

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

EL CAMINO HIGH SCHOOL

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

South San Francisco Unified School District

February 23 – February 25, 2015

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Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

El Camino High School, located in South San Francisco, is one of two comprehensive high schools in the South San Francisco Unified School District. South San Francisco is located in a small valley, just north of San Bruno and West of the San Francisco International Airport. The city of South San Francisco was originally conceived to be an industrial suburb and became an incorporated city in 1908. Since World War II, South San Francisco has been a city that incorporates both industrial and residential areas. The population has grown dramatically, from 4,411 in 1920 to 66,174 today. Currently, South San Francisco is home to more than 2,800 firms and businesses, including many biotech companies.

The student population of South San Francisco High School stands at 1430 students, and has been on a steady decline over the past six years. The school has a diverse ethnic population with 40% of students identifying as Filipino, 31% as Hispanic, 11% Asian, 11% White, 2% African American, and 1% Pacific Islander. 10.9% of students qualify for special education. Due to District consolidation of EL services, only 6.7% of students on campus are designated Limited English Proficient; nearly 23% of students have been reclassified Fluent English Proficient. 25% of students qualify for Free or Reduced Price Meals; 43% of parents have at least a college degree.

A recent bond measure allowed for the construction of a new science wing. There are 75 certificated staff members on campus; 5 of these staff are interns. 44% of staff hold at least a Master's Degree. The average teacher has been with SSFUSD for seven years and has taught an average of ten years. ECHS, over the past seven years, has retained, on average, only 80% of its teaching force each year; this year 26% of the instructional staff are new.

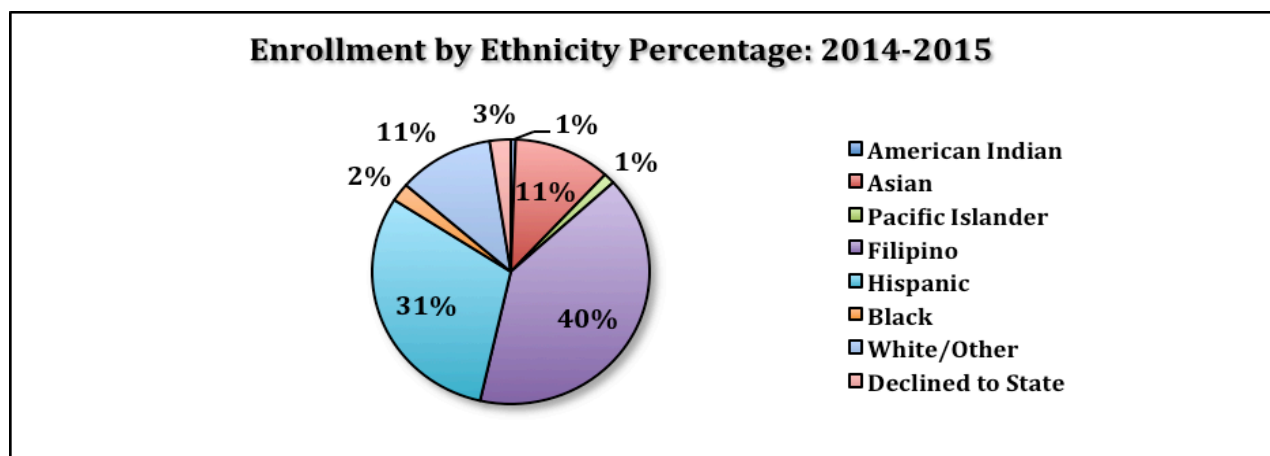
El Camino High School is a safe campus and the students receive a rigorous and nurturing learning environment. Advanced students are offered a range of advanced placement and honors classes.

The data in the self-study shows a few major positive conclusions about El Camino High School.

1. AP courses are plentiful and open to all students
2. El Camino has a core group of teachers and administrators who are passionately invested in the success of the school
3. ECHS has increased the overall number of graduates meeting a-g requirements

The data exposes a few ongoing challenges addressed by El Camino High School within the action plan. These issues will require ongoing analysis and a systematic approach to ensure continuous improvement.

1. Teachers need significantly more embedded collaboration time to work in and across departments
2. Professional development time and opportunities are infrequent, ineffective, and lack clear vision
3. The staff had not, before the visit, conducted regular systemic analysis of overall student achievement data. This is something they look forward to doing with adequate collaboration time



The school's diverse ethnic populations reflect that of the northern San Francisco Peninsula. The most populous student group is Filipino at 40%, followed by Hispanic at 31%, White at 11%, Asian at 11%, African American at 2%, and Pacific Islander at 1%. Over the past six years the Hispanic population has risen slightly, and the White population has decreased by 7%.

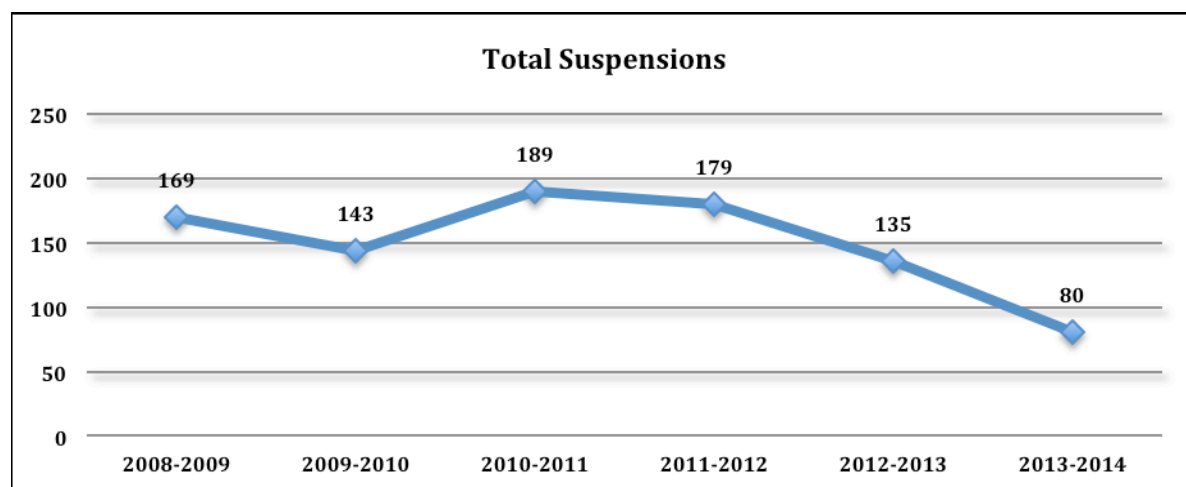
Average Daily Attendance

Average Daily Attendance - By Percentage					
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
96%	96%	95.8%	99.6%	97.47	97.79

Truancy

Truancy Rates – By Percentage					
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
9.4%	7.2%	10.8%	15.6%	6.6%	27%

In 2013-2014, ECHS saw the student truancy rate jump to 27%, up 20.4% from 2012-2013. This significant increase in truancy indicates that 27% of ECHS students had a least one, all-day, unexcused absence during the 2013-2014 school year. The increase can be attributed to the policy shift at ECHS of not requiring students to obtain an “admit” slip upon return to school from any absence, either excused or unexcused. Additionally, the school is down 1 FTE for attendance support staff and the current software system is not generating effective reports in relationship to attendance.



Since the last WASC visit, ECHS has experienced an overall downward trend in suspensions and expulsion recommendations. This is the result of the implementation of tiered interventions.

Teacher Retention

Faculty Retention at ECHS							
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
New Faculty Members to ECHS	12	9	4	15	11	16	17
Percentage of ECHS Faculty	18%	13%	6%	24%	17%	25%	26%

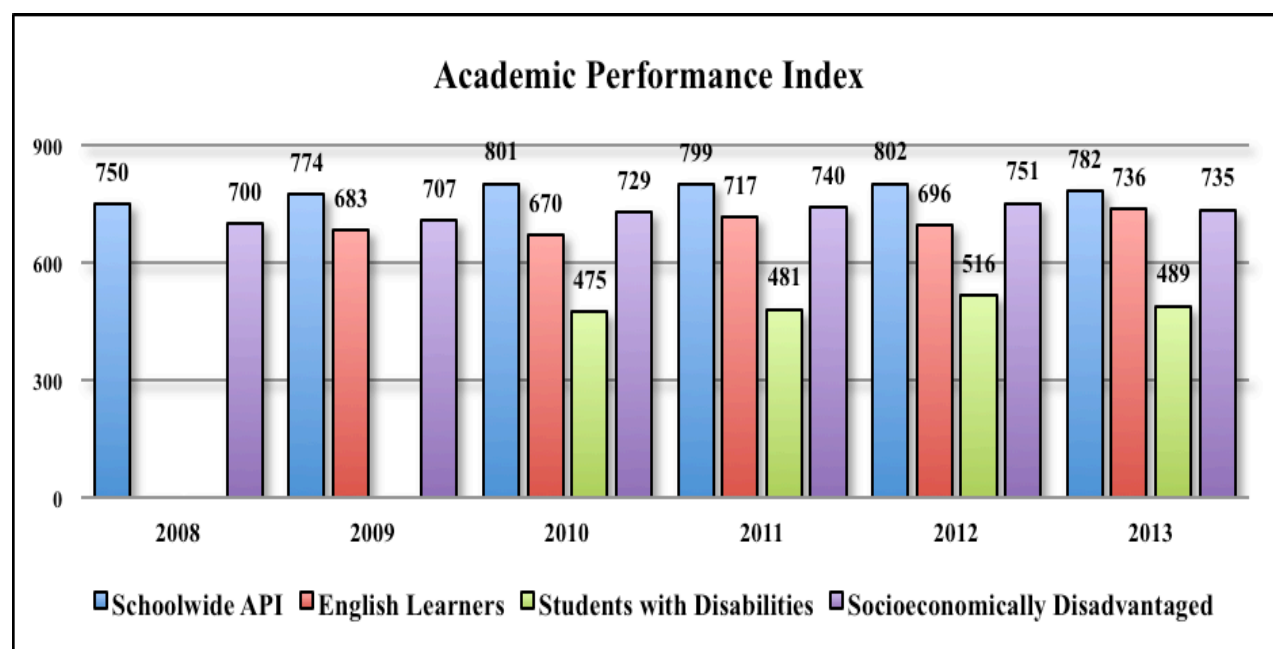
On average, from 2008-2009 to 2014-2015, 18% of the faculty members were new to ECHS each year. Over the past seven years, ECHS has only retained 80% of its faculty members each

year. Over that same time period, ECHS has hired 12 new teachers, on average, each year. Over the last three years, the percentage of new teachers has increased each year from 17% in 2012-13 to 26% in 2014-2015.

District Expenditures Per Pupil

SSFUSD Per Pupil Expenditures	
2008-2009	\$7,408
2009-2010	\$7,680
2010-2011	--
2011-2012	\$5,165
2012-2013	\$5,098*

* SSFUSD per pupil expenditures were not accessible. ECHS per pupil expenditures were substituted.



ECHS has seen inconsistent fluctuations in the API scores for English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged populations over that same time period. Not all student groups have met their API targets for the last three years

CAHSEE Mathematics

Passing Rate of First Time Test Takers – By Percentage

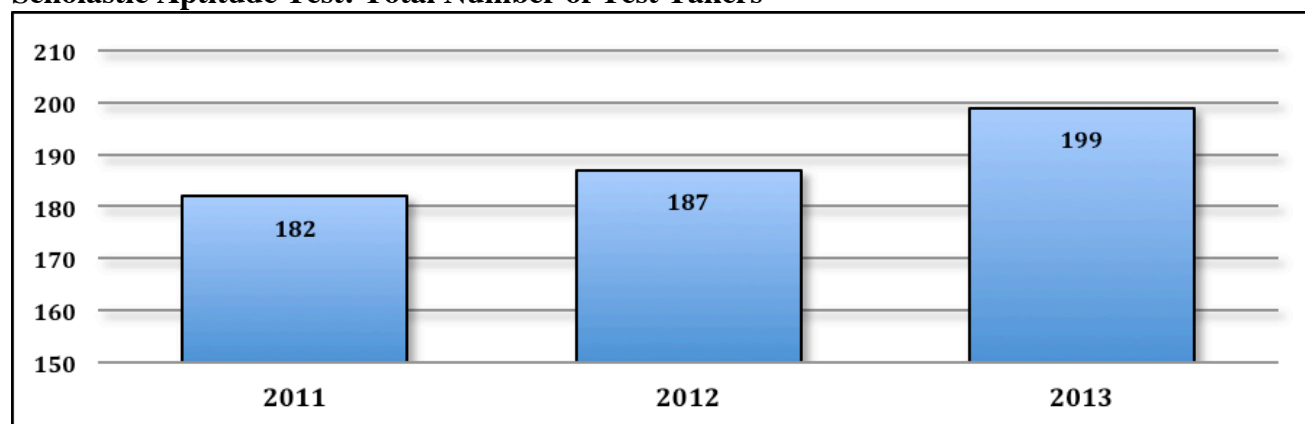
School Year	All Students	Students with Disabilities	EL	RFEP	Economically Disadvantaged
2008	88	63	75	87	87
2009	87	31	86	79	78
2010	87	28	57	89	72
2011	89	27	40	91	83
2012	86	37	65	85	77
2013	89	44	73	89	82
2014	89	48	53	95	80
Average	87.9	39.7	64.1	87.9	79.9

CAHSEE English/Language Arts

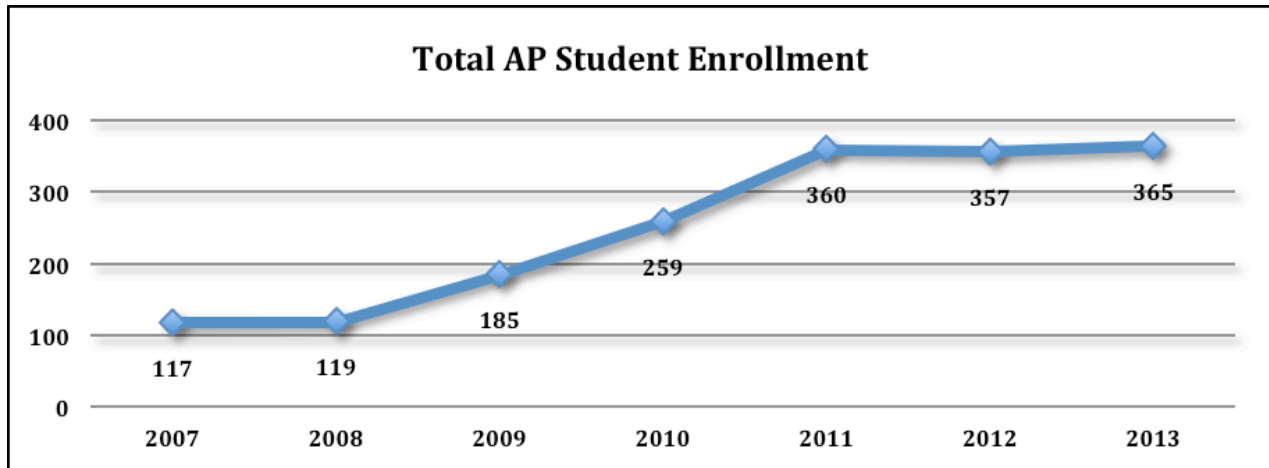
Passing Rate of First Time Test Takers – By Percentage					
School Year	All Students	Students with Special Needs	ELL	RFEP	Economically Disadvantaged
2008	88	50	46	87	80
2009	86	28	48	78	75
2010	88	39	52	92	79
2011	89	39	47	91	84
2012	85	49	53	87	78
2013	90	46	70	91	82
2014	89	31	63	93	85
Average	87.9	40.3	54.1	88.4	80.4

ECHS saw overall fluctuations in schoolwide scores from 2011-13 for first-time CAHSEE test takers. English Language Learners have made gains in math and English, but the scores of students with special needs have not grown significantly since 2012-2013. Furthermore, the schoolwide overall student scores have leveled off, with an average 87.9% pass rate for both math and English from 2008-2014.

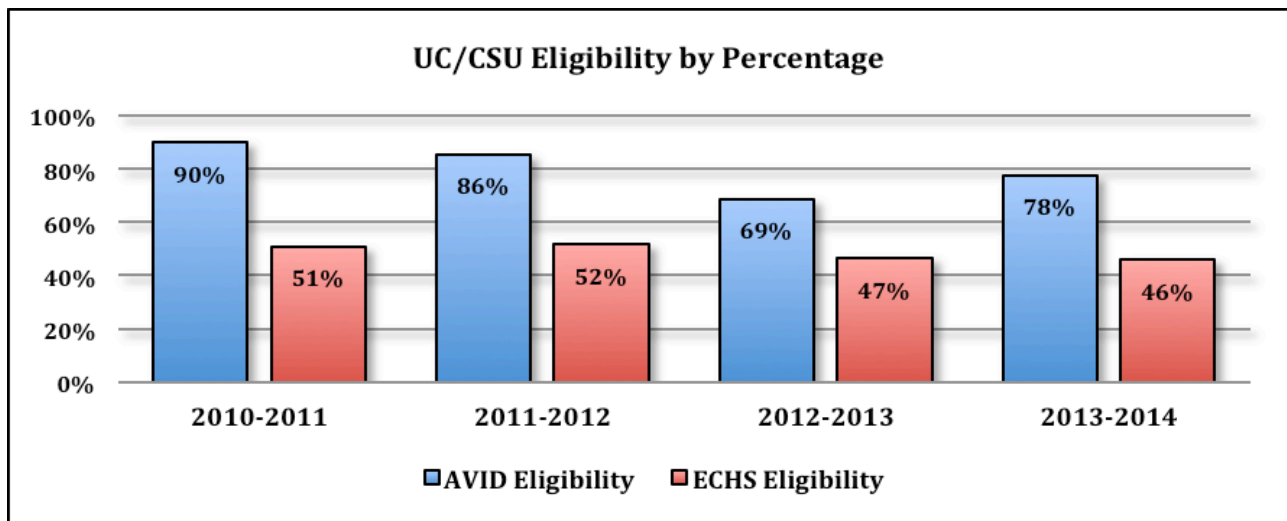
Scholastic Aptitude Test: Total Number of Test Takers



Advanced Placement Program: Total Student Enrollment



Despite a decrease in the student population, a greater number of students are taking AP courses and the SAT's each year.



The AVID program at ECHS has steadily grown to accommodate four elective sections, one at each grade level, 9-12. In 2014-2015, 104 students are enrolled in AVID, up from 34 at the program's inception at ECHS in 2006. The ECHS AVID program has created a college-going atmosphere for students and provides many opportunities for college awareness for both parents and students, including a yearly AVID Financial Aid Night. The AVID program has proven to be effective at ECHS. On average, 75% of AVID seniors over the last four years (2011-2014) have met the eligibility requirements for the UC/CSU system. In comparison, only 50% of graduating seniors at ECHS have met those same requirements over that same time period.

Graduation Rates

Graduation Rates by Percentage					
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
97.5 %	98.8 %	98.3 %	97.7 %	97.9 %	98.3%

Graduation rates remain high at ECHS.

Chapter II: Progress Report

Since the last self-study:

El Camino High School last conducted a full self-study in 2009, with a follow-up visit in the spring of 2012. In 2009 there were two identified critical academic needs, which became the main goals of the WASC action plan:

1. Increase the percentage of students who are ready for post-secondary study (i.e. UC/CSU, community college, and vocational education)
2. Narrow the achievement gap among under-performing students within specific student populations (Ethnic, socioeconomic, and gender groups) as measured by CST scores, CAHSEE initial passing rate, and accumulation of credits

Additionally, the Visiting Committee identified the following Schoolwide Critical Areas for Follow Up:

1. Increase the percentage of graduates completing the A-G requirements for the CSU/UC system
2. Remove structural challenges in the school that impede rigorous academic curriculum and provide a system for academic mentoring
3. Develop a comprehensive professional development plan for all staff members that provides time for collaboration, reflection on teaching practices, analysis of student achievement data to improve instruction and effective use of technology
4. Create more staff involvement in decision making at site and district levels
5. Strengthen academic counseling
6. Utilization of certificated teachers to improve instruction and raise the rigor of courses.
7. Creation of common benchmarks, standards, and ESLR assessments.
8. ECHS needs to address the achievement gap between certain socio-economic and ethnic sub-groups
9. Provide incentives to retain teachers in the district
10. Active commitment to the WASC follow-up process
11. District-supported collaboration time

Major Changes at El Camino High School

Since the last full visit, both El Camino High School and South San Francisco Unified School

District (SSFUSD) have seen profound changes. While the student demographics have remained largely the same, there have been many changes to leadership, staff, funding, standards, assessments, and the physical campus of ECHS.

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 3 principals and 2 interim principals, including the current principal on site and over 8 different assistant principals filling three positions. Teacher turnover is also high, averaging 17% loss each year and peaking this past year at 26%.

Other major changes affecting all of California public Schools are also affecting ECHS and have included the Local Control Funding Formula, the introduction of the Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC). The school piloted Smarter Balance in the spring of 2013 and has begun implementing the CCSS.

In 2010, the community passed a bond measure to install solar panels in the parking lot and build a new science wing; the science wing opened in April of 2014. Additionally, the school has a strong relationship with Genentech, a local biotech company. Genentech has pledged two \$200,000 STEM student scholarships annually, donated a great amount of technology to the classroom, and is committed to developing a state-of-the-art biotech pathway including funding a full time teacher to develop the curriculum and train teachers. The company is also committed to funding a new Biotech facility on the ECHS campus.

Action Plan Items

Over the past six years, El Camino High School developed and carried out an action plan based on the two critical academic needs. The school folded in a number of applicable Areas of Growth into their Action Plan. The action plan was broken up into “tasks” for the school to address their critical academic needs. The staff members at ECHS have worked hard, despite turnover, at a site level to accomplish the Action Plan items below.

Critical Academic Need #1

Increase the percentage of students who are ready for post-secondary study (i.e. UC/CSU, community college, and vocational education)

Task 1 (academics): Add an additional UC approved math class to increase the numbers of students taking three or four years of math.

In the 2009-2010 school year, Statistics was added as an upper-level math offering to increase the numbers of students taking three or four years of math in addition to the existing Pre-Calculus and AP Calculus A/B courses. The math department has offered this course continually since 2009-2010. In 2014-2015, ECHS offered an elective section of Computer Science as well and has applied for A-G approval. In 2014-2015, students petitioned the administration to add an AP Calculus B/C course to the offering, and administration is exploring this request for the 2015-2016 school year. El Camino has gone from one section of probabilities and statics in 2010 to two sections currently. Unfortunately Infinite Campus is so difficult to use the school was unable to get stats on how many students have completed three years of math.

Task 2 (academics): Expand use of CSU Expository Writing through all levels of English

The English Department at ECHS adopted the ERWC curriculum for all college preparatory English classes at grade 12. 60% of English teachers have been trained in the ERWC curriculum, and grades 9, 10 and 11 have implemented at least one module into the core curriculum every year. The ERWC curriculum has positively impacted learning. The site has moved away from textbook driven instruction and toward critical thinking, collaboration and problem solving, in addition to Close Reading and writing instruction.

Task 3 (academics): All electives offer career education through guest speakers, field trips, business or community program partnerships and/or career projects.

Many electives at ECHS have expanded career education opportunities, including guest speakers and field trips. These courses include AVID, Computer Science, Foods, Health, and Work Experience classes. While they have had great success in a number of these classes, recent changes at ECHS and with ROP have negatively impacted the course offerings.

Task 4 (academics): Provide students with familiarity with various college placement tests within core classes.

This task is focused on EAP pass rates and is connected with the ERWC curriculum. However, students take the EAP in the 11th grade before participating in the ERWC curriculum, which was adopted for Grade 12. However, ECHS has implemented other means of college-level assessment; their AP test numbers have grown in enrollment and they have become both an SAT and PSAT testing site.

Task 5 (academics): Improve Reading Strategies Across All Curricula. Reinvigorate SSR.

ECHS continued to administer a Sustained Silent Reading (SSR) program through the 2013-2014 school year. In the fall of 2014, this program was eliminated to increase staff collaboration time; most teachers believed SSR to be ineffective. Beginning in 2013 SSFUSD, implemented Common Core training through the San Mateo County Office of Education to increase Close Reading and writing skills, implemented as the “CCSS Train the Trainer” model. In this model there is a group of teachers who are trained at four professional development days. They then return to their school to train the remainder of their staff on different strategies and ideas behind teaching literacy across courses. While the trainers have been trained, they have had limited time to train the staff on the strategies.

Task 6 (communication): Provide information on community college transition work (course catalogues, deadlines, etc.)

ECHS and the San Mateo Community College District have a long-standing offering of Concurrent Enrollment where students can take college courses for free while they attend El Camino. These can be used to make up credit or take classes not offered at ECHS. This school year, there were 63 students who signed up for concurrent enrollment.

Every year ECHS has a representative from each community college conduct an application workshop on campus for students applying to these schools. In addition, the Career Center at CSM offers a “Connect to College” workshop. During the ECHS Junior Parent Night, a representative from the community college system comes and presents. Additionally, ECHS

College and Career Week promotes college awareness. Counselors speak to all Sophomores and Juniors about college readiness, while English classes visit the College Fair. Local community colleges are present at the College Fair as well as representatives from CSU and UC campuses, private colleges and trade school programs.

Lastly, SSFUSD is moving toward a “Middle College” program with Skyline College to begin in 2015-2016 by recruiting 50-100 students in grade 11 to enroll in the program. The aim is to help students finish earning high school credits while completing coursework for an Associate Arts degree.

Task 7 (communication): Institute Academic Excellence Campaign: Expand CSF, Increase college visuals, ECTV college and career segments, College Week and Career Week, Art Showcase

Due to high administrative turnover, the responsibility of running this “campaign” changed hands several times and in the last three years was not implemented as such, though many facets of the goal have manifested over the years.

The CSF program has continued to grow and recruit student tutors who earn hours by volunteering to help other students, both on and off campus. As discussed previously, the Counseling Department developed College and Career Weeks to make college visuals on campus more prominent. Additionally, the Leadership class; working with the Librarian uses the school website to celebrate the academic, artistic and social achievements of ECHS students. Weekly or bi-weekly, student photographs are posted on the website, celebrating student involvement in many activities including: the Gay-Straight Alliance during Pride Week activities, Homecoming, rallies, Students of the Month, Drama and Dance performances, and Band concerts.

Many other initiatives for this task were started, but not continued due to turnover.

Task 8 (communication): Increase parent outreach: CSU/UC information on website, hold parent meetings, feeder school outreach

The counselors have continued to strengthen the practice of hosting a Grade 8 Parent Night for incoming middle school parents, and in the past few years the counseling department has conducted yearly class level parent meetings. They have re-vamped the counselor webpage on School Loop to streamline information for parents.

Grade level parent nights inform parents of scholarship opportunities, UC/CSU requirements, and grade level requirements. Parent nights have been extended to include parents of grade 8 students. Over the last six years, El Camino increased the number of grade level parent information nights, including a Senior Scholarship Night and a Volunteer Fair. These events are well attended by the parents. The parents noted one challenge is that the four counselors are contracted, as teachers are, to arrive 15 minutes prior and stay 15 minutes after the last bell. This makes it challenging to connect with them. Parents suggested having days where their schedules are staggered to provide better access for working parents.

Task 9 (support): Create and implement a 4-year plan that broadens stakeholder

participation.

The student four-year plan begins with incoming freshman being visited by the high counselors at their middle school sites and encouraged to make class selection by using the provided ballot and Program Planning Handbook. English and Math teachers at the middle school make recommendations as to which Math and English classes the students should be given to high school counselors. Counselors conduct a transcript review and parent meeting for every student during their sophomore year. In addition, students select classes from a ballot and Program Planning Handbook. Counselors go into either the junior English or social studies classes to have students select their classes. Students receive a copy of their transcripts, ballot, and copy of the Program Planning Handbook. Finally counselors go into senior English classes with transcripts, Program Planning Handbook, and ballots. A review is done of all senior transcripts during February of the senior year to begin recommending modification in student schedules if a student is behind and not looking like they are going to make graduation. As a result of this proactive approach by counseling, students at ECHS are well aware of graduation and college requirements.

Task 10 (support): Restructure after school tutoring.

In the 2013-2014 school year, ECHS piloted a structured after-school tutoring program two days each week provided by certificated staff and student volunteers. This year, the school has invested in having two teachers lead tutorial 4 days each week.

The AVID program hosts an in class tutorial Tuesdays and Thursdays; this is available only to AVID students.

Task 11 (support): Offer SAT/ACT Prep Class on site

The school does not currently offer classes on site. SAT and ACT tutoring is offered through Snap Wiz and Schmoop on the school's library website and the library has a variety of SAT and ACT test prep books available for check-out. The local library offers an SAT test prep class but scheduling is inconsistent.

Critical Academic Need #2

Narrow the achievement gap among under-performing students within specific student populations (Ethnic, socioeconomic, and gender groups) as measured by CST scores, CAHSEE initial passing rate, and accumulation of credits

Task 1 (academic): Align instruction, assessments and content standards.

Due to Common Core, ECHS had moved away from many of the Common Embedded Assessments formerly prescribed by the SSFUSD. A faculty survey last year indicated that only 43% of teachers agree or strongly agree that teachers within their department have closely aligned curricula. Officially, the English and math departments have adopted pacing guides and benchmark assessments. This is very clearly an area for growth, especially in content areas outside of English and math. As more content areas receive CCSS standards, all departments will need to create assessments and scope and sequence for the curricula.

The school district, in addition to implementing the Train the Trainer model of increasing literacy across curricula, has also allocated \$315 dollars to each teacher to enroll in Professional Development of their choosing for both the 2013-14 and 2014-15 school years. This \$315 is expected to cover the substitute, travel, conference fees, and other incidental expenses. Teachers are encouraged to find CCSS-based professional developments to attend in the area and report back to colleagues afterward. This PD is a greater contribution than the district made in prior years. It is clear however, for all subject areas, more time must be spent developing aligned curriculum and aligned assessments, with a structured, systematic, on-going, and year-to-year approach.

Task 2 (academic): Create department ESLR Rubrics.

Though some departments developed ESLR rubrics in 2009 and though most teachers have the ESLRs posted in the classroom, ECHS has aligned its rubrics in other ways. Instead, the aligned rubrics have focused on common practices like AXES paragraphing and Six Traits, or rubrics aligned to testing, like the CAHSEE, EAP and Common Core rubrics. As of October 2014, an ESLR committee re-wrote the ESLRs to be more streamlined and to better reflect the CCSS standards. As of fall 2014, new ESLRs have been posted in classrooms around campus and shared with students. Moving forward, a similar committee will need to compose a generalized rubric that other departments can adapt to their own classrooms.

Task 3 (academic): Improve instructional strategies and materials through AVID education, data analysis and collaboration.

AVID is currently a 4-year program with increased sections at each grade level and it has grown into a robust, district-aligned program. In 2013-2014, when districts lost funding for AVID at the state level, funding became the responsibility of the sites. In addition, the ECHS principal allocated a .2 FTE position at ECHS as AVID District Director to align the programs between the two high schools, to improve recruitment into the program and the AVID tutorial program. As part of a campus-wide effort to build literacy across subjects and to align school-wide practices, AVID methodologies have been built in to other subjects. During the summer of 2014, ten staff members attended the AVID Summer Institute – effectively doubling the yearly number of teachers trained. This has been part of a school-wide effort to increase AVID strategies and methodologies across curriculum, including Cornell Note-taking, Socratic Seminars and Costa's levels of questioning.

Task 4 (academic): Expand AP enrollment, UC/CSU approved course enrollment across target groups.

Since 2009, all AP classes participate in open enrollment. As a result, AP course offerings have increased and enrollments have more than doubled in the past six years. AP English Literature has quadrupled the number of sections since 2008-2009 and ECHS added the AP English Language course for Grade 11. ECHS has also added AP Macro Economics and AP Spanish Language and Culture. ECHS still needs to work on vertical teaming at different grade levels to support the success of all students (especially the non-traditional AP students) and to effectively plan ahead for testing, which has been problematic in past years.

Task 5 (academic) Investigate improving reading and writing strategies across all courses
SSFUSD and its sites have implemented the previously mentioned Common Core training in the 2013-2014 school year that emphasized Close Reading, critical thinking and vocabulary strategies aimed at multiple disciplines. The English department has grown and shared its practices of AXES paragraphing, Six-Traits Writing and annotation strategies not only across departments at ECHS, and with SSFHS and the incoming middle schools to help unify practice and language. Furthermore, Freshman Seminar classes have been working to help students with study skills, specifically in keeping an organized binder, using a planner each day and in using the cross curricular strategies such as Cornell Notes, Socratic Seminar, AXES paragraphing and Costa's levels of questioning.

Task 6 (communication): Increase communications of staff, parents and community.
Counselors, teachers and administration maintain teacher-parent-student communication via School Loop and Infinite Campus and post notices of events on the marquis in the front of the school. The school utilizes School Loop as its main tool for communication with parents. Over 90% of teachers use School Loop to post grades and communicate with parents. Loop Mail connects parents to teachers, counselors and administrators as well as to their students' homework and grades. The PTSA has its own group on School Loop for hosting online discussions. Additionally, parents, staff and community members were also highly involved in the Capstone Project exhibition in May 2014, Back to School Night, sports and music boosters and PTSA has 30-40 regular attendees. Despite these efforts, feedback from parents indicates that more effort needs to be made to better communicate with parents.

Task 7 (communication): Restructure of Technology Committee

ECHS formed a new Tech Committee in 2011; many volunteers joined and most departments were represented. Problematically, the committee had no significant leverage at a district or even site level. In 2012-2013 staff interest had waned and by 2013-2014 the committee dissolved and district administration decided to move tech interests forward without the need for a committee. In 2014 the Library Media Specialist announced that the Tech Committee would be re-forming and invited the participation of staff. Since then, the group has met three times. The Tech Committee will provide direction to the administration for the site purchase of laptop carts, technology support and technology training. The school site would appreciate more transparency about budgetary allotments for technology; it would be helpful if relevant budgetary information is passed along to departments.

Task 8 (communication): Increase use of technology by staff and students: teacher personal proficiency, teacher classroom productivity, student proficiency.

Over the past three years, the site has largely expanded its use of technology. Most teachers on campus now have updated laptops, LCD projectors and classroom printers. Also, ECHS now has the use of District-wide Wi-Fi with increasing bandwidth to accommodate the use of devices in classrooms and Smarter Balanced testing in the spring.

In 2012, SSFUSD subscribed to a website called Turnitin.com to not only reduce plagiarism, but to elevate quality of student writing and ease of teacher grading; it has been used successfully in all English classes and teachers across content areas are using it as well. Students have access to quality online databases and research tools (such as EBSCO Host, Noodle tools, GALE, Khan Academy, Prezi and Google Docs) and an increased amount of students are using them independently in the library. More teachers are requiring student use of technology in their classrooms for assignments. ECHS has three PC labs; however teachers struggle to share the computer-labs during class time and the computers are quite slow. The district network has historically been unreliable, but has recently been upgraded. District tech support is very limited, though the site has a tech person on campus 20% of the time.

Task 9 (communication): Institute Tolerance Campaign

El Camino continues to have a strong Gay Straight Alliance, expanding its campaigns for National Coming Out Day, LGBT History Month, and Day of Silence. During national cultural awareness months, students address and acknowledge contributions of diverse cultural populations during the morning announcements. In 2013 teachers, parents and administrators organized a Cyber-bullying, Bullying and Empowerment Assembly for the freshmen and the SSFUSD, in collaboration with the SSFPD, hired an outside speaker to present to students about making positive choices. In 2014 school administration along with the PTSA, hired a motivational speaker to conduct an assembly for all students reminding students to treat each other with kindness and teaching strategies for dealing with bullying.

Task 10 (support): Expand EL sections, teacher training and parent participation.

Over the summer of 2014, the district created a “New-Comers Program” housed at South San Francisco High School, and nearly all students who are an EL I or II at El Camino are transferred to the program at the other high school. As a result, EL sections have dramatically diminished at El Camino High School. Currently there is only one section of EL III; all other EL students (IV/V) are mainstreamed. Parent participation in ELAC continues to be minimal. Because of language barriers, parent work schedules and availability, forming a consistent ELAC committee has been challenging.

Task 11 (support): Increase intervention and support for targeted student populations: peer tutoring, More SST meetings, Access to computers, School loop, RFEP monitoring, Study Skills unit.

ECHS continues to redesignate students by looking over their grades and CELDT results; otherwise, there is little support for these students. The counseling department monitors the students’ progress and if they are not passing their classes, students are recommended to attend tutoring after school. ECHS has acknowledged the need for clear direction and job descriptions for positions regarding EL monitoring, better, more concrete intervention strategies for struggling ELs and much more support for ELLs and teachers in their mainstream classes.

Task 12 (support): Standardized study skills curriculum.

The Special Education Department at ECHS has experienced the highest turnover of any department. Over three years, Special Education has turned over all of its teachers. Special Education has had three teacher department chairs in six years; currently an Assistant Principal is filling the role. Turnover has been high at the district level as well, with three Assistant Directors of Special Education Services in four years. Furthermore, hiring teachers with the proper credentials has been difficult; currently three of the Special Education teachers are student-teaching interns and the remaining teachers have been at ECHS fewer than three years.

Special Education students continue to be the lowest performing demographic at ECHS, according to CAHSEE and CST scores. In 2013-2014, the school piloted a “push-in” program modeled after the San Mateo Union High School District. While many schools find great success in this model, ECHS struggled because of turnover, lack of leadership, lack of training and lack of mainstream teacher involvement. The school did not officially continue the practice in 2014-2015, though there are still a number of classes with high concentrations of Special Education students.

Critical Areas for Follow-Up not currently in the Action Plan

The following areas were identified as Critical Areas of Follow Up and were not folded into the Action Plan tasks above:

Critical Area 9: Provide incentives to retain teachers in the district

Over the last six years, El Camino has retained only 39% of its teaching staff; 26% of teachers are new hires just this year. Also since 2009, ECHS has had three principals and two interim principals. In the same time staff has worked under 10 different APs filling just three positions.

Pay, benefits and the cost of living are thought to be major contributors to the issue of teacher turnover. San Francisco rents, where many ECHS teachers live, have increased on average 13.5% since 2013 alone, and similar trends in rental prices are seen down the Peninsula. In 2013, SSFUSD teachers received a 1% raise, and received a 5% raise in 2014. There were two separate off schedule bonuses in 2013 and 2014, which have no long term benefit towards the salary schedule, retirement, or health care. The district has temporarily increased contribution to health care benefits; however this is temporary and their contribution will be significantly reduced next year. The staff hopes to negotiate an increase to salary schedule as well as an increase to their benefits package that is not temporary. ECHS also attributes continued teacher turnover to the inconsistency of leadership at both the site and district levels, insufficient collaboration, planning, and grading time (see below), a lack of quality professional development, increasing traffic and other factors that increase commute time.

Critical Area 10: Active commitment to the WASC follow-up process

Because of the high turn-over, especially at the administrative levels, the WASC process has been difficult to monitor over a six-year period. Remarkably, many aspects of the Action Plan have been realized through the work of a very dedicated core staff. The goals that were

grounded in teacher participation and that had high faculty buy-in saw improvement, such as: counselor outreach to parents, ERWC, AVID and AP growth. Additionally, the Action Plan goals that aligned with directives from the district office also made progress, including monitoring technology growth and working to align instruction with common assessments.

Critical Area 11: District supported collaboration time

In 2014, in response to the teacher concern for lacking professional development time, ECHS and SSFHS implemented a new common bell schedule to accommodate 15 Early Release Wednesdays throughout the year to allow for department and cross-curricular collaboration as well as vertical teaming and work between school sites. However, in early October 2014, a union member at SSFHS grieved the changes (because of six minutes taken off lunch) and the lunch schedule was changed resulting in recouping instructional minutes and the loss of all but two early release days in the spring. This will have a significant, negative impact on the ability of ECHS teachers to collaborate.

Chapter III: Self-Study Process

Expected School-wide Learning Results (2014)

Critical thinking: Every student will read, write, speak and listen effectively and critically

Open-mindedness: Every student will practice social responsibility and acceptance with respect to self and others

Literacy: Every student will become literate in 21st Century Skills: Critical Thinking, Communication, Collaboration and Creativity

Technology: Every student will practice responsible and effective use of technology

Service: Every student will strive to make a difference in their school, and the local and global community

The El Camino High School self-study process was co-chaired by two teachers on site and developed in collaboration with other staff, as well as parents and students. After processing and crafting the Critical Learner Needs in Focus Groups, the groups reviewed the school progress from the previous action plan to determine what had been accomplished and what goals needed to continue on for the 2015 WASC cycle. After gathering data from all stakeholders, the WASC leadership team presented a draft of combined and refined tasks to the Admin Council for review and the final draft to the stakeholders at large. The school should be commended for their efforts to involve all stakeholders in the WASC process.

The school recently revised their ESLRs to reflect the recent changes in education and made the ESLRs more relevant to the students. The staff is very clear about their ESLRs and academic standards. As the ESLRs have recently been revised there is not currently a measurement tool for assessing student knowledge and understanding.

Data is gathered, but due to various factors including staff turnover, lack of collaboration time, and limited PD, the staff has not regularly analyzed student achievement data at El Camino High School. The teachers reported that they were very excited to see the data in Chapter 1 of the self-study. That data resulted in many good discussions between staff members. English and math teachers use Data Director for benchmark testing each semester, but none of the teachers on site have received any formal training on how to use Data Director to disaggregate data. Both teaching and administrative staff has expressed a desire to have the time built in to allow them to work through the data in a collaborative fashion. It is the opinion of the Visiting Committee that ECHS staff, with proper collaboration time and structures coupled with site driven professional development, will be able to use data to drive student achievement.

The teaching staff and current administration are clearly dedicated to advancing the academic achievement of all students. They have systems of support and a variety of co-curricular and extracurricular activities and a strong network of a-g classes. The staff indicates a lack of elective choices to support the needs of all students. The community is involved and supports the school financially and socially, and students are given many opportunities to succeed. The school has made progress in implementing the Common Core. The school is truly student-centered. El Camino High School has clearly defined vision and mission statements and ESLRs that allow the staff to prepare students for a successful post high school life.

As a whole, El Camino High School accurately addressed their areas for improvement in their self-study. The action plan goals reflect some of the critical areas of follow-up identified by the visiting committee. Based on conversations and evidence, and in collaboration with the administration, the action plan is being updated to best address the school's areas of need. The school is putting into place a system of evaluation and monitoring to ensure that the plan is carried out with fidelity.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES (3-6 pages)

A1. Organization Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by school wide learner outcomes and the academic standards?

The school has established a mission and vision, and reviews such through Site Council and the WASC process. The school has begun to focus on aligning the mission and ESLRs to the Common Core State Standards. The school would like to increase the number of students who are eligible to attend a four-year college upon graduation. The 12th grade English teachers revised the Senior Capstone Project to align with the Common Core State Standards (CCSS). Teachers have voiced the need for additional collaboration time to better serve in this review and revision process. The lack of collaboration time has inhibited regular review of the vision and mission of the school.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the school wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

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

To what extent does the governing board monitor regularly results and approve the single school wide action plan and its relationship to the Local Educational Agency (LEA) plan?

The School Board meets on a monthly basis and the duties of the board are clear. The principal meets with district staff to articulate plans and needs. The SPSA is formulated by the principal, approved by School Site Council, and then approved by the school board. At times, the board is responsive to school needs. For example, the board changed its policy to allow for student use of personal devices in the classroom, as permitted by teachers for educational purposes. It also has required that both high schools have the same bell schedule; this has been a major challenge for developing a bell schedule that facilitates collaboration time.

After reviewing posts on social media and in the newspaper coupled with conversations with ECHS staff members, the VC is concerned about Board Members public comments and continual overstepping of their duties by prescribing directives to staff members rather than respecting the chain of command. Additionally, a formal complaint and reporting process should be developed for each stakeholder group.

Site administration and staff should be given the ability to make decisions related to site while keeping district and board policies at the forefront.

Stakeholders are regularly informed of both meeting times and agendas. Because of the turnover of the principal, the board has hired an outside investigator to assess the school culture and climate. Because of the regular turnover of administrators, the staff has become keenly aware of the relationship between the board and the school. The board directs information to stakeholders and, in particular, teachers and administrators regarding changes in policy and the law. The complaint and conflict resolution systems are well defined.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the school wide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?

Student achievement data is used by the administration and staff to plan school improvement. However, school achievement data is used and analyzed by the staff primarily around WASC preparation activities. Faculty members reported the need for more training and work time to better utilize data to help them meet student needs. The school recognizes that they need to bolster the awareness and role of the SSC in the decision making process of the school. The principal is the primary writer of the SPSA and ensures that the plan is in line with state, district and school goals.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development.

New teachers to El Camino High School are mentored and coached through the BTSA program. The district has restructured their BTSA program to ensure that new teachers are given support for classroom management, data analysis, grade book management etc. During their second year, teachers receive traditional BTSA training. Teacher retention, however, is a serious issue. Each year, the school hires about 12 new teachers and also has undergone significant changes in administration.

Two staff development days have been allocated each year by the district for professional development. However, the staff indicated a need for more regular collaboration time. Despite an offering of various professional development opportunities, 66% of faculty feels that they are ineffective and that there are not sufficient follow-up opportunities. The school site would benefit from having greater control of professional development to be reflected in a site based PD plan.

Teachers are evaluated by the administration according to district guidelines. All state, district, and school regulations are available for review by stakeholders. The school handbook and safety

plans are updated yearly. The primary form of communication between stakeholders is via e-mail.

A5. Leadership and Staff Criterion

To what extent is leadership and staff involved in ongoing research or database correlated professional development that focuses on identified student learning needs?

Some planning time has been granted to staff members during early release days. In addition, El Camino High School staff has two district professional development days. Some teachers are provided release time for structured departmental work. Staff indicates a serious need for more effective professional development and follow-up work for staff development time.

A6. Resources Criterion

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

Although staff believes that they are valued, they do indicate that they do not receive proper input in district-level decisions. There are resources available to teachers and students such as technology tools, computer labs, library, and Internet connections. However, stakeholders feel that facilities are not maintained well and that there is a serious need for more up-to-date technology in the classroom. There have been some improvements to the facilities such as a new Science building and renovated stadium.

School-wide departments do not have budgets and the science department uses materials that are very old. All core areas have newly adopted textbooks while most electives do not. Some teachers have initiated their own, department Common Core collaborations. Students have initiated a campus recycling program. Credit is offered to students for community service.

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

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

- El Camino has a core group of teachers and administrators who are passionately invested in the success of the school
- The school has an updated vision and mission statement and has recently revised its ESLRs
- Over 90% of teachers use School Loop for communication with stakeholders
- There is a desire among the staff for improved and systemic conflict resolution – specifically a willingness to incorporate Restorative Justice practices
- Freshman “Seminar” has been added to the schedule to help 9th graders adjust to high school academic and social expectations
- AP classes have been opened up to all willing students
- Some teachers have gone above and beyond to better align their curriculum CCSS
- ECHS has improved parent communication over the past 6 years – however there is still a need for the school to actively pursue ensuring that ALL parents are actively involved
- The district changed the technology policy to allow students to bring personal technology devices for instructional use in the classroom

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

- Professional Development time and opportunities are infrequent, ineffective, and lack a clear vision
- There is very limited imbedded collaboration time
- There is inconsistent communication between the board, district and school site.
- The visiting team has observed a need for more support by the district administration and school board for the staff at ECHS
- ECHS should work to increase the number of representative stakeholders in the decision making processes at the site and district level
- While El Camino HS has made great strides in acquiring technological resources, the school needs a tech plan for increasing student access to tech resources
- All stakeholders should be aware and involved in the LCFF/LCAP process at a level that drives changes in the district
- There is a need and an expressed desire for more electives offerings at ECHS

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Focus Group meetings
- Discussions with faculty
- Classroom observations
- Meetings with District and Board member representatives
- District Professional Development and collaboration calendar

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

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

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

Curriculum is relevant and standards-based at ECHS. The math department is using Agile Mind for Algebra classes as the result of a two-year grant. They will decide by June of 2016 whether or not to continue with that curriculum. Social Studies teachers are using Stanford University “Reading Like a Historian” lessons. Science teachers share that they are working the best they can with very old supplies, and have begun discussions about the Next Generation Science Standards and the CCSS. The school has multiple sections of ERWC offered through the English department. Site PE teachers have implemented an essay-writing component to their classes. ECHS also offers AVID classes at each grade level, AP courses, and has initiated a Freshman Seminar class. The SSFUSD Ed Services department administers a district-wide math and English benchmark test twice each year. The English Department administers the Senior Capstone Project, which encompasses research, mentoring, volunteering and a final presentation and Career Fair open to the public. This project helps students to explore career opportunities and community involvement. ELL is now mainstreamed in social studies and math classes.

There is a district curriculum council that meets throughout the year to discuss the development of new curriculum. There is an expressed desire from all departments for more collaboration time to develop curriculum. Teachers also feel that updated technology and more productive communication with the district will help to improve the quality of curriculum offerings at ECHS. There are various places on campus where there is no internet access. Staff members are able to submit requests for materials, but many staff members feel that communication is insufficient as to how to fund requests for materials and textbooks.

B2. Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Students at El Camino are made aware of and exposed to a range of post-secondary options. Through various courses, students are exposed to various careers in science, photography, art, music, drama, computer science, and government. Students explore post-secondary options with their counselors through the use of the four-year plan. Through the use of this plan, students set goals after high school by way of their curricular choices. Counselors report that adjustments are made to four-year plans based upon students' grades and changing needs and goals.

The Career Center provides workshops for students to pursue post-secondary goals. On the whole, these workshops are designed to prepare students who plan to attend either a 4-year or a 2-year college.

The staff reports that students have few options when it comes to vocational or career classes in high school. This is somewhat mitigated by the fact that students may take some vocational classes off-site at the community college. In particular, some staff report that students with special needs do not have many curricular choices; many staff members report that additional electives would be beneficial for all students.

Some students are exposed to future job opportunities through various job shadow opportunities including Genentech. Also, seniors are required to have an outside mentor for the Senior Capstone project, which exposes them to outside job and career choices.

In addition to students' four-year plan, the school conducts regular IEP and SST meetings for students with specific learning needs. Counselors meet with all students at least twice per school year to evaluate learning needs and future plans. Counselors conduct yearly parent meetings to provide information about specific grade-level concerns. In each student's sophomore year, counselors meet with parents and students to discuss current and future coursework and career goals.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for college, career, and life?

The school offers various ways in which students can access real-world applications of their educational interests. These include applications of real-world problems in the math Agile Mind curriculum, mock trial, debates, volunteering at election polling centers, political party participation, and the Senior Capstone project. In addition, the school has a solid working relationship with Genentech, which will help students explore biotech career pathways. However, the science department reports that current laboratory equipment and supplies are not adequate enough to effectively connect students to current applications of science. The partnership with Genentech will single handedly bring 21st century supplies, training, real world enrichment experiences, and professional development to ECHS. Additionally, Genentech has committed to funding personnel to ensure the success of the program.

In terms of meeting the requirements of graduation and CAHSEE, not all groups at El Camino succeed at the same level. In particular, EL, Special Education, and socioeconomically disadvantaged students continue to need extra support to help them meet the requirements. In order to provide extra support to these and all students, the school offers after-school tutoring from Monday through Thursday. Many teachers also offer tutoring outside of regular school hours. Many general education teachers of "push-in" classes express that they have not received adequate training or support to meet the needs of the Special Education students in their classes.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- The partnership with Genentech is bringing 21st century supplies, training, real world enrichment experiences, and professional development
- AP courses are plentiful and open to all students
- The math and English departments are effectively transitioning to the CCSS
- ERWC is the English course offering for grade 12 non-AP students
- The teaching staff is driven to promote student learning
- Without district mandated PD, many teachers are working to support each other with curriculum needs
- The senior capstone project is an effective tool for integrating the Common Core and ESLRs

Key issues for Standards-Based Student Learning: Curriculum:

- The District has not provided adequate time for professional development around the newly released standards
- SSFUSD needs to properly align funds to ensure that curriculum and supporting materials are available for core and elective area
- There is sporadic use of common core, common assessment, common curriculum, and pacing guides
- Most teachers with the “Push In” program have not been trained or provided support by means of either aides or special education staff members. The district should implement and inform staff members of the required “Push In” requirements as mandated by the State.
- Budget restrictions, inconsistent administration leadership, and union contract language prohibit teachers from achieving and implementing higher levels of success

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- District and board meeting
- Focus group meetings
- Conversations with ECHS staff
- On-site observations
- Master schedule
- Parent meeting
- Senior Capstone Project
- 4-year plan

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

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

El Camino offers a-g, AVID and various AP courses. The school has adopted the “push-in” model and the site is in the beginning stages of using RTI. ERWC and AXES have been incorporated into the English curriculum. There is a wide range of learning opportunities and an increase in technology use in classes at El Camino. On a student survey, 46% of students stated that classes are challenging for them, and 34% felt familiar with the Common Core.

Classroom visits confirm that students are required to think, reason and problem-solve in group and individual assignments, projects and discussion. Student work requires investigation, research and in-depth thinking. Students are encouraged to formulate their own informed opinions and defend their arguments through evidence gathered from primary documents and other sources. Student work samples were available in all classrooms.

Teachers engage students in opportunities to assume responsibility for learning, some of them using the “I do, We do. You Do.” model. Learning is reinforced through additional classroom practice in a variety of grouping and independent work. Many teachers seek to surrender the role of the sole source of information by minimizing direct instruction and employing a variety of different strategies to reach a diverse student body within each classroom. Student survey data and student ad-hoc conversation confirms that students find learning through doing, active learning, and group/partner work to be the most effective learning environment, and classroom observations confirm that these happen across departments with regularity. When direct instruction occurs, Cornell notes are used in some classes.

The school’s homework center provides an opportunity for teachers to differentiate instruction and meet the needs of struggling students. The Homework Center is available for use by most math and science classes and those teachers are primarily responsible for supervision. With a minimum of one math and one science teacher supervising, students are getting one on one help that is needed to help decrease the number of D’s and F’s. Some teachers provide individual tutoring on their own time for students needing additional support. Many other teachers made reference to the need for mandatory tutoring intervention for any student receiving a D or an F.

The Capstone project demonstrates evidence that all students are involved in challenging learning to assist them in achieving the academic standards and the schoolwide learner outcomes. The Capstone project requires students to produce a research paper, choose a mentor for a community service project, complete 25 hours of community service, conduct a practice presentation in class, and finally, conduct a fifteen minute community presentation.

The self-study reveals that some departments have pacing guides and most teachers use School Loop to communicate this pacing to students on a unit-by-unit basis, but based on classroom visits and student interviews, some students are not always aware of the daily objectives and expected learning outcomes. In addition, since the school replaced their ESLRs recently many students on campus are not aware of what they are.

The school’s “open-access” A.P. policy and its concerted effort to encourage and prepare students to take at least one Honors/A.P. course prior to graduation has resulted in an increase in the

number of students enrolled in A.P. classes. With the current a-g requirements the students find it difficult to incorporate electives into their schedules. Given this, the VC committee recommends that the site and district look into offering PE credits for on campus dance classes.

The student four-year plan begins with incoming freshman being visited by the high counselors at their middle school sites and encouraged to make class selection by using the provided ballot and Program Planning Handbook. English and Math teachers at the middle school make recommendations as to which Math and English classes the students should be given to high school counselors. Counselors conduct a transcript review and parent meeting for every student during their sophomore year. In addition, students select classes from a ballot and Program Planning Handbook. Counselors go into either the junior English or social studies classes to have students select their classes. Students receive a copy of their transcripts, ballot, and copy of the Program Planning Handbook. Finally counselors go into senior English classes with transcripts, Program Planning Handbook, and ballots. A review is done of all senior transcripts during February of the senior year to begin recommending modification in student schedules if a student is behind and not looking like they are going to make graduation. As a result of this proactive approach by counseling, students at ECHS are well aware of graduation and college requirements.

Although we witnessed some great teaching, the visiting committee recommends that all teachers teach bell to bell. The visiting committee observed that the physical education classes appeared to be minimally structured; students would benefit from the increased structure.

Every teacher at El Camino should be commended for providing all students with syllabi. In the future it would be helpful if these syllabi provided all students with the following information, make-up work, tardy policy, attendance policy, bathroom policies, grading policies, and late/missing work policy.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Teachers want to be current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology that is currently available to them. Many general education teachers who have “push-in”, special needs students do not feel they have the adequate training to provide the appropriate service for students with special needs. Collaboration and sharing of information and resources in departments, across departments, and between faculty members is done on a department and teacher-to-teacher basis as time permits.

On non-student days, professional development focuses on three or four areas each year, including technology training, curriculum alignment, common formative assessments, or preparation for mandated testing.

Staff repeatedly indicates the need for more embedded collaboration time to enhance student achievement.

Some teachers report that that lack of consistent disciplinary measures inhibit their ability to provide an effective learning environment.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- ECHS has increased the overall number of graduates meeting a-g requirements
- Teachers use a variety of instructional strategies to differentiate instruction
- A collegial, positive atmosphere among the teaching staff results in a dedicated and passionate effort to improve instruction, share best practices, and reach all students.
- The implementation of AVID strategies across subjects is commendable and should continue to expand

Key issues for Standards-Based Student Learning: Instruction:

- Teachers need more time with Common Core Training
- Teachers need embedded collaboration time to work in and across departments
- Continue to add and support implementation of technology across all curriculum areas
- Provide relevant technical training including Infinite Campus and Data Director
- Given that student schedules are impacted, the VC committee recommends that the district consider providing PE credit for on-campus dance classes

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- District and board meeting
- Focus group meetings
- Conversations with ECHS staff
- Classroom observations
- Master schedule
- Parent meeting
- Senior Capstone Project
- 4-year plan
- Course syllabi
- Counselor meeting

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

To disseminate student performance data to stakeholders, the school uses School Loop, progress reports, Infinite Campus, calls and conferences. Information from Data Director and teacher input documents are used to relay information during IEP meetings. Over 95% of teachers use School Loop to collect and relay data to stakeholders. However, 40% of students' parents are not using and/or do not have access to School Loop. Currently, there is a major push to have all freshmen and their parents in Freshmen Seminar sign up for School Loop. The staff tries various ways to connect to these parents such as phone calls, on-campus interpreters, translation of letters and progress reports.

Progress reports are sent home with students and semester grades are mailed to parents at semester. The core areas of English, math, and history collaborate to create some common assessments. However, the time available for collaboration is scant. The PE department uses the Fitnessgram Program to assess student fitness goals and to determine new goals. Staff indicates more time is needed for collaboration to form common formative and summative assessments. This lack of collaboration time has resulted in very little disaggregation or analysis of data.

D2. Assessment and Accountability Criterion

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

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

The teachers use a variety of assessment strategies to gauge student achievement. These strategies include common tests, Explicit Direct Instruction strategies, checks for understanding, turnitin.com, essay rubrics, weblogs, formative and authentic assessments, and lab reports. The math department has piloted two new common core exams. The extent to which common assessments are used varies across departments. Again, staff would like more time to create more common formative and summative assessments.

Some staff use equity sticks to ensure that assessments and participation is equitable. The AVID program uses strategies such as Cornell notes, which are designed to help students understand the material in a meaningful way; some teachers (outside of AVID) use these techniques and strategies. Many departments use essays to promote critical thinking and deeper understanding. The extent to which writing is used varies by departments and is teacher and department driven. Writing requirements vary across departments; staff indicates the writing requirements are changing due to the advent of the common core.

The English department looks at Common Embedded Assessments once a year. Math uses department tests to determine student performance, and curriculum and learning is adjusted. The extent to which CEAs are analyzed in math and English is negligible due to lack of collaboration time. Students indicate that they would like more voice in the academics of the school. Survey results indicate students would like more preparation for standardized tests as well as a wider choice of classes. Staff indicates that more can be done to connect the posted ELSRs to the curriculum.

Some teachers and departments analyze and collect student data and, in turn, use this data to modify instructions and assessment. However, there is a wide variety of use of common district and school assessments. 30% of teachers administer common assessments and 17% give district-wide assessments. The extent to which individual teachers use assessment data to drive instruction is difficult to calculate. At present, there are limited requirements from both the district and school in terms of the use of common assessments and rubrics. With that being said, the staff report that many departments use common assessments and rubrics.

School Loop is used to monitor student progress on all assignments. Teachers have access to all student data in all classes. Data Director can be accessed to access student achievement data on standardized tests. At present, very few teachers have been trained to use Data Director or Infinite Campus. End-of-semester reports are mailed home and progress reports are given to the students.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

The school has an adequate system for monitoring student progress toward the achievement of academic standards. Assessment reports are shared with the appropriate stakeholders. Assistance

is given to parents and other stakeholders in interpreting assessment data; staff indicates a need for improvement in this area.

Report cards and progress reports are sent regularly to inform stakeholders of student achievement. Also, parents and guardians have access to School Loop to monitor student achievement. However, 600 students do not have a parent or guardian who is registered on School Loop. Staff indicates more promotion of this system would help increase the dissemination of student achievement data to parents. The staff indicates that phone calls and interpretation are used to bridge the gap for students whose parents are not connected to School Loop.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources?

Prior to preparing for the self-study in 2014, the school staff had not been conducting in-depth analysis of schoolwide achievement data including CAHSEE, AP, graduation rates, EAP, and district-mandated annual benchmarks. Even still, there has been limited statewide data available due to the discontinuation of the CSTs. With the results of the new Smarter Balanced assessment forthcoming, the school anticipates that this data will allow the school to make meaningful changes to the school program. Given proper collaboration time, the staff is eager and willing to conduct analysis and use data to drive instruction.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

- Some teachers use common assessment while others uses a variety of individual, assessment strategies to assess student achievement and inform instruction
- The school uses the program School Loop that if used effectively, disseminates some student achievement and assessment data
- Math has begun using the Common Core Assessment protocols

Key issues for Standards-Based Student Learning: Assessment and Accountability:

- The use of common assessments in the school is inconsistent
- The district, with little input from teachers, is expected to transition to Infinite Campus within the next year. It is the hope of the committee that teachers will be adequately trained to use this new resource
- It is not mandatory that teachers update student grades on School Loop
- Parents of 600 students are not accessing student grades and assignments School Loop
- The scant availability of professional development time inhibits teachers from collaborating to form common assessments
- The staff had not, before the visit, conducted regular systemic analysis of overall student achievement

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Focus Group meetings
- School Loop program
- Staff reports of the use of assessments
- Student survey data
- Staff interviews
- Parent meeting
- Administration meetings

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

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

The school uses grade level specific meetings to increase parent understanding of the needs of the students as they progress through the school. These meetings take place from grades 8-12. Parents have indicated that the 11th and 12th grade meetings are very beneficial and well attended. Additionally, the school uses electronic communication features including school website, phone/tablet applications and an electronic marquee to conduct more day-to-day communication with parents and students. The school has a robust PTSA and a small ELAC that also facilitates a regular communication between parents and school administration. Other forms of communication also include phone calls and interpretation and translation services for parents and students whose primary language is not English. Additionally, there are Spanish-speaking staff members in the main office, counseling office, and administrative offices to assist Spanish speaking parents.

The school has created relationships within the community in order to support a wide variety of student interest and needs. The school is able to organize and secure job shadowing and student internships at local businesses in order to expose students to post-secondary careers. The school encourages community service by individuals and school clubs and requires that students complete a Senior Capstone Project, which includes mentorship, community service, and a community presentation. The school clubs also work with various charities throughout the year.

The school counseling department has the primary responsibility of ensuring that students at ECHS have a four-year plan that is regularly updated and adjusted based on students' performance and needs. Counselors regularly meet with students and make referrals for families who require additional services beyond those offered at ECHS. In order to promote school culture and pride, ECHS has recognition events that highlight and celebrate student academic, athletic, volunteerism, and performing arts success.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

The school dedicates instructional time to the review of the student handbook so that students are familiar with school policies related to both academic and interpersonal behaviors. Academically students are taught the consequences for academic dishonesty and some teachers use software specifically designed to identify plagiarism. The review of the student handbook is completed by school administration, counseling staff, and teachers during the Freshman Seminar classes.

To ensure the safety of students on campus two school resource officers are assigned to the ECHS campus as needed. Furthermore, the school recently installed additional security cameras and made changes to traffic control to support student safety. Both certificated and classified staff readily identified consistency in disciplinary procedures as an area of concern at ECHS.

The school experiences inconsistency when it comes to cleanliness due in large part to heavy turnover in custodial staff. Complaints about campus cleanliness has led to some improvements in ECHS bathrooms, but there are still more improvements that need to occur.

Bond money has been used to make improvements to school facilities in recent years. This includes the addition of a new science building and new athletic fields. Science staff report that up-to-date materials and supplies are needed to match the new building. Even with the recent improvements in school facilities, some updating of the campus would be beneficial including areas of exposed rusting, interior classrooms and some classroom furniture.

Over 40% of students at ECHS report that they have personally experienced bullying. The school has responded by coordinating the efforts of the police, administration and school counselors to

educate students with anti-bullying messages through special assemblies and classroom presentations. The school has also offered parents the opportunity to attend informational meetings on how teenagers use technology so that parents can better spot signs of cyber bullying. Students and teachers report that these opportunities have been beneficial.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

Most incoming freshman are enrolled in a Freshman Seminar class which focuses on teaching the skills necessary to be successful in high school. After school tutoring is available in the library for students who need additional assistance, but many teachers expressed a desire to make this tutoring mandatory for students who are in danger of failing. In addition to the tutoring available in the library, many teachers - on their own time - also offer individual assistance for those students who need additional support. The Career Center technician connects students with both college and career resources to expose students to their post-secondary options. Counselors meet with students on both an individual basis and in class meetings to review transcripts and to guide students on attaining their goals that are mapped out on individual students' four-year plan.

Counselors also assist students in dealing with their emotional/social needs. Counselors are able to mediate conflicts between students and strive to create a positive school environment by helping the students at ECHS deal with their concerns. Trained Peer Leaders assist students with personal and academic issues when students do not want to speak with an adult.

The annual CELDT test is used to monitor language acquisition of English language learners. Students who are identified as an EL level of 3 are placed in an ELD class in order to assist them in their English language development. The school has an AVID program in which students are supported by the same staff member over their four year ECHS career.

Students with an IEP have an assigned case manager who will carry out meetings to ensure that these students are receiving the support services and accommodations afforded to them by their IEP. However, there are students who are "pushed in" to core classes who are not receiving the additional instructional support during that class.

The school has increased student access to AP classes; however the demographics of students in the AP classes do not represent the student population of ECHS as a whole. The school should develop a plan to increase the enrollment of Hispanic students in AP classes. Many of the AP instructors offer additional tutorial sessions after school for students who are struggling to be successful in the AP classes. There is limited flexibility in the schedule at ECHS that makes it difficult for students to explore a wide variety of options while attending ECHS.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

Students are encouraged to and recognized for participating in co-curricular activities on campus. Recognition week highlights the individuals who have participated in academics, athletics, performing arts and clubs. Additionally, student leadership regularly holds lunchtime activities, spirit days and after school events to increase student involvement and school spirit. Last year student leadership also recognized faculty participation in school activities and awarded a “most spirited teacher award” for the first time. The school had been awarded the most spirited school for two years running by a local radio station.

The Students in Action club monitors community service that is completed by students on campus. This is necessary as ECHS requires each campus club member complete a minimum of ten volunteer hours per semester. Despite these efforts there has been a noticeable decrease in all areas of student involvement in recent years. This has resulted in the cancelation of events in some cases. Students identified a lack of awareness as one reason for the decrease in involvement.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

- A collegial, positive atmosphere among the teaching staff results in a dedicated and passionate effort to maintain a positive school culture and supportive environment for the students at ECHS
- ECHS has partnerships with local businesses that make relevant connections with students and their post-secondary goals
- Facility upgrades in athletic fields and science buildings have created a sense of pride in the ECHS community
- Community service and volunteering is expected of all students and clubs
- The community has supported the school and district through the passage of bond measures
- Parents regularly volunteer time and resources to support school activities; however, the number of parents involved is limited and is not representative of the school population
- The faculty and staff of ECHS have created a student-centered culture; the students are the heart of the school
- The counselors do an outstanding job monitoring and guiding the students towards their postsecondary goals
- There is strong communication between the counseling staff and teachers

- Staff reports that the current assistant principals have done a very effective job in leading the day-to-day operations of the school in the absence of a consistent principal
- Campus Peer Leaders are trained to support other ECHS students in conflict resolution, new student orientation, and school engagement
- ECHS has a staffed career center that actively seeks out partnerships with local businesses and community organizations for resources, mentorship, and internship opportunities

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Parent participation on the school's ELAC is inconsistent
- Elective courses available to students are limited for those who are looking to pursue a vocational career
- Campus cleanliness is a great concern for students and staff
- There is a lack of consistency in the enforcement of many school district discipline policies

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Meeting with counselors
- School website
- Grade level parent meetings
- After school tutorial
- Four-year plan
- Student handbook
- Meeting with students
- Meeting with counselors
- Meeting with classified staff
- Master schedule

Part B: Schoolwide Strength and Critical Areas for Follow-up

- The Visiting Committee would like to commend El Camino High School for their efforts in the preparation of the self-study report. Additionally, the staff has been very helpful in both the collection of data and the clarification of processes that take place at the high school. The administration and WASC chairs have graciously provided the resources and the direction needed by the Visiting Committee. The Visiting Committee greatly appreciates the forthcoming nature and openness of ECHS administration and staff and was excited to see the great efforts being put forth by all staff on behalf of the students.

General Comments

- The Visiting Committee concurs with the strengths and areas of growth as identified by El Camino High School.

Schoolwide Areas of Strength

1. A collegial, positive atmosphere among the teaching staff results in a dedicated and passionate effort to maintain a positive school culture and supportive environment that places students at the heart of ECHS
2. The partnership with Genentech is bringing 21st century supplies, training, real world enrichment experiences, and professional development
3. AP courses are plentiful and open to all students
4. El Camino has a core group of teachers and administrators who are passionately invested in the success of the school
5. There is a desire among the staff for improved and systemic conflict resolution, specifically a willingness to incorporate Restorative Justice practices
6. The Senior Capstone Project is an effective tool for integrating the Common Core and ESLRs
7. ECHS has increased the overall number of graduates meeting a-g requirements
8. Teachers use a variety of instructional strategies to differentiate instruction
9. The community, through a recent bond measure, has supported the school to upgrade facilities in athletic fields and science buildings have created a sense of pride in the ECHS community
10. The counselors do an outstanding job monitoring and guiding the students toward their postsecondary goals and there is strong communication between the counseling staff and teachers
11. Staff reports and the VC have observed that the current assistant principals have done a very effective job in leading the day-to-day operations of the school in the absence of a principal

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Teachers need significantly more embedded collaboration time to work in and across departments
2. Professional development time and opportunities are infrequent, ineffective, and lack clear vision
3. ECHS should work to increase the number of representative parents in the decision making processes at the site and district level
4. While ECHS has made great strides in acquiring technological resources, the school needs a comprehensive, site tech plan for increasing student access to technological resources
5. There is a need and an expressed desire for more electives offerings at ECHS
6. The staff had not, before the visit, conducted regular systemic analysis of overall student achievement data. This is something they look forward to doing with adequate collaboration time

In addition, the Visiting Team has identified the following areas for growth:

7. There is inconsistent communication between the district and school site; all stakeholders would benefit from actively pursuing a positive collaborative relationship; there is a clear need for district and board support at ECHS
8. Most teachers with the "push-in" program have not been trained or are provided support by means of either aides or Special Education staff members
9. All stakeholders should be aware and involved in the LCAP input process at a level that drives changes in the district
10. There is a lack of consistency in the enforcement of many school-site and district discipline policies

Chapter V: Ongoing School Improvement (1–2 pages)

Action Plan Goals Identified by ECHS – Pre WASC Visit

Goal 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.

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

As a whole, El Camino High School accurately addressed its areas for improvement in its self-study. The action plan goals reflect some of the critical areas of follow up identified by the visiting committee. Based on conversations and evidence and in collaboration with the administration, it was decided that Goal 1 would be more narrowly focused and that Goal 2 would be rewritten to focus on creating a rigorous and relevant career pathway that meets the needs of students interested in following a vocational path. Additionally, the site admin team, in collaboration with WASC, decided to add two goals to best support teachers and students. The current action plan goals are designed to advance academic achievement at ECHS in a number of ways:

- 1) To implement embedded collaboration and quality professional development designed to allow for disaggregation and analysis of data, the formation of common formative and summative assessments, training to utilize technology, integration of Common Core and other new state standards, sharing best practices, and curriculum development
- 2) To increase student learning among target populations by improving academic, career, and personal skills

ECHS has a dedicated and motivated teaching and administrative staff willing and ready to support student achievement and there is ample commitment to the action plan within the school. Additionally, all of the action plan goals are within the scope of its mission and vision statements and are within the school's financial capabilities. Despite massive turnover at the district and site level, the school has remained academically stable, and has shown gradual and continuous improvement in the areas of AP enrollment and a-g completion. Additionally, ECHS has consistently high graduation and initial CAHSEE pass rates, and continues to offer a variety of supports for students on campus. The district needs to develop and commit to a plan for hiring administrators who are committed to the long-term success of El Camino High School and should work to support the school in carrying out its Action Plan.

While the goals are sound, the objectives and tasks for the new Action Plan items will need to be revised in the months to come.

Revised Action Plan Goals– In Collaboration with the Visiting Committee

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

This goal will address EL and SPED academic performance, problems with “push-in”, and as well as other issues related to placement, inclusion and instruction.

Goal 2: Create a rigorous and relevant career pathway(s) and/or increase career tech offerings to meet the needs of all students

Goal 3: Improve professional supports for teachers through embedded time and a comprehensive site-level Professional Development plan

ECHS plans to use embedded collaboration time for intra and cross-curricular development, analysis of schoolwide student achievement data, and further development of common formative and summative assessments. Additionally, this time will be used to ensure professional development around relevant technology, the newly implanted state standards, and for sharing best practices to support student achievement.

Goal 4: Implement a schoolwide progressive discipline plan to consistently address student behaviors

The school plans to address inconsistencies in discipline by implementing a comprehensive Behavioral Intervention Plan and Response to Intervention program. The site plans to use these to address behavioral concerns including truancy. Additionally, ECHS is looking into best practices with regards to Restorative Justice with the hopes of implementing this on campus.

In the development of the new goals it is important that both the goals and rationale are clearly defined and measurable. Timelines should be reasonable and attainable. Persons responsible for monitoring the tasks should be clearly defined.