

Focus on Learning
Self-Study Report
2014-2015

Chapter IV



Self-Study Findings

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

A1. Organization Criterion

The school has 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. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

A. Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.

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Findings	Supporting Evidence
El Camino reviews the ESLRs and mission statement every six years as part of the WASC accreditation process. The ESLRs and mission statement are included in the SPSA and annually reviewed by the School Site Council (SSC).	ESLRs, Mission Statement SPSA School Site Council
El Camino's expectations of what students should know and be able to do upon exit from high school are consistent with curriculum frameworks, current educational research and practice, and in some cases exceed national, state, and local standards.	Department Curriculum Binders Student Handbook
The ECHS mission and ESLRs now provide better opportunities for all students to participate in a curriculum that is challenging, rigorous, and meaningful. A new focus for ECHS is toward 21st Century learning and Common Core State Standards. With an emphasis on a variety of literacies, specifically technological and vocational, the aim of both our mission and ESLRs is to ready our students for post-secondary success in both career and academia.	
South San Francisco Unified School District has established graduation requirements that exceed the state requirements. El Camino has established graduation requirements above the state requirements with the addition of a fourth year of English. However, SSFUSD graduation requirements are not in full accordance with UC/CSU admission requirements. While 97% of ECHS students graduate on time, only roughly 50% are eligible to attend a four-year college upon graduation. One aim in framing our mission and ESLRs was to increase the percentage of ECHS graduates who are UC/CSU eligible and to better prepare all students for college or career options in our global society.	

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B. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
El Camino administrators approached WASC work in a collaborative way, forming a Planning Team led by expert teachers, Mary Sobrero and Michael Zozos, and department chairs representing the English, Social Science, World Language, Science, Special Education, Physical Education, Counseling, Fine Arts and Math departments. The Planning Team served to guide the WASC Self-Study. El Camino’s 2008 ESLRs were revised with representatives from all stakeholder groups during the WASC accreditation process in the Spring of 2014. The faculty and staff, in Focus and Home groups, met throughout spring and fall of 2014 to review the 2008 mission and ESLRs as well as data, student, teacher and parent survey results and student performance outcomes. A committee of volunteers later met to discuss the revision of the language of our schoolwide ESLRs and mission statement in October of 2014. Feedback was collected based on the current needs of our students, school site, and the Common Core State Standards. A revision was discussed with the committee members before it was presented to the faculty and staff at large. El Camino’s ESLRs and mission are acknowledged and supported by the district and school board in their review of the Single Plan for Student Achievement (SPSA) and the WASC Self-Study Report. The ESLRs and mission statement are posted in all classrooms. On a yearly basis, the grade 12 English teachers revise the Capstone Senior Exit Project to focus on and measure the ESLRs and the Common Core State Standards.	WASC Self-Study Mission Statement SPSA/ SSC

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C. Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Students' parents and members of the community are consistently informed about the vision, mission and ESLRs through School Loop, Parent Information Nights, Back-to-School Night, PTSA, and newsletters mailed from the school.	School Loop ESLRs PTSA minutes Student Handbook Teacher Handbook School Calendar

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D. Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
Due to transitions in the administrative leadership team, an ongoing, formal system for aligning curricular and instructional goals with our mission and ESLRs is not currently in place at our site. With the implementation of Common Core, however, alignment of curricular and instructional goals will be addressed. Currently, standardized curricula exist for some subject areas within some departments. Core classes are eligible for textbook adoption every eight years, and all new textbook adoptions are state and national standards-based. Some formal and informal collaboration occurs between members of most departments within department meetings or on an individual basis. However, teachers continue to advocate for additional collaboration time within their departments as well as across all departments. Given the collaboration time, the school wide mission and ESLRs, along with the Common Core State Standards, will drive instructional and curricular changes throughout the school.	Professional Development Calendar

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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Prompts

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A. Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
The South San Francisco Unified School District School Board's policies and procedures are clear and are connected to the school's mission and purpose, in that the School Board reviews and approves the vision and ESLRs as part of the SPSA on an annual basis. The School Board meets monthly with regularity and transparency. The School Board reviews student performance, overall school operations, and the fiscal health of the school through the annual review of the SPSA and through site reports at School Board meetings.	ESLRs School Board Minutes SPSA

B. Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
The principal meets routinely with the district staff to present and formulate school plans and needs, and these plans are communicated to the Board. The ESLRs and academic standards are acknowledged by the district. The SPSA is written by the Principal and then reviewed and approved by the School Site Council. It is then submitted to the School Board for final approval.	SSC/SPSA CST Data CELDT CAHSEE ESLRs
The SPSA references CST, CELDT, and CAHSEE data, is reviewed by the SSC, approved by the School Board, and implemented and monitored by the administration and faculty.	SSFUSD Board Policy
The district complaint procedures and conflict resolution	

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policies are clearly communicated to staff in the form of the staff handbook.

In spring of 2014, the SSFUSD school board revised its technology policy, allowing the use of personal technology in the classroom, for instructional purposes with teacher permission. This step was taken after district teachers and administrators advocated for the expansion of technology in the classroom.

Additionally, in fall of 2014 the SSFUSD school board enacted a policy requiring that both South San Francisco High School and El Camino have the same bell schedule. Over the last two years, as teachers have advocated for more collaboration time (commensurate with that of the middle schools and elementary schools) much discussion has surrounded the bell schedule. In fall of 2014, a new high school bell schedule was implemented by the principals at both sites that allowed for nearly biweekly collaboration. Because it took the six minute passing period away from lunch, the CTA filed a grievance and the school board repealed the new schedule. Historically, the high schools had seven monthly Early Release Days over the course of the school year. Because five were used in fall of 2014, ECHS will only have two Early Release collaboration days in the spring. This is the only collaboration time built into the schedule. As ECHS tries to move forward with a Bell Schedule Committee to address this, the board policy is an additional barrier to adopting a new bell schedule for 2015-2016.

C. Understanding the Role of the Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.*

Findings	Supporting Evidence
The school community is sent regular email memos outlining Board Meeting Agendas. Students, parents and teachers are invited to participate in Site Council, PTSA and are able to attend public board meetings.	School Board Agendas

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D. Governing Board's Involvement in Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes.

Prompt: *Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
With the recent re-assignment of our principal in October 2014, the School Board has hired an outside investigator to assess the school, culture and climate of SSFUSD and El Camino High School in particular.	School Board Minutes

E. Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
El Camino staff members have gained a heightened awareness of the governing board's role in the functioning of the school and in directing the work of administrators, teachers, and classified staff. In the time since the last WASC accreditation, El Camino has had four different principals lead the school. Additionally, there have been three different superintendents in the same time period. The governing board has set more rigorous graduation requirements than those required by the state. All teachers and counselors are aware of this as it is regularly communicated to students and their parents.	Board Agenda District Memos Board Minutes

The South San Francisco Unified School District Board and district cabinet meet on a weekly basis to address and discussed upcoming agenda items. SSFUSD extended cabinet meetings are held prior to these Board meetings to help funnel information to the governing board, addressing site-specific needs.

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The CTA and CSEA are given time in the board agenda to express their concerns to the governing board directly, on the record, at each board meeting. The Associate Superintendent of Human Resources sends out information yearly regarding mandated reporting and sexual harassment procedures, polices that every staff member that works for SSFUSD is required to follow.

Any time any law is changed by the state an informational email, with an attachment, is sent out to all district employees.

F. Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.*

Findings	Supporting Evidence
SSFUSD Uniform Complaint Procedures are established in governing board policy, and El Camino is required by this policy to abide by these procedures. Additionally, El Camino maintains school-based conflict resolution programs that are designed to help students learn constructive ways of handling conflict. The intent of these programs is to promote communication, personal responsibility and problem-solving skills while reducing violence among students.	Uniform Complaints Form CTA Contract CSEA Contract Governing Board Policy Student Assemblies Presentations to Parents District Website
Administrators, counselors, and teachers work to mediate between students experiencing significant issues, whereas less serious conflict is first addressed through the counseling department's peer mediation program, in which selected students are specially trained to work with their peers in resolving conflicts. We have also held student assemblies (Kaiser program "Secrets," Cyber-bullying student and parent presentation) to present information that students can use to assist in decision-making and conflict management.	
South San Francisco has a complaint process in place with a timeline of when the complaint needs to be addressed. "The intent of this complaint procedure is to address any allegation	

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of a violation of Federal or State laws or regulations governing educational programs, including allegations of unlawful discrimination. The South San Francisco Unified School District is primarily responsible for compliance with federal and state laws and regulations” (SSFUSD Website). Both the CTA and CSEA have procedures for complaints outlined in their contracts that start at the site level and could reach the district level. ECHS strives to address any complaint immediately at the site level but in the case that the desired resolution is not reached then the site reaches out to the district for support.

G. Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
As noted above, from the teacher and classified staff perspective, this criterion is addressed during CTA and CSEA contract negotiations with the SSFUSD. The El Camino administrative team, counselors, and teachers participate in SSTs, student/teacher meetings, and a weekly “Kid Talk” meeting when administrators meet with school counselors to discuss any existing conflict that may be occurring between individuals, or in the school as a whole.	CTA Contract CSEA Contract SST Protocols Kid Talk agenda and minutes

Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
El Camino’s efforts to eliminate, or reduce conflict has increased the opportunity for all students to learn in a safe and stress-reduced environment. It is in this way that, as a school, we have become better able to prepare students for life after high school (Goal 1), and increase achievement for all subgroups (Goal 2).	ECHS Suspension/Expulsion Data

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A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

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A. Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence
The El Camino High School administrative team and staff use student achievement data to make informed decisions on our academic program. The Administrative Council, comprised of department chairs and administration, meets monthly with the principal to receive information, give department feedback and discuss policy changes which members share with their departments.	SSC SPSA Administrative Council Minutes Department Meeting Minutes
The Administration seeks SSC approval to satisfy legal requirements for implementing school changes. At times, the entire school community is not involved in decision-making processes that affect the entire school. The SSC meets and approves categorical funding for various school needs. El Camino's SSC is in compliance with SSC Education code. Staff, parents, and students report limited awareness of the school's mission and ESLRs, and the function of the SPSA and SSC. El Camino recognizes the need for the SSC to play a more active role in the decision making process of the school. It is one goal of the 2008-09 school year to reform SSC and to function within the bylaws.	

B. School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
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School testing and grading data is presented to the faculty on occasion but primarily during WASC focused staff development and teachers are encouraged to utilize the data to strengthen their instruction. School performance data is also available to the community on the school and district websites via School Accountability Report Card. A more intensive look at data occurs every six years as part of the WASC self-study process. El Camino recognizes the need to use data to inform decisions that focus on all students achieving the ESLRs and academic standards. Extra teacher planning time has not been provided beyond the presentation of data. The faculty reports a need for time and training for staff to work within their departments to alter or adapt their curricula to address the critical academic needs of the students.

WASC Reports

ESLRs

SARC

Surveys

Department Meeting Minutes

On the whole, data informs curricular and schoolwide decisions and activities. For example, courses such as AVID, Video Art, Marine Science, Earth Science, AP Spanish and AP Macroeconomics have been developed based on identified student needs, faculty initiative, and/or administrative directives. In an effort to provide more opportunities for more students to benefit from increased academic rigor, El Camino has increased the number of AP sections. There is a consistent concern about the decrease in elective choices for students such as: Foods, Auto Shop, and Web Design.

C. Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: *Evaluate the degree to which the allocation of all resources support the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

Findings	Supporting Evidence
The principal of El Camino High School performs an annual update of the SPSA, which must subsequently be approved by the School Site Council before being forwarded the superintendent and finally the governing board for approval. The principal's review ensures that the SPSA meets the content requirements for all programs included, is based on an analysis of current practices and student academic	SPSA Site Council Agenda and Minutes

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performance, and reasonably links improvement strategies to identified needs of the school and students.

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
There are numerous resources available to ECHS to ensure funds are allocated to support students and teachers. We receive funding for instructional materials, state adopted textbooks, and resources to enhance the instructional program for students who are English Language learners and Students with Special Needs.	SPSA District PD Plan Measure J Bond Library Media Specialist
The district has committed to providing funds for Professional Development especially for training on the Common Core State Standards.	Tech Committee Minutes
There have been capital improvements on our site through Measure J such as the new science classroom building and the retrofitting of several repurposed classrooms.	
Our staff has a teacher lead tutorial program open to all students four days a week. This program addresses our need to support students who need additional time with content area teachers in their core curriculum classes.	
The Technology Committee has been re-established to assess our hardware and software needs. Every teacher has been provided with a laptop, LCD projector and document camera to support their integration of technology in the instructional program. All teachers assigned to the math department have a SMART Board in their classroom. This use of technology enhances the delivery of the content. Teachers are able to save lessons and worksheets to use with other classes.	
Our athletic department has been significantly upgraded with the new football field that provides safer teaching space for the Physical Education classes.	

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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
A wide range of Professional Development activities have been made available to all teachers. Specifically, our math teachers are participating in a district initiative to implement Agile Mind curriculum; our English and Social Studies teachers are being trained in the “Train the Trainer” model to share the shifts in the Common Core State Standards with their peers; and, the Special Education teachers are meeting regularly to enhance the services they provide to the Students with Special Needs.	Professional Development Calendar BTSA Program CCSS Training Materials

The district supports new teachers through Beginning Teacher Support and Assistance (BTSA). In addition, there are monthly meetings for new teachers at our school with the administrative team that focus on how to support new teachers in understanding the curriculum, curriculum planning, and the school culture and climate.

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A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Indicators with Prompts

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A. Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
Coaching and mentoring of beginning credentialed teachers is encouraged and practiced through the district's participation in BTSA. All new teachers participate in two years of BTSA, in which they receive intensive support from experienced teachers who guide them in reflection, evaluation, peer observations, and goal setting. Veteran teachers provide additional support informally. El Camino administrators hold new teacher meetings monthly to initiate new staff to school policies and practices and the District provides additional training for new teachers. El Camino's retention rate and low salaries have led to a relatively high turn-over in teaching staff. On average, over the past six years, El Camino High School has hired 12 new teachers each year. Approximately 41% of faculty members have been at ECHS for the past 6 years or more. With the exception of our principal and one assistant principal, the other two administrators have fewer than five years' experience in their fields. And 2 of the 4 counselors have five or more years of experience in their field. Despite of the staff turnover, El Camino has met our AYP goals consistently for the past six years. El Camino has two staff development days built in to the calendar. In-house staff development for the last three years included presentations by Special Education staff, Socratic Seminar, Common Core Writing, WASC, Philosophical Chairs, Technology and Cornell Writing via "World Café" format. El Camino teachers presented all of these staff development opportunities.	BTSA API and AYP data

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B. Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.*

Findings	Supporting Evidence
Teacher and counselor monitoring is based on the evaluation system required by the district. All four administrators are involved in teacher evaluations, with two administrators evaluating each second year probationary teacher. The evaluation process serves to commend teacher success and to assist and support teachers with any identified deficiencies. The administration and district provide support to faculty through workshops, peer assistance, and peer observations. Coaching, mentoring, peer assistance and observations are limited by resources, time and workload. The District's Peer Assistance and Review is in place for tenured teachers with multiple unsatisfactory evaluations.	Evaluation Handbook Peer Assistance Review Survey SPSA
El Camino faculty members have participated in numerous professional development opportunities such as CSU Expository Reading and Writing Training, AVID Summer Institute, Link Crew Training, CADA, Limpits, California Music Educators Association, UC and CSU Counselor Conferences, Foundation for Teaching Economics Workshop, AP (Advanced Placement), Common Core, Digital Media Academy training, and more. Despite said opportunities, 66% of faculty "Disagree/Strongly Disagree" that their department is provided with effective professional development opportunities (per recent Faculty Survey in Spring 2014).	

C. Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Each year ECHS updates both the student handbook and teacher handbook to make sure changes that come from the district are added and add any new information that the staff has agreed on moving forward. All policies are reviewed at the start of the year, for the faculty and students, to assure that everyone is informed of the new policies that have implemented or changed from the previous year. The School Safety Plan is updated and reviewed on a yearly basis and addresses how to respond during all emergency situations. The document includes a schedule of drills for the year. The School Site Council approves the School Safety Plan each year and time is taken out of a faculty meeting to review the roles assigned to the faculty in the plan.	Teacher Handbook Department Pacing Guides Student Handbook School Website School Safety Plan Governing Board Policies and Administrative Regulations Comprehensive Safety Plan State Education Code Student Handbook
All El Camino administrative written policies are found in the Board Policies and Administrative Regulations published by the governing board. Decision-making matrices for administrators are distributed and directed by the SSFUSD office of Attendance and Welfare. Additionally, administrative policies are informed by State Education Code and the ECHS Student Handbook, which is updated and distributed to students and staff annually.	CTE Contract CSEA Contract Staff Meeting Agendas and Minutes
All faculty written policies are distributed to the faculty through the SSFUSD Human Resources Department, and school site and district requirements for teachers and classified staff are contained within CTA and CSEA contracts. In addition, adjustments and modifications to staff and student policies are communicated to all staff during monthly all staff meetings, monthly new-teacher meetings, and monthly Administrative Council meetings.	Administrative Council Meeting Agendas and Minutes

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D. Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
Site-level internal communication is conducted through the regularly distribution of memoranda, intra-district email, daily loudspeaker announcements, and the monthly Principal's Address that is emailed and published on the school website.	Uniform Complaint Procedures
Any differences that need resolution are first referred to the site principal and subsequently to appropriate staff, if needed.	CTA Contract
Pacing guides and instructional calendars are coordinated between departmental staff and the SSFUSD Office of Curriculum and Instruction. These guides and calendars are maintained and adjusted during monthly academic department meetings with administrative staff and teachers.	CSEA Contract
	District Pacing Guide
	Academic Department Meeting Agendas and Minutes
	Daily Announcement Transcripts
	Assorted Memoranda

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A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

A. Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
Planning time has been provided to all staff members during Early Release days. Departments have been actively producing Common Core aligned lessons and materials to help address the needs of all students. Furthermore, El Camino staff was provided two District-sponsored Professional Development days where teachers were trained in Common Core strategies. A long term plan and structure need to be established to support implementation and provide for reflection. For example, there were no follow-up activities or time allocated for development of collaborative work. Professional Development activities are outlined in the school's SPSA.	Surveys School Calendar Administrative Council Minutes District Professional Development Calendar
Some teachers have been provided with release time from classes to plan or collaborate on Staff Development presentations or subject matter. El Camino staff members express a need for structured departmental and inter-departmental collaboration during the weekly common planning time and the development of a comprehensive Professional Development plan.	
The research-based staff development that has been integrated at ECHS includes, AVID strategies, EDI (Explicit Directed Instruction), and Common Core related training. While staff development activities are constructive and are often based on current research, a long-term plan and structure needs to be	

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established to support implementation and provide for reflection. For example, there were no follow-up activities or time allocated for departmental development of collaborative learning. This holds true for the recent Common Core trainings where staff reported a need for collaborative planning within departments. Professional development activities are outlined in the school's SPSA and are connected to school achievement data.

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A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes.

Indicators with Prompts

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A. Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Generally, El Camino staff feels recognized as an important resource for student learning in the classroom, and although they know they are important to the school, they feel their input is not always solicited in decision-making for student success. When surveyed, approximately 38% of faculty reported that they feel their input is not valued when administrative decisions are made and approximately 39% of faculty reported that they feel their input is valued when administrative decisions are made that could affect them.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys SPSA

B. Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.
(**Note:** Some of this may be more district-based than school-based.)

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
There are numerous resources available to support the students at El Camino High School. The SSFUSD allocates an annual budget to our school based upon student enrollment and programmatic needs. Funding is available to support the general education classes, support for students who are	SPSA LCAP Monthly Budget Reports

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identified as English Learners, and Students with Special Needs receiving special education services. The district supports after school programs such as our Detention Center/Homework Club and extra-curricular activities in athletics, dance, drama, and music.

Textbooks are available for every student and additional resources support the classrooms in our Library and textbook room. We have three computer lab sites available for teacher use during the instructional day as well as a computer lab in the Visual Arts classroom. Additional resources to support the integration of technology in the instructional program have been purchased. The SSFUSD has updated our network and a vast improvement in the connection speed to the internet is evident when teachers are working with their class on research projects.

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C. Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
Stakeholder's surveys indicate a general lack of functional and hygienic facilities. Although recent campus improvements have been made such as: interior and exterior painting, landscaping, pool resurfacing, replacement perimeter fencing, additional trash and recycling receptacles, renewed efforts to improve security with the implementation of a new camera system and carts for efficient access to various parts of the campus stakeholders have made it very clear that the school's facilities are often not well maintained and clean. In addition, permanent structures have replaced some of the dilapidated portables, the construction of the new Science Building was completed in 2014. Track, field and bleachers have also been renovated.	SPSA Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys

D. Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

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Findings	Supporting Evidence
Schoolwide departments do not have budgets. The administration allocates funds for specific purchases for core disciplines. Although a Science building was constructed in 2014, Science labs are still using materials which are 50 years old, for example, the Science Department has not had the opportunity or funds to upgrade to more appropriate lab probe ware and computer applications. Although some classrooms have Smart Boards, new laptops, and document cameras, many do not. Consistency in creating a more updated and relevant facility has been requested and articulated staff-wide. However, some supplies and materials are available to meet the needs of all students and are supported by appropriate funds. All core disciplines have up-to-date textbooks and supplementary materials. However, several elective departments are waiting for newly adapted textbooks. The school leadership and the teacher-librarian work to keep the library up-to-date in terms of materials, resources, and technology. Research database subscriptions, Career Center opportunities, and the library computer lab was updated in 2009. All stakeholders report a need for more up-to-date technology in the classroom. El Camino actively works to develop a systematic approach to data collection and analysis oriented toward long-term program planning focused on student learning. District and site Administration seldom discusses budget and resource allocation decisions as it relates to <i>long-term</i> student achievement with faculty. ECHS has adopted Infinite Campus and ongoing training is provided to staff regarding the utilization of this system to better provide insight on disciplinary records, academic progress, attendance, etc.	SPSA Surveys Department Meeting Minutes

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Decisions — Schoolwide Learning Results

Indicator: The school bases resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.

Prompt: *To what extent does the school base its resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.*

Findings	Supporting Evidence
We have focused fiscal resources to support teacher professional development in order for our teachers to engage all students in higher levels of critical thinking skills. Teachers are working in collaboration within their departments to align their units of study and assessments to the Common Core State Standards.	SPSA Professional Development Plan Tech Committee Minutes

We are investigating programs to further develop social emotional learning for all students. Students have taken the initiative to assist with a schoolwide campus recycling program. Additional work is needed in building student respect for all areas of our campus.

There have been improvements to the existing technology through the increase in bandwidth for our internet connection.

All classrooms have wireless access points (WAP) to allow up to 40 devices to be connected at one time. This change will allow multiple teachers internet access and there will no longer be concerns with dropping the connection during the instructional period. In addition, we have three levels of access to the local WiFi – staff, students, and guests. Our technology policy has changed to allow students to use their personal electronic devices for instructional purposes under the guidance of their classroom teacher. New laptop carts have been ordered with strategic placement in the humanities building and math wing. Teacher leaders will design a check out system for all staff to have access to the carts.

Credit is offered to students for community service. There is a requirement for community service in the Senior Capstone Project. Our students have access to several clubs on campus that focus on service to others.

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WASC Category A

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

- Site is developing a stronger school governance (SSC, Admin Council)
- Updated Mission Statement and ESLRs that reflect current practices in our school community
- Improved parent communication (School Messenger, Booster Clubs, School Loop)
- More teachers are using School Loop for parent communication
- Bi-monthly Principal's Newsletter
- Coordination of Professional Development activities
- Students are active participants on SSC and there is a student rep to the school board.
- Monthly new teachers meeting with administrative team
- Change in technology policy to allow students to bring personal technology devices for instructional use in the classroom

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

- Increase and improve involvement with all stakeholders
- Continue to develop and offer electives with a concentration on career pathways
- Recruitment of parents for participation on all site based committees
- Improve communication between site and community
- Develop more opportunities for teacher led professional development
- Prioritizing more collaboration time for teachers on a weekly basis

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

A. Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence
The Math Department is currently working with Agile Mind and the Dana Center as well as the Silicon Valley Math Initiative (SMVI) in making the transition to Common Core State Standards Math. The Math Department is utilizing resources provided by SVMi in supporting the transition to Common Core State Standards Math (CCSS-M). The Math Department has experimented with using Problems of the Month and Number Talks. For the year 2014-2015, the Math Department is using a curriculum from Agile Mind, which is aligned with CCSS-M.	CCSS-M SVMi Materials Agile Mind Materials
Social Studies is using critical thinking text based lessons from Stanford University “Reading like a Historian.” Social Studies will be increasing its written assessments that will be aligned with CCSS. Social Studies teachers will also be meeting in the summer of	Social Studies is using PBL, written assessment, essay response, DBQ

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2015 to create curriculum based on CCSS.

Science has started to align itself with the Next Generation Science Standards with CCSS and plans to attend workshops for NGSS as an entire department in order to accomplish this goal. Science is currently using Claim Evidence Reasoning in their classes.

Inquiry based, EDI, written assessment, laboratories

English teachers will be attending the CATE Conference to further their development to transitioning to CCSS. In the mean time they have been using strategies that are effective in helping students master the CCSS such as English AXES Writing and Socratic Seminars. They have taken into consideration of Bloom's Questioning Levels and Writing when creating lessons.

English Frameworks

All departments could be better led to use current educational research to guide curriculum development. This stems back to the larger problem of lacking collaboration time for curriculum development.

B. Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

Prompt: *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., college/career) that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements?*

Findings	Supporting Evidence
Over the last three years, ECHS has a concerted effort to align curricular standards with UC A-G requirements. Currently, all core and mainstream elective courses have been approved through UC Doorways to meet A-G requirements, except Health, Freshman Seminar and AVID.	Common Core State Standards California Content Standards Based Textbooks UC Doorways

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It is the policy of the South San Francisco Unified School District that all instructional materials transition to be aligned with Common Core State Standards (CCSS). All core courses are currently working towards aligning themselves with the CCSS. The philosophy of CCSS is to prepare students to be ready for college and/or a career. With this transition to CCSS, El Camino will be better preparing our students' college and career readiness. Students will be ready to read and write at college levels. Students will become more proficient in understanding and interpreting nonfiction texts and responding to them using well reasoned arguments in written form.

Twice yearly, the SSFUSD Educational Services department administers district-wide math and English benchmark tests that are submitted to Data Director and are aligned with upcoming SBAC testing.

District Benchmarks Data Director Reports

The Math Department is currently working with Agile Mind and the Dana Center as well as the Silicon Valley Math Initiative (SMVI) in making the transition to Common Core State Standards Math. The math department is utilizing resources provided by SVMi in supporting the transition to Common Core State Standards Math (CCSS-M). The math department has experimented with using Problems of the Month and Number Talks.

SSFUSD has also guided the math and English departments at both sites to develop curricular frameworks to better address the Common Core State Standards. These frameworks will be revised updated in the coming years with the Common Core, results of the SBAC testing and new textbook adoptions.

The English Department administers the Senior Capstone Project that gives students the opportunity learn about what they may do for their career as well as explore other careers that they have not been exposed to.

English Department Curricular Frameworks Senior Capstone Project Materials

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Most departments use common tests for subjects, often from textbook materials, that are written to ensure that they cover the state standards and use various modalities. Math is currently experimenting with MARS Task that assess students based on the CCSS-M. Social Studies will be increasing its written assessments that will be aligned with CCSS. Several departments have written curriculum guides that are standards based and used throughout the district. Supplementary materials (workbooks, videos, CDs, transparencies) are likewise aligned with state standards. The Math Department currently uses many different online resources that are aligned to CCSS-M given by the Silicon Valley Math Initiative who is currently making materials geared for CCSS-M.

MARS Tasks
CCSS-M
Math Curricular
Frameworks
Math Common Assessments

The Math Department this year has adopted an online curriculum called Agile Mind. It is a curriculum developed by the Dana Center in Texas that was written specifically for CCSS-M.

Agile Mind Curriculum

The district provides workshops and trainings to support new teachers through the BTSA induction program. Funds are available for teachers to attend professional development conferences and workshops towards preparing teachers for the changes of CCSS. Science needs to align Next Generation Science Standards with CCSS and plans to attend workshops for NGSS as an entire department in order to accomplish this goal. Science is currently using Claim Evidence Reasoning in their classes.

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C. Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Common Core State Standards have been made a clear expectation by the school district, however, much more work needs to be done to align specific subject areas with the CCSS. The site and district have focused trainings and attention on cross-curricular literacies through our “train the trainer” model from 2013-2014. The staff received four trainings last year. The CCSS trainers have not had the opportunity to deliver the trainings to the staff this year, because our collaboration times have been dedicated to the WASC process. In addition to these cross-curricular trainings are not focused on subject –specific work, but rather reading and writing literacy. Critical thinking and cooperative learning are stressed at El Camino High School in all disciplines with a focus on differentiated instruction and simulation-based learning. From 2013-2014, much has been done to expand teacher use of strategies like Blooms’ Taxonomy, EDI Strategies, Costa’s Level of Questioning, and to provide different modules of learning for students. While many efforts are made to align curricula, specifically within the core subjects of math and English, there is still a degree of teacher isolation and often large discrepancies among the actual concepts and skills being taught, the new CCSS standards and our own ESLRs.	Subject-Specific Curricular Frameworks CCSS Standards ESLRs District CCSS materials

D. Student Work – Engagement in Learning

Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
The English Department has administered district benchmark assessments for the 2013-2014 and 2014-2015 school year. The exam is meant to ready students for upcoming SBAC testing and to help teachers guide instruction toward success on the test. At each grade level, the test contains a multiple choice section and a short written response. While the ECHS English Department administered the tests and collected the student data in 2013-2014, the school district did not provide time for review of the student performance. Given the current restraints to the high school bell schedule, we lack the site-level collaboration time to build in such reviews. Again, in 2014-2015, ECHS administered the tests, with the directive to review student data, but were not given time to so by the district. The only other department to administer such tests is the Math Department – who work under a district level teacher coach to analyze data. The focus of their work together this year, however has been to revamp the math curricula as mentioned earlier. Little time has been spent on the examination of student work.	Data Director Reports English and Math Benchmark Assessments

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E. Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for special needs students?*

Findings	Supporting Evidence
ELL is now mainstreamed in Social Studies and Math classes. A Freshman Seminar class was added in the 2013-2014 school year. This class is to assist all freshmen in building academic and social/emotional skills for success in high school and beyond. Our Special Education Department works collaboratively with general education teachers in order to support students who are mainstreamed into general education classes.	Master Schedule
El Camino does not track students and maintains an open-door policy for upper level classes. In some cases, courses require prerequisites, but otherwise counselors use Infinite Campus to assign students to courses based on course selections. Infinite campus randomly populates course without specific demographics. However, some measure of unintentional tracking does occur due to the high number of students in upper level courses.	AP Program
The Science, Social Studies, English, and Math departments offer various college preparatory, AP, and Honors courses with rigorous standards. English increased the number of AP sections. Currently, AP Biology is undergoing a change to become more	

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relevant, rigorous, and meaningful. El Camino High School has recently opened an Advanced Placement class, AP Macroeconomics and AP Spanish within the Foreign Language Department. Statistics students have also had the chance to take the AP Statistics test. El Camino High School has an open access policy.

F. Integration Among Disciplines

Indicator: There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
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The AVID (Advancement Via Individual Determination) program consists of a four year elective class designed to support students in their content classes by teaching them the WICOR strategy: Writing, Inquiry, Collaboration, Organization, and Reading skills. The ultimate goal of AVID is to increase the number of underrepresented, low-income, and first generation college students eligible for a four-year university. Currently, we have four sections of AVID, serving 93 students. There is an AVID section for each grade level. Additionally, a school goal is to train all general education teachers in AVID strategies in order to infuse all core courses with AVID strategies. Several Science, Social Studies, and English teachers have attended the yearly AVID conference and are trained in AVID strategies which they use in content courses. We will continue to train teachers in AVID strategies for their discipline. During the summer of 2014, ten teachers were sent to an AVID summer institute. Next year we will be sending teachers to AVID training in Sacramento.

AVID classes/curriculum

AVID Statistical Data

G. Curricular Development, Evaluation and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
Math has reviewed their curriculum every year in trying to figure out the best way to effectively support El Camino's students. Math had created Algebra .5A and	Master Schedules 2012-2015 Course descriptions for Math Strategic, English Strategic

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.5B classes, which essentially split Algebra I into two years. The District deemed these classes ineffective. Administration then replaced those courses with Algebra I Strategic Classes. After two years with Strategic Classes, that too was deemed ineffective but this time by the Math Department. El Camino then began its policy in 2012-2013 to enroll all incoming freshmen in Algebra I or higher, a course that satisfied the California State Standards. Currently, the Algebra I course is once again being modified with CCSS-M. Math will continue to assess the effectiveness of their curriculum.

**and Freshman Seminar
SSC minutes
Department Minutes**

Similarly, the English Department, from 2009-2010 through 2012-2013 offered Strategic English classes paired with English 9 and English 10. These classes were offered for three years, with little improvement in student scores on the CST. In 2013-2014, Freshman Seminar classes were established in place of both the math and English Strategic classes.

These decisions were reported to School Site Council, Administrative Council, Departments, District subject meetings and at Staff meetings.

H. Policies – Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings

Supporting Evidence

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The creation and development of curriculum is based on department and subject area. CCSS has focused on English and Math, both of these curricula have been given opportunities help and develop curriculum. Science has been creating curriculum based on Next Generation Science Standards. Social Studies instructors create most of their curriculum themselves and use: Teachers Curriculum Institute, Stanford History Project, Buck Institute, and various summers training workshops to synthesize a curriculum based on the content standards. Social Studies plans on meeting over the summer to develop a more cohesive curriculum shaped around CCSS involving input from the English Department.

New Curriculum

Math and English were involved in choosing and constructing the curriculum to use in the transition to CCSS. Math is currently looking at the effectiveness of the Agile Mind curriculum. Math plans to make adjustments accordingly to ensure it matches the CCSS-M curriculum.

Agile Mind

A district curriculum council meets regularly to discuss the development of new curriculum. The council includes administrators and teachers K-12. However, the district Teacher Coach positions previously provided by the district in math and English were eliminated in the 2012-2013 school year.

Collaboration

Minimal cross disciplinary collaboration occurs at El Camino due to a lack of collaboration time built into the schedule in school years prior to 2014-2015. Interdisciplinary collaboration happens with some teachers on a volunteer basis. Some time is provided for collaboration on the Early Release Days. At the beginning of 2014-2015, El Camino revised its bell schedule to allow an Early Release for almost every Wednesday of the school year. This provided an opportunity for more collaboration from previous years. However, this schedule was changed in October of 2014

AP Program

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and many of the collaboration periods were eliminated for Spring of 2015.

I. Articulation and Follow-Up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
For three years, from 2011-2012 through 2013-2014, the district hosted an articulation meeting for grades 8-9 to align the curricular and instructional practices between the English Departments at the high schools and middle schools. This had tremendous impact on the curriculum in the grade 9 English classes and the middle school English Departments. Year to year, students make continual improvements with aligned practices for annotation, AXES paragraphing and on the Summer Reading Assignment for English.	Grade 8 English Articulation Committee Minutes Skyline Concurrent enrollment Work experience syllabus
The counselors assist students with enrolling in community college classes at Skyline College, as well as receiving high school credits for community service. ECHS also houses a “Work Experience” program on campus, in which students can earn up to 10 credits per	Middle School Registration Community College Workshops

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semester while working. AVID connects with the district middle schools to recruit and prepare incoming students. Counselors visit the feeder middle schools yearly to meet with incoming students and prepare them for registration. Local community colleges present college workshops that let students prepare their class schedules for the subsequent years.

ECHS does not currently collect data on the follow up studies of graduates.

B2. Curriculum Criterion

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 school-to-career goals.

Indicators with Prompts

A. Variety of Programs – Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Many departments offer School to Career programs at El Camino High School. Science textbooks provide readings on science careers. Marine Science engages in field work with scientist to monitor the health of our local coast through a program called LiMPETS.	Physics/Chemistry Projects
Senior Economics classes administer a mock business during the year. During the Senior Capstone project in English, students have free choice of a topic and are able to explore possible careers and work with a mentor for a minimum of 25 hours. El Camino offers photography courses, ceramics courses, art courses, drama courses, and a recently new computer science course. Social Studies Department runs Youth Government Day, which introduces students to various local government positions in South San Francisco. The foreign language department added an AP Spanish class in the year of 2012-2013. Expository Reading and Writing Curriculum (ERWC) has a module on what	Senior Capstone Project Government Day Materials and awards Expository Reading and Writing Curriculum

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follows high school. This module offers a variety of opportunities for students to explore.

Students in the AVID program benefit from extra counseling and assistance with their personal four-year plan. AVID students attend field trips to various colleges. This plan guides students towards completion of both El Camino graduation and UC/CSU requirements to make students eligible to a four-year college. One-on-one assistance is given to AVID students each semester and students are encouraged to keep track of their A-G completion/grades through the CSU Mentor website. Many teachers post requirements for entry into CSU system in classrooms.

AVID Program information and calendar

There are four full-time guidance counselors. Each year counselors meet personally with students to discuss their academic and school to career goals. Students can take advantage of off-campus academic options, such as concurrent enrollment with the local community college. The counselors help students select classes that will prepare them for their academic and future career goals.

Counselor Responsibilities

Counselors at El Camino High School articulate school academic expectations to our students, parents, and greater school community. Once students are enrolled at El Camino, counselors and administrators conduct a freshman orientation assembly called Link Crew.

Career Center Workshops

Counselors visit Freshman Seminar classes to conduct four year plans. The Counseling Department, in conjunction with our Career Center provides workshops for those students seeking to pursue a post-secondary education (e.g. FAFSA, college representative meetings, college admission information, university placement test preparation, College Awareness Week, and scholarship opportunities). Information is sent out through School Loop and the counseling webpage. The Career Center provides job shadow opportunities with Genentech, The Rotary Club and The Culinary Program at City College.

School Loop

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However, we do not provide any options when it comes to vocational and career classes. Students can take vocational classes at the community college for free. After school tutoring is available for all students on Monday through Thursday.

B. Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career and/or other educational goals*

Findings	Supporting Evidence
Counselors meet with students in Freshman Seminar to create a Four Year Plan. This plan is followed up on in subsequent years when counselors meet with students. Individual education programs are also developed with administrators, parents, counselors, teachers, and students to best assist students in their academic needs. Students can also be put on a contract to make it clear to them behavior necessary for them to change in order for that student to work well in an educational setting. These contracts usually involve administrators, students, and teachers.	Four Year Plans IEP and 504 plans Student Contracts
Staff, students and parents meet during IEPs to develop, and modify learning plans for specific students based on their needs.	

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C. Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
Students currently meet regularly with counselors to discuss academic goals. Counselors evaluate transcripts twice per year and meet with students to ascertain student achievement and to develop a plan for the success of that particular student.	Counselor planning meetings
Counselors are meeting with Freshman Seminar students to create a four year academic plan which will be followed up yearly.	Four Year Plan
AVID stands for Advancement Via Individual Determination and focuses its energies on developing skill sets in students to make them successful at school. AVID selects motivated students from middle school who lack the skill sets necessary to make them exceptional students. AVID students start in grade 9 and continue with their AVID class until grade 12 when they participate in AVID graduation.	AVID Four Year Plans
Counselors meet with parents by class level yearly. Parents will learn how to evaluate a student's transcripts and how to develop a four year plan with their child.	Counseling Parent Night Materials

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D. Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to post high school options.*

Findings	Supporting Evidence
We have a College Fair to make students aware of the programs available after high school. Our college and career coordinator organizes meetings from different universities and different career option. She makes students aware of trade schools, internships, job shadowing, and apprenticeships, along with connections to biotech companies in the area.	Counseling Calendar College Fair materials Counselor presentations Senior Failure Notices
Presentations are given to parents and students on post high school options. Pre and post surveys are then used in the to evaluate presentations to parents and students.	
The four guidance counselors meet with all students individually at least twice a year. In these meetings, the students choose their classes for the next year and review their progress toward graduation with their counselor. Meetings may be requested by students when needed. The counselors review students' transcripts each semester and monitor students who have failed required classes. Each spring, the counselors make presentations in classes which cover graduation, college requirements, course selections for the following school year, and reading transcripts. Starting in grade 10, counselors bring in copies of each student's transcript and teach the students how to read them so they can track their own progress.	

B3. Curriculum Criterion

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Upon completion of the high school program, students have met all the requirements of graduation.

Indicators with Prompts

A. Real World Applications - Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Prompt: *Evaluate ways the school ensures that all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	Supporting Evidence
Teachers in math create math problems that are relevant to students lives. Many are also related to current events. With the transition to CCSS-M, there is a huge push to require students to apply their mathematical skills to the real world through modeling.	Sample math problems CCSS-M
Social Studies includes real world economics which focuses on financial learning that most individuals will be involved in. This curriculum includes: budgeting, mortgages, college costs, investment, interest rates and student loans. United States Government involves: voting, political party participation, trials, and real issue debates. Mock Trial is available to students who wish to learn more about the law and develop their analytical thinking and speech skills.	Real World Economics Mock Trial
As discussed before, the English Department utilizes the Capstone Project as a major indicator of real-world readiness, as it requires 25 hours of mentorship in the community. This project is mirrored in the Freshman Seminar classes on the final which requires students to get involved in one or more extra-curricular activity on campus. The intention of the project is to ready students for the Capstone, but to engage their interests in the	Capstone Project Freshman Seminar Final

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larger community of the school.

ECHS needs to explore avenues to increase funding for the science department with the goal of providing students with up to date and current laboratories and activities that support real world science. With the burgeoning relationship with Genentech, many post-high school biotech career options should emerge from this biotech pathway.

Genentech TOSA and course offerings

B. Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
From Chapter V: The data shows that not all subgroups are equally successful. EL, Special Education and socioeconomically disadvantaged subgroups continue to need extra support and strategies to help them become successful, especially in mainstream classes.	API Scores CST Scores for specific sub-groups CAHSEE Scores Graduation Rates D/F Rates After School Tutoring
ECHS saw overall declines in schoolwide scores from 2011-13 for first-time CAHSEE test takers. While we are very proud of the gains our English Learners made, the scores of Students with Disabilities declined from 2012-2013. We are not seeing growth levels commensurate with San Mateo County and State scores. Additionally, our schoolwide scores have declined since scores peaked in 2010 with an 87% pass rate in Math and 88% pass rate in English.	

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While our graduation rates remain high at 97.9% in 2013 for all students, our specific subgroups do not graduate at the same rate. English Learners graduated at a rate of 88.5%, our Special Education students at 93.1% and our Socioeconomically Disadvantaged 96.8%.

From 2011-2013, D and F rates have decreased in Social Science and English, remained relatively steady in Science, Foreign Language and Math. However, Math D and F rates have remained disproportionately higher (nearly double) than those in other subjects.

Tutoring is offered after school for students Monday through Thursday to assist students in any core subject a student may need. This includes students who may need help with the CAHSEE. Current ECHS teachers are used as tutors. The special education department provides students who have not met these requirements with an exemption to the CAHSEE. The past model has been less effective than desired based on feedback from administrative council. We are currently looking at changing this program to increase its effectiveness.

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WASC Category B Standards-based Student Learning: Curriculum Strengths and Growth Needs

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- AP courses are plentiful in the Social Studies and English
- English added an English Language class and has doubled the enrollment
- Open enrollment of AP courses to increase rigor to the lower performing students
- Opportunities for teachers to develop in the CCSS
- Integrating sheltered students
- Math transition into CCSS-M
- ERWC as a grade 12 English Course for Non-AP students
- Senior Capstone Project as part of our district requirement for graduation
- Most teachers are on School Loop

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- There is a lack of meaningful and lasting cross-curricular connections.
- There is a need to raise the academic expectations of some students.
- There is inconsistent parent outreach regarding school information and individual student performance.
- Open enrollment of AP courses impacts test results as a result of students who are enrolled in the courses not meeting the rigorous demands of the courses
- More collaboration time to build upon Common Core State Standard curriculum

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- More vocational electives
- Provide technology when requested
- Additional CCSS training in subject areas
- More AP courses: AP Chemistry, AP Physics, AP Statistics, AP Calculus BC, AP Microeconomics, AP Comparative Government, AP Psychology, AP Geography
- Prerequisites are eliminated due to open enrollment
- STEM programs
- A need for more communication between teachers and parents when students are failing besides grades on School Loop
- In order to provide real world applications, the Science Department needs funding for science labs, the Science Department has had no reliable income sources for six years
- Balance the numbers of Special Education students in push-in classes
- Not enough Special Education Aides as well as not enough full time Special Education Aides
- Need of support classes. For example, we need a class to support students on CAHSEE
- Re-examine our after school tutoring program, and develop a program that better assists struggling students

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Indicators with Prompts

A. Results of Student Observations and Examining Work

Indicator: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic standards and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Every student at El Camino has the opportunity and is encouraged by their academic counselor to enroll in courses that meet A-G requirements. Every mainstreamed student is placed in A-G courses until the student becomes behind in credits. Then the focus switches to high school diploma only.	Mission Statement ESLRs Student, Parent, Teacher and Classified Surveys Walk through documents
However, according to our Student Survey, only 46% of students on campus "agree" or "strongly agree" that ECHS classes are challenging. Only 34% find them "fun and engaging."	Grade Distributions Student Sample Work AP enrollment numbers AP Testing Scores
El Camino offers the Students in Advancement Via Individual Determination (AVID) program. In AVID students learn to form and seek answers to higher-level questions. Foundational elements of the AVID program includes: Writing, Inquiry, Cooperation, Organization, and Reading (WICOR) principles, use of inquiry tools such as Cornell Notes, Costa's Levels of Questioning, Concept Mapping, Learning Logs, and tutorials. Since 2013, the district has added an AVID District Director who oversees the program at the high school level, and assists with certification and program administration at both high schools.	AVID enrollment Master Schedules Push-In model materials CST and CAHSEE Scores

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The Special Education department continues to make improvements to provide challenging and relevant learning experiences for students in special education. In 2013-2014, the Special Education Department worked with the English and Science Departments to provide collaborative, push-in courses for Special Education students in grade 9 English and Biology. A Special Education teacher co-taught the course with a general education teacher to support a number of Special Education students who were enrolled in the course. This provided special education students access to grade level standards, same-age non-disabled peers, and increased rigor for content classes. At the same time, struggling general education students enrolled in these collaborative classes benefited from the built-in differentiation and support within the class. In addition, these courses provide a model for Response to Intervention (RTI) within the general education classes, which can support fewer students mistakenly being referred for Special Education assessment without interventions first.

In fall of 2014, our ELL 1's and 2's were transferred to South San Francisco High School and aside from two sections of ELL 3, our remaining EL students are now mainstreamed. Our last two CST and CAHSEE scores showed improvement in the mainstreamed subgroup.

Many of our students take more than the two-year science graduation requirement. Since 2009, the sections for AP Biology and Honors Chemistry have increased from one section to two sections each. Since 2009, the freshman Integrated Science course has been replaced with Earth Science. However, all incoming freshmen now take College Prep Biology and upon completion they have the option of taking Earth Science to meet their physical science requirement rather than Chemistry. However, Earth Science is not an A-G course, but it does fulfill the physical science requirement for high school graduation.

The World Language Department promotes college-readiness in encouraging students to take three or more levels of Spanish or French. Since 2013-2014, ECHS offers AP Spanish. However, the current SSFUSD graduation requirements do not include a World Language.

Since 2009, the Math Department has undergone continual

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changes. The Pre-algebra and Algebra .5A and .5B courses were eliminated and replaced with Strategic courses designed to give students extra daily support and practice with basic Algebra and Geometry skills. The strategic courses were eliminated in the 2013-2014 school year with the idea that struggling students would be better supported in a semester long Freshman Seminar course developed in 2014. Also, since 2009, the math department added a Statistics course to its curriculum.

The social studies department has added additional AP sections in World History, U.S. History, and Government. Additionally, they introduced AP Macro Economics as another higher-level course option.

B. Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
All teachers are required, at the beginning of the year to submit course outlines or syllabi to the Principal for review. Assistant Principals also keep them on file as reference.	Student Survey Daily objectives/standards are posted in class/on board daily
According to the Student Survey, 58% “agree” or “strongly agree” that ECHS teachers clearly communicate course outlines, expectations, grading methods, and test requirements. 55% “agree” or “strongly agree” that their teachers have carefully planned lessons each day. 62% “agree” or “strongly agree” that teachers have clear learning objectives. 56% “agree” or “strongly agree” that classes have clear routines and structures. 57% “agree” or “strongly agree” that teachers are clear about what tests will cover.	Unit Plans Course Outlines
Only 42% “agree” or “strongly agree” that teachers help them understand the importance of learning and how content applies to the world.	

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Though it seems ECHS teachers do fairly consistent job of posting learning objectives daily, these numbers indicate that instructors need to communicate better the learning objectives for larger units more effectively. The learning objectives for each unit of study should be clear to students, as well as how they will be assessed.

C. Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Students in English classes regularly engage in discussions to summarize, predict, compare, contrast and evaluate assigned reading. Students in English classes continue to experience cooperative group work through challenging learning experiences such as group poster-making, skit writing, re-enacting scenes from reading, or working together to create class presentations. Students in English literature classes read several novels during the year and use inquiry methods, Socratic seminar, AXES paragraphing, and writing to summarize plot, analyze character actions and draw conclusions about an author's craft and intent. Furthermore, students in English courses create speeches and present them to their peers, comprehend passages of text, recite poetry, present critical reviews of reading, and construct and deliver valid arguments in class debates. In terms of technology, all English classes require the use of turnitin.com and School Loop for assignments; most classes also use such learning tools as Power Point, Prezi, and Google Docs.	Mission Statement ESLRs Student Survey English Department Curriculum Binder Course Outlines Student Sample Work Walk-Through Forms

Over the past four years, the English department has promoted the use of the *AXES* paragraph format for writing. The *AXES* format encourages students to cite textual evidence to support their writing which is an essential component of the Common Core Standards. They have also presented this *AXES* format for writing to the staff to encourage consistent use across content areas, as well as promote the use in the feeder middle schools in the district. Over four years, ECHS has seen continued improvement in the ability of students to make

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evidence-based claims.

The English Department has continued to incorporate the use of the *CSU Expository Writing Units*. Over the past three years, the *Expository Reading and Writing Course* (ERWC) has become a mandatory course for students in grade 12. The goal of the English department is to include *Expository Writing Unit* modules into the English curriculum at every grade level. ECHS has seen success in the use of this paragraphing in other subjects. For example, Algebra I students use AXES to describe functions.

In Health classes the students are motivated to refine their writing skills in their daily journals. Through Auto club students are provided the opportunity to refine their automotive skills.

Students in science classes engage in a variety of lessons and activities encouraging higher order thinking, cooperative learning, and communication skills through the use of jig-saw activities, partnered investigations, projects and most importantly via labs.

Within the World Language courses, students often use cooperative groups to practice conversation and complete critical reading, writing and listening assignments. World Language courses also provide opportunities for reading and writing in both native and foreign language. This promotes career-readiness in emphasizing global communication and culture along with second language skills.

Students enrolled in our elective courses often use cooperative groups to practice oral communication, critical reading, writing and listening assignments. Students in the Foods courses work cooperatively with each other in culinary labs to produce a final meal product as a team.

In drama, students are directed in pronunciation drills, focus drills, and movement drills.

Students with Special Needs are coached to advocate for themselves. Their Special Education instructors provide them with the skills to work with their teachers regarding zeros they have received, and making sure they are receive their

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accommodations in class.

The Counseling Department provides Parent Information Seminars for all grade levels. The purpose of these seminars is to educate the parents and students on important topics such as Tech Bullies, Financial aid, College applications, and general guidance through the process of high school. The Counseling Department has sponsored a College Week and fair to expose the students to a variety of colleges, universities and programs. In addition, the counselors meet with seniors to guide them through the process of meeting college deadlines, and completing college applications.

In honors math courses instructors preview related material to make sure students are on track before moving further in the curriculum. They also use reflection sheets on quizzes.

PE students engage in opportunities to use critical thinking skills and work in cooperative groups when they design and present new games to their peers in the Games Unit. In several sports units, physical education students must write summative essays and prepare essays on researched sport and fitness related topics.

Students in the performing arts courses work collaboratively to coordinate and produce consistently outstanding drama, dance, and musical performances. Students are encouraged to become independent workers/learners writing, directing their own scenes, including music and lyrics.

Over the past three years, the site has largely expanded its use of technology. Every teacher on campus now has one or more updated laptop computer, and an LCD projector and a classroom printer; we also now have the use of District-wide WiFi Internet – with increasing bandwidth to accommodate 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 more. Students have access to quality online databases and research tools (such as EBSCOhost, Noodle tools, GALE, Khan Academy, Prezi and Google Docs) and an increased amount of students are using them independently in

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the library.

While an increasing number of teachers are requiring technology and multi-media tools in their classrooms, ECHS continues to struggle with both expanding the use of technology and training teachers for its use. According to our Student Survey, only 33% of students feel they are learning to use technology in their classes.

D. Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
According to the WASC Student Home Group discussion, students would like to be better informed about the Common Core. One student, in an email response said, “I feel that teachers should address the Common Core State Standards more clearly so that students actually know what the state expects of them. This year, these standards have been mentioned every now and then by some of my teachers, but unless I do my own research, Common Core will remain as a kind of enigma that sounds very official. Students deserve to be more well-informed about Common Core.”	Student WASC Home Group Discussion and email responses Student Survey
The observations of the Student Home Group were supported by the Student Survey, where only 34% of our students feel they are familiar with the Common Core, and that their teachers address them. This is a concerning lack of familiarity with the Common Core and the SBAC.	

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E. Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
In summary, students at El Camino are provided courses designed to develop proficiency in reading and writing, listening effectively, and practicing good oral communication. Content area reading is required in every core class, and with few class exceptions, students will write summaries, notes, essays, lab reports or research papers to support their learning. Furthermore, students must prepare some form of presentation, project, speech or recital, in nearly every class they take. Students engage in a variety of lessons, activities and discussions that encourage higher order thinking, cooperative learning, communication skills, the use of technology, and out-of-classroom experiences such that they are able to meet rigorous Common Core State Standards and also achieve the goals of the school's ESLRs. And while most teachers are being trained about the Common Core, and are beginning to use methodologies to address them, far more work needs to be done to prepare teachers and inform students about what they mean for instruction at our site.	Mission Statement ESLRs CCSS Faculty Survey

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C2. Instruction Criterion

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.

Indicators with Prompts

A. Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
The use of technology at El Camino is improving. All teachers use LCD projectors, power points, and document cameras as part of their daily instruction. Our library has two class-size computer labs and two Smart Boards. NoodleBib, webquests, and student-created Power Point presentations are also used by most departments. Many individual teachers have gone out of their way to use technology as a tool to offer instructional support and expand the skills and knowledge for their students while meeting state standards. 68% of students “agree” or “strongly agree” on the Student Survey that: in addition to written materials, ECHS teachers use a variety of instructional tools such as LCD projectors, the internet, Power Point, and videos to teach the class. Examples include the following: In 2014, the district partnered with Agile Mind to implement rigorous, technology based conceptual teaching in Algebra, Geometry and Algebra II classes. Students have access to online notes and homework. In addition, they interact with math interface similar to the Smarter Balance test. At the end of each topic the students complete the Constructed Response prompts which some teachers use as a group quiz grade and post on the wall. In the math department, all teachers use LCD projectors to display graph 4.0 utility, Geometer’s Sketchpad, scanned sample questions, scanned images and animated power point presentations. Display video used to manipulate Java applets from internet sites such as Calculus-	Mission Statement ESLRs Student and Faculty Surveys Student Work Walk-Through observation forms Course Descriptions Lesson Plans

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Help.com and Mathdemos.gcsu.edu, are also used. Algebra Support students used a PLATO computer tutorial to improve math fundamentals as well as multi-step real world modeled word problems. Algebra I and Geometry teachers utilize Geogebra software as an instructional aide.

English teachers use Google Drive and utilize blog writing for the senior project. They also use Turnitin.com, and School Loop.

Science teachers provide interactive science experiences through online applets and labs. Marine science class uses modern technology to analyze satellite imagery of sea surface temperature, bathymetry, PH and wind to deduct marine animal migrations.

Social studies teachers enrich the instruction through music integrated with images within Power Point presentations creating engaging experiences, while webquests and internet research projects encourage critical thinking.

Physical education teachers used PEEP software to analyze fitness testing and the progress of all students. With this software they are able to compare and contrast classes and students.

The arts incorporate technology through the use of projectors, audio and video equipment, cameras, computer labs for web design and research, culinary labs, sewing machines, art media, music instruments, sound and lighting, and electronic equipment.

Special education teachers use SEIS, (Special Education Information System) and Cruncher as IEP tools in order to determine the strengths and weaknesses of individual students.

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B. Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
In response to the Common Core State Standards, SSFUSD, starting with the 2013-2014 school year, has implemented a 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 are a group of team leaders (3-6 teachers) that are trained to then go to their schools and train the rest of their staff. At four yearly pull-out days, the district’s choice of presenter teaches the teacher-leaders different strategies and ideas behind teaching literacy across contents. These trainers then discussed what would work best for our staff and student populations and then brought that training back to our campus. Those teachers shared strategies and ideas with the ECHS faculty and staff to support literacy instruction in the classroom. In the Fall of 2013, the team attended four full day trainings at the district office in which they discussed the research behind reading, writing, listening and speaking in every discipline and will continue with four more trainings in 2014-2015. These trainings will focus on such strategies as: word family trees, concept maps, annotation, close reading, chunking, scaffolding difficult texts (across content areas) and admit/exit tickets. The ECHS CCSS teacher trainers would like more time to implement these trainings to the staff. More time and exposure with these strategies would slow down the content for our teachers and allow them to take ownership over the standards as they begin implement them. However, our ability to collaborate within a professional development setting is dramatically impacted by our lack of collaboration time. Additionally, beginning in Spring 2015, Genentech will be funding the salary for one of our teachers to go on special assignment (TOSA) in order to develop and make the Biotech Pathway come to fruition. Her job will be to develop the	CCSS Train the Trainer Model CCSS Handouts Genentech TOSA Position District Teacher Coach Positions Bell Schedule/Early Release Time

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curriculum, as well as train other teachers in its methodologies. The hope is that the Biotechnology I/II elective course, along with the new building, will be available for full-capacity use in the Fall of 2016.

For the 2011-2012 and 2013-2014 school years, the SSFUSD employed two high school teacher coaches to focus instruction on math and English and raise CST scores. The district currently still employs elementary and middle school coaches, but funding for the high school positions has been eliminated.

C. Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students in social studies use cooperative learning activities to promote their critical thinking and communication skills. For example, students use these skills to prepare for class debates such as whether to drop the atomic bomb to end World War II.	Mission Statement ESLRs Student and Faculty Surveys Student Work Walk-Through observation forms
Students in Government, History and Economics classes regularly research unit topics, write essays, prepare presentations, and transform textual information into meaningful representations such as posters, songs, and skits to convey their understanding of the lesson.	Course Descriptions Lesson Plans Student Sample Work
Science students are required to collect and analyze data as well as write conclusions for each lab. The conclusions require students to reflect on the lab to synthesize the information into a standardized written format.	Capstone Project Showcase Materials

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Students use the physics text website, physicspp.com, to take practice online quiz and test in preparation for class assessments.

In English, Capstone Project builds upon all four years of learning in English to include research, community service, and career goals.

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation.*

Findings	Supporting Evidence
Students in English courses create speeches and present them to their peers, comprehend passages of text, recite poetry, present critical reviews of reading, and construct and deliver valid arguments in class debates and Socratic Seminar. They use textual evidence to support their thoughts and arguments.	Mission Statement ESLRs Student and Faculty Surveys Student Work Walk-Through observation forms
The senior ERWC course includes career-readiness activities such as creating a resume and cover letters. Additionally, the students are participating in relevant collaborative learning experiences such as an anti-bullying unit and a “Changing Neighborhoods” project. These relevant activities provide students with opportunities to interview their classmates and community members, collaborate, and use technology to promoting effective communication skills. The senior project also involves the students researching a social issue and finding a mentor to relate to their research.	Course Descriptions Lesson Plans Student Sample Work Capstone Project Showcase Materials
Students in every math course solve appropriately challenging verbal problems that require critical thinking skills and multiple strategies to achieve success. Every math course demands that students be able to understand and analyze information presented in a variety of formats (i.e. graphs, tables, equations, and/or verbal statements) to complete computations and/or justify solutions.	

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Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
See Previous entries.	Mission Statement ESLRs Student and Faculty Surveys Student Work Walk-Through observation forms Course Descriptions Lesson Plans Student Sample Work Capstone Project Showcase Materials

D. Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Prompt: *How effective for students are their opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications available to all students? Evaluate the degree to which these are readily available to all students.*

Findings	Supporting Evidence
El Camino teachers sponsor experience outside of the classroom that encourage students to become active learners. These challenging, satisfying, and rigorous experiences not only help meet the CCSS and ESLRs, but help students connect to existing knowledge, construct meaning, elaborate beyond content, and monitor their own learning.	Mission Statement ESLRs Student and Faculty Surveys Student Work Walk-Through observation

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Seniors plan, organize, complete research, and write what is now the Capstone Project in their English classes. The Capstone Project has undergone many changes and improvements over the last two years. They complete 25 hours of community service under the direction of their mentors. Students are required to choose a discipline that interests them, to write a formal letter of intent, to write an accompanying research paper, and present their experiences to their peers in English class and to community members at Capstone Exhibition Night.

forms

Course Descriptions

Lesson Plans Student Sample Work

Capstone Project Showcase Materials

In Social Studies, students prepare simulations to recreate the legislative process of passing bills and making laws. Furthermore, students learn entrepreneurship by creating, managing and assessing their own small businesses. The Mock Trial club continues to have students participate in simulations of legal cases and legal argumentation procedure. In addition, students have the opportunity to participate in a ten-day *Sojourn to the Past* in which they travel to sites in the US South, that were central to the historical struggle for the advancement of civil rights. Students meet members of the “Little Rock Nine” and others who had first-hand experience in the historic victories in the struggle for equality and civil rights for all. Students may also participate on the Close-Up field trip where they learn the rich history and visit inspiring sites in our nation’s capital.

Campus-wide, seniors are encouraged by the social studies department to volunteer as a poll worker.

In the past couple years, the Special Education Department has added a number of transition courses including Career Skills and Independent Living. These courses provide valuable career-readiness skills as well as skills needed for post-secondary employment, living and education. Special education students enjoy field trips, such as visiting other schools, curriculum related outings, and life skills scenarios.

In marine science students go on lab trips to coastal sites to identify native species, collect population data to log into a national database for sanctuary scientists and students to analyze. Sewer Science is a week-long program in which South San Francisco Wastewater Treatment Plant lab technicians come into the Marine Science classrooms and involve the students in a water-cleaning simulation. The

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annual Physics field trip to Great America invites students to take measurements on amusement park rides, and participate in a variety of competitions such as buoyancy contests, and egg drop competitions.

Many Performing and Visual Arts classes require students to work in small groups to research and create a presentation about the life and work of an influential artist. Students lead warm ups and workshops to prepare for scenes and play productions.

Physical Education classes incorporate a self-defense unit in which they assess their neighborhood for safety and report on how to be more aware of their surroundings.

Auto students have taken field trips to Skyline Community College to observe Skyline's Tech-Prep Program. Students at El Camino have been able to earn transferable college credits while enrolled in El Camino's Auto Program. They are then candidates for the Tech-Prep Program at Skyline should they choose to attend.

Drama students take field trips to see professional live theatre productions, such as those put on by A.C.T., and get opportunities to interface with professional actors.

ECHS offers a work-experience class in which students discuss interpreting paychecks, how to navigate relationships with co-worker, employers, and customers. They then apply this information to their place of employment.

AVID teachers schedule annual field trips to colleges and university campuses throughout California.

The math department has made Pi-day (March 14th) an opportunity for students to celebrate, have fun and learn of the rich history and interesting features of this very important irrational number.

Photography, Art, and Ceramics hold gallery showings at the SSF School District every spring.

Advanced Dance took a trip to Los Angeles for dance workshops in which they meet and work with professional

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dancers in the industry.

Our Band Ensemble visits neighboring and Los Angeles colleges for performances.

Guest speakers provide professional experiences for many disciplines including Culinary Arts and Photography.

Foreign Language students enjoy trips to art museums exhibiting works from the culture being studied and have the opportunity to travel to France or Spain.

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WASC Category C Standards-based Student Learning: Instruction Strengths and Growth Needs

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- School-wide instructional strategies and practices including Cornell Notes, EDI strategies, “Do Nows,” Costa’s Levels of Questioning, Think-Pair-Share, Socratic Seminars, Philosophical Chairs and posted daily learning objectives
- Increase in AP courses
- Increase in technology use by teachers through School Loop, Google Drive, document cameras, LCD projectors
- Teachers and Counselors are emphasizing A-G requirements (not simply graduation requirements)
- ERWC courses and modules increase relevance for students in their reading and writing
- Many real world experiences through field trips, clubs, guest speakers, etc.
- Reading, writing, listening and/or speaking skills are being taught in every department with a variety of strategies.
- Classes incorporate cooperative learning in instruction and learning.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

While the El Camino staff has accomplished a lot in the area of group work in order to emphasize higher order thinking skills and help students succeed at high levels, the staff reports the need to improve cross-curricular lesson planning. Building upon each other’s lessons both within our departments and across departments is needed and teacher-planning time is essential to do so. Also, El Camino must improve student accountability and individual accomplishments during group work. Teaching Communication Skills (reading, writing, speaking and listening) is an important part of daily instruction for all levels of students from ELD to Advanced Placement and can be seen across departments. A good example of our campus-wide effort is the use of *Cornell Notes* and *Costa’s Levels of Questioning* in several departments to help students achieve at higher levels.

Although El Camino has come a long way when it comes to technology, we still have room for growth. In order for computer-based projects to become a more integral part of the learning experience for El Camino students, we need additional computer labs. Before the 2008-09

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school year, our computer labs were run down and outdated, with most computers not working, leading to frustrated teachers unable and/or unwilling to apply technology to lessons. El Camino must ensure that every teacher and student has access to updated and working computers for both instruction and learning. Not all teachers have a working computer in their classroom with software training on a regular basis and a reliable on-site point person for assistance.

Additionally, many teachers use their own personal technology in the classroom. Science labs need to be updated with probes, probeware, digital balances, and microscopes with digital project capabilities.

- Increase availability/access of technology to all - not enough access to computer lab time
 - more computer labs
- More training in technology (beginning, intermediate and advanced) for teachers
 - to better utilize Infinite Campus and School Loop as well as other programs
- Increase the variety of electives
 - provide computer technology courses
 - provide keyboarding
 - career readiness courses
 - vocational education program(s) - such as Autos
- Collaboration time is needed for all stakeholders
- SPED instructors really need to have collaboration time for General Ed. integration
- Reduce class size to increase effective instruction
- Acquire science equipment that has digital capabilities (probeware and applications)
- Acquire scientific calculators for math classes

Category D: Standards-based Student Learning: Assessment & Accountability

D1 & D2. Assessment & Accountability Criteria

The school staff uses 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.

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Indicators with Prompts

A. Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and other stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
El Camino High School employs various methods of disseminating information to parents and other stakeholders. School Loop, progress reports, Infinite Campus, personal calls and conferences are the main ways teachers disseminate and report information to parents and other stakeholders. ELD status is communicated to teachers from the special education department. Furthermore, the special education teachers use data from Data Director and individual teacher input forms in IEP meetings and attach copies to all reports.	School Loop Stats (site views): # of students registered = 1424 Registered households = 829 Teacher Usage = 5532 (posts) Page Views = 550475
The use of online reporting systems has also drawn parents and the community into collaborative assessment. School Loop is used by all teachers and helps to disaggregate student data by providing a trending graph of for each assignment. This tool is very helpful in identifying students whose grades are dropping on a weekly basis and helps teachers address the student's needs in a timely manner. All teachers also use School Loop to analyze student performance data while also enabling parents and administrators to look up grades, homework, and other information that is pertinent to the student's achievement. This tool is very helpful; formal and	Grade 9 seminar: Requires all parent to register to School Loop Teachers are required to update School Loop scores/grades Bi-Monthly. Teacher/Parent/Student

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informal data is available through these two programs and is often utilized in analyzing student performance, while also helping teachers develop curricular goals. Students are encouraged to keep abreast of lessons, homework, and projects through School Loop while also having access to an ongoing log of their grades. Students have reported that the use of School Loop is positive because they are able to check their grades on a regular basis. It has proven to be a useful tool when students are absent. When the counseling department or staff recognizes parents are only fluent in either Spanish or Tagalog, the counseling department can provide this information.

communication via School Loop email.

The school's AVID program uses data for recruiting purposes from the districts middle schools. The AVID team assesses performance, family background, ethnicity, family members who have attended college, and special needs. In coordination with weekly, quarterly and yearly grading reports, AVID uses this information to check progress of set academic goals with each of the students.

AVID is a four-year program designed to follow-up and support each of their students throughout their 4 years in high school

B. Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Progress reports and quarter/semester grade reports are sent out to parents and students eight times throughout the year as a method of informing families about their student's performance. Weekly progress reports are also sent out through the counseling office upon request. Teachers collaborate in core content areas such as science, English (Capstone) math, and history to create tests, discuss performance, assessment methods, and students understanding of the new Common Core standards. Results from the math department tests are used to analyze student performance within a specific topic. The results are then used to create adjustments to curriculum and later shared with parents	Mission Statement ESLRs Student and Faculty Surveys Student Grade Reports School Loop

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regarding their child's performance. Other tests which are used are CELDT, and AP testing. This disaggregated data is provided to faculty on an annual basis.

Infinite Campus is used for daily attendance and quarter term grades and citizenship. Teachers can check attendance summaries for every grading period. Students who have received a grade of D or below are given additional comments as teachers are instructed to give at least two comments for those who need extra support.

The P.E. department currently uses the Fitnessgram Program to conduct, assess, and report fitness scores from the state-mandated Physical Fitness Tests. Informational score reports can be printed and sent to each student and/or household. In addition, the program enables the data to be sent over to the district and state levels and is later used to develop future lessons to help with the overall fitness levels of each student, class, and grade levels alike.

C. Appropriate Assessment Strategies

Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the appropriateness of assessment strategies used by teachers to measure student progress toward acquiring a specific body of knowledge or skills. Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
El Camino High School's diversity is not only visible within the student body population, but also through pedagogical methodologies employed by its staff. Teachers employ a variety of strategies to evaluate and assess student learning. Teachers are able to use these techniques to investigate and assess the students ability to discuss, analyze, evaluate, and critically examine topics being discussed within the classroom. Based on the data collected from the assessments,	Benchmark Finals District CEA's Mission Statement ESLRs Student and Faculty Surveys

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instruction can be adjusted.

Some strategies employed at El Camino High School are the following:

Many departments collaborate and share common chapter, unit and final tests/exams. Administrators promote Explicit Direct Instruction strategies which a majority of educators incorporate into their practice. These strategies may involve frequent checks for understanding, individual goal setting and learning contracts. Many teachers utilize questioning methods such as “question of the day” which is an opening technique to determine students understanding of prior knowledge. Exit tickets/questions are also utilized; before students can exit the room they must answer or reflect on a question pertaining to the lesson of the day.

Another strategy is Turnitin.com and weblogs. Turnitin.com is an effective tool for assessing essays and papers. Students use the site for first through final drafts while the teacher grades and give comments along the way after each paper is submitted. The teachers use a rubric to grade the essays as well as check for plagiarism. Students utilize online weblogs to discuss class topics, which teachers use to assess student understanding. Unit tests, pop quizzes, formative tests, and authentic tests are integrated and help assess student understanding of topics that relate to current state standards.

The science department uses lab write-ups (reports) as a discussion format for science labs where students have studied a subject related to state standards.

The math department has administered two common core style pilot exams, modeled from Engage NY and Smarter Balanced exams. The same exams were given across the district. Data is being used to inform practice and the members of the committees who are making decisions regarding the transition to Common Core.

Student Work

Walk-Through observation forms

Course Descriptions

Lesson Plans Student Sample Work

Capstone Project Showcase Materials

EDI Strategies

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D. Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The staff utilizes a variety of methods to make assessment equitable. One such method is the use of equity sticks for verbal tests/questioning relevant to current topics being discussed in class. Projects and presentations give students a chance to demonstrate understanding of materials that suit specific learning styles.	Mission Statement ESLRs Student and Faculty Surveys Student Work
The AVID program has influenced some teachers to use Cornell note summaries to help assess the overarching ideas covered in class/lecture/presentations/readings, etc. Tutorial reflections and Socratic seminars are also used to assess what students know, and AVID students are required to write summaries and personal reflections as an assessment of their understanding of a lesson. As a way to promote writing across the curriculum, many departments use essays and/or reports to assess critical thinking and understanding of various subject matter assigned across curriculum	Walk-Through observation forms Course Descriptions Lesson Plans Student Sample Work State Physical Fitness Tests
State mandates each student (grades 9-10) pass a minimum of 5 of the 6 PFT state tests. Failure to pass requires them to re-take a PE course in grade 11 and/or grade 12 in place of an elective.	

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E. Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
The English Department specifically looks at least once a year at the results of the CEAs, though insufficient time is provided to do so. Many departments have long been advocating for increased collaboration time to examine formal, informal, formative and summative assessments and to compare student work with student outcomes. As mentioned above, results from the math department tests are used to analyze student performance within a specific topic. The results are then used to create adjustments to curriculum and later shared with parents regarding their child's performance. Other tests which are used are CELDT, and AP testing. This disaggregated data is provided to faculty on an annual basis. The Math Department has been provided with several pull-out days to perform these tasks during the 2013-2014 and 2014-2015 school year by the district and is guided by a district math teacher coach. This level of close, guided analysis is not supported by the district in other departments on campus. From 2010-2011 through 2012-2013, the district mandated the use of Data Director as a means of aggregating and analyzing data in math and English classes in order to better prepare students for the CST and to guide instruction. While the district still requires the use of Common Embedded Assessments (CEAs) in math and English, little is done to follow through on the examination of student work anymore. To date, there is little consistency in preparing for the SBAC testing beyond this. This, again, is largely due to lacking collaboration time or effective professional development.	District CEAs and disaggregated data (Data Director) Student and Faculty Surveys Student Work Walk-Through observation forms Course Descriptions Lesson Plans Student Sample Work

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F. Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the schoolwide learner outcomes.

Prompt: *How effective is student feedback in monitoring student progress over time based on the academic standards and the schoolwide learner outcomes?*

Findings	Supporting Evidence
According to the WASC Student Survey and Home Group Discussion, students would like have more voice in the academics at our school. Our ESLRs are posted in classrooms around campus, but more could be done to raise awareness of how they explicitly connect to curricula. One student, in a follow up email to our discussion said, “ECHS can better serve the student population by doing any of the following: provide standardized testing preparation opportunities (SAT and ACT weekend classes/practice sessions), offer a wider variety of AP courses (more science AP courses and arts AP courses), give students a means of evaluating their teachers at the end of the year (This would make ECHS students feel like they have more of a voice - statement 3 on the survey).” The observations of the Student Home Group were supported by the Student Survey, where only 34% of our students feel they “have a voice” at ECHS.	Student Survey WASC Student Home Group Discussion and emails

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G. Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
Many teachers within specific subject areas use assessment data to inform instruction. Teachers can use the Scantron system to disaggregate data on particular testing questions and there has been much informal sharing of student work to norm grading. As mentioned above, math and English do some degree of data analysis to guide instruction, however, there is much room for growth.	Scantron Disaggregation District CEAs Subject Specific Common Assessments Faculty Survey AP data reports
According to the Faculty survey, only 30% of teachers administer common assessments within departments. Only 17% of teachers give district level assessments. Only 4% of teachers think district-mandated common assessments are “effective in informing instruction and helping students succeed.”	
While all teachers assess data to some degree to refine their own instructional practices, it happens on an unmonitored, individual level at our site. For example teachers of the AP curricula receive a report after each test’s administration that breaks down their student scores by area, skill and content knowledge. This tool is available to all of our AP teachers and is an incredible resource, however, if teachers review the data, it happens on their own time, at their own inclination.	

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H. Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
School Loop is used to monitor student progress on all assignments using its trending graphs showing both the increasing and decreasing scores on specific assignments. This data is later used to adjust future assignments accordingly.	School Loop Infinite Campus Progress Reports and Report Cards
Infinite Campus is the system teachers use to report grades and to store permanent student records. There has been some discussion at the school site and district levels to adopt one system that performs the function of both School Loop and Infinite Campus, instead of having two separate systems.	
Only end-of-semester report cards are mailed home. Every other report (progress / report cards) are given to each student during third period to deliver to parents. Some teachers require signatures as proof, others do not.	

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D3 & D4. Assessment & Accountability Criteria

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.

The assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

A. Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, and parents.*

Findings	Supporting Evidence
Timely and effective use of the results of student assessments helps students, parents/guardians and teachers identify individual student's academic accomplishments, progress and areas needing improvement in order to enhance teaching and learning. The governing board, district, and El Camino staff ensure that assessments are conducted for purposes of determining students' eligibility for appropriate placement in district programs, the need for supplemental instruction and eligibility for graduation. Following direction from the State of California, the governing board, and the district office, El Camino staff uses a variety of evaluation measures to determine and direct student success in achieving the aforementioned goals. To ensure validity, all assessments correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement. Assessments reports are shared with all stakeholders in a timely manner, and as noted above, assessment outcomes inform both instruction and student placement. Where applicable, school staff will provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating	District CEAs and disaggregated data (Data Director) Student and Faculty Surveys Student Work Walk-Through observation forms Course Descriptions Lesson Plans Student Sample Work

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student performance. Analysis of assessment data is only useful if outcomes are clearly communicated to those affected. To that end, there is room for improvement in assisting students and parents in the interpretation of assessment outcomes, increasing collaborative sharing of student performance data both within and across content areas, and inclusion of stakeholder input regarding the type and frequency of assessment.

B. Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, and parents) about student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Timely distribution of report cards, progress reports, standardized testing results, student project and assignment evaluation, exhibitions of student work, homework, individual School Loop pages, parent-teacher conferences, student-teacher conferences, and administrator-to-parent communication have all been highly effective means of providing clear and useful information to all stakeholders. Areas for improvement could be the allocation of funds to support the mailing home of progress reports, open houses to explain standardized testing reports, school-wide newsletters and a more robust and easily accessed school website. While all teachers at El Camino use the School Loop student information software program, many parents have yet to register. A recent count determined that approximately 600 of El Camino's student population do to not currently have a registered parent on the system. As with the explanation of standardized testing data, an annual open house to instruct parents on the importance of School Loop registration, and the directions to do so, would greatly increase the distribution of student achievement information to all stakeholders.	District CEAs and disaggregated data (Data Director) Student and Faculty Surveys Student Work Walk-Through observation forms Course Descriptions Lesson Plans Student Sample Work

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C. Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
The district and community are important stakeholders who collaborate with the El Camino High School community through the programs listed below:	District CEAs and disaggregated data (Data Director)
The work experience program allows students to experience real world job requirements; students earn credits towards graduation through this program. In addition, the Senior Capstone project requires collaboration with a community mentor and volunteer service hours are required as well. This entire process assesses whether the student is able to demonstrate higher order thinking skills, communicate effectively and critically, show literacy in technology and information gathering, and display appropriate and effective social skills in large and small group situations.	Student and Faculty Surveys Student Work Walk-Through observation forms Course Descriptions Lesson Plans Student Sample Work
Timely and effective changes in school programs are almost wholly dependent on the turnaround time from assessment completion to distribution of outcomes. Prior to the 2014-2015 school-year, STAR test results were delivered on a timeline set by the State of California. This occurred in the school year following the administration of the test, thus El Camino school staff struggled to make assessment-informed decisions regarding the modification of school programs, development of effective professional development and resource allocation. With the adoption of the Common Core State standards, site-based, whole-staff professional development opportunities dedicated to assessment analysis have been limited, thus programmatic changes have occurred in a much more insular way than desired. Beginning with the 2014-2015 school-year, the Smarter Balanced Assessment Consortium will provide actionable information much more	

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quickly, which will greatly increase the efficiency with which El Camino makes programmatic changes designed to increase student achievement. As Smarter Balanced Assessment reports will be accessible online, interactive, and available at much faster rate than STAR data, all school staff will be much better equipped to interpret, use, and share assessment results. Full and complete adoption of the CCSS will also free up valuable collaboration time needed to deliver professional development activities focused on making school-wide changes that informed by assessment outcomes.

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WASC Category D Standards-based Student Learning: Assessment & Accountability Strengths and Growth Needs

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Whole-school tutoring resources:
After school, CSF supported, one-on-one support from teacher
- A variety of test results are used to help modify and enhance curriculum.
- A steady increase in parent support of School Loop.
- A variety of assessment methods (formative and summative) are used schoolwide.
- Math has begun implementing Common Core Assessment Protocols

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- The implementation of common core benchmark assessments of ESLRs and academic standards within departments is inconsistent.
- Cross-curricular collaboration is inconsistent.
- Although the frequency of grades and progress reports is a strength, most teachers are not aware of how these reports are delivered to parents and with Progress Reports, there is no confirmation of parent receipt.
- Being the transition year (SSFUSD) for Common Core State Standards makes it difficult to use past data to support the various criterion per focus group - there is no consistently applied model for Common Core.
- Limited opportunities for site-based professional development in assessment analysis and results-driven program development.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture Criterion

Indicators with Prompts

A. Community Involvement

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

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
El Camino High School employs a variety of strategies to communicate with parents in order to encourage involvement in our school community. The counseling department has placed a large emphasis in the past few years on annual grade level parent meetings. Parent attendance is steadily increasing thanks in large part to increased communication with parents via school loop and automated calls home. Each grade level meeting focuses on different aspects of student life here at El Camino. Freshman parents learn about campus life and how they can help their student get involved and be successful. Sophomore parents learn the importance of transcript reviews and how to understand their student's schedules, credits and college eligibility. Junior parents attend presentations from CSU, UC and Community college representatives and learn their student is currently on track towards college eligibility and high school graduation. Senior parents are provided assistance with completing college applications and financial aid forms as well as information to navigate their post-secondary education and career options.	Mission Statement ESLRs School Handbook Student Planner Student, Faculty, Parent and Classified Surveys Parent night packets and presentations Spanish and Tagalog translations of documents School Loop AVID parent night Grade level parent nights

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These annual meetings have helped parents understand faculty expectations for all students and the specific needs of each grade level. The financial aid workshop is also accessible to Spanish speakers.

ECHS sends out a summer mailer of required documents and information to parents each year. These documents include, but are not limited to, registration forms, testing, and graduation. In addition, counselors evaluate students' transcripts twice a year; letters are mailed home to each student with deficient credits twice a year. Each year in May, the textbook room assistant sends out letters to all parents of seniors with bills to pre-empt graduation week surprises over outstanding fines. District resources are available for parents whose primary language is Spanish or Tagalog.

The primary means of communication with the parents and community is through the ECHS website hosted by School Loop. The website maintains a calendar in which parents and students are notified of all meetings, events, games and fundraisers. More specifically, School Loop allows parents to view grades, homework assignments, and test scores. Parents may email individual teachers to address any concerns they may have. Concern remains for households that do not have access to the internet for there are only 841 registered households for 1446 registered students. An effort is being made in the Freshman Seminar classes to improve this by requiring parents to make an account for their children. All teachers may be reached by telephone extension and grade reports are sent home approximately every 4-5 weeks in third period classes. Unfortunately, due to financial reasons, the progress reports are no longer mailed home. Although there is no guarantee that the student will show their parents the progress report, some teachers take initiative to require parent signatures in order to confirm they have seen the grades.

The faculty is also exploring additional digital means to increase communication with parents. Several teachers have been incorporating Remind 101 or GroupMe, or other phone/tablet applications that publicize homework assignments or other events. Remind 101 is similar to the automated caller used to remind parents of important dates. GroupMe allows two-way communication between its users in addition to making announcements. Another source of

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communication with the parents and community-at-large is the electronic marquee sign located at the front of the school. The marquee announces all events for the week and recognizes particular students, teachers, and teams for outstanding efforts.

The PTSA works with the administration to ensure there is a dialogue between parents and school officials. Despite a limited number of both parents and teachers involved, the core group of PTSA is a passionate group working to raise questions, address concerns, coordinate fundraising efforts, and recognize worthy aspects of the school's involvement in our community. Continuing efforts are being made to increase the involvement of our underrepresented populations, such as our ELL community, the parents of Students with Special Needs and the parents of traditionally underperforming students. Our English Learner Advisory Committee continues to struggle with parent membership.

In addition to the PTSA, scores of additional parents are actively participating in one of several booster clubs on campus that support music, drama, dance and sports. These parents volunteer much of their time to provide transportation to events and games, chaperone events, sell concessions, fundraise for the group's needs. The organized booster club meetings are scheduled monthly and parents, teachers, coaches and the administration discuss the scheduling of events, fundraisers and the spending of funds. These clubs enable directors and coaches to provide a more well-rounded experience for all participants.

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B. Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Prompt: *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

Findings	Supporting Evidence
El Camino has developed a relationship with local businesses in order to reach out to the community. The school has an on-site college and career coordinator who assists students in finding job shadow placements and helps organize the college and career fairs. The coordinator also schedules employer presentations with local businesses to educate students about their expectations of its prospective interns and employees. The on-site coordinator works with the Junior Achievement program to secure partnerships and internships for students with Telemundo, SAP, Hewlett Packard, and Genentech. The South San Francisco Water Treatment Plant works in conjunction with the Marine Science class to advance their learning. The school welcomes local guest speakers to work with the students as another form of connecting with the community. Included in the Grade 12 English curriculum is the Senior Capstone Project. Since the 2012-2013 school year, this district requirement has required a mentorship and community service component. The project requires a minimum of 25 hours combining training with their mentors and volunteering at a non-profit that relates to their chosen topic of study. ECHS has experimented with different forms of the presentation component and in 2014, had great success with our Capstone Project Exhibition Night on May 20, 2014. Our entire school became a showcase for the hard work of all of our seniors and was open to alumni, parents and the community. Clubs are required to perform 10 hours of community service either on or off campus each semester with many of them far exceeding this. El Camino also recently joined the Jefferson Awards, a national foundation that encourages and recognizes educational efforts to promote volunteerism. The Jefferson Awards sponsors a club on campus called Students in Action (SIA) and trains the students to be leaders in the community. In the program's first year (2013-2014), SIA has collected	Mission Statement ESLRs School Handbook Student Planner Student, Faculty, Parent and Classified Surveys Capstone Project Junior Achievements Job Shadow program SIA Collection of service data Rotary Club Non-profit Organizations: CORA, Daly City Health Center, Jobs For Youth

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data showing that 157 students (10.8% of the population) have completed a total of 1515.5 service hours. Most of these hours are dependent on self-reporting and consist primarily of club hours and some Capstone volunteering hours; by the end of the 2014 school year, SIA hopes to have records regarding the community service hours of individuals who volunteer on their own.

El Camino works with a variety of charities, which are often determined annually by each club. School wide efforts are supported to assist the Make-A-Wish Foundation, the Red Cross, Relay for Life, Pennies for Patients, Juliana's Journey and Samaritan House.

The Rotary Club sponsors a sister cities exchange program with Japan. Students are prepared by attending training in Japanese culture and language. The students then live with host families and are immersed into the Japanese community. Many of these students and their families then reciprocate by hosting a student from Japan.

Many teachers actively use guest speakers to enhance the curricular program. The Health teachers, in particular, coordinate with non-profit organizations to bring in guest speakers, many of whom share their own personal experiences to share a realistic view of the topics of study.

Many local businesses partner with school organizations to host takeover nights to raise funds. These businesses see the takeover as a win-win partnership to increase business on their slow nights. The primary contributors are Red Robin, Round Table Pizza, Chevy's, Outback, Panda Express, Buffalo Wild Wings and El Torito.

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C. Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/ schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
The Counseling Department takes the lead on campus to ensure that parents and students are aware of all graduation, UC/CSU A-G eligibility, credit and testing requirements. The counselors meet with the students regularly to keep the students on track in meeting their goals. The counseling department redesigned the counseling webpage so parents have access to all information their students have. The goal of the counseling office is to educate the parents with post-secondary and career options. Counselors are also equipped with outside resources for families regarding tutors, educational opportunities, family therapists and Health insurance.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys School Loop Counseling website SST (Student Success Team) Photographs of recognition Student of the Month
The School Loop webpage has streamlined information from all departments so that parents, students and the school community understand student achievement and standards.	
Despite regular report cards, School Loop updates, emails and calls home, some parents still are not aware of how their students are performing. Sometimes this is due to a lack of technology access, a fear of communication whether cultural or language-based, or misinformation from their own student. Counselors and staff collaborate with concerned parents to develop a plan to ensure their students success at El Camino.	
The student Leadership class has attempted to implement the Jostens Renaissance program with varying degrees of success from 2009-2012. Renaissance is supposed to increase academic support and recognition with the primary focus being on those students who typically are not the top ten percent academically. The drawbacks blocking full implementation of the program, which would allow for year-	

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round recognition include a lack of a cohesive vision, corporate sponsorships, donations and trained student coordinators.

The successful aspects of the program include school-wide acknowledgement during an end of the school year Recognition Week. The recognition of teachers at this time is still evident today since many of them hang their “thank you” posters and post their apple die-cuts on their walls. In a much similar fashion, die-cuts that symbolize every form of school participation decorate the halls during this week. Students actively search for their names on die-cuts that represent clubs, sports, performing arts and academic status.

Further recognition is celebrated at the Farewell Rally which focuses on the top senior awards such as the school blanket award, valedictorian, letter of intent signings and the outstanding senior graduate. Yet one of the more anticipated and more emotional awards are those given to the most improved students at every grade level. The winners often do not want to go up because they think this is some kind of prank having never really received acknowledgement before, and then they are told that they are the recipients of the most improved award and their body language changes immediately and they can then carry their heads high before the whole school.

D. Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
El Camino High School needs to address the effectiveness of School Loop. The faculty would prefer a system that would combine both School Loop and Infinite Campus, which hopefully would enable parents and students to have a more complete picture of a student’s record which could demonstrate the correlation between attendance and grades. Every stakeholder needs to be responsible for maintaining current information on the webpage. Many faculty members use School Loop to post grades and communicate with parents; however, many do not update their home page on the	Mission Statement ESLRs School Handbook Student Planner Student, Faculty, Parent and Classified Surveys

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site. This is partly due to time and lack of training on the use of technology.

The School Loop system could be more user-friendly.

According to the student survey, approximately 200 students do not regularly check School Loop, while 600 students feel that teachers do not use the site regularly to update assignments and grades.

The entire school needs to find more ways to increase parent involvement on campus. Only 106 parents contributed to the parent survey done.

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
This criterion focuses on the school's ability to reach out and build relationships with our parents. El Camino High School strives to foster a team approach comprised of faculty, parents and students in order to assist all under-performing students (CLN 1). Unfortunately the school has not succeeded in getting all parents to be more involved as evidenced by the fact that an average of only one hundred parents participated in their WASC survey. El Camino High School continues to lay a foundation comprised of 21st Century skills, critical thinking and rigorous curricula. Technology is one step in creating a global society; however, the technology available does limit some the school's ability in achieving a balance of academic and technical high school readiness. The academic curricula and co-curricular programs are making strides to create a local sense of community by emphasizing the steps of the senior Capstone Project throughout all grade levels. The students are impacting the community by creating their own and supporting other local service projects. This past November, the El Camino SIA club was recently featured in the San Francisco Examiner for its efforts to assist with local charity Juliana's Journey to shed light on childhood cancer. Our students' efforts are beginning to be felt beyond our city limits.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys Capstone Project Examiner Article

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E2. School Culture Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

A. Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including Internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
El Camino High School continually strives to provide a safe, clean and secure learning environment. All students receive the student handbook at the beginning of each school year and the Assistant Principals along with the counselors conduct a presentation in the Freshman English classes to help define the philosophy of safety at El Camino, explain the important safety rules and regulations, and outline the consequences of violations. Students and parents are required to read over the handbook, sign and return to school. Teachers in their third period classes are required to go over and discuss different sections of the handbook. To ensure a safe environment for students, three campus security aides supervise the entire school day. Administrators are visible in common spaces before school, after school, during lunch and passing periods. Teachers are expected to stand outside their classroom doors during passing periods to be more present and provide additional supervision while students are walking to class.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys Facility Plans Bond Measure J
El Camino has a SSFUSD school resource officer that is visible on campus throughout the week and is accessible to students. Adult presence prevents fights, drugs, vandalism, and graffiti. A supportive administrative team is responsible for allowing students to feel safe and promote tolerance by encouraging clubs such as the GSA, Christian/Catholic Club,	

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Colt Society, and Interact to mention a few. However, the faculty and parents would like more consistency applied to the discipline of all students. Only 6 of 48 faculty members agreed on the survey that student discipline is fair and consistent. Additionally, the administrative team regularly schedules security alerts, earthquake and fire drills. We are currently in the process of revising our school safety plan to be in compliance with the recent changes to the county safety plan.

In an effort to address past breaches of security and safety, the school is making modern improvements. The most significant change is that the school has installed 18 new security cameras with more to come upon completion of the new science building. The cameras provide more coverage of all access points to the campus. This is a major concern because the campus is fairly open and the school has no perimeter fence or wall that would deter an intruder. The new cameras provide a stronger measure of security since they are in high definition and maintain a larger database of footage that can be examined with much more scrutiny than the previous system. Additionally, speed bumps have been installed in the parking lot to prevent drivers from speeding and possibly hitting a student. Although a new crosswalk has been installed across the street of the school to provide some protection for the many students who previously jaywalked, the speed of the cars and traffic congestion at the beginning and end of the school day warrant further efforts to address safety concerns. The school has recently purchased security golf carts to enable the security personnel quicker access to address issues as they arise on campus as well as provide more accessible and efficient transportation for students who may need medical assistance.

The physical appearance and maintenance of El Camino has been inconsistent in recent years. The district has reclassified certain job positions, one of which was a head custodian at each high school. One person is now responsible for this job, and although he attempts to do all he can, not having an onsite person at all times often slows down productivity. There has also been a high turnover of custodial staff leading to miscommunication or inconsistencies in the maintenance of our campus. The highest turnover occurs with the overnight staff. Also, the district has reduced the number of positions. The lack of consistency and personnel now leads to over half our staff remarking in a survey that the campus is not “clean and well maintained.”

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The student Leadership class has made it a point of emphasis for the 2014-2015 school year to address the sanitation issues with the school restrooms. The ASB President directed the issue at a school board meeting in November 2014. The results of this meeting has led to the superintendent doing a walk-through El Camino High School's restrooms and observing the issues for himself. In the women's restrooms, new working locks have been installed and new closed sanitation cans have been added. Further improvements are expected in the coming months to address the men's restrooms.

The passing of bond measure J in 2010 has allowed for major improvements to our campus and these improvements have been a point of community pride among the staff, students, alumni, and community. A modern science building was added to the campus last year. The athletic facilities have been upgraded with a new turf field and all-weather synthetic track. Previously, the grass field was not properly level and maintained and this led to several significant injuries. Also, our facilities lacked the proper infrastructure to host games on the field and track meets. These improvements led to El Camino hosting the Bell Game, the football game against our cross-town rivals for the first time in school history. One major point of contention with students and teachers is the lack of a restroom in the science building and at the field.

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B. High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
El Camino's faculty maintains high expectations of students in a variety of ways. When discussing the student handbook, teachers compel students to behave in an ethical manner and maintain academic integrity. This discussion explains plagiarism and cheating, as well as the consequences for these actions. In particular, students and teachers are expected to utilize turnitin.com to further dissuade students from plagiarism and encourage their critical thinking. Teachers also communicate their own class rules for behavior. Students are encouraged to not swear or use vulgar language with one another or staff. However, vulgar language seems to be more prevalent outside the classroom and needs to be addressed. There is no tolerance for discrimination or hurtful remarks towards someone's religion, sex, sexual orientation, or age. However, through the student survey, 65% reported hearing verbal slurs. On campus events are treated in the same manner and students are held to high expectations. Students who are not following directions are asked to leave the event so as not to disrupt the other students. Another major concern El Camino is attempting to address is the issue of bullying and the prevalence of cyber bullying on campus. In a spring 2014 anonymous survey, 45% of our students reported having been bullied on campus, whereas 86% of students reported witnessing incidents of bullying. Although the new security cameras may capture some of these moments, the students report that much of the bullying occurs in classrooms, halls, or restrooms. Workshops are now being conducted through peer counseling to address different types of bullying. The police, administrative teams and counseling department are coordinating efforts to further educate all students, which included a special assembly for the 2013-2014 freshmen and sophomores. An additional component of the ERWC classes calls for the seniors to develop an anti-bullying project that is meant to assist next year's incoming	Parent, Teacher, Student, Classified Surveys Student Handbook Turnitin.com Plagiarism policy Cyber Bullying Workshop presentation materials ERWC Curriculum

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grade 9 students. The project defines the types of bullying and provides testimonials from the seniors themselves as to how they overcame the bullies in their past. These projects consist of videos, power points, and prezi presentations to meet a diverse set of needs and audiences. The projects are intended to be shown to freshman classes or specific students who have been the targets of bullies.

C. Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
El Camino High School continues to foster a positive climate among its stakeholders. Based upon the results of the student survey, approximately fifty percent of the students agree or strongly agree that they feel respected by the entire school staff with another quarter of the school feeling neutral. However, the students do not feel that their peers respect one another at an increasing rate. The survey reflects that the school stakeholders project a high level of colt pride outward towards the community at large, yet many stakeholders also feel changes are necessary to eliminate the use of verbal slurs and bullying. The school is pursuing new avenues to prevent all forms of bullying. The school community and South San Francisco Police Department have paired together to increase their efforts to educate parents and students about the dangers and consequences of cyber bullying. Parents are urged to attend an informational presentation so that can be more aware of how teenagers use technology in order to help them identify the signs of cyber bullying. Each freshman student also attends a presentation that focuses on learning how to responsibly use social media. After the first year of implementation, many students approached the counselors with concerns about some of their peers. The program is only in its second year of implementation, yet we continue to hope for incremental successes in the reduction of bullying.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys

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D. Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The principal, police and PTA worked together to bring motivational speaker Michael Pritchard to conduct an assembly to address the subject of bullying. Although his words reached most of the school, there were still several students who did not take his message seriously. Most of the community appreciates his time and effort to inspire change on this subject, but the school has yet to follow through on his visit in a way to create more institutional and long-lasting change.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys Assembly Video footage Student Survey

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
El Camino High School believes a safe atmosphere, free of bullying, will lead to greater success in meeting both critical learner needs. Students who do not have to worry about their safety will be in a better frame of mind to learn. Whether it is WASC's visit or different adult and student leaders with different priorities, these topics of concern are being addressed more often during the 2014-2015 school year. Although the incremental steps of improvement are small, the school is acknowledging a need for more consistent discipline, updated security needs for the campus perimeter as well as the bathroom stalls, and conversation on bell schedules and technology usage. By continuing to move forward with these steps, El Camino will make further progress in impacting the critical learner needs.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys

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E3 & E4. Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success. Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

A. Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as Health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as Health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
All students at El Camino High School have access to a wide range of services that provide individual support for academic, social and emotional success. El Camino High School offers many different resources that aid students in the transition from middle school to high school such as counselor visits to 8 th grade classes, Peer Leaders, Link Crew, grade level advisors, etc. These resources focus on supporting our incoming freshmen with the tools necessary to pave the pathway towards a successful four years. In the 2013-2014 school year the Freshman Seminar class was introduced and this year all ninth graders are taking a semester of Freshman Seminar paired with a semester of Health/Careers class. The Freshman Seminar class focuses on honing different skills and tools that students should have such as study skills, test preparation, note taking, organization, peer mentorship, etc. In Health/Careers class students learn valuable lessons in living a healthy lifestyle, developing and maintaining healthy relationships, and hearing guest speakers educate them about different outside resources available. Tutoring services are available to students at all grade levels, including individual tutoring by teachers (per teacher's preferred tutoring time), homework center Monday through Thursday in the library and CSF tutors. School Loop offers students, teachers, administration, counselors and parents a clear means of	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys Link Crew Fliers Peer Leader Program Tutoring Schedule School Loop Homepage Counseling Website Freshman Seminar and Health/Career Syllabi Career Center materials CSU Mentor

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communication to track student progress and academic achievement. Those without internet access can utilize the weekly written progress reports available in the counseling office. These resources help parents track their child's progress at all times.

There are four full time academic counselors at El Camino High School. The student body is broken up by alpha order according to their last names. Each student works with the same counselor all four years. This system encourages a strong student-counselor relationship and ensures that each student's individual four year plan will be re-visited and adjusted yearly so that each student has a strong grasp of what classes they will take and what goals they would like to achieve while at El Camino High School. Counselors are also available to assist students with their personal and social needs. The Counseling Department not only focuses on students' educational needs, but also provides a trained ear to listen to the issues and concerns that face teenagers every day. Our counselors work to create a positive school environment, mediate conflicts between students, and connect students and parents to relevant resources on and off campus. The School Loop counseling website provides access to tutoring resources, outside mental Health and social support, as well as streamlined information for college and careers help.

In addition to the academic counselors, El Camino employs one full time College and Career Coordinator who is responsible for bringing different outside resources to the student body such as local internships, job shadows, different volunteer opportunities and career exploration. Students also have access to college presentations, scholarship opportunities and summer opportunities through the college and career center. Each October the counseling department dedicates one week to college exploration. Each day of the week has different college activities culminating with a college fair on campus, which includes numerous college representatives and different career options available for all students to explore. Each grade level also attends a workshop by the counseling department where the students explore career and major options, as well as create accounts on CSUmentor so that they can follow and chart the different classes needed to be eligible for a four year university. The counseling department assists student with their academic success and individualized learning plans through a variety of resources. Counselors

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present to students in their English classes once a year to review transcripts, course selection, credit recovery options and graduation and college eligibility criteria. The goal from the presentation is that students will be experts in understanding career pathways, being able to read their transcript and picking the correct classes they need to be able to reach the goals they have set for themselves. The counseling office is open and available for individual student walk-ins before school at lunch or after school. If a student is not available to come to see a counselor during this time, they are able to fill out a request form and their counselor will call them out of class. Peer Leaders are available to assist students in need. Sometimes students feel more comfortable talking with a peer rather than an adult. These trained students can help with family issues, peer mediations, relationship struggles, as well as academic problems.

B. Direct Connections

Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and Health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and Health services, or referral services.*

Findings	Supporting Evidence
ECHS offers has a variety of academic interventions such as SST (Student Study Teams) meetings involving teachers, parents, counselors and students, 504 Plans, peer counseling and homework center four days a week. Our Counseling Department also helps refer families to outside agencies for housing, food, mental, and health services when needed.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys
Students are encouraged to investigate collegiate and vocational opportunities through the community to gain experience and better prepare our students for life after high school. Our counselors and career center coordinator work together to bring and to advertise potential opportunities that would benefit our students to either work at or do community services.	504 Plans Homework Center Brochures by outside agencies Four year plan College visits

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C. Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school Leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school Leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
At ECHS one of the things that each student has is a four-year plan that is created with the student's counselor to map out their four years of high school. Student get to select their elective courses that are of interest and the conversation is start for post-secondary education which was one of the schools ESLRs.	Four Year Plan Form
Teachers have been receiving more training this year with the increase in collaboration days and professional development opportunities which the district is using the train the trainer model which staff then presents to their schools.	Professional Development Calendar
The district has also make an attempt to increase collaboration between the three high schools in the district to start increase the use of common language and instructional shifts that will benefit our students with the common core.	

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D. Support Services and Learning

Indicator: The school Leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school Leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
El Camino offers courses and curricular support for each individual student in many ways. ELD courses provide new English speakers/learners with a qualified teacher and curricular program that meets state language development requirements. The a placement test is administered to students prior to their ELD placement and the CELDT test annually thereafter to measure students' progress and promotion within the ELD program. Proper placement ensures each individual students success.	Mission Statement ESLRs School Handbook CELDT Testing Data Master Schedule AVID Curriculum and placement data IEP and 504 plans
Our AVID program includes a cohort class each of students in grades 9-12. Starting in the ninth grade, a class is paired with a trained staff member that will be their teacher for the next four years. The AVID program gives students, who could really flourish with the right support, the opportunity to thrive and reach their true potential. This course is highly individualized and each student's progress is tracked and properly supported throughout their high school career.	Four year plans SST meetings
Students in the Special Education Department are assigned a case manager who will carry out Individual Education Plan meetings with a team consisting of the student, parent, administrator, counselor and teacher. In these meetings a four-year plan is put into place to help the student meet their graduation goals. Some special education students are mainstreamed into general education classes. In the case teachers and case managers collaborate regularly and work together to support their student's success. Qualifying students have access to a speech pathologist as well as county mental Health services free of charge. Academic intervention is made up of several levels designed to address individual	

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learning needs. Twice a year the counseling department sends deficient letters home to parents of students who are lacking credits and struggling academically. In the letter the counselors ask the parents to request a meeting to discuss ways to support their student's success. If a student is continually struggling after interventions have been put into place an SST (Student Success Team) meeting can be called. A SST consists of the student's teachers, counselor, administrator and parents. The meeting is held to brainstorm the student's strengths and weaknesses and determine the appropriate academic strategies the student may need. Some students qualify for an individual 504 plan and different accommodations are put in place to assist the student in the classroom.

E. Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

Findings	Supporting Evidence
While the accessibility to AP classes has increased since the last WASC visit six years ago, the master schedule strives to meet the needs of college preparatory students, yet those students planning on not pursuing a post-secondary education lack suitable electives for career readiness.	Master Schedule Summer school data Mission Statement Student and Faculty Surveys
Summer school classes are limited to students in credit recovery. The number of classes available for enrichment has been reduced drastically making it more difficult for students who want to pursue specialized programs such as AVID, performing arts, athletics, or student Leadership.	

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This year, a zero period is offered for some band students for the first time in order to provide some schedule flexibility.

The faculty continues to evaluate alternative schedules, but no consensus that meets most of the teachers' needs and contractual obligations has been reached. The needs of the students need to be balanced with the needs of the staff in order to provide a master schedule that may begin to fulfill the purpose and vision of this school. According to the Faculty and Student Surveys, 58% of students and 70% of teachers would like to explore a new schedule. A schedule committee has formed yet again during the 2014-2015 school year with the intent of piloting a schedule to include collaboration time and increase student successes.

F. Co-Curricular Activities

Indicator: School Leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
The co-curricular programs based on specific classes (i.e. AVID, band, dance, Leadership, etc.) each follow their prescribed curriculum and standards. Each program is developing strategies to support the Common Core State Standards. All programs assist their students in succeeding in all their classes.	Mission Statement ESLRs Student and Faculty Surveys Master Schedule CADA/CASL Leadership and Student Activities Standards Manual Elective Syllabi
Other than AVID, Leadership, and advanced levels of the performing arts, students may sign up for electives during individual spring meetings with their counselors. AVID and Student Leadership classes require an interview process in order to take the course along with having to maintain GPA standards in order to remain in the class. Advanced performing arts electives require auditions in which students demonstrate a predetermined standard level of skill to qualify for entrance to the class. Many of these students are motivated to succeed in all their classes in order to secure their position	

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in these electives.

According to the student survey, only 34% feel “well-informed” about the Common Core State Standards and may not see a connection between curricular activities to the standards and outcomes. The student population responded on the survey that a third disagree, a third are neutral and the other third agree that they understand the standards and feel that their teachers address them. The students continued to be divided on the availability of electives with 300+ disagreeing with their being an adequate number and variety of electives and 500+ agreeing that El Camino provides a satisfactory amount. The faculty reflects a much sharper division on the issue of elective choice with 38 of 47 teachers recommending more electives need to be made available with a particular emphasis on career-based pathways for those students choosing not to pursue a post-secondary education degree. Both students and faculty expect that elective options would help address both critical learner needs by providing more opportunities for students success and rigorous challenges to develop critical thinking skills.

G. Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
The student Leadership class attempted to use spirit points to track all student involvement in clubs, sports, and participation in all spirit activities, dances, mock trials, link crew, etc. The system did not work consistently and has since been revamped for this school year. The Leadership students now go into every fourth period class to count participants individually and they count each attendee who purchases tickets. Student Leadership also measures faculty participation and awarded “a most spirited teacher award” last year for the first time. The Leadership class expects to issue “a most spirited student award” as well as recognize the top ten most involved students on campus. Both “most spirited”	Leadership Curricula Leadership meeting minutes Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys

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awards and the list of most involved individuals is based upon a point system in which points are earned by attendance and contributions.

For the past several years, the student Leadership class hosts a Recognition Week. The week is held just before the last two weeks of the school year. Each day of the week honors a particular aspect of campus life: performing arts, athletics, clubs, academics. The Friday of the week is a culmination of the events and honors the winners of the Senior Awards Night at a final farewell/recognition rally. The names of all students who have participated in at least one aspect of campus life are printed onto a symbolic die-cut that is posted on the walls inside our main academic building. Students love to find their names and appreciate being acknowledged for their participation in El Camino High School.

The school has no other formal measures to determine student involvement in activities and use of support services.

Additional Online Instruction Prompt: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
The club Students in Action (SIA) monitors all community service events as part of its charter. SIA works with the Inter-club Council (ICC) to collect club and service data. All clubs are required to fulfill a minimum of ten volunteer service hours per semester, and many exceed this amount. Clubs fill out their community service forms, and seniors complete their Capstone Project, which requires fifteen hours of volunteering. SIA compiles this data, which is then presented to the Jefferson Awards Foundation. During the 2013-2014 school year, the El Camino student body completed 1515.5 service hours. 157 students self-reported these hours which is 10.8% of our total student population.	SIA Prezi report to Jefferson Awards ECTV segments
As of 2013, the school no longer regularly produces a student-generated newspaper or a school newsletter to parents. In addition, ECTV (the closed-circuit TV news announcements)	

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has had difficulty getting back up off the ground. Technological updates are necessary to bring back what was our most effective means to inform and recognize students for their achievements and participation.

Student involvement has decreased noticeably in all arenas of involvement since losing these public forums. Attendance at all sporting events, dances, shows, fundraisers, etc. have lost enough participation to warrant cancellation in many cases.

New forms of business partnership have been recommended to replace what has been lost, particularly in the area of social media. These opportunities have been denied thus far due to taking a conservative approach towards these companies that would require a certain degree of commercial involvement.

H. Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
The students appreciate El Camino High School for providing a quality education, yet they would appreciate more access to diverse learning opportunities. The students would like the school to communicate these opportunities more publicly so that they would know when to sign-up for any field trips or guest speakers. The students expressed a need for career talks and more job shadow placements or even the possibility of a mentorship program with teachers or local workers to provide a big brother/big sister type of relationship.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student Surveys
Students stressed that the lack of ECTV hurts the school's ability to publicize any news. Students tend to not listen to daily assignments or read emails or the home page of the school website. Some students recommend an El Camino High School app for smart phones and social media that would be connected to school news, event reminders, and links to educational resources.	

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I. Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
El Camino High School is always focused on ensuring that students have the opportunity to succeed. Although some students have felt disconnected to the school due to turnover in the faculty, counseling, and administrative departments, students have expressed that El Camino High School is still a place of learning and a source of community pride. The students acknowledge that the school may not be what they perceived it to be compared to their older siblings or parents, but they would prefer to be at El Camino rather than other nearby schools. Our Counseling Department continues to inform and plan with each individual student a four-year plan of success. Low-performing students' needs are constantly being addressed through IEPs and SSTs. Teachers often provide extra assistance in class, outside tutoring, and parent-student-teacher conferences to prevent a student from failing. The degree to which students and parents take advantage of these opportunities varies per student. Typically, students who seek clubs, sports, activities, and services find what they need. In the past couple of years, several new clubs have been founded by students to meet their interests such as Cosmetology, Red Cross, Japanime and Students in Action. Many students propose their club or activity to student government who then approves their requests. This has led to a more dynamic campus culture as the new activities begin to garner interest from the student body. One particular proposal that took a couple of years to reach fruition was to have a joint dance with South San Francisco High School. In December 2014, a combined Winter Ball was held at the local municipal building. The sold out event met the students' desire to bring our community together creating a sense of solidarity in South San Francisco.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys

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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The El Camino High School campus culture has long been a strong asset of the school. The school believes in helping every student succeed academically and socially, while promoting the pursuit of their interests. Though a pupil tends to be more successful when asking for help, the school community reaches out to help each individual when warranted. Whether its counseling services to prevent a student from failing or clubs providing tutoring or link crew holding cocoa and cram sessions to teach freshmen how to study for their first finals, El Camino has a collective approach to strengthen students' academic foundation. Students are always being challenged to think globally, while their own technical skills often challenge the school district to adjust accordingly to use technology as an educational tool. El Camino continues to align curriculum to Common Core State Standards with an approach to prepare students toward the Capstone Project that has a goal to create a 21st Century citizen.	Mission Statement ESLRs School Handbook Student Planner (list of clubs) Student, Faculty, Parent and Classified Surveys

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WASC Category E

School Culture and Support for Student Personal and Academic Growth Strengths and Growth Needs

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

El Camino High School possesses a resilience to overcome the challenges it faces from year to year. In the past six years since the last WASC visit, El Camino High School went from being “The Most Spirited School in the Bay Area” according to local radio station competitions to facing the challenges of negative press in local media. Although the local community questions how El Camino will handle the challenges of employee turnover, CCSS, technology, and employee and student conduct, El Camino continues to hold a place of pride in the Bay Area. Most students will express a preference for El Camino rather than many other schools. After interviews with several vendors that work with dozens of Bay Area high schools, all of them are impressed by the positive school culture that they perceive compared to most schools. In particular, the vendors comment on an overall cleanliness, friendliness conveyed by the students and staff, and sense of pride evidenced by the decorations around campus and the way students carry themselves.

Despite the administrative turnover in the past few years, the staff and faculty who have been hired enthusiastically embody the school spirit that constitutes Colt Pride. The faculty perseveres through the obstacles that could hinder a school’s success in order to nurture the students. Many of the students know something is happening superficially, yet the challenges never seem to affect the students directly. Many of the newer faculty members adapt to the school culture and serve as the biggest proponents to encouraging student and faculty involvement. With a goal of trying to improve academic success, the faculty continues to explore different possibilities to create more collaboration time often by volunteering their own time to consult with one another in committees. The Counseling Department has also experienced a significant amount of turnover; however, each new counselor is trained quickly and has established significant personal connections. They have bonded with each other and made themselves accessible to the faculty to further create a sense of a team approach to assist all students.

Phil Boyte, the founder of Link Crew and a motivational speaker who inspires students throughout the United States and Canada, hosts an annual conference for Student Body Presidents in San Ramon. He recommends to all the visiting schools from out-of-state to visit certain schools while they are here and El Camino High School is one of them. The student Leadership class has hosted students from Manitoba, Eastern Washington, and Quebec, as well as conducted Leadership exchanges with other nearby high schools. This spirit of cooperation has opened the eyes of the students that we are part of a larger global society and they continue to use social media to further deepen those relationships.

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The student Leadership class networks with schools from other districts in order to help train each other and coordinate future service and activity projects. In June 2014, El Camino joined nearby South San Francisco, Westmoor, and Jefferson High Schools. The training led to deeper understandings of the obstacles each school faces. Student leaders from each school have since visited each other to shadow each class and observe events. The next step is to include the six schools of the San Mateo Union High School District. Preliminary discussions have begun to organize summer training for twelve different schools.

Although the number of parents participating is much fewer than the school would prefer, the parents who are involved believe and sacrifice much of their time for their students and El Camino. Many of the parents are alumni and do their best to continue the legacy that is Colt Pride. The sports boosters fundraise throughout the year to provide uniforms and transportation for the student athletes. Two of the parent leaders are former ASB Presidents of El Camino and preach what it means to wear the school colors on their uniforms. The core parents of the PTSA are increasing their involvement in the past few years in order to help the school confront the obstacle of lack of funding. A particular set of dedicated parents who go above and beyond many of the other booster groups is the Elegant Evening committee – these individuals are responsible for setting up the school's largest fundraiser with a formal dinner dance and auction. Many of the school's co-curricular programs have a budget thanks to this event.

During the 2013-2014 school year, the English department converted all its English 4CP classes to ERWC. This shift in focus of literature-based curriculum to more college and career preparedness is attempting to provide more of a foundation for students and increase their opportunities for success no matter what field of study or career they choose. ERWC with the senior Capstone Project not only unites the senior class but also encourages students to come up with a call-to-action for the community. The seniors then presented their projects during an exhibition evening in which they reached out to the hundreds of community members attending. Many seniors felt a sense of accomplishment in themselves and their peers as they conversed with local residents and business leaders about global issues on a local scale. The inaugural exhibition night in May 2014 has inspired many underclassmen and resulted in their pre-planning to consider their topics and volunteer at non-profit organizations. The next step is to further unite our community by combining the exhibition night along with South San Francisco High School.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

El Camino High School strives to meet the needs of all its students, yet some areas of concern exist for different stakeholders. Faculty and administration have been trying to accommodate students' need for an expanded elective program. The school prioritized increasing availability of AP classes and getting students on an A-G CSU/UC college track, yet this emphasis does not satisfy the needs of those students who are not pursuing a post-secondary degree. The school needs to develop a system of career pathways/electives to train the students for the workforce. The school has observed through this reflective process that the students need to enhance their skills in typing, using programs such as MS Word and Excel, and researching and being able to think critically to ascertain answers.

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The lack of consistency and transparency in the enforcement of many school district discipline and procedural policies contributed partly to the dissatisfaction of students and faculty. Employees who felt strongly about improper treatment or application of policy declined to return to the school. Most faculty members seek improvement in this area, and recent changes in administration hopefully will lead to more cohesion within the staff and faculty.

Many faculty and students believe that the lack of consistency has contributed in part to the prevailing sense that the level of disrespect among students is on the rise leading to further discipline and cleanliness issues pointed out in the student survey results. Although teachers try to be present to dissuade misbehavior, students express that a lack of consequences for discipline infractions allows students to feel invincible. Oftentimes students act with no regard for their actions nor do they seem to realize that their actions are inappropriate. Teachers find it difficult to hold students to a standard that no longer seems applicable both in school and in society.

El Camino needs to work in concert with its staff, faculty, parents, students, and community leaders to address the disrespect. Although steps are being taken to address cyber-bullying and inappropriate language, an effective collaboration plan has yet to have been enacted to stop the increasing degrees of defiance and blatant disregard for what is considered to be acceptable behavior.

Many students have expressed dissatisfaction with the district supplied meals, and often complain that the meals are unappetizing. The school board recently invited vending machine suppliers to pitch a proposal to the students; however, these options will only address the vending machine options and not the hot meals that are often just reheated. The faculty no longer eats in the cafeteria since the kitchen has discontinued providing salads, sandwiches, and hot meals in the faculty lounge.

A particular source of discontent for many students, clubs, sports and student Leadership is the state of disrepair of the ECTV system. ECTV was a closed-circuit system that would broadcast the daily announcements, features by the video art class, promotional videos for all activities. Although attempts have been made to share news and feature videos through YouTube and have teachers project them in class, the communal experience of everyone watching ECTV and then discussing what they viewed has ended. ECTV was a talking point that brought a sense of community. The attendance at events and fundraisers has severely declined, often to the point of cancellation.