to float on to stay alive.	2 years (4 semesters) are required for Physical Education Classes PE 9 & PE 10. Physical Fitness Testing (PFT) for the State of California is required for all 9th graders. Interdepartmental collaboration College preparation Student clubs and athletics Career training Academic integrity policy All-staff training by an outside consultant

Since the PFT Physical Fitness Test is mandated by the state, students practice daily the exercises and skills needed to pass the guidelines set forth by the State of California: For Muscular Strength, students complete 18-20 push-up's daily which exceeds the standards for girls, and meets for boys For Muscular Endurance, students complete 30 crunches (curl up's) a day which meets the standard for girls, and almost meets for boys. For Cardiovascular Endurance, students complete a daily run/walk for 20-30 minutes, and the Freshmen are timed once a week for Mile standards. For Flexibility, students stretch daily, specifically, both Static & Ballistic stretches for both Sit & Reach & Trunk lift state-mandated tests. Students are offered many of the same sports and physical education opportunities our local community colleges & universities offer. By following the Framework for Physical Education as set forth by the State of California we ensure that our students have been exposed and have practiced the basic motor and gross skills needed to be successful in a variety of Athletic & or Physical Education courses. Beyond that, I believe that we expose our students to all the knowledge that they need to maintain a healthy lifestyle throughout their lifetime. Here at El Camino, we offer a variety of Sports Teams for both Boys & Girls. In many ways, the Physical education Department is linked to many if not all the sports we offer at El Camino. In the Fall we offer the following sports. Football; Girls Volleyball; Cheerleading; Cross Country; & Girls Golf, Girls Tennis. In the Winter we offer the following sports. Boys & Girls Soccer; Boys & Girls Wrestling; Boys & Girls Basketball; Cheerleading. In the Spring, we offer Baseball; Softball; Track; Boys Volleyball, Boys & Girls Swimming; Boys Golf, Boys Tennis. Our Coaches must all complete the NFHS Coaching class (On Line) & CPR / First Aid Training every 2 years. All of our Physical Education teachers & Swim coaches must complete WSI/ Red Cross water safety training.	

B2. Equity and Access to Curriculum Criterion

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

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 pre-technical training 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.

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.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
El Camino aims to ensure all students are able to make appropriate choices geared towards their lives after high school. By the end of high school, most students are able to pursue a full range of realistic college and career and/or other educational options. Beginning with direct staff-parent communication, contacts are established through SchoolLoop and conferences, generally beginning with the initial meeting at Back to School Night, to engage students and their families with the opportunities to gain college and career insight. The school's Career Center is instrumental in bridging information regarding college visits, application due dates, scholarships, and programs. The career center has also made connections with local companies such as Genentech, the Rotary Club, and government organizations to plan visits, mentoring, scholarships, and career readiness programs. Subject-area departments provide many opportunities for career exploration, preparation for postsecondary education,	Advancement Via Individual Determination (AVID) College Night College-preparatory coursework and culture Clubs Computer Science Information Technology Pathway/Oracle Academy Counselors Cyber High Naviance

and pre-technical training for all students. The school's AP program has grown with more offerings to address the needs of students who want more options. The school's counseling department works very closely with all students, parents, and staff in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals. Students are often supported to push themselves to take AP or honors courses. With the many co-taught course offerings, SAI (Specialized Academic Instruction) teachers work closely with the counselors and other subject area teachers in monitoring Individualized Education Plans (IEPs) and ensuring all students have the ability to transition to life after high school. Post-high school plans are often co-developed by students' case managers with input from the student's learning team to support students with special needs access to a wide variety of career choices. Moreover, The AVID (Advancement Via Individual Determination) program consists of a four-year elective class designed to support students in their content classes and strategically build post-secondary interest and readiness. AVID uses tutorials to facilitate students' use of the WICOR strategy: Writing, Inquiry, Collaboration, Organization, and Reading skills. The ultimate goal of AVID is to increase the number of underrepresented, low-income, and first-generation college students eligible for a four-year university. Currently, we have four sections of AVID. There is an AVID section for each grade level. Additionally, many general education teachers use AVID strategies in order to infuse all core courses with AVID strategies. There are many academically rigorous, relevant, and coherent course options at El Camino that support students' interest in real-world applications and career choices. All courses and programs offered are made accessible to all students through a wide variety of instructional strategies. For instance, Career Technical Education (CTE) Pathways include Photography, Video Arts, Multimedia Foundations, Computer Science, Automotive, Biotechnology, Culinary Arts. These pathways participate in advisory meetings with industry professionals to review the current curriculum and career trends and forecasts,	Performing Arts Parent Center Silicon Valley Career Technical Education (SVCTE) Workability 504 Plans/Individualized Education Program (IEP) Counseling Direct staff-parent-student contacts Electronic communication Positive Behavior Interventions and Supports (PBIS) A-G focus AP classes College Day College visits English Industry field trips Naviance Outside recruiters

students have access to internships, field trips, and job shadow opportunities for career exploration. During the 2020-2021 academic school year, students had access to CA Career Zone through SMCOE for college and career exploration. All CTE courses are UC “A-G” courses facilitated through CTE Model Curriculum Standards and include hands-on lab and community mentorship experiences for career readiness. Educators aim to align curriculum to current and relevant trends by providing students with labs that make real-world applications accessible in all CTE courses. For example, in Biotechnology, students are able to utilize the Genentech Futurelab in our partnership with Genentech to give all high school students the chance to explore the field of biotechnology and careers in STEM. In addition to the Genentech Job Shadow, students tour and present research projects to Genentech. Moreover, all courses provide guest speakers from industry sectors, field trips to businesses or local community colleges, and advisory meetings between industry leaders. The Dual Enrollment agreements between Skyline College and ECHS for Biotechnology, Automotive, Photography, and Culinary Arts courses pave the way for students' college- and career-readiness. For instance, the Culinary Arts program provides industry-recognized certifications including the CA Food Handlers Card and ServSafe Manager Certification training to grant students access to real-world applications and opportunities in multiple hospitality industry sectors. Another example includes the two computer science classes, Exploring Computer Science and AP Computer Science, which grant students the opportunity to develop advanced coding skills. Exploring, an introductory class teaches students Python and incorporates professional coders to help support students and align lessons to industry standards. After completion of Exploring, students may take AP Computer Science to learn Java, advanced coding, and acquire knowledge from other professional coders from diverse industries. Microsoft Organization TEALS provides volunteers for both classes as a part of their mission to coordinate coders in the industry with classroom teachers and schools. All subject areas engage in PLC - Cycles of Inquiry to	

implement effective strategies and programs aimed at facilitating transitions to college, career, and other postsecondary high school options. In English, all units are planned collaboratively through PLCs. Curricula are taught using all CCSS standards as the fulcrum of culminating assessments. The department offers College Preparatory, EL, Honors, ERWC, and Advanced Placement coursework that focuses on academic language instruction, modeling essays, listening, and speaking while also concurrently offering fiction and nonfiction reading units to improve language acquisition. Research papers are modeled and taught at all grade levels with a culminating Senior Passion Project that integrates real-world applications such as volunteer work, mentoring opportunities with the community, a comprehensive research paper, and a final oral presentation that addresses the CCSS. All of the courses are UC "A-G" aligned, and real-world applications are addressed through writing assessments to help students understand evidence-based writing throughout multiple rhetorical genres. Many teachers across subject areas use turnitin.com to help students in peer editing. Potential post-secondary interests often support students' reading and writing experiences. The English department facilitates the college application process for seniors. AP English Literature (12th grade) and ERWC students are mentored and guided through the college application essays at the beginning of their senior school year. Students receive one-on-one writing consultation through the 12AP and ERWC instructors to support students through the college essay process. During distance learning, videos and zoom meetings were presented by the counseling department and 12AP and ERWC teachers. With the initiative to increase AP offerings and the accessibility of such programs, mathematics offerings now include Algebra 1, Algebra 1*, Algebra 1 Co-Taught, Geometry, Geometry Co-Taught, Geometry Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus, Probability and Statistics, AP Probability and Statistics and AP Calculus. All students have access to Honors classes with teacher recommendations. SSFUSD just added Algebra 2 as a graduation requirement starting with students who will graduate in the 2025 school year to increase the number of students who meet "A-G"	

requirements. All Algebra 1, Geometry, and Algebra 2 follow the district's Scope and Sequence to ensure accessibility and priority standards are met. AP Statistics is our newly offered math class designed to prepare students for the AP Statistics exam. AP Statistics is a growing class hoping to collect more students and offer more AP options for Juniors and Seniors. Moreover, with the drive to increase AP offerings, El Camino started offering AP Chemistry and investing in expanding enrollment in AP Biology and AP Physics with a goal to begin AP Environmental Science. The Science department is evaluating a three-course model that integrates Earth Science into Biology, Chemistry, and Physics during Science PLCs by focusing on analyzing assessments and learning outcomes. Our science courses ensure that students can understand real-world applications of the subject area. For example, our Biology program modifies phenomena-based learning to phenomena found in the region if possible. The Science department takes into account the new college science requirements with the development of new offerings and the modifications and expansion of current courses. Social Science PLCs plan curriculum collaboratively to ensure students are able to process information, formulate their own opinions, and apply their understanding to real-world contexts. Following CA History-Social Science Standards and CA History-Social Science Framework, the curriculum is taught utilizing different modalities such as visual, aural, and written to ensure equitable access to content. Using slides, lectures, and graphic organizers with instructions, students collaborate and communicate with other students to discuss relevant topics, think critically, and analyze discussion-based questions (DBQs). Students explore multiple perspectives while examining current and historical real-world issues and demonstrating mastery of the content through summative evidence-based writing. El Camino ensures that most students meet or exceed the UC "A-G" Social Science requirement by offering courses all four years. Furthermore, El Camino's effort to increase access to AP courses and college- or career-readiness-driven electives is evidenced by AP Modern World History (available to sophomores), AP Gov, APUSH, AP Economics, and elective courses such as Ethnic Students and Geography.	

World Languages offer a variety of programs for Spanish and French-based on California State Standards. Accessibility is ensured with different entry points and different ways to demonstrate understanding and mastery. Students' prior knowledge is taken into account when teaching and assessing. Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career goals, in the promotion of taking more than two years of language as an elective choice. Students at El Camino are offered many alternative elective courses to build or maintain health, wellness, or other interests. For example, after the required two years of Physical Education mandated by the State of California, El Camino offers elective PE for 11th & 12th graders as a strictly participation and activity class. In 2019, PE added a Yoga course for all students regardless of grade level. Before the COVID-19 pandemic, El Camino also offered a Weight Room Club after school for several years. Moreover, students are able to pursue multiple post-secondary interests through the VPA department of which all courses are created and based on the California State Standards for Visual Performing Arts. Although VPA is only one year for A-G requirements, multiple performance and advanced classes are offered to facilitate students' completion of an end product such as performance or physical work to represent learning and provide real-world experiences ancillary to post-secondary transitions into the Arts.	

Category B. Summary, Strengths, and Growth Needs

Areas of Strength

1. ECHS's AP program has grown.
2. PLC work has supported collaboration to create scope and sequence for departments.
3. CTE pathways have improved based on the 11 elements of high-quality CTE programs.

Areas of Growth

1. More AP courses should be offered to meet the needs of college readiness.
2. Encouraging more students to take AP courses by offering information sessions for all students not just for the students who are in the prerequisites. Start information sessions during freshman year. Have current AP students present during the information sessions.
3. Open more access for EL learners to take AP and College and Career readiness coursework.



Category C: Learning and Teaching

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are engaged 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: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The Counseling department aims to facilitate students' understanding of expected performance for each area of study to demonstrate expected learning outcomes and college and career readiness. Counselors guide through classroom lessons about college and career pathways in 10th, 11th, and 12th grade. Students complete pre-and post-surveys to gather information on each lesson's retained information. Students have the opportunity to attend College/Career Fairs on campus and interact with college/trade school representatives to learn more about admission and requirements. The Counselors utilize Google Classroom and a counseling website to provide students with accessibility to slides and documents of information about opportunities and expectations and refer back to prior presentations.	Counseling - 12th Grade Powerpoint 10th Grade Powerpoint Career Events page 10th Grade Pre & Post Surveys
With the continuous examination of student work through PLC Cycles of Inquiry, it is evident that most students understand the standards and expected performance levels in CTE courses. For example, the Multimedia electives require students to use technology to make art and videos to prepare students for advancement in technological knowledge used in the Arts, Media, and Entertainment industry sector. In	CTE Student Samples- 1. Turn in the prints, written critiques, reading reports, summary, Cornell notes on articles 2. Students contract

Photography, students demonstrate their ability to put the film in the camera, take pictures, film to tank, develop negatives, print the negatives, and turn the negative into prints. They engage with learning this process through reading reports, summarizing processes, focused note-taking in Cornell note form, and critiquing peers' prints. Throughout the process students are expected to maintain professionalism and be respectful to each other as indicated in the syllabus. The students communicate and regularly engage in collaboration to practice creativity with the art of photography. Students often pair up to take pictures and post pictures of everything. Our students have access to 20 cameras and 20 computers with Adobe Photoshop that they use to engage with technology standards. Often, students make posters for local businesses and posters of/for sports. The portfolio rubric assesses students' work after they post their pictures, including film inside the camera, developing the negatives, printing. Their portfolios include all their written work.	3. Pair up to take pictures/develop them together, print there own but together 4. We have DSLR, SLR, PhotoShop, online articles to read 5. Turn in the picture/poster Portfolio Rubric
In all four years of English, students read and critically respond to texts in writing and discussion and in Socratic Seminar discussions. As evidenced by student work, most students demonstrate learning and advancement towards college and career readiness. The department uses sentence starters and frames to help students compose written and verbal academic language. We provide students the following tools for every major, process-driven writing assignment: rubric, outline, graphic organizer, and sentence frames. Students write multiple drafts of essays (outline/rough draft, 1st draft, final) and receive written feedback through peer reviews and teacher comments. Students self-assess their contributions through a cooperative learning survey using the established norms for group work during group work. To 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. While seniors complete the Senior Passion Project in ERWC and AP Literature as a final demonstration of their ability to meet or exceed standards after completing a mentorship or service experience in the real world, students are provided	English- ● Lesson plan on Romeo and Juliet ● Socratic Seminar written responses ● Students essay samples ● *The Joy Luck Club* unit assignment ● Greek Mythology Research Plan/Outline ● Speed-Friending questionnaire ● Student sample Call-to-Action project ● Senior (Passion Project) Capstone Night ● Sentence starters and frames ● Rubrics for essays, presentations, or short writing assignments. ● Sample essays,

multiple opportunities to engage with SLOs at each grade level. For instance, in the 9th-grade unit, students read *Romeo and Juliet* and participate in a Socratic Seminar using prepared responses to teacher-guided questions and student-generated questions. Students actively listen and respond to each other's comments. In addition to Socratic Seminar discussions, students read the nonfiction text *Why We Love* by Helen Fisher, which pairs well with Romeo and Juliet's fiction. Students write a synthesis essay explaining the behavior of characters in the nonfiction text using scientific evidence from *Why We Love*. Other examples from 9th grade English include students demonstrating collaboration and creativity in literature projects. For the independent unit on *The Joy Luck Club*, students work with a partner on a literature project of their choice and present it to the class. In the unit on *The Odyssey*, students research a Greek mythological character and participate in a "Speed-Friending" activity where they create a puppet for that mythological character and interview one another. Students then reflect on which character their character would be most or least compatible with. Utilizing texts, technology resources, and teacher and peer feedback, students consistently engage in projects that require open-mindedness. Novels help students relate to characters and develop thematic ideas. After evaluating multiple perspectives, students also create persuasive essays and call-to-action projects, using multimedia to present to the class.	paragraphs, and presentations from past students • Outlines and graphic organizers • Written feedback on drafts • One-on-one writing conferences and rewrites • Common Core Writing Rubric
To understand the standards/expected performance levels in Mathematics, many teachers use rubrics for assigned projects, write learning objectives for students to see, and provide timely feedback on assignments and assessments. During instruction, teachers consistently use technology such as Desmos to visualize and analyze graphs. As evidenced by observations of students working and examining student work, the students are involved in challenging and relevant work in Mathematics. For instance, students' formative assessments often include consistently engaging in group challenges where they are asked to match equations, graphs, and descriptions of situations. Moreover, in precalculus, students are asked to model a periodic function (the height of a person on a Ferris wheel) using trigonometric functions, and in statistics, students	Math - 3-reads protocol to navigate word problems (1st for context, 2nd for known, unknown, and implied values, 3rd) Desmos Online homework platform MyMathLab, Math IXL for school, Pearson Realize now Savaas Realize Example Rubric Algebra1 Exponents Project Example Rubric Algebra1

conduct survey research. 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.	Wages Project
Science teachers ensure that students understand the standards/expected performance levels for each activity. Students are given a rubric and a project outline for every major project. For every assignment, teachers communicate expectations on completion during in-class instruction and make the objectives visible in class for the day and/or the unit. Laboratory reports include a purpose and objective, and teachers provide consistent feedback to meet or exceed the expected standard. Before tests, students are given a study guide to help them practice the information and let them know what they will be tested on. Some classes, such as Biology, pass back examinations to do corrections as an equitable grading practice. Some classes, such as AP Biology, have students assess the standards directly for the course. Students are involved in challenging and relevant work, and often students work in groups on assignments and case studies so that they have peer guidance with expectations. Students often work collaboratively in groups by communicating through labs or projects. Lab reports guide students to look at how to conduct a lab and analyze the data critically; they are expected to work together respectfully. For example, freshmen have the opportunity to work with peers in a biotechnology unit that helps prepare them for a career using real-world skills. Furthermore, using the 5E model, teachers guide students to understanding by introducing information to pull out background knowledge, working through case studies to pull out information, and learning about a concept (phenomena-based learning). This process allows students to build models, express phenomena (carbon cycle, climate change, circulation), and critically explore and present science concepts. Students understand how the process works by visualizing the model, building the model, then connecting the model in an organized fashion. Some students work through	Science- Composing narrative explaining how the model works. (Literacy) And making predictions based on the model to make connections Creation of models PLC's show how students learn throughout a unit (pretest/ CFU/ common formative assessment), with an increase in students meeting or exceeding the standards across classes. Examples of technology use include using scales/rulers to make scientific measurements, working with dilutions. They then critically think about how to present this information in conclusions, graphs, and other forms of data and data analysis. • Study Guides • Rubrics • Written feedback • Informal Checks for understanding • Quizzes • Group work

case studies to learn about phenomena using real-world examples, stories, or data. Students engage with technology in the form of computers and laboratory supplies for exploratory studies of natural phenomena (i.e., manual scales, electronic scales, beakers, graduated cylinders, rulers, computers, online resources, flasks, micropipettes, bunsen burners, centrifuges, PCR machines).	
El Camino's Professional Learning Communities (PLC) allow the Social Science teachers to meet weekly, plan our units together and collaborate on how to assess students on the Unit material. Teachers build their assessments to lead up to an overarching skill we want the students to learn. This process includes teachers providing students with the rubric to know what is expected of them for formative and summative assessments. In Social Science, students learn to analyze primary and secondary sources to understand the period, purpose, or theory we are studying. The social science department has students annotate primary and secondary sources and then hold Socratic seminars with pilots (students in the debate) and Co-pilots (students on the outside taking notes to help pilots take part in debates). At each level, Social Science scaffolds document analysis allowing teachers to help students annotate one of the required documents and understand the expectations of critical reading. From 9th to 12th grade, students have the opportunity to demonstrate learning and college and career readiness concerning Social Science. For instance, all freshmen take the Human Geography class. In class, students learn how to read and understand the various features of maps while studying why and how geography impacts different cultures and races worldwide. In 10th grade, students can take Modern World History or AP Modern World History that uses a thematic approach. Students can understand how similar events have evolved throughout history by looking at themes. For example, in the Genocide unit, students trace five of the most recognized genocides of the 20th century to complete group posters that explain each genocide and how they relate to each other. Other thematic units have students write thesis statements with the chicken-foot model using three supporting evidence and introduction paragraphs. By the end of the year,	Social Science- • Stanford University's Reading like a historian, Federalist vs. Anti-Federalist • Choices: Weimar Republic Sample • Facing History in ourselves, Holocaust Lesson Sample • TCI: Curriculum French Revolution Example • Sync Blasts • Social Science Uses a chicken foot thesis statement worksheet • National History Day Rubric • Samples of PowerPoint presentations on genocide plans. • Sample of US Demographic Map 1 • Sample of US Demographic Map 2 • Sample of US Demographic Map 3 • US Demographic Map Instructions • Professional Learning Communities report forms. • Genocide Unit

most students can write a complete five-paragraph essay as expected in US History (11th grade). Students continue to demonstrate the advancement of learning and college and career readiness as they build on prior knowledge throughout the remaining years of high school. In prior years, 11th-grade students built on the skills and standards gained in 10th grade by completing an 11-page research paper and participating in National History Day. They present and defend their papers at a county-wide competition and potentially advance to a state-level competition. In Government, seniors advance to meet or exceed the analysis standards where students analyze elections on online discussion boards during election years. What's more, they complete group projects about CA propositions and explain them to other groups. Also, AP Government expands on prior knowledge by having students complete a project where they look at a world Genocide through the eyes of the United States and identify a proportional response to the genocide based on the information the government had at the time of the genocide.	Common assessment • Chickenfoot Thesis introduction • Chickenfoot Thesis assessment Imperialism • National History Day (NHD) Citation Example • NHD Resource analysis Scaffolding • NHD Argument Development Worksheet • NHD Argument Development worksheet Rubric • Constitution and Tyranny Document-Based Question (DBQ) • Tyranny DBQ Essay Rubric
Specialized Academic Instruction (SAI) engages students to make the schoolwide learner outcomes and academic standards accessible to all learners. All students are involved in challenging and relevant learning experiences, including reading, writing, or drawing, to demonstrate understanding concepts/materials they learned or studied. Students use manipulatives such as paper models, lego pieces, and other types of hands-on objects to optimally promote their understanding of concepts. SAI also encourages students to engage in activities and observations outside the classroom to help reinforce what they learned. SAI instructors utilize computers, laptops, cell phones, and students' iPads in co-taught and support classes to look up information on the subject matter being studied. For example, students complete an assignment called Words of the Day (W.O.D.) where they need to find the definition of the term, use/apply it in a sentence that they come up on their own, and find an image associated with the key term to discern the importance of understanding, applying scientific vocabulary, and key terms. SAI instructors also share documents with students with good	SAI- Written work samples submitted by students. Students orally demonstrate their understanding of important concepts. Students collaborate with each other to problem-solve together, and to help one another in situations where one could not fathom a problem. Sample of a student's completed W.O.D. document Samples of Student Responses

sample answers to sets of questions to understand the standards and expectations.	
Visual and Performing Arts (VPA) students achieve the schoolwide learner outcomes through focused listening analysis, crafting individual drills, participating in rehearsal, studying music history and protest songs, and engaging with community performances. Students are involved in challenging and relevant learning experiences by listening to curated recordings of jazz, classical, gospel, spirituals, R&B, blues, and popular music. Students identify musical aspects such as rhythm, harmony, chord progressions, and form. At the the same time, sharing their feelings and overall experience with the music. Students demonstrate their learning by working in small groups to craft individual warm-ups and fundamental drills specific to their instrument and needs. Professional musicians guide students to include: proper breathing and posture, development of tone quality, and reinforcing fundamental pulse and rhythm. Additionally, students engage with an inclusive curriculum by learning about the Black American Experience by listening to songs by African Americans, the background behind the jazz music, the life experiences of jazz musicians, and how they express their feelings through the music. In addition to the students' exploration of jazz history, students' participation in rehearsal and community performances greatly demonstrates learning and college and career readiness in certain areas of VPA. Students understand their expected performance levels and showcase their understanding by participating in daily rehearsal, community performances, and reviewing the CMEA rubric before and after the performance. Students employ individual techniques: For bands, it includes proper embouchure, breath control, correct fingering, correct slide positions, and correct drum sticking; For vocals, it includes proper posture, breath control, diction, and enunciation. Students follow the conductor by recognizing conductor gestures and respond appropriately to ensure synchronicity in the performance. Students play or sing into the center of the ensemble's sound and anticipate important moments in the music. Students employ the techniques in festival or concert performances and community and school events such as	VPA- ● CMEA rubric (need to get completed rubric by a judge at school and then scan) ● Focused Listening and Analysis ○ Prelude Op. 28 No. 4 by Chopin_ Focused listening ○ Focused listening_Responses_Bach ○ Focused listening_Responses_Chopin ● Crafting Individual Fundamental Drill ○ Individual warm-up (trombones) ● Participating in Rehearsal ○ Band_Performance Rubric ○ Band_Sight Read Rubric ○ Choir_Performance Rubric ○ Choir_Sight Read Rubric ○ Jazz Band_Performance Rubric ○ Jazz Band_Sight Read Rubric

football games, rallies, business grand openings, and retired teacher luncheons. While rehearsal is assessed as a formative assessment under the Process and Participation of the grade profile, the summative assessments are given at the California Music Educators Associations (CMEA) Band and Choir festivals in which all our ensembles participate annually.	• Music History and Protest Songs ○ Coltrane's Alabama • Community Performances ○ Community Performance_EC football
To achieve the schoolwide learner outcomes and academic standards in World Languages, students apply grammatical concepts to real-life experiences. Expectations are clearly defined by examples provided in class as well as review videos included in Google Classroom or School Loop support students working asynchronously or after school hours. The use of the target language to describe their routines during distance learning was an essential part of the distance learning classroom. For example, students use preterite tense (past tense) to talk about a memorable day, weekend, or vacation to demonstrate their understanding for assessment of World Language standards. During distance learning, students' use of real-life examples was an essential part of social and emotional learning. Students share their examples with the class in the target language to practice their speaking abilities. This coupled with applications such as Kahoot, Quizzizz, and Quizlet allows the teacher to assess the students' speaking abilities in real-time. During distance learning, Zoom polls, & short answers using Zoom chat were some ways students were assessed in real-time during distance learning. Kahoot, Quizzizz, and Quizlet are equally as challenging and relevant learning tools during in-person instruction because they assist in creating a competitive classroom environment and have aided in the acquisition of language experiences while providing data. This data allows teachers to make decisions about how to move forward.	World Languages - Results from online practice activities. • Quizzizz Reflexive Verbs • Reflexive Notes • Spanish Reflexive Video Resource • Preterite Video • Preterite Notes • Preterite Practice
Expectations for behavior, proper technique while performing bodyweight exercises, and student learning outcomes are clearly defined to students throughout the semester. Students are provided with rubrics for written assignments that clearly	Physical Education- It is stated in our Syllabus for all students and parents to sign at the beginning of the school

explain and define all expectations for the assignment, and examples of all assignments and expectations are consistently presented. Students always have access to the Fitnessgram Healthy Fitness Zone Performance Standards to understand their current fitness levels and set personal goals to improve. The Physical Education department adopted a "No Cell Phone" policy this year as a way to keep students on task and to use their phones responsibly on campus. Our behavioral expectations include using technology responsibly, such as having limited distractions during class to have better relationships with other students and make progress with their health and wellness. Data is collected on student physical performance, such as changes in heart rate when doing various physical activities, repititions of various exercises, and videos of student technique. Students have the opportunity to develop their collaborative skills by taking part in team-based physical activity. Students complete assignments, participate in discussions and engage with content relevant to current events and daily life. For example, the Self-Defense units reflect real-life situations and challenge students to apply theoretical knowledge to real-life scenarios. Discussing these skills and concepts also facilitates social-emotional development and language development among students.	year. ● Friday Workout Data Collection Form ● Team Fitness Challenge Reps Tracker ● Self Defense Unit Slides ● Group Activity: Legal Self Defense ● Self Defense Unit Formal Assessment Rubric - Cinematic Analysis ● Water Safety PSA Assignment Description ● Technique Expectations Rubric ● Fitnessgram Standards

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

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

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: 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: 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.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting 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. For instance, the counseling team created a website tab solely for career information, events, internships, programs, and social and emotional resources for students to access easily. Counselors facilitate learning as coaches by giving presentations on different career pathways and programs for students. Counselors use differentiation, and integrated use of technology by utilizing Google slides to present lessons and incorporate interactive activities using Plickers cards to ask questions and gather answers in real-time. All students have access to and are engaged in career preparation activities by including the presentations and resources in an easily accessible Counseling Google Classroom. El Camino is particularly proactive with training students to demonstrate and apply acquired knowledge about available resources. Link Crew gives presentations to middle school students and 9th graders about their experiences and what they learned in their	Counselors- ● 10th grade pre survey ● 10th grade presentation ● 11th grade pre survey ● 11th grade presentation ● https://www.californiacolleges.edu/#/ ● https://bigfuture.collegeboard.org/ ● https://www.cacareerzone.org/ ● 2019 Link Crew Middle School Visit Presentation ● Link Crew 9th grade presentation ● Career Exploration ● Internships ● College Month 12 Grade Presentation

training, so students have higher levels of understanding to extend their own learning opportunities.	• College Month 10th grade Presentation
In CTE courses, students demonstrate creative and critical thinking within a variety of instructional settings. Teachers apply scaffolding and research-based strategies in the Reading Report lesson plan that extend students' creative and critical thinking while taking pictures that fit the assignment graded on the rubric (Ex: Triangle shapes, Silhouette, Panning, etc.). This example of a common student exercise often follows this sequence: 1. Reading Report 2. Focused Note Taking - Cornell Notes 3. Found Image - 5 Vocab Comments 4. Critique Photos 5. Demonstrating use and understanding of camera to take photos associated with the assignment Instructors to use various materials, resources, and technology beyond the textbook. For example, CTE utilizes Adobe PhotoShop, WORD, TEXT, film cameras, digital cameras, Cornell Notes, Reading Reports, Photo Summary Sheet, Vocab Sheets, Rubrics, and lectures with focused note-taking.	CTE- • Reading Report • Photo Summary • Vocabulary List • Rubric • Cell Phone Rubric 1. https://drive.google.com/file/d/11bsyhZawbsBn1y1aFFWC14MIwmWHedUr/view?usp=sharing 2. https://drive.google.com/file/d/19mxtwyPkob72yfGa_tqllN57CiA05mdI/view?usp=sharing 3. Find a "Found Image" on google search that is of the assignment that they are taking pictures of. Then write 5 vocab comments on it. https://drive.google.com/file/d/1wVD_MWFYYCJjGHKs3w5YLwGcyD4h2UeW/view?usp=sharing 4. Critique the photo whatever you want to say - good or bad. The students can use the vocab if they are stuck. 5. https://drive.google.com/file/d/1a2TYoIUZrv4D3XXkFIYJ4OWXIFc2NSaT/view?usp=sharing
All English teachers use a variety of strategies and resources,	

including technology and experiences beyond the course novels and classroom texts to engage students actively and emphasize creative and critical thinking skills and applications. Most classes engage in Project-Based Learning where students have the opportunity to look at the whole wide world around them and explore their own unique interests. Students are in control of choosing what they study, how they study it, and what they create or produce as a result. This differentiation with integrated technology students creates and presents final products that demonstrate clear engagement with career preparation activities. 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. Moreover, teachers use audiobooks as a tool to access novels and texts while providing support to auditory learners. Teachers appeal to all learning modalities through Google Slides or Prezi to deliver instructions to students as students take notes. Differentiation is supported further by co-taught classes. Students demonstrate that they can apply acquired knowledge and skills through listening and speaking. They have the opportunity to discuss prompts relevant to texts and debatable topics in small groups and large groups and are given academic language tools to use. For instance, AP Language students work in groups to create a Kahoot to review vocabulary with the class. Students also engage in Socratic Seminar, Philosophical Chair, and other small and large group discussions and presentations. For example, in English 3CP, students learn the historical context for the novel *Their Eyes Were Watching God* through a collaborative group research project. They use their new understanding to create a PSA on the topic. During distance learning, students communicated and shared their ideas with the class using an app called Flipgrid. Teachers use a variety of student-centered, research-based instructional methodologies to facilitate students' application	English- • Project-Based Learning: Passion Project • Navigating EBSCO Databases • Navigating ProQuest Databases • Sample video from Facing History for the novel *To Kill a Mockingbird* - "Understanding Jim Crow (Setting the Setting)" • Sample audiobook - *To Kill a Mockingbird* • Sample student notes guide on "Theme" • Current events assignment • English 3CP PSA • McCarthyism WebQuest • SOAPSToneR • Vocabulary Kahoot Directions • 1984 Group Project • Genius Hour: Passion Project (Overview) • Genius Hour: Passion Project (Student Template) • Lesson plans • Language for Academic Discussions • TKAMB - Socratic Seminar - Week 1 • Reading Strategies - Sentence Starters • Argumentative Writing Structure - 5 paragraph essay

of reading strategies to help them comprehend and analyze texts. These reading strategies include clarifying/questioning, connecting, determining importance, predicting, summarizing, evaluating, inferencing, visualizing, and analyzing the author's craft. For example, after reading *1984*, AP Language students work in groups to analyze how an assigned theme is portrayed in the novel and how that theme shows up in current and historical events. Another example, in AP Language, students read and analyze the language and argument of various non-fiction texts (*The Gettysburg Address*, Helen Keller's letter to Mark Twain, etc.) through the SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, Tone) template. 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. For instance, in English 1CP and Honors, students are provided with a student-centered, inquiry-based writing activity called "Genius Hour: Passion Project." In this scaffolded activity, students select a topic of interest, develop a driving question, conduct research to help answer the driving question, create a product to present, and reflect on the overall experience. The majority of writing assignments encourage students to use the opportunity to collaborate with a peer on the project via turnitin.com. Students grapple with many research projects and presentations throughout their four years of English. They are provided with research tools to assist them in conducting and organizing evidence. These research tools include district databases such as ProQuest. Starting in English 1CP students can properly cite their sources from ProQuest or use easybib.com for online research using the world wide web. For example, English 3CP students complete a WebQuest on McCarthyism as a historical context for *The Crucible*. Another example, in AP Language, students track a current event throughout the semester using credible news sources. Students often have the opportunity to present their research in the form of an essay or oral presentation.	• Embedding Quotations • Transition Words • Persuasive Essay - Student Slides • https://echs.schoolloop.com/databases • Sample Presentation - W.E.B. Du Bois and the NAACP: Fighting Against Scientific Racism

Mathematics utilizes Project-Based Learning to facilitate learning as coaches through research-based instructional methodologies that engage students in career preparation activities. For example, students research two jobs they are interested in and write and graph linear equations to represent their wages. In this project, students research potential jobs they are interested in and apply mathematical concepts learned in Algebra 1 to analyze and interpret wages using linear functions. Students are allowed to reflect on their learning. Moreover, students complete explorations and research about how mathematics is used in various fields of industry. Math teachers use projects as a way for students to demonstrate their content understanding creatively. Connecting mathematics to real-world applications provides students with context as to the importance of collecting and analyzing data and using mathematical formulas to make calculations and predictions. Mathematics use of differentiation and integrated technology is seen in various supporting evidence. Teachers use focused notes to deliver instruction, facilitate learning, and help students organize important concepts; students are given physical copies of notes to follow along. Teachers use Kahoot and Quizlet activities for reviewing and practicing vocabulary and key concepts. Students also review information taught in class by "quizzing" each other (asking and answering questions), and trading partners to work with multiple people while reviewing vocabulary or math concepts. Auditory and visual learners often benefit from the video lessons provided as examples or as an added tool for learning new concepts. Also, teachers use Desmos activities to allow students to practice and strengthen their graphing skills engagingly. Precalculus students use their knowledge of the 12 parent functions and their transformations to appeal to kinesthetic learning modalities to create art. Moreover, Precalculus students create a scenario and use exponential functions to model and interpret data. To make learning accessible to all students, students can conduct "Error Analysis," where they can identify mistake(s), explain why it is a mistake, and fix a math problem. Often, they get a chance to collaborate with their groups and explain/defend their thinking. Other group challenges include students working through a math challenge (i.e. sorting cards, solving a puzzle, creating a poster) in	Math- • Jobs and Wages Project Algebra 1 • Math Exploration Project • Example Guided Notes • Example Kahoot Activity • Example Desmos Activity • Algebra 1 Wages Project • Algebra 1 Height Prediction Project • Precalculus Function Transformation Art Project • Precalculus Modeling with Exponential Functions Project • Guided Notes • Quiz Quiz Trade • Video Lessons • Error Analysis • Group Challenge ○ (FAL Represent Functions in Everyday Situations) ○ Plant vs Zombie (Algebra 1 Task Linear Functions)

groups of 3-4 to complete the task.	
Science teachers use phenomena-based learning as an instructional method to draw from real-world examples and current events. This method allows students to look over data and draw conclusions to a deeper understanding of a science concept. Each unit is based around a real-world example (i.e., antibiotic-resistant bacteria). Students can learn about science concepts. Using the NGSS 5E model (Engage, Explore, Explain, Elaborate, Evaluate), students make predictions and build their knowledge through data analysis and model creation (i.e., a carbon cycle model demonstrated by students; a board game showing blood flow through the circulatory system). Students use lab equipment and experiences to measure real-world phenomena and use them to learn how to record scientific observations as scientists would. For example, in Anatomy, students are introduced to some of the healthcare professions, patient interactions, and jobs (such as phlebotomy/radiology) as discussions in class. They are then taught how to take heart rate and diagnosis conditions as an application of knowledge. Another example, in Marine science students, was introduced to testing water quality; this allowed students to study wetland ecosystems through Canoes in Sloughs. Additionally, the Biotechnology course teaches students biotech skills, such as micro-pipetting and dilutions, and can be applied to university credits. These experiences are used to give the students an understanding of science-based jobs such as climate scientist, ecologist, wildlife habitat specialist, chemical lab analyst, medical testing, paleontology/anthropology. In these models, the teacher merely facilitates and guides learning (with 'explain' and 'elaborate' being crucial steps in making sure students understand concepts). The teacher facilitates learning by addressing misconceptions, focused note-taking from provided PowerPoint slides, physical copies of instructions, lab reports (as student-centered examples). Students conducting labs where they explore a concept, come to conclusions, and then evaluate their data to determine	Science - • Example of powerpoint and guided notes • Example 1 of current 5E model • Example 2 5E unit (distance learning) • Videos + associated learning materials (Resources) • Lab reports, phenomena-based learning • Scientific journal (online for distance learning) • Guided notes • ClEvR arguments • Model creation (fossils) • Elaborate example • PSA assignment: argue using knowledge • Biotech unit introduction • Biotechnology course (same at both high schools) • Climate solutions project • Wildlife rehabilitation/ habitat project (Mission to Space) • Canoes in Sloughs

cause-and-effect in scientific phenomena incorporates all learning modalities. However, teachers show videos about interesting concepts, real-world events, or educational material via Youtube and other sources to appeal to auditory and visual learning modalities. Teachers often use notes to review, set up and guide the lab process, or present additional information during an activity. Students are responsible for maintaining a scientific journal to organize information gathered during labs. Teachers often conduct binder checks to ensure units are together as a resource, including a table of contents. For instance, in one Biotech unit, students are introduced to real-world lab skills and projects that biotechnology scientists use to improve the world. Students must maintain organized assignments to present or argue certain ideas. Students engage in writing that extends critical thinking through various methods, but most notably the 'ClEvR' (claim-evidence-reasoning) method, where students analyze their data, demonstrate understanding and construct scientific arguments based on concepts learned.	
Social Science teachers facilitate learning as coaches by using: PowerPoint for their lectures, Kahoot for reviewing important Material, Socratic Seminars using Google Classroom, Sync Blast for examination of current events, inquiry journals for textbooks, interactive maps and timelines online, and online textbooks that have audio text and translation of the text into Spanish. The instructional content and strategies taught are research-based and relevant, including differentiation strategies and the integrated use of technology. For example, Social Science teachers use various types of differentiated, relevant assessments, including the National History Day research paper, Socratic seminars. The teacher assigned debates topics and positions, art projects, and group work. Students engage their creative and critical thinking using various resources such as student participation in a 2020 History department-led Mock election for the 2020 presidential election and visitations and presentations from local politicians, including David Canepa and Representative Jackie Speier. These experiences further students' understanding of policy, politics, and government and often further students' interest in how local government works. Seniors have an opportunity to further this understanding by	Social Science- • Samples of PowerPoint presentations: Example Genocide Lecture • Sample of Teacher created kahoots. Enlightenment Thinker Kahoot. • Samples of History Day Papers Scaffolding. • Mock City Council Meeting Youth Government day 2018. • SPICE-T Document Analysis example Eastern and Southeastern Europe Post WWII. • Reading Like A Historian Industrial Revolution Example • WWII Timeline

participating in Youth Government Day, where they shadow a city councilperson, mayor, city attorney, etc. In Modern World History, students demonstrate that they can apply knowledge and skills at higher levels to extend learning opportunities and career preparation activities. For instance, Modern World History uses reading like a historian to give students primary sources of documents. Students also demonstrate various depths of knowledge by creating art representative of European art movements and styles (Bahaus, Futurism, and Novecenoism), and timelines of certain events (WWII, French Revolution). Students monitor the news through current event journals to maintain relevant perspectives, use notes from lectures and unite to write paragraphs that are scaffolded with graphic organizers to make learning accessible. One example of students using strategic and extended thinking in Modern World History is through the Pyramid of Hate and Genocide project. Students examine how hate can escalate to the point of physical harm. This learning experience extends students' thinking from understanding the concept and history of genocide to understanding the impact and ramifications of whispers turning into physical violence at a school. Students in AP Modern World History continuously examine document-based questions (DBQ) and use a SPICE-T chart to analyze, synthesize, critique, and apply concepts. Students apply strategic and extended thinking in United States History when they write a research paper for the National History Day Competition. Through the project, they research outside of the textbook. Students learn to analyze sources and cite them in their research papers. Furthermore, students draw conclusions, apply concepts, and connect through an interactive Powerpoint/Online Journal for the USH New Deal project. They use slides to develop arguments and counterarguments for a paper. Moreover, during a lunchroom fight activity, students demonstrate their ability to use sources when developing a logical argument about a schoolroom fight. There is no clear-cut answer in the activity, and the students use evidence to support their conclusions. In US Government, students complete various projects that analyze and critique the government. For instance, students apply concepts and synthesis to design and create laws and	Example • Art Project Example • National History Day Outline • Passing Legislation Lesson example • Youth Government Day Schedule Flyer • Election volunteer Flyer (Student to help at the polls) • Economic Financial literacy Project Instruction. • Dialysis simulation worksheet. • MWH scaffolded paragraph • NEW Deal Interactive Journal • Argument/ Counterargument scaffolded essay assignment • StarPower • Third Party Creation Project • What is Economics activity? • Pyramid of Hate and Genocide activty. • Lunchroom Fight • Political Identification questions • 2020 CA Mock General Election

research propositions. In another activity, students get in groups to create a Third Political Party, complete with a name and three issues they care about. Each group's Party has to be different from the mainstream parties and cannot resemble the Democrats or Republicans. This learning opportunity teaches students that third parties often form around a single or few issues. In another project, the StarPower Game, students work in teams to trade poker chips (with different values) to try and create the most money. This activity uses concepts to understand and solve non-routine problems about government policies and revolutions. Every semester government teachers help students register to vote and or pre-register to vote. Moreover, students respond to political identification questions where they answer questions about their political beliefs and identify where they lean politically. Engaging with the political identification process helps students research and critique how to vote on issues that affect their lives and community. Also, students have the opportunity to volunteer at polling stations around South San Francisco during election season and participate in Youth Government Day. Youth Government Day provides students with the opportunity to shadow local officials in our city government and put on a mock City Council meeting. In Economics, seniors engage in career preparation activities that extend their learning. For example, students complete a project that asks them to examine a career path they are interested in. They critique the career's potential fiscal impact on their lives, such as how much they could make, what education they would need for their career, and how much the education would cost.	
El Camino's SAI department works with teachers and students with IEPs to ensure that students meet their transition goals to plan strategically for their future. For instance, SAI teachers make sure students complete some or all of the following: the completion of online surveys to explore career interests, work-related preparedness (i.e., mock job interviews, building a resume, writing cover letters, job application fill-outs), and participating in college/career readiness classes. SAI also offers students the opportunity to participate in workability	SAI - ● Before the Flood Documentary questions ● The Martian movie questions ● Mars Powerpoint Slides ● Powerpoint note page ● Resources and Energy ● Renewable and

programs to prepare them for the workforce. SAI teachers facilitate learning as coaches and use various current instructional content. Teachers use Powerpoints to deliver instructions and facilitate students' focused note-taking. Students often use the notes to respond to review questions added to the end of the notes to reflect on learning and connect thinking. Teachers do facilitation during that time.For example, teachers use documentaries, videos, and movies to facilitate reflection, differentiation, and comparison. Students always respond to questions that demonstrate their understanding and remember what they watched. A review of the questions is often an interactive class discussion using research-based instructional methodologies. In the co-taught classes, students demonstrate relevant creative and critical thinking within a variety of instructional settings. For example, in Biology, students study the morphology of mammals worksheet/handout to build critical thinking in preparation for higher-level courses that deal with the anatomy/physiology of humans. In Earth Science, the air pollution PowerPoint gives students a basic foundation for college or advanced courses such as environmental science. It also teaches students to increase their environmental awareness in their daily lives and their contribution to air pollution. For instance, the Earth Science handbook introduces the different types of air pollutants, which will help students understand that a lot of the air pollutants are manufactured or created by humans and how they impact the health of individuals who have chronic health conditions. Moreover, in the Renewable and Nonrenewable worksheet and Resources and Energy assignment, students extended their learning to understand the importance of energy use and resources. For example, in SAI Earth Science, they were asked how they are utilizing nonrenewable energy resources at home and/or outside their home and how they can contribute to conserving these limited resources. Students were also asked what things they did at home (with their family) to help with the recycling process.	Nonrenewable worksheet ● California CareerZone Website
Visual and Performing Arts uses current instructional content taught and research-based instructional methodologies,	VPA- ● Flipgrid.com

including differentiation and technology integration. For instance, teachers guide students through using the recording website Flipgrid.com to record video and audio and ensure the best quality. Teachers also guide students through using the website Smartmusic.com and practicing and recording with the backing tracks. Often teachers will influence learning as coaches through modeling how to play with the backing track as the cursor moves along with the music on the screen. The teacher models the slow-down effect and the loop function used during practice sessions. This process helps students extend learning with other Recording and Interactive Presentation Software. For example, the teacher occasionally uses CD's from personal collections and free video sharing websites for Focused Listening and Analysis to present recordings through interactive presentation software. Teachers facilitate learning as coaches and students demonstrate creative and critical thinking within a variety of instructional settings in addition to the abovementioned technology. For example, students create music solos by navigating through the different forms of Jazz, employing the fundamentals of rhythm, time and feel, tone quality, and harmony. Students learn to approach this craft first through rhythm and then build upon this aspect with the other elements of music. Furthermore, students use critical thinking when acquiring the language of music by immersing themselves in the music. This includes focused listening, attending live concerts and reflecting, and transcribing solos assigned by the teacher. More specifically, when transcribing, students memorize assigned solos and learn how to play them on their given instrument paying close attention to the performer's sound and attempting to emulate style and nuances. Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths to extend learning opportunities, as seen with student improvisation and concert performances. Students bring together the elements they have learned to perform improvised music. In the jazz idiom, students understand they will sometimes perform the same song multiple times, with each performance different from the last. Students employ everything they learn and deal with negotiating the music with their peers in real-time in front of an audience. Students employ all guided practices and	○ Flipgrid.com _ March ● SmartMusic.com ○ Smartmusic.com_demo video ○ Screenshot_Spring '21 Music in smartmusic ○ Student recording in Smartmusic ● Recordings and Interactive Presentation Software ○ Jazz ● Creating Music Solos ○ blues prog_novice level ○ blues prog_proficient level ● Language Acquisition. ○ Miles Davis_novice level ○ Miles Davis_developing level ● Improvisation ○ ECHS jazz combo ● Concert Performances ○ ECHS archived webpage ● Virtual Concert 2020 ○ Fall Concert 2020 ● Recording at Disney recording studios ● Stanford Jazz Workshop ○ 2012_former

techniques learned when performing the music for families and friends during concert performances. Students must perform with: proper embouchure, breath control, correct fingering, correct slide positions, drum sticking, proper posture, breath, diction, and enunciation. In performance, students follow the conductor to ensure synchronicity in the performance. They must recognize conductor gestures and respond appropriately, play or sing into the center of the ensemble's sound, and anticipate important moments in the music. All students have access to and are engaged in career preparation activities through concert performances, band and choir spring tours, Stanford Jazz Workshop, and Lafayette Jazz Camp. During COVID-19, the Concert performance expectations were met via a virtual concert. Students were guided on how to record themselves and how to evaluate their video and audio performances before submitting them. In collaboration with the Disney Performing Arts program, students experience preparing and performing at Disneyland. Students help with raising funds to travel and all applicable costs. Students are guided through rehearsal with professional musicians in the industry of entertainment. Additionally, students attend Broadway musicals and afterward tour the theater. Another opportunity for college preparedness is the Stanford Workshop, where, in a two-week program, students work directly with professional musicians and educators. These musicians are some of the most respected musicians internationally known. The Lafayette Jazz Camp provides a one-week program for students to work directly with professional Bay Area musicians and educators. These respected musicians are directly connected to our community and sometimes aid in networking with college-bound music students.	echs student ● Audio recording Lafayette Jazz Camp
In World Languages, teachers facilitate learning as coaches in the current instructional content taught and research-based instructional methodologies, including differentiation and technology-integrated use. Teachers use guided notes for their lectures and use powerpoints that include visuals to guide in language acquisition. Teachers use video resources that help students understand how to use the target language in real-life	World Languages - ● Spanish Present Tense PDF ● Spanish Verbs Reference ● Spanish AR Video

situations. Students are provided YouTube resources that assist them in their assignments while not online. Students will watch videos in the target language that express real-life scenarios that students can relate to. The videos are specifically created for language learners and include slow and clear enunciation, realia, easily recognizable intonation, and facial expressions to assist language acquisition. Students demonstrate creative and critical thinking within various instructional settings, using a variety of materials, resources, and technology beyond the textbook. Students complete various projects where they apply the material they learned to their own lives. Students use the imperfect tense (continuous past) to talk about experiences in their childhood. They share examples in the target language like "When I was a child, I liked to watch cartoons." Students share these examples with their classmates in Spanish. They must apply correct grammatical rules (imperfect) which depend on context. Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities. Students apply vocabulary and grammar rules to a situation. For example, students will share what they want in their future using the future tense. This allows students to express their own ideas while giving the teacher the opportunity to assess their growth. All students have access to and are engaged in career preparation activities. In the students' target World Language, they use the future tense to talk about their hopes for their future. They must speak in the target language and use correct grammatical rules that accurately express what they see in their own future.	• Kahoot AR Verbs • Kahoot Future Tense • Future Tense • Conditional Tense vs. Future Tense • Imperfect Tense Book Idea • Future Tense • Future Tense 2 • Buena Gente Learning Resource
In Physical Education, teachers facilitate learning as coaches by incorporating current instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology. Teachers use Google Slides, Google Docs, and Google Forms to facilitate student learning, lead workouts, and coordinate	Physical Education - • El Camino Swim Unit Slides • Pulse Interval Training • Guest Speaker: Mari Moore, Rugby Player

group activities. Students can utilize Teacher YouTube Channels with designed workout videos to do physical activity at home without any equipment. Students create their fitness plans to support an individual goal. Students completed a cinematic analysis of a fight scene from any movie or tv show of their choosing to show mastery of recognizing self-defense skills, tactics, and strategies. To conclude a mini-unit on Water Safety and First Aid, students put together a water safety PSA concurrent with the swimming unit. Moreover, students learn about goal setting, FITT Principles, and components of fitness. Incorporating all of those elements, students build a monthlong personal fitness plan that includes warm-ups, focused workouts, and cool downs catered to their individual goal; active recovery days to maintain good health and aid in muscle growth and recovery rest days to ensure a balanced fitness plan. Students demonstrate they can apply acquired knowledge and extend learning and depths of ability to think creatively and critically using a variety of materials, resources, and technology beyond the textbook. For example, after a self-defense unit, students complete a Cinematic Analysis project that requires them to transfer knowledge gained throughout the unit and apply it to an analysis of a selected tv or movie scene. Students were tasked with identifying multiple unique defensive and combative decisions and providing evidence-based analysis of the strategy behind each decision. Students had the freedom to choose any scene they wanted to analyze, so long as it contained a conflict between at least two characters, and were encouraged to use context to dive deeper into the characters' mindsets, past experiences, and any other personal elements that led to their defensive and combative decisions. All students have access to and are engaged in career preparation activities. For instance, pre-recorded interviews with guest speakers allow students to experience and hear unique perspectives from experts in certain fields. Students are provided with background on the speaker ahead of time and can submit specific questions they would like the speaker to discuss. Students had the opportunity to listen to a host of guest speakers throughout the school year. For most interviews, students provided their individual questions for the	and Coach ● Guest Speaker: Erika Howell, Acrobatics and Tumbling Athlete ● Guest Speaker: Austin Rawlings, Professional Spikeball Player ● Decades-Themed Workout Video ● Music Genres Workout ● Personal Fitness Program Student Sample 1 ● Personal Fitness Program Student Sample 2 ● Cinematic Analysis Project Description ● Cinematic Analysis Student Sample ● Water Safety PSA - Running on the Pool Deck ● Water Safety PSA - Natural vs Man-Made Water Environments ● Fitness Plan Overview ○ Student Example 1 ○ Student Example 2 ● Cinematic Analysis Overview ○ Student Example 1 ○ Student Example 2 ○ Student Example 3 ● - Austin Rawlings, Roundnet ● - Jessica Boone, Disc Golf ● - Jeff Petromilli, Parkour ● - Sydney Cummings, YouTube Personal Training

guest speaker ahead of time and then watched a recorded interview in which the speaker addressed their questions. Last year, Sydney Cummings and Karen Li did live talks, and their speeches were directly connected to the current unit. They answered questions about their path to college and professional careers, obstacles, and challenges along that path. They shared advice and strategies for various relevant skills and experiences (time management, balancing school and social life, prioritizing, family and friend support, etc.)	• - Karen Li, Stanford Synchronized Swimming • - Erika Howell, Oregon Acrobatics and Tumbling • - Elena Bowman, Manhattan Softball • - August Raskie, Oregon Volleyball • - Alyssa Fagel, Yale Soccer • - Mari Moore, Willamette Rugby

Category C. Synthesize Strengths and Growth Needs

Areas of Strength

1. Teachers provide a variety of differentiated instructions to engage students in the learning process creatively: note-taking strategies, small grouping activities, Socratic Seminars, organized writing mind maps, etc.

2. Students understand the standards/expected performance levels to demonstrate learning and college and career readiness through clearly written and explained learning objectives and rubrics.

3. Students have the opportunity to engage in a variety of real-life, hands-on simulation activities through collaborative learning, such as government shadow days, Socratic Seminars, science lab experiments, music creations, etc.

4. Teachers and students use various delivery modes/tools for instructions and presentations: Quizlets, Kahoot, Google Slides, Prezis, FlipGrid, video and audio apps, etc.

Areas of Growth

1. Explore various strategies to provide in-depth, scaffolded instructional support to ELs and students with IEPs and 504 Plans to provide equitable access to curricula.

2. Improve depth of communication between teachers of ELs, the SAI department, and the counseling department with teachers of all subject curricula.

3. Teachers need professional development on Multi-tiered Systems of Support (MTSS).

4. Increase and maintain communication lines between staff and students to ensure that their learning goals are achieved. This includes informing students of available resources and teaching students skills on organization and self-advocacy for their learning.



Category D: Assessment and Accountability

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective 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.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
The school leadership, instructional staff, and Counseling team use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Utilizing Graduation Rate data, A-G readiness data, SAT/ACT Scores, Transcript reviews, the Counseling team discerns how to best support students and provide relevant information to stakeholders. General education students also have A-G trackers created for them. Counselors use Infinite Campus to help students be College and Career	Counseling - ● CA Dashboard- graduation rates ● College and Career readiness ● Example of a SAI 4-year plan Example of A-G tracker ● 11th grade Pre -survey

ready through transcript evaluation, report cards, progress reports. Counselors use UC doorways to make sure classes align with A-G requirements. Using the D and F list, counselors plan how best to provide additional support for students in their classes. 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. Counselors collect data from our senior students to help facilitate and guide the college or career transition process for students. Our school uses a 4 point scale with 4 being an A and 0 being an F. An additional point is given to students that take Advanced Placement and Honors classes. Here is the GPA Calculation handout and which classes earn an additional point. 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. In addition to monitoring above mentioned data points, counselors visit classrooms to speak to students and deliver grade-level and College and Career Presentations. Students can use college spreadsheets to track their potential college options. We also keep a yearly school profile to see demographics and after-high school plans for graduating seniors. Counselors also use Pre and Post data to measure their effectiveness and grow from each presentation. Moreover, counselors meet individually with all students on their caseload and host parent nights for each grade level. At the beginning of the year, counselors go over Suicide and Calling CPS protocols with staff to help promote awareness to ensure all students have the social and emotional support to meet SLOs. In partnership with district leadership, the school leadership, and instructional staff, counselors periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through course offerings. Counselors have also documented how our time is utilized to find areas of growth within our program and bring awareness to our administration on how our time is spent on a day-to-day basis. The school uses assessment results to make changes in	• 11th grade Pre-Survey Data Results • 11th grade Post-Survey • 11th grade Post-Data Survey results • Report cards, D/F list, School Loop, Infinite Campus, • UC Doorways- El Camino's A-G Courses • -10th Grade College Presentations • -11th Grade College and Career Presentations • -12th Grade College and Career Presentations • Counselor yearly calendar • -12th Grade Parent Night • -11tth grade parent night • -10th Grade parent night • -9th grade parent night • 12th grade future plans Pre-Survey & Post Survey • College spreadsheet • Data collected for the 19-20 school year on Counselors time use. • Edgenuity data compiled.

the program, professional development activities, and resource allocations to demonstrate a results-driven continuous improvement process. For example, we use assessments to make changes, and our school uses an online credit recovery system with a low completion rate. In 18-19, Counselors created a survey for students that were currently enrolled in the Edgenuity program. Unfortunately, we did not have time to fully analyze the data to help change our credit recovery program and assist students in meeting graduation requirements.	
The CTE instructional staff uses an effective assessment process to collect, disaggregate, analyze, and report student performance data to all stakeholders. As all of our CTE classes differ in nature, our teachers form various appropriate formative and summative assessment strategies to evaluate student learning. These findings are used to modify teaching practices. For example, much of CTE has adopted performance-based standards, but autos labs are assessed by results, teacher observations, and written tests. The entire department maintains timely reporting on SchoolLoop to show progress logs and Infinite Campus to submit updated progress reports. 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. We share our grading practices during department meetings and discuss their accuracy, fairness, and effectiveness. For example, the department discusses specific individual projects and grading practices for oral presentations. Our continuous Cycles of Inquiry and use of SMART goals are used to compare year after year CTE teachers monitor all students' growth and progress toward meeting the schoolwide learner outcomes and academic standards. Students' grades are monitored by instructors in Infinite Campus. In some instances, grades are also monitored by the Skyline College staff to ensure they maintain dual enrollment requirements for Skyline College. School progress reports are examined and struggling students are supported by staff by additional instruction. Parents whose students are not achieving a passing grade are notified through SchoolLoop mail and encouraged to support their child and	CTE - • Comprehensive Notebook • Project display in classrooms and on campus • PLC reports • Progress Reports • Presentation posters displayed in classroom • Student demonstration of proficiency in a series of lab assignments • Evaluation of projects • Standardized tests • Observation of Student Lab Performance

regularly communicate with the subject teacher. The school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, using assessment results to make changes to ensure student needs are met through a challenging, coherent, and relevant curriculum. We have added Dual Enrollment classes in Auto, Biotech, and Culinary Arts in partnership with Skyline College due to continuously assessing the CTE program. As the CTE department chair is a member of the Administrative Council, he relays the meeting minutes to our department members. At department meetings, CTE teachers discuss issues that affect our various programs and share ideas on how we could make them more effective. Individual class changes depending on the results of PLC data. As some of our courses are involved with dual enrollment with Skyline College, we have bi-semester virtual meetings to discuss student performance and identify students who need support to meet the college requirements. Most of our classes have been converted to a full year and meet state university A-G requirements. Our administrative staff have been very supportive and have included staff input on budget issues and other issues governing school operations. Although there are never enough resources, the CTE dept has been fortunate in getting a completely new Culinary Arts lab and equipment for other CTE classes that qualified for Perkins funds.	
The English department uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. At district meetings, English teachers are grouped by grade level to "look at student work," so they are exposed to other teachers' students' work and other teachers' scoring so that they can calibrate their grading. This also leads to giving students clearer instruction and improving the clarity of the rubrics. The teachers in the district create common Formative Assessments held meetings; CFA's are currently completed by each grade level twice during the year. We currently have the data for Fall and Spring for all grade levels for the 2019-2020 school year. Next year, there will be four district CFA's per grade level. The English department	English - • https://docs.google.com/document/d/1ZVyVkMXMtM2ScGKxK_pNcolj8hqX7x2lTbdI9YtMCjA/edit?usp=sharing • https://drive.google.com/file/d/12Oz65fK979-FdzaEa6VzpHDua7UV5J_6/view?usp=sharing

has agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. Members of our PLC teams use pre and post-assessments, district-provided data from the CFA's to guide our teaching, along with state-mandated test CAASPP data to guide our instruction. El Camino has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators. English teachers, as a department, study data from the CAASPP test and collect information to inform their instruction for all groups of students. AP English teachers do the same with the data from AP on their students' performances. ELD teachers use the results of the ELPAC as one of the criteria for assessing fluency and guiding instruction for the following year. The district just obtained the READ 180 program with pre- and post-tests that monitor individual ELL's language growth and is used as another criterion for assessing fluency. In partnership with district TOSAs, the school leadership and English teachers 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. Our 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. The English department uses assessment results to make changes demonstrating a results-driven continuous school improvement process. For example, all Secondary English teachers in the South San Francisco Unified School District have been using a district-wide, grade level-based common formative assessment. We have completed one a semester and	

have district-wide meetings where teachers use the data from the assessments to guide instruction in our classrooms. We are working towards a district scope and sequence that echoes these results.	
The Mathematics department uses effective Common Formative Assessments processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Our PLCs developed the Common Formative Assessments for Algebra 1 and Geometry. Our PLCs analyze the data, modify instruction and assessment as needed, and report the information to the administration. Our Counseling Department uses semester grades to inform its programming decisions. The district math course prerequisites are dependent on all students satisfying "A-G" requirements. The school leadership and Math department agree upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. 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. Math teachers use the data for modifications in the instructional plan, remediation, and interventions. The math department has a general consensus that assessment should be consistent from teacher to teacher within a subject. In Fall 2020, the math department will implement a mandatory weighing policy within each course for the final exam, tests, quizzes, homework, classwork, notes, participation, and projects. Math teachers monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards. The Algebra 1, Geometry, and Algebra 2 PLC's monitor student growth toward meeting the priority Common Code State Standards. The Math department has the aspiration of developing more CAASPP preparation for its students, but as a practical matter, staff development time is consumed by responding to district directives, i.e., completing "cycles" of instruction--creating, evaluating, and reporting CFA data. The AP Calculus and AP Statistics courses are courses that are	Mathematics - ● Semester schoolloop gradebooks collected by Admin. ● Weights for Math Classes ● PLC CFA's ○ Algebra 1 ○ Geometry ● PLC reports. ○ Algebra 1 ○ Geometry

specifically structured with the goal of students passing the AP Exam. In partnership with district leadership, the school leadership and Math team periodically assess programs, expectations, and policies, to ensure student needs are met and to make changes in the program, professional development activities, and resource allocations. Although the math department members on their own initiative create challenging, coherent, and relevant curriculum for their courses, their role vis-a-vis the district is more responsive to district directives. For example, 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.	
The Science department uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. As directed by school leadership, the Science department uses SchoolLoop to promptly record and report grades to students and parents. Teachers use SchoolLoop and PLC data to modify instruction and identify students who need additional support. Teachers in Biology and Chemistry meet weekly to align instruction and assessments across all subject teachers. These meetings are also used to ensure all teachers can develop and implement our NGSS-aligned curriculum. Biology teachers are pilot testing Stemscope and NGSS lessons and regularly assessing students' reception of content, possible improvement in lesson delivery, and curriculum adaptation for the 2021-2022 school year. The Science department has agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. All Science teachers share a common grade weighting policy across all courses and utilize common assessments. Students take a pre-assessment before the topic is covered in class to determine the level of prior knowledge on the topic. When Biology teachers meet weekly, they assess and plan courses of action using such data. All teachers agree upon common Formative Assessments (CFA) for priority standards. There	Science - ● AP Chemistry CFAs: ○ Assessment 1 ○ Assessment 2 ● Chemistry CFA: ○ Assessment 1 ● Biology CFAs: ○ Pre-Assessment 1 ○ Post-Assessment 1 ○ Assessment 2

has also been an ongoing effort to ensure all sections of a particular science class, regardless of the instructor, share common tests and graded quizzes to ensure that all students receive a grade based on the same criteria and standards. The Science department has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes and college- and career-readiness indicators. PLC groups for Biology try to examine student progress on schoolwide learner outcomes and college- and career-readiness indicators. For example, after the appropriate lesson plans are covered, the students are given the CFA for that topic. The data is then analyzed, and each PLC group's instruction is modified as needed. Data is reported to the administration. All science AP courses (currently Biology, Chemistry, and Physics) are focused on preparing students for the AP exam, to give them the best chance of earning a score of 3 or higher so that they can earn college credit. As directed by district and school leadership, the Science department periodically assesses program expectations to ensure student needs are met through a challenging, coherent, and relevant curriculum. 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. This data helps all stakeholders determine students' retention and understanding of the material and concepts presented in the unit. Each PLC analyzes common assessments to identify best instructional strategies, and modifications are made to the unit lesson plans for future classes.	

In partnership with school leadership, the Science department uses assessment results to change the school program, professional development activities, and resource allocations. Our Science TLT is composed of science teachers from all three high schools in our district. The team meets monthly to oversee the implementation of the NGSS curriculum to confirm that it is uniform across all three sites and to check that the curriculum is vertically aligned with the middle school science curriculum. Prior assessment results to make changes have led to piloting curricula for both Biology and Physics in 2020-2021 and piloting again in the 2021-22 school year with curricula for all three subject areas. Another goal of the Science TLT is to ensure that lesson plans, lab activities, and all teachers share assessments in a particular subject area across the district to ensure student needs are met regardless of their school site or instructor. In analyzing the results of common assessments in our PLC meetings, we use the data to identify instructional strategies that appear to lead to improved student outcomes and adjust our shared lesson plans for future classes.	
The Social Science department uses an effective assessment process to collect, disaggregate, analyze, and report student performance data to all stakeholders. Teachers collect data from their term grades, SMART Goals, Common Formative Assessments, Summative Assessments, and PLC Cycle of Inquiry Reports. As a department and in our PLCs, we examine data reported to requisite stakeholders, such as grade-level data, assessment specific data, proficiency data, and data for students identified in different groups, including Students with 504 plans, IEPs, and English Language Learners. Data disaggregation is a part of protocol mirrored by each PLC for the grade level taught. Analysis by each PLC informs student performance and progress on the assigned common assessments. The school leadership and Social Science department have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. The Social Studies Department tracks student progress using SchoolLoop, and this is also a way for all stakeholders to view their progress and connect with parents. As Department PLCs work weekly to assess their grade level goals, common assessments,	Social Science - • Social Science Department Focus Sheet • Data Analysis Protocol • Fall term 2 Grades • Social Studies district Collaboration 6-12 • Cycle of Inquiry Report (Econ /Gov) • USH Priority Standards • USH Pacing Calendar • USH Common Assessment Rubric • USH Cycle of Inquiry Report • USH Data Protocol Analysis

and pacing guide, Social Science teachers create common lessons when possible. Weekly review of the pacing calendar and lesson plans allows for common assessments to be discussed bi-monthly, and modifications are made at each stage based on student learning goals. 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. Teachers in each PLC (Grade level and subject) meet each collaboration day. 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. Comparative data from common assessments is recorded and analyzed on the Cycle of Inquiry Report. Teachers identify Priority Standards using Common Core Standards and the California State Framework for Social Studies during this PLC collaboration. In District Collaboration (6-12), teachers work towards vertical alignment of targeted standards. This collaboration allows each grade level to consider lessons and assessments related to their subject and critique appropriateness for that grade level. Furthermore, each PLC then considered how this was reflected in the pacing calendar for that grade level (subject). Along with district-led collaboration, the school leadership and Social Science department periodically assess programs, expectations, requirements, action plans, policies, and practices. For example, several Social Studies department members participate in site leadership roles and committees, including Department Co-Chairs, CTE (Department Chair), AVID (Program Director), ASB (Co-Teachers), Admin Council, District Bell Schedule Committee, grade level advisor, and School Site Council. Due to many Social Science teachers filling multiple roles, meetings with all District Social Studies teachers happen infrequently. Unfortunately, this has limited the work to create a full scope and sequence of vertical and horizontal alignment with priority standards driven by the	• MWH PLC Meeting Plan • MWH PLC Collaboration Report • Collaboration Report MWH

Common Core Standards. However, PLCs made up of Grade level Teachers have identified priority standards to create common pacing guides, assessments, and lesson plans site-specific to El Camino. The continued progress on the scope and sequence influences how the Social Science department uses assessment results to make changes in the school program, professional development activities, and resource allocations.	
The school leadership and World Languages instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. World Languages uses a common pacing guide consistent with the World Languages Standards. Spanish teachers are using a common assessment from the publisher to break down student percentages. Teachers are using common assessments for quizzes and tests. World Language teachers use collaboratively created pacing guides and common assessments. World Language teachers have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. Therefore, teachers use textbook-created tests or commonly created tests and quizzes using Google Forms to ensure that all students receive instruction and grades based on agreed-upon criteria and standards. For example, Spanish teachers are using a common assessment from the publisher to break down the percentage of students passing (A,B,C) and the percentage of students not meeting the standard (D,F). Teachers use assessments to look for areas of strength and areas for improvement, growth, and progress toward meeting the schoolwide learner outcomes. For example, we have used data from three different Unit Quizzes to influence instructional strategies that prepare students for a common exam at the end of the semester. World Language teachers often collaborate to create and share lessons and best practices activities using common core standards to guide curriculum, assessments, reviews. Teachers assess students' approaches to college and career indicators.	World Languages- ● Pacing Guide ● Common Assessment ● https://passport.carnegielearning.com/#/teacher/resources/courses/153680/resource/274

The leadership and instructional staff periodically assess goals, programs, resources, policies, and expectations to ensure student needs are met through a challenging, coherent, and relevant curriculum. The World Languages department head often communicates such initiatives and shares information through email following administrative meetings. At department meetings, we complete required tasks and make decisions to ensure World Language teachers meet all student needs. In District Collaboration, we have shared targeted standards as per the pacing guide and calendar as well as best practices. During World Languages PLC meetings, teachers prioritize focus standards in alignment with the common pacing guide. Future goals include continued work on vertically and horizontally aligning common goals and assessments, so students can move to next grade level classes with a common set of skills and knowledge.	
Specialized Academic Instruction (SAI) instructional staff work closely with school leadership to use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. For example, 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. Teacher input forms also help SAI staff analyze formal assessments such as standardized testing (see first link) 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. This helps to ensure consistency across the IEP process and within grade levels and content areas. This effective system also helps SAI staff to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes. In many cases, this system helps staff make informed decisions about adjusting student accommodations, modifications, and services based on the results of evaluations. As district and school leadership directed, SAI instructional staff choose	SAI- 1. https://dredf.org/special_education/Assesments_chart.pdf 2. https://www.specialeducationguide.com/pre-k-12/what-is-special-education/the-importance-of-the-assessment-process/

standards-based goals on IEPs as identified by the evaluation process. The SAI department IEP teams demonstrate a results-driven continuous improvement process with understanding the processing of selecting goals and monitoring progress towards those goals.	
The Visual and Performing Arts (VPA) instructional staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. For example, the drawing, painting, and ceramics instructors utilize Common Formative Assessments to collect data on the students' understanding of the elements and principles of design to see where they lay on the state benchmarks. The VPA instructors then report this data to all stakeholders utilizing School Loop, Kahoot Quizzes, Infinite Campus, and Google Classroom as directed by school and district leadership. These online school information systems allow learning teams to monitor our students' growth, needs, and progress. VPA instructional staff across the district are working together to agree upon the basis for students' grades, growth, and performance levels to ensure consistency in each content area. The district's VPA teachers collaborate to address the national and the state standards for the arts to prepare academic rigor and college- and career-readiness for all students. VPA departments initiated a pre-instruction quiz via Kahoot quiz to help disseminate the information for data evaluation. VPA determines and monitors all students' growth and progress toward meeting the schoolwide learner outcomes through students' furthered understanding. For example, the VPA instructors developed art lessons to explore further the students' understanding of the art elements and principles of design in a kinesthetic demonstration of learning that is more accessible for all students. Instructors used these lessons to analyze students' practical understanding further. We post-test the art terms for the verbal understanding to come full circle. El Camino has shared this data analysis method with all the VAPA teachers for a collaborative lesson and collection of district information.	VPA- Common Formative Assessments • ART ELEMENTS KAHOOT PRE-QUIZ • PRINCIPLES OF DESIGN PRE-QUIZ • CERAMICS 1 - EXIT TICKET 1.25.21 Elements of Art & Principles of Design

VPA uses four-point rubrics specific to each discipline in partnership with district leadership. The VPA professional learning group is part of the process that reviews the effectiveness of the art program by self-study. The school uses assessment results to change the school program, professional development activities, and resource allocations. For instance, the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, are being studied during the systematic WASC process. Administration monitors instruction with teachers to ensure student needs are met through a challenging, coherent, and relevant curriculum.	
The Physical Education instructional staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Based on the directives of school leadership, the Physical Education department updates progress every week on SchoolLoop. Maintaining updated reports on student progress allows PLCs to analyze timely data for written tests and Physical Skills Test such as the mile, sit-ups, push-ups, and flexibility. The department follows state-mandated protocol for our grade system as directed by the district and school leadership. This grading system is based on commonly used rubrics for daily participation, skills tests, and written tests and used by the entire department to ensure equitable measurement of students' growth and performance levels. This contributes to departmental consistency across grade levels. The Physical Education department monitors students' growth and progress toward meeting the State indicators and standards in all units and activities. Each is geared towards the students passing the State Physical Fitness Test. For example, every day, our department gets the heart rate up for a minimum of 20 minutes and works on muscle strength and endurance. Moreover, each student has the opportunity to develop skills and knowledge in each of our eight units. As district and school leadership directed, Physical Education staff assess programs and expectations during weekly PLC and district collaboration meetings. PLCs allow us to talk about	Physical Education - ● School Loop

changes if needed on a unit-by-unit basis and ensure student needs are met through a challenging, coherent, and relevant curriculum. Using assessment results, the administration monitors instruction with teachers to ensure student needs are met, and resources are allocated appropriately. If changes are needed in the curriculum, they are discussed in PLC meetings, demonstrating a results-driven continuous school improvement process.	

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

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

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.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
In the diverse course offerings of CTE at El Camino, teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. Our teachers use various methods to collect assessment data and make instructional decisions, including unit tests, pop quizzes, formative tests, labs, project observations, and evaluations. PLC inquiry data has been very helpful in modifying individual classes to improve understanding. School Loop, Google Classroom, individual conferences, and email are all avenues we use to connect with our students and adjust curricular approaches. Teachers provide timely, specific, and descriptive feedback to support students in achieving learning goals, including providing additional support to struggling students during or after school. The curriculum in most of our CTE classes is aligned and meets the CA state model curriculum standards and framework. The curriculum in CTE dual enrollment classes also meets the standards set forth by its college companion class; therefore, teachers also organize virtual and physical field trips to Skyline college and other private colleges so students understand college- and career-readiness standards and the requirements for dual enrollment, concurrent enrollment and entrance requirements to the college.	CTE- CTE

Teachers also use student feedback and dialogue to monitor progress and learn about how learning experiences are understood and relevant in preparing students for college, career, and life. In addition to tests and quizzes, CTE students receive timely feedback when assessed by their portfolios, completed projects, demonstrations of competency, lab performance, and teacher observation. Moreover, all of our instructors are available for specific class feedback and guidance before and after school. CTE teachers provide a variety of instructional strategies including demonstration, peer instruction, lecture, note-taking, field trips, cooperative group work, brainstorming, project design, teacher questioning, guest speakers, and memorization to ensure learning experiences facilitate student progress.	
Most English teachers utilize PLC time to analyze formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. We have an English-based TOSA (Teacher on Special Assignment) who helps organize, create common formative assessments and create a scope and sequence. Our standards-based instruction is evident in our Scope and Sequence, which is district-wide and created with participation from our entire district. Our curriculum is aligned with Common Core state standards, and the English PLCs have worked diligently throughout the last school year to give several common formative assessments. We use Common Formative Assessments that are universal throughout the district to create a universal data set. We then reviewed the data and guided our instruction through our multiple Cycles of Inquiry. This data was incredibly beneficial in guiding our instruction to help our students master the concept. We used the data to find areas of weakness that we then retaught to our students. The English department strives to provide timely, specific, and descriptive feedback to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. As a team, we have common pacing amongst grade levels and have effectively mapped out grade-level novels and units. This helps most English teachers utilize prep time for providing timely feedback for students via SchoolLoop, Google	English- Cycle of Inquiry- English 1

Classroom, emails, and conferences to explain our feedback to students. Our student culture is positive and attempts to be inclusive. This is apparent when students receive positive and critical feedback by including students' entire learning team in intervention practices. We make sure to check in with individual students who are struggling and reach out to the parents, counselors, and Flex-time advisors to ensure that all parties are working on improving the student's learning. Students receive feedback and dialogue centered on monitoring progress to learn about the degree to which they need to build on learning experiences to prepare students for college, career, and life.	
Mathematics teachers working SSFHS and our Math TOSAs on district Teacher Leadership Teams analyze formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. This process has helped the Math Department create a scope and sequence for Algebra 1, Geometry, and Algebra 2. This Scope and Sequence utilizes the Common Core Standards with priority standards and Supporting Standards. The Scope and Sequence also incorporate the Priority Mathematical Practices within each unit. Our district-wide Scope and Sequence includes Student Friendly Learning Targets, Learning Progressions, and Aligned Resources. Also, through the process of vertically aligning our scope and sequence, we have Common Formative Assessments for Algebra 1, Geometry, and Algebra 2 for each unit and have been able to complete Cycles of Inquiry for each subject area. Math teachers utilize School Loop and Google Classroom to provide timely, specific, and descriptive feedback to support students in achieving learning goals and academic standards. We also make sure that most of our students have a parent registered on SchoolLoop. We give out the information on registering at Back to School Night in August. We use School Loop, Google Classroom, and email to reach out to our struggling students and their families to ensure intervention for college- and career-readiness standards and schoolwide learner outcomes. Our Math teachers also use student feedback and dialogue to monitor progress and learn about the degree to better understand students' perspectives about college and	Mathematics- Algebra 1 Cycle of Inquiry Report Geometry Cycle of Inquiry Report

career readiness and success criteria.	
Our Physical Education department uses Cycles of Inquiry to analyze formative and summative assessment data on how the students are learning which helps us modify, and adjust curricular and instructional approaches. Physical Education uses our district curriculum and the state-mandated rubric for physical tests to ensure standards-based learning. As we all know, everybody learns differently; therefore, Physical Education teachers assess students' proficiency and adjust our teaching style to fit the students' optimal learning capabilities. Physical Education teachers provide timely, specific, and descriptive feedback based on proficiency. Our teachers also use student feedback and dialogue to monitor progress by asking questions to support students in achieving learning goals. Our department uses SchoolLoop for communications with students, parents, and students' learning teams. Posting updated grades on SchoolLoop is an effective way for the students and parents to track progress and communicate. During Zoom, we can chat directly, but if students do not want the whole class to hear, students will chat rather than speak directly.	Physical Education Cycles of Inquiry
Science teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. Science teachers have been meeting in PLC groups to create common formative assessments and analyze the data from those assessments to help us identify the best instructional strategies and modify our units and lessons to improve student outcomes. The science department has a Teacher on Special Assignment (TOSA) dedicated to organizing the science curriculum and instruction across all of the high school sites in the district. We also have funding assistance for implementing our new NGSS curriculum from Genentech. We are currently in the process of implementing the NGSS 3-Course model for our Biology, Chemistry, and Physics classes to ensure all students receive instruction on all of the Disciplinary Core Idea standards, including the Earth and Space Science standards. In the 2021-2022 school year, we pilot curricula in each course and finalize our preferred curriculum by the end of the school year. One of the primary	Science- Biology CoI Chemistry CoI AP Chemistry CoI

purposes of our Cycle of Inquiry work in our PLC groups is to identify best practices and instructional strategies to improve student achievement. As we continue to implement the NGSS curriculum, we will also emphasize including lessons that allow students to design and modify their experiments in alignment with the Science and Engineering Practices standards of the NGSS. As we continue to develop our curriculum for the future, we are planning on the 3-Course model to have common summative assessments across all three high schools in our district. Current summative assessments are already common to all teachers in a particular subject area at our site but are not the same as summative assessments at other district sites. Common formative assessments are currently developed and the results are analyzed by PLC groups at our site. Science teachers provide timely, specific, and descriptive feedback to support students in achieving learning goals and academic standards. Student expectations are outlined in syllabi for each course handed out on the first day (also available online for the 2020-2021 school year). Grades for assignments and tests are entered into SchoolLoop regularly, no later than one week after their due dates. Students and their parents can monitor their progress through School Loop and/or Google Classroom. When students struggle to perform in a class, teachers will reach out to both the student and their parents by phone or email to determine how best to support their learning. Academic school culture in the Science department is excellent, as evidenced by the many students who elect to take science courses beyond the currently required Biology and Chemistry CP courses. Of particular note is the Anatomy & Human Physiology course, which has enough student interest to fill at least four sections every year over the past three years. Student feedback informs current and future learning experiences in creating curricular opportunities for college, career, and life.	
Teachers in Visual and Performing Arts (VPA) are beginning to analyze formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. Last year, VPA started collecting data as a group this year with fellow VPA instructors. In prior years, driven by the desire to	VPA Cycles of Inquiry

acquire one-to-one technology in VPA classrooms, VPA teachers wrote a grant to acquire a Chromebook cart. Now that all students have access to one-to-one technology following the shirt to remote learning, the VPA team has begun Cycles of Inquiry to support assessment analysis. VPA teachers provide timely, specific, and descriptive feedback to support students in achieving learning goals. Teachers also communicate with students by giving and receiving verbal and written feedback to improve learning experiences.	
All subject areas in Social Science create together, collect, analyze formative and summative assessments. Each subject area PLC works to guide, modify, and adjust curricular and instructional approaches through the Cycle of Inquiry process, which repeats throughout the school year. Teachers provide timely, specific, and descriptive feedback to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback to monitor progress and learn about how learning experiences are understood and relevant in preparing students for college, career, and life. This may be collected in surveys or exit tickets.	Copy of USH PLC Colla…

Category D. Synthesize Strengths and Growth Needs

Areas of Strength

1. El Camino's formal PLC meetings, by subject area, regularly to create common curriculum and assessments by reviewing data through Cycles of Inquiry and working with the district's TOSA
2. The district hired an equity consultant to help increase the number of students of color taking AP Courses, resulting in an increase in El Camino's AP courses and offering all AP exams (both paper/pencil and digital) to all students. El Camino offers the UC Analytical Writing & (College) Placement Exam each year and receives a fee from the UC.
3. El Camino's bell schedule includes a block schedule with embedded advisory and collaboration time and allows students to have seven classes instead of six classes, which provides more opportunities for students to meet graduation and A-G requirements.
4. El Camino continually supports students performing below grade level in any of their academic or elective courses; moreover, TOSA's for English, Math and Science support teachers through GLAD training to help English Learner students, and administer and monitor the grades and assessment data for students with the EL performance review process all year long.

Areas of Growth

1. Professional development geared towards creating more equitable practices and opportunities for students, such as increasing opportunities like AP classes for marginalized student populations.
2. Prioritizing interdepartmental PLC collaboration with district TOSA support to further lesson and unit planning of standards, pacing, assessments, and supports for EL students.
3. Building and maintaining a clear, accessible multi-tiered system for teachers to support struggling students.
4. Clear 'Plan-Do-Study-Act' cycles in the Counseling department to create action plans after collecting data.



Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Sign in - Google Accounts

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

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.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
El Camino employs strategies and processes to maintain and encourage the regular involvement of all stakeholder groups in all students' learning and teaching processes. The year starts with Back-to-School Night to facilitate information exchange between parents and staff. In addition to classroom-based student presentations, the counseling department follows this with annual grade-level parent presentations about different aspects of student life here at El Camino. Parent involvement is steadily increasing due to increased participation with the PTSA and communication with parents via SchoolLoop and automated calls home. Link Crew also helps freshmen parents learn about campus life and how they can help their students get involved and be successful. Sophomore parents learn about AP options, the importance of transcript reviews, and understanding their student's schedules, credits, and college eligibility. Junior parents attend presentations from CSU, UC, and Community college representatives and learn their student is currently on track towards college eligibility and high school graduation. Senior parents are assisted with completing college applications, financial aid forms, and information to navigate their post-secondary education and career options. These annual presentations have helped parents understand faculty expectations for all students and the specific needs of each grade level. Advanced Placement (AP) information night is open to all students and families. El Camino notifies	• Back-to-school Night • Back to School Night Teacher Presentations • AP Information and Videos housed on Counseling Website • Recorded parent nights and classroom presentations are housed on the Counseling Website • SchoolLoop • Google Classrooms • Infinite Campus

families via robocall for FAFSA- financial aid workshop nights held in English and Spanish. The primary means of communication with the parents and community is through the ECHS website hosted by School Loop. District resources are available for parents whose primary language is Spanish or Tagalog. The website maintains a calendar in which parents and students are notified of all meetings, events, games, and fundraisers. SchoolLoop, Infinite Campus, and Google Classroom allow parents to view grades, homework assignments, and test scores. 98% of teachers use SchoolLoop to present information to students, teachers, and parents promptly; however, some teachers maintain their websites to provide students and parents with additional school-related information. Parents may email individual teachers to address any concerns they may have. With the advent of distance learning, households across the district now have access to the internet and one-to-one technology to access these programs. Yet, teachers may be reached by their classroom telephone extension, and grade reports are sent home approximately every 4-5 weeks in their Flex period classes. Parents and staff are involved in creating, implementing, and reviewing 504 accommodation plans and Individualized Education Plans (IEPs). During COVID-19, Specialized Academic Instruction (SAI) developed a plan to promote student/family engagement. The district has provided a Docusign account to case managers to gain consent signatures so that English-speaking and non-English speaking families can participate remotely in developing and agreeing to IEPs. This has been a process involving written feedback, teleconferencing, or Zoom and/or Google meetings to continue the process of continuity of care during the global pandemic. Translators are always available for family outreach and meetings via telecommunication. Our community continues to also support our SAI students in helping students with IEPs gain work experience through the Workability program and ATP. Communication resources are also being utilized to intervene and encourage student performance. Teachers, counselors, and Flex period advisors can easily email a student's entire	• Pupil Personnel Services Accommodation Plan-Students Health Care Plan • District Counselor Meeting presentations on legal aspects and resources for 504 plans • DocuSign Link

learning team, including parents/guardians, through the SchoolLoop gradebook. Counselors evaluate students' transcripts twice a year to identify each student with credit deficiency and alert the student and their family. Seniors receive advanced notification if they are in danger of failing a course to provide parents with the opportunity to work with students to ensure graduation. Interventions are also made to deter truancy and tardiness by the Attendance Office's daily calls home for absent students. Occasionally, wellness checks in the form of home visits are conducted by members of the counseling team and administrators to support students with severe attendance issues. The PTSA works with the administration to ensure a dialogue between parents and school officials. Over the years, we have seen an increase in parents involved. PTSA is a passionate group working to raise questions, address concerns, coordinate fundraising efforts, and recognize worthy aspects of the school's involvement in our community. Our School Site Council has two parents who advocate actively for our school and community's needs. El Camino strives to continue efforts being made to increase the involvement of our underrepresented populations, such as our ELL community, the parents of Students with SAI, and the parents of traditionally underperforming students. Quarterly ELAC meetings aim to involve parents of ELL. We are trying to increase the involvement through multilingual phone calls, home and classroom visits, and notices posted on SchoolLoop. Food is provided, and children are welcome at these meetings. Attendance is relatively small (6-8 parents) due to the small EL population (roughly 10% turnout), but it has increased over the years. In addition to the PTSA, scores of additional parents are actively participating in one of several booster clubs on campus that support music, drama, dance, and athletics. Band, Dance, and Sports Boosters are significant community supports for raising money to better our programs while also functioning to bring community members into closer contact with the school. These parents volunteer much of their time to provide transportation to events and games, chaperone events, sell concessions, and fundraise for the group's needs. The	• ELAC Meeting Turnout Checklist • Trilingual Flyer for ELAC Quarterly Meetings • Theater/Dance/Band and Rally Performances. • Dance Boosters • Clubs & Organizations • Music • Welcome/Game Schedule

organized booster club meetings are scheduled monthly, and parents, teachers, coaches, and administrators discuss the scheduling of events, fundraisers, and the spending of funds. These clubs enable directors and coaches to provide a more well-rounded experience for all participants. Our students have also benefited from El Camino's relationship with local businesses and community members. Our school has an on-site College and Career Center that assists students in finding job shadow placements and helps organize the college and career fairs. The Center also schedules employer presentations with local businesses to educate students about their expectations of its prospective interns and employees. The on-site center works with the Junior Achievement program to secure other educational opportunities such as partnerships and internships for students. El Camino's parents, students, and staff have done a commendable job increasing community involvement, especially with the learning/teaching process. Genentech has had an ongoing partnership with El Camino for roughly 15 years. Genentech is involved in our science program's funding of the biotech pathway at El Camino as well as a biotechnology unit of CP Biology. Genentech has awarded several scholarships since they awarded one $5,000 scholarship 14 years ago. Genentech also has a partnership with SFSU School of Engineering, advocating scholarships to our students, including full-ride scholarships. Students are assisted with applying for such opportunities, including essays, recommendations, and finalists. Genentech also has job shadow opportunities that started with ten students from each high school to approximately 70 students (primarily sophomores and juniors). El Camino also receives community support from local businesses. Restaurant takeovers have been excellent support for school fundraisers. Elk's Lodge provided scholarships and hosted the Spaghetti Dinner for the Class of 2021. School clubs and the Senior Passion Project hugely involve students volunteering in the community. The Senior Passion Project, where most students complete 25 hours of community service and then present an action plan concerning community needs, often brings community and families into the learning	• ECHS Athletic Boosters Club • ECHS Athletic Boosters • Athletics Calendar • Junior Class Fundraiser Flyer • Scholarship list and presentations slides (Genentech Foundation Scholars) housed on Counseling Website • Biotechnology ½ and ¾ syllabus • Job Shadow Day Presentation slides

process. The City of Colma has worked with ECHS students mentoring them for Senior Passion Projects in the Recreation Department and Town Hall Facebook Page. The Colma City Council has also worked with students eager to volunteer and has invited ECHS students to participate in their Lions Club Speakers Contest. Many clubs and AVID are involved in volunteering in the community. Our community promotes our students' college and career readiness in various ways. The Colma Recreation Center has attended our College and Volunteer Fairs. South San Francisco Rotary Club hosts Job Shadowing in the Fire Department, Police Department, CVA, Printing, Boys and Girls Club, and Government roles. San Francisco City College hosts a shadow day with our Culinary Arts students. Skyline Middle College maintains a long-standing dual enrollment agreement for some of our CTE students to concurrently enroll in Skyline while being an ECHS student.	• Club Advisors • College Fair brochure lists community agencies that attended. • Middle College Website.

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

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, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
El Camino High School continually strives to provide a safe, clean and secure learning environment. Link Crew and Counselors conduct a presentation for the Freshman to help define the philosophy of safety at El Camino, explain the important safety rules and regulations, and outline the consequences of violations. Students and parents must read over the District and school policies, and discipline procedures are outlined in the Student Handbook. Student contracts are signed at the beginning of the year for technology agreements, internet safety, Uniform Complaint Procedures, and other basic tenets of the handbook. A conduct sub-committee revised parts of the Student Handbook in the 2019-2020 school year. Four aides supervise the entire school day to ensure a safe environment for students. Administrators are visible in common spaces before school, after school, at lunch, and during passing periods. Teachers are expected to stand outside their classroom doors during passing periods to be more present and provide additional supervision while students are walking to class. With the onset of COVID-19, SSFUSD established a pandemic protocol and used various modes of communication,	• Student Handbook--policy and procedures for attendance • Student contracts • Tardiness • Link Crew Application

robocalls, letters, and staff meetings. Following protocol, work orders are processed through the Attendance Office to address any maintenance or safety needs on campus. Custodial staff that keeps the campus very clean, including the use of UV-C light technology to disinfect air and surfaces. Since returning from distance learning, the custodial department's deep cleaning includes using airport-grade cleaning solutions. Lockers will continue to be cleaned out during a designated cleanout day.	
Our school safety plan has been revised in 2021 to be in compliance with the recent changes to the county safety plan. Additionally, each semester, the administrative team regularly schedules security alerts, earthquake and fire drills to ensure preparedness. ECHS coordinates with SSFPD to follow the "Big 5" protocols for campus and community emergencies. Orange emergency backpacks are in every classroom along with standardized procedures for evacuation and other safety protocols. Administration and security monitor the parking lot and other areas to ensure a closed campus. To ensure safety, we have remodeled access roads for ease of emergency vehicle transportation, put safety tint on downstairs windows, placed fire extinguishers in every room, and increased the number of AEDs on campus from 3 to 6. The new science building also has locks and doors that automatically lock. Staff completes annual mandatory training in bloodborne pathogens and other infectious diseases. All of our staff is also offered Free CPR training, and staff who work with students who have epilepsy are also offered additional training.	• Emergency Drills • Neon orange backpacks • Big 5 Emergency Response Overview • Earthquake Drill • Emergencies and 911 Calls • Disaster Drill • Evacuation Map • Evacuation Plan • Fire Drills
Security monitors hallways and bathrooms by zones on a consistent basis. Over the last two years, we greatly increased our security cameras (roughly 75 cameras). Also, adult presence often prevents fights, drugs, vandalism, and graffiti. Individual classroom policies regarding respect of materials, students, school, and teachers are in alignment with the student handbook and school SLOs. ECHS administration and security conducts regular tardy sweeps on an announced and unannounced schedule to ensure that students are getting to class on time. In January 2020, the district instituted alternatives to suspension, at both high schools, in which students are given a day of education through the Youth Services Bureau. The Homework Center is open Mondays and	• Classroom Conduct • Alternative to Suspension • Alternative suspension program • Keenan Mandated Reporter Training

Thursdays from 3:30-4:30pm for students to serve referral detentions with various subject-area teachers who also serve as Homework Center tutors. In 2021, the dress code was updated to conform with modern practice. Counselors and administration do a weekly Kid-Talk based on discipline, academic struggles, and teacher referrals, to monitor "at-risk" students. Staff also completes annual mandatory training in identifying and reporting student neglect and abuse. The Attendance Office is responsible for much of the direct communication with parents. Communicating with an abundance of messages, emails, and phone calls, the Attendance Office resolves many issues related to attendance and awareness of student issues. Even if the parents or students are agitated, all communication is handled with positivity, kindness, and assurance. The Attendance Office helps freshmen adjust to high school life and expectations. Administration and counselors aim to remind students of the policies, regulations, and resources available to them via SchoolLoop reminders each month as well as through messages of gratitude and motivation. El Camino works tirelessly to ensure that the school culture demonstrates care, concern, and high expectations for students who respect differences in social and emotional needs and are conducive to learning. ASB posters around school to encourage positive and respectful school culture. Moreover, supportive staff are responsible for students feeling safe and promoting tolerance and inclusion by encouraging clubs such as Colt Society, Activist, GSA (Gay Straight Alliance), Christian Youth Club, Interact, Key, Leo, and SIA (Students in Action). SSFPD gives a Cyberbullying presentation to freshmen and sophomores (2013, 2014, 2017, 2018). Anti-Bullying and Bullying awareness campaigns on Campaign Day where students and staff signed the pledge. All school ID cards also include the suicide prevention phoen number, and classrooms and hallways display suicide prevention posters. Additionally, Link Crew provides Junior and Senior level mentors for freshmen students. Freshmen can reach out to their Link Crew mentors if they have any questions or concerns. Mentors model how to welcome and accept all students. In 2020-2021, an anonymous tip line was implemented for student safety concerns.	• Attendance Responsibilities • Suicide prevention posters • Surveys • Testing schedules • Honor roll information • Mental health resources • Studying resources • SIA - compost program and a chip bag recycling program.

In the 2020-2021 school year, administration and faculty received training from Trauma Informed Services. Furthermore, Student Trauma Open Platform (STOP) was created during 2020-2021 School year in partnership with Rape Trauma Services (RTS) to create a space of support for students who have been victims of sexual abuse or for students who want to be educated more on the subject. STOP, a forum-student trauma open platform, allows students to acknowledge their stories/safe place to discuss topics regarding sexual violence. This program was an initiative created by students for students. Rape Trauma Services volunteers currently lead class discussions in the 9th Grade Health courses. In addition to El Camino's policies, regulations, and resources that ensure a safe, clean, and orderly learning environment, classes provide additional support. The mandatory freshmen Health class reviews mindfulness, anxiety, bullying, sex education, etc.Every other year, students participate in an "Every 15-minutes Drunk Driving Assembly" Moreover, the sophomore PE Class facilitates a unit on Self Defense with a focus on avoidance. Teachers hold office hours to meet with students, establish support, talk about grades, alleviate concerns, get work made up, and provide extra help. All of these resources contribute to the overall collaborative culture of El Camino. El Camino's culture is inclusive, responsive, and collaborative. Administration and counselors regularly survey students to ensure understanding of information and available resources. Administrators meet in a council to ensure communication with and receive feedback from department chairs and other school site leaders. This allows administrators to inform staff of important information and allows teachers to communicate any ideas or concerns they have with the administration. For example, after receiving feedback that the clarity of directives could be improved, the Administration began working to ensure that staff does not spend undue time interpreting written directives. The district and site administration prioritize collaborating with neighboring schools across the district to discuss common practices and ideas to improve district communication and consistency	• Student run forum on stopping sexual harassment • Calendar of meeting dates • Administrative Council Meetings • WASC Focus Groups • Brockmeyer/Chan Emails (linked on email doc)

within specific disciplines (i.e., secondary physical education meetings). However, monthly staff meetings are a place to provide important professional development to all staff and a space to celebrate birthdays and recognize staff for their efforts with the monthly COLT award. PLC and committee meetings also help establish and further the atmosphere of trust, respect, and professionalism. All meetings (PLC, Department, Committee) usually establish or review norms. In PLC meetings, teachers can meet with one another to discuss curriculum and teaching strategies. Teachers work with one another to design similar lessons and common assessments. Additionally, teachers can analyze and share student data to improve instruction and identify if further instruction is necessary for students to reach expectations. An area for growth would be allowing for more flexibility with which to employ PLC time because it is difficult to find time to collaborate and the very strict schedule and assignments. In designated committee meetings, certificated staff and classified staff regularly conduct surveys and meet to discuss, plan and implement courses of action to improve the school in various areas deemed important, including but not limited to students academics and career plans, campus life, and other current challenges that need to be addressed. Campus life and the positive school culture can also be largely attributed to student and parent leadership. ASB and Leadership also work to bring students together for events that are fun and encourage the respectful expression of school pride. Leadership helps with tutoring services, movie nights and game nights, and other student activities and events to help bring people together. Leadership also hosts an Instagram account that allows different students and teachers to take over, answer questions, and share experiences so that all of the community gets to know someone from school better. COLTure TV and the ECHS announcements also work to best serve our student interests by providing timely information about internships, volunteer opportunities, competitions, and contests. The PTSA has greatly improved its enrollment over the years, and is now regularly communicating with board members, teachers, and parents to voice concerns or opinions about the school.	• Committee reports/minutes • Committee Rosters • PLC Reports • Department Meetings • Collaboration Day Meetings • PLC Meeting dates • Cycle of Inquiry Team Meetings • Loopmail • Internships listed on Counseling Website • Landing pages, syllabus, google classroom • ECHS Instagram • Link Tree accessed through the instagram -- easy access to any link that might interest students

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

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

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

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

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

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

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
El Camino High School students have access to a wide range of services to support individual academic, social, and emotional success. Students become familiar with campus, classroom policies, student responsibilities, and expectations during the transition from middle to high school and at the beginning of the school year. El Camino High School offers many different resources that aid students in transitioning from middle school to high school, such as counselor visits to 8th-grade classes, Peer Leaders, Link Crew, grade level advisors, etc. These strategies support our incoming freshmen with a multi-tiered approach to pave the pathway towards a successful four years. Counselors aim to facilitate this transition and the transition to college by collaborating with the district's other two high schools to plan and host events such as tours and a College and Career Fair. Additionally, graduation requirements are clearly presented to help students identify the courses that must be taken to complete their goals successfully. Link Crew has a truly effective impact on student	• Class Management • School Rules and Policies • Graduation Requirement • Link Crew - List of academic and social activities, including dates • Advisory attendance records • Counseling presentations ○ Life After High School Presentation ○ 10th Grade Career Exploration

success and achievement by providing freshmen students with an upperclassmen leader if they need academic or social/emotional support. Leaders are encouraged to check in with their assigned freshmen students during Flex and Link Crew sponsored events. Grade level counselors provide academic, social, and emotional support as well as college and career counseling. Counselors provide grade-level presentations to students in school and conduct similar presentations to parents at grade-level parent nights. Such presentations often include high school graduation requirements, A-G requirements, enrichment opportunities, and post-high school options and planning. All presentations and counseling materials are provided to students in our Google Classroom. El Camino recognizes various strengths and intelligences by granting "Student of the Month" Awards across all departments to help extrinsically motivate students. Awards are also given for student growth and achievement. Alternatively, Counselors provide academic and wellness check-ins to students underperforming in multiple courses during progress, quarter, and semester grade distribution. During distance learning, the administration developed a tiered student approach for identifying struggling students and reach out to students during distance learning. Credit deficient mailers are sent mid-year, and senior fail notices are sent after the third quarter to identify necessary course components students must complete to pass the course. Weekly counseling and administrator Kid Talk meetings discuss students who are at academic, behavioral and socio-emotional risk. The School Safety Advocate (SSA) is also available to students for regular check-ins, drop-in meetings, and crisis interventions based on referrals from students, teachers, parents, and staff. The SSA contributes to weekly Kid Talk meetings with counselors, Assistant Principals, and Principal to formulate intervention plans. The district has hired a behavior specialist to support struggling students within the Specialized Academic Instruction department. Campus security personnel have also been available to provide behavior interventions to struggling students who are not ready to participate in the learning environment. Occasionally, students are escorted to the buddy	Presentation • Counseling Google Classroom ○ Class code: p6lyz3i • Parent nights ○ 12th grade Parent Night ○ 11th Grade Parent Night ○ 10th Grade Parent Night ○ 9th Grade Parent Night • Credit deficient letters • D/F lists • Senior Fail Notices • Admin Tier Student Support

classroom, administration, or the attendance clerk along with their work to complete. SST meetings for students failing multiple classes. SST meetings can be initiated by staff or parents with academic and/or social-emotional concerns. Teachers have the ability to write a referral form to counselors who may connect with the student for academic, social, and emotional concerns. The counselor gathers data on current and historical needs and concerns and then facilitates a team meeting, including teachers, assistant principals, counselors, supports on and off-campus, family members, and the student. The team identifies strengths, areas for growth, plans interventions and monitors the success of these interventions. Sometimes students require credit recovery, and credit recovery options such as Edgenuity are presented to students to ensure the opportunity to graduate on time. Counselors create 504 plans for struggling students based on parent or teacher requested SST meetings. SST meetings often serve as a way to identify kids who may need IEP services Special Education and Counseling conduct IEP meetings throughout the year to support students. Individual case managers hold IEP Meetings. The meeting intends to design a learning plan for the student that helps to make curriculum and content accessible. Modifications are included in an IEP based on the meeting and recommendations provided by staff, family, counselors, therapists, and other people that understand the student's learning needs. Case managers aim to get the IEPs out to teachers at the beginning of the year; however, they need more support. At least one General Education teacher tries to attend an IEP meeting to provide input about the student and help with student morale. Senior Special Academic Instruction (SAI) teachers take students with IEPs who are on track to go to community college on a specialized college tour that includes a visit to the Department of Rehabilitation offices, so students know how to access their services once in college. El Camino has developed and implemented additional alternative instructional options to support all students' focus on learning. Flex Advisory periods allow teachers to request students in order to provide academic interventions. Flex	• SST Meeting Form • District 504 Resources and Forms • RTI SST Form • Edgenuity Student Contract • Advisory Periods - Emails sent to the attendance office for

Advisory provides time during the week for teachers to allow students to make-up tests, daily lessons, labs, enrichment lessons, etc. This time provides students who have been absent an easier opportunity to improve their grades during school hours opposed to non-contractual hours (i.e., PE Make-Ups before/after school, lunch). This time also allows students to self identify teachers that they would like to meet with to receive extra academic support, supplemental instruction, and interventions. During distance learning, Flex Advisory was an alternative instructional option that was only 30 minutes before school and after school where students could get extra support, finish assessments/assignments, meet with parents and counselors, etc. This was in addition to all teachers providing two hours of office hours on asynchronous Wednesdays.	what students should attend in the advisory period. ○ PE Make-Ups ○ El Camino HS Distance Learning Bell Schedule ○ Traditional Bell ○ Schedule
Following the school leadership and staff assessment of the effectiveness of the multi-tiered support systems and their impact on student success and achievement, the district and school leadership have worked to ensure that professional development and course opportunities establish more efficacy. Teachers receive professional development led by TOSAs and ELD teachers to implement explicit instructional strategies to target specific student groups and make learning accessible to all students. There has been training at several faculty collaboration meetings over the 2020-2021 and 2021-2022 school year. El Camino has also increased co-taught classes offered. For example, there is now a co-taught English class at every grade level. Additionally, Math and Science have multiple co-taught courses that support students with specialized academic needs. Moreover, we added ELD 4 Lab to support English language learners transitioning to all general education classes.	● December Faculty Meeting Minutes ● English Learner Instructional Strategies (2021-2022 SY)]
El Camino ensures 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. Academically, the teacher-led Homework Center offers students the opportunity to work individually or in small groups to complete homework, classroom assignments, and special projects. While the Homework Center offers teacher supervision and support and the collaboration of peers twice a week, the district has also	● Homework Center ● Paper Tutorial- 24/7 online tutoring ● ECHS Athletics Homepage (School Loop) ● Scholastic Eligibility ○ CIF Bylaw 205A

invested in Paper Tutorial for 24 hours a day, seven days a week, student support. There is a weekly Math Club and Math Tutoring to offer specialized support. These academic and curricular activities are also used to support students in co-curricular activities. For instance, all after-school athletic team members must maintain a 2.0 GPA or greater to compete as a member of a team. Weekly grade check forms are available upon request when a certain coach feels the need for certain student-athlete(s) to be closely monitored if they are in jeopardy of this policy. Athletics is a motivation for certain students to keep up with their grades. Athletics also provides an outlet from the rigor of the academic day which can improve social-emotional health. Other supports that facilitate our high student involvement include Mindfulness Mondays, trauma forums, scholarship offerings, and college tours. Mindfulness Mondays, hosted by the school's Dance Department, invite students to learn breathing and stress-relieving strategies. STOP (Student Trauma Open Platform) is where student leaders address the socio-emotional health of the students and establish a joint program with RTS of San Mateo to provide a forum/brave space for students to learn and share their stories. El Camino hosts college tours to the local community college, helping eligible and interested students take care of the college's Priority Enrollment Program. AVID students also have the opportunity to take college tours as a part of the program offerings. El Camino students apply and secure many scholarship each year through several institutions such as Rotary Club of South San Francisco, The Evangeline Gose Scholarship, and Genentech Scholarships.	• Mindfulness Monday flyer • Example AVID College Tour Flyer • STOP Parent letter

Category E. Synthesize Strengths and Growth Needs

Areas of Strength

1. Athletics Program: 18 Total Teams - Fall (6), Winter (5), Spring (7)
2. Counseling support for students and families, including Care Solace, wellness counselors, YSB (Youth Services Bureau), and academic counselors. The academic counselors have also created a highly accessible website for both students and families.
3. Collaboration with the community to support the clubs and courses on campus, including Genentech and the Rape Trauma Service Center.
4. ASB (Associated Student Body) as architects of school culture and student voice in creating a positive school culture.
5. Vibrant Visual and Performing Arts program, including an award-winning Advanced Dance team.

Areas of Growth

1. SAI Case Managers need additional support to share IEPs with general education teachers at the beginning of the school year.
2. Lack of cultural clubs on campus.
3. Lack of opportunity for inclusivity in clubs and other social settings for students who need support in socio-emotional development and connections with peers.
4. Increased integration of SAI and General Education students in social activities and extracurriculars whenever possible.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Based on El Camino High School's self-study process within Focus Groups and Home Groups, we have determined the following critical student learning needs:

1) Improve organizational communication and collaboration among all stakeholders. (2021 SPSA Goal 3)

Rationale: We have identified a need to develop a centralized communication system to streamline school purposes, resources, and decision makings (i.e. School Site Council notes to all stakeholders). The Counseling Department has identified a need to systematically collect data on students, particularly post-graduation. Although many opportunities for parent involvement have been offered, there is still a need to increase parent engagement in the school process through School Site Council (SSC), Parent/Teacher Association (PTA), English Learner Advisory Committee (ELAC), and booster organizations.

2) Increase College and Career Readiness (i.e. A-G requirements, Honors/AP courses, and CTE pathways) for students. (2021 SPSA Goal 1)

Rationale: We have made great strides in expanding our CTE pathways with Culinary Arts and Biotech. We can further expand our academic programs by increasing course offerings in Honors and AP, add more CTE pathways and electives, and/or create additional resources and after school clubs to meet the needs of students toward College and Career readiness.

3) Increase academic and socio-emotional support for students. (2021 SPSA Goal 3)

Rationale: We are proud to have some systems in place for socio-emotional support, such as a School Safety Advocate (SSA) counselor and a wellness counselor. We also have a Muli-tiered System of Supports (MTSS) in place; however, Focus Groups have identified a need for further professional development in MTSS, particularly for equity/underrepresented students: students with IEPs or 504s, English Learners, as well as Black and LatinX students. We have also determined that a clearer system of communication and collaboration among staff (teachers, counselors, case managers, administrators, guardians) is needed. There is a disproportionate Percent of Student Suspension (PSS) to Percent of Student Population (PSP) discipline rate that needs to be addressed to better support the academic and socio-emotional needs of our equity/underrepresented students.

4) Increase quality Professional Development opportunities. (2021 SPSA Goal 2)

Rationale: Although the English and Math Departments have developed solid scope and sequence within their departments, other departments such as Social Studies and Science, have a need to develop and expand their focus on identified priority standards along with vertical and horizontal scope and sequence. Cycles of Inquiry have been in place but still need expansion and refinement to identify common research-based instructional practices to increase student engagement in all classes. Focus groups have identified a need for professional development particularly in MTSS. There is a need for consistent support and learning opportunities such as for new teachers, technological support, and research-based instructional practices.

Chapter V: 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.

- **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.

Sign in - Google Accounts

Action Plan Overview (as found in the current SPSA)

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: 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; completion rates of CTE pathways; AP exam passing rates; course formative assessment results; and high school graduation rates. 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. 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) 5% more of all student groups of the Class of 2022 will achieve College and Career Readiness as compared to the graduating class of 2021; (2) For	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 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.
		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.

	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; 80% or more of all student groups will show progress in A-G, CTE, and AP courses by earning a grade of "C" or better; Spring programming will show an increase of 5% of underrepresented student groups enrolled in at least one AP course and an increase of 2% of all student groups scoring a 3 or higher on AP exams; and (3) 85% of all English Learners will score at a level 3 or 4 on the summative ELPAC.	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.

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	**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	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

based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).	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.	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.
		Develop a Professional Development calendar using our Important Meeting Dates document to include the following: Faculty meetings to include the following priority topics: implementing EL instructional strategies, common lesson planning, MTSS academic support, and implementation of Social Emotional Learning strategies; 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	Results of EOS surveys will help staff identify "trusted adults" that can support student engagement and success in their courses.

DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.	organizations will show a 5% increase in participation by 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 from the School Site Council to all stakeholders, including a centralized and streamlined information/communication hub. 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
		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
		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

Appendices:

A. Local Control and Accountability Plan (LCAP):
SSFUSD 2021-22 LCAP

B. Results of student surveys:
Student Survey Folder

C. Results of parent surveys:
Family Survey Folder

D. The most recent California Healthy Kids Survey
2021 SSFUSD California Healthy Kids Survey

E. Master schedule
2021 Fall Master Schedule

F. Approved AP course list:
ECHS AP Course Ledger

G. UC a–g approved course list:
ECHS A-G Course List

H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
ECHS Skyline Concurrent Enrollment
Skyline Middle College
Course Programming Videos and Resources

I. California School Dashboard performance indicators
2019 ECHS Dashboard Report

J. School accountability report card (SARC)
2021 ECHS SARC

K. CBEDS school information form
ECHS CBEDS enrollment form Oct 2021

L. Graduation requirements
ECHS Graduation Requirements

M. Any pertinent additional data (or have on exhibit during the visit)

- Focus Group Rosters
- Focus Group Folders
- 2020-21 PLC Reporting Data
- PLC Data Folder (2017-2020)
- Grade Distribution Data and Reports
- Student and Teacher Handbooks folder
- 2021-22 Meeting Calendar
- Program Planning Handbook
- COLTureTV episode sample

- Quarter 1 Grade Data Presentation
- Semester 1 Highlights Presentation
- VC Report, April 2019
- 2021-22 Bell Schedule and Calendar

N. Budgetary information, including school budget

ECHS 2020-21 Budget (with actual 2019-20 expenditures)