Focus on Learning
Self-Study Report
2014-2015

Appendices



Glossary of Terms

ACT	American College Testing Program – a standardized test used for college admissions.
A-G Requirements	Specific courses, required for entry to the University of California, that include a) history/social studies; b) English; c) math; d) laboratory science; e) foreign languages; f) visual and performing arts; g) college preparatory electives
AP	Advanced Placement
API	Academic Performance Index – a single number on a scale from 200 to 1,000 that indicates how well students in the school performed on a pervious spring's CST and CAHSEE tests. A component of the AYP
ASB	Associated Student Body
AVID	Advancement Via Individual Determination – a college readiness system that is designed to increase schoolwide learning and performance
AYP	Adequate Yearly Progress – a measure of a school's ability to meet Requirements set by the 2001 Federal No Child Left Behind Act (NCLB)
BTSA	Beginning Teacher Support and Assessment – a District support program for teachers with a preliminary California teaching credential
CAHSEE	California High School Exit Exam – a state high school graduation Requirement
CELDT	California English Language Development Test – a test used for the placement and assessment of English Language Learners
CST	California Standards Test that is administered annual to all students, grades 9 through 11.
EAP	Early Assessment Program developed by the State and California State University through which students in grade 11 are tested for college Readiness in English and mathematics

ELL	English Language Learners
ELD	English Language Development – an immersion program for students who have limited English language abilities.
ELD Coordinator	English Language Learner Coordinator – a staff member who teaches the ELD courses and monitors our ELL students
ESLRs	Expected Schoolwide Learning Results – a list of abilities stakeholders want the school's students to exemplify
IEP	Individual Education Program created for Students with Special Needs
PTSA	Parent Teacher Student Association
ROP	Regional Occupational Program –a program providing career technical education to high school students.
SARC	School Accountability Report Card – a report providing a statistical snapshot of a school
SAT	The SAT Reasoning Test (formerly the Scholastic Aptitude Test) – a standardized test used for college admission
SDAIE	Specially Designed Academic Instruction in English – strategies used to make course content more accessible to English Learners
Section 504	Referencing the section in the Education Code that guarantees certain rights to individuals with disabilities, including the right to full participation and access to a free and public education to all children regardless of the nature or the severity of the disability
SPSA	Single Plan for Student Achievement – the school's local plan for improving student achievement
SSC	School Site Council – composed of the principal and elected stakeholders who approve the school's SPSA
WASC	Western Association of Schools and Colleges – one of six regional School accreditation associations in the US

ECHS MISSION STATEMENT

El Camino High School's mission is to provide all students with a rigorous and supportive academic, elective, and extra-curricular program in an environment that embraces diversity and promotes respect for all.

ECHS ESLRs

EXPECTED SCHOOL-WIDE LEARNING RESULTS

EL CAMINO HIGH SCHOOL
COMMUNITY OF LEARNERS
SOUTH SAN FRANCISCO
EL CAMINO HIGH SCHOOL

Critical thinking

Every student will read, write, speak, and listen effectively and critically.

Open - mindedness

Every student will practice social responsibility and acceptance with respect to self and others.

Literacy

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

Technology

Every student will practice responsible and effective use of technology.

Service

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

HANDCRAFTED BY GPSAMSON '15

ECHS ~ SSFHS
2014-15 Bell Schedule
Updated 10-2-14 12 Early Releases

Regular			
Pd	Time	Min	
1	8:16-9:12	56	
Passing	9:12-9:18	6	
2	9:18-10:14	56	
Passing	10:14-10:20	6	
Announcements	10:20-10:24	4	
3	10:24-11:20	56	
Passing	11:20-11:26	6	
4	11:26-12:22	56	
Passing	12:22-12:27		5
L	12:27-12:57		30
Passing	12:57-1:02	5	
5	1:02-1:58	56	
Passing	1:58-2:04	6	
6	2:04-3:00	56	
	Instr. Min	369	
	Non. Instr. Min.		35
	Total Min	404	

Regular	162	369	59778
Wednesdays	12	299	3588
Finals	6	246	1476
Assembly	TBA		

TOTAL	180		64842
REQUIRED			64800
DIFF			42

Finals			
Pd	Time	Min	
T.B.A.	8:16-10:16	120	
Passing	10:16-10:22	6	
Brunch	10:22-10:32		10
T.B.A.	10:32-12:32	120	
	Instr. Min	246	
	Non Instr. Min		10
	Total Min	256	
	Total Min	0	

Assembly Schedule 1			
Pd	Time	Min	
First	8:16-9:01	45	
Passing	9:01-9:07	6	
2	9:07-9:52	45	
Passing	9:52-9:58	6	
3A	9:58-10:52	54	
Passing	10:52:10:58	6	
3B	10:58-11:53	55	
Passing	11:53-11:59	6	
4	11:59-12:44	45	
Passing	12:44-12:49		5
Lunch	12:49-1:19		30
Passing	1:19-1:24	5	
5	1:24-2:09	45	
Passing	2:09-2:15	6	
6	2:15-3:00	45	
	Instr. Min	369	
	Non. Instr. Min.		5
	Total Min	374	

Early Release Wednesday			
Pd	Time	Min	
1	8:16-9:01	45	
Passing	9:01-9:07	6	
2	9:07-9:52	45	
Passing	9:52-9:58	6	
3	9:58-10:43	45	
Passing	10:43-10:49	6	
4	10:49-11:34	45	
Passing	11:34-11:39		5
Lunch	11:39-12:09		30
Passing	12:09-12:14	5	
5	12:14-12:59	45	
Passing	12:59-1:05	6	
6	1:05-1:50	45	
Collab	1:50-3:00		70
	Instr. Min	299	
	Non Instrr. Min.		105
	Total Min	404	

Assembly Schedule 2			
Pd	Time	Min	
1	8:16-9:04	48	
Passing	9:04-9:10	6	
2	9:10-9:58	48	
Passing	9:58-10:04	6	
3	10:04-10:52	48	
Passing	10:52-10:58	6	
4	10:58-11:46	48	
Ann.	11:46-11:52	6	
Passing	11:52-11:57		5
Lunch	11:57-12:27		30
Passing	12:27-12:32	5	
5	12:32-1:20	48	
Passing	1:20-1:26	6	
6	1:26-2:14	48	
Rally	2:14-3:00	46	
	Instr. Min	369	
	Non Instrr. Min.		35
	Total Min	404	
	Total Min	0	

Early Release Collaboration Dates
12 days w/70 minutes to collaborate
9/3/2014, 9/10/14, 9/17/14, 9/24/14, 10/1/14,

10/29/14, 11/5/14, 11/12/14, 11/19/14, 12/3/14,
2/4/15, 3/4/15

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Gary Gooch
Michael Zozos

SSFUSD
EC High School
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2015-01-5

Counselors
A. Holder
T. Resendiz
L. Sanguinetti
P. Vlahakos

Teacher	Subject	Period 1 8:16 - 9:12	Period 2 9:18 - 10:14	Period 3 Announcements: 10:20-10:24 10:24 - 11:20	Period 4 11:26 - 12:22	Period 5 1:02 - 1:58	Period 6 2:04 - 3:00
Agvanian, Matt	Foreign Lang.	Spanish 1 46	Spanish 2 46	Prep	Spanish 1 46	Spanish 1 46	Spanish 1 46
Ardinger, Patrick	English	Prep	English 2CP 32	English 2CP 32	ERWC 32	ERWC 32	Yearbook 5/32
Arnoldy, Jacqueline	Foreign Lang.	Spanish 1 22	Spanish 1 22	Prep	Spanish 2 22	Spanish 2 22	Spanish 2 22
Aytac, Margaret	Math	Pre-Calculus 48	Algebra 2 48	Algebra 2 48	Prep	Pre-Calculus 48	Pre-Calculus 48
Baldridge, Angela	Arts	Prep	Art 2 53	Art 2 53	Art 2 53	Art 2 53	Art 3 53
Batista, Michele	SPED	Acad. Inst. 77-201	Acad. Inst. 77-201	Acad. Inst. 77 Biology	Acad. Inst. 77 Life Science	Acad. Inst. 77	Prep
Bochow, Michel	Foreign Lang.	Spanish 2 24	Spanish 2 24	AP Spanish 24	Prep	Spanish 2 24	Spanish 2 24
Bostwick, James	Social Science	Prep	Frosh.Seminar 20	US History 20	US History 20	US History 20	Frosh.Seminar 20
Bowman, Carrissa	Arts	Ceramics 2 52	Prep	Ceramics 2 52	Ceramics 3-5 52	Ceramics 2 52	Ceramics 2 52
Buchanan, David	Math	Algebra 1 47	Prep	Algebra 1 47	Algebra 1 47	Algebra 2 47	Algebra 2 47
Cea, Glenda	Math	Geometry 45	Geometry 45	Geometry 45	Prep	Geometry 45	Geometry 45
Compton, Joel	Social Science	AP Goverment 18	AP Goverment 18	Economics 18	Economics 18	Economics 18	Prep
Connery, Megan	Math					Algebra 1 43	Algebra 1 43
Cosico, Jeff	P.E.	Prep	P.E. 9 Gym	P.E. 10 Gym	P.E. 10 Gym	P.E. 10 Gym	A.D.Prep
Cresta, James	Arts	Health/Career 62	Health/Career 62	Prep	Health/Career 62	Health/Career 62	Health/Career 62
Crockett, Thomas	Arts				Drama 1 Aud.	Drama 1 Aud.	Drama 2-4 Aud.
Durfee, Alicia	Foreign Lang.	Spanish 1 78	Spanish 3 78	Spanish 1 78	Prep	Spanish 3 78	Spanish 1 78
Edwards, Phillip	SPED	Acad.Inst. 55 Government	Acad.Inst. 55 US History	Study Skills 55 Push-in	Study Skills 55	Prep	Independent Liv 55
Fajardo, Monica	Science	Prep	Biology 101	Biology 101	Chemistry 101	Chemistry 101	Chemistry 101
Finacom, Richard	Math	AP Cal AB 43	AP Cal AB 43	AP Cal AB 43	Algebra 2 43		
Galela, Raymond	Arts	Zero period Jazz 1st period Prep	Chorus & Ad Ch. Choral	Prep	Concert Band	Symphonic Band	Jazz Ensemble Band
Hawkinson, Brian	Social Science	US History 19	AP US History 19	AP US History 19	Prep	US History 19	US History 19
Jacobson, Eric	P.E.	P.E. 10 Gym	P.E. 10 Gym	P.E. 9 Gym	P.E. 10 Gym	Prep	Adv. P.E. Gym
Jenks, Natalie	English	English 3CP 41	English 3CP 41	Prep	English 3CP 41	ELD. 3 41	EL Lang Lab 3 41
Jordan, David	Science	Biology 201	Biology 201	Biology 201	Earth Science 201	Earth Science 201	Prep
Jordan, Jolene	Science	Chemistry 102	Chemistry 102	Chemistry 102	Prep	Chemistry H 102	Chemistry H 102
Korry, Nancy	SPED	Acad. Inst. 67 Reading	Acad. Inst. 67 Math	Career Skills 67 PE	Career Skills 67	Ind. Living 67	Acad. Inst. 67 Economy

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Kwan, Tiffany	Social Science	US History 21	US History 21	M W History 21	M W History 21	M W History 21	Prep
Lam, Cindy	English	English 1H 30	English 1H 30	ERWC 30	English 1H 30	Prep	ERWC 30
Lau, Sonny	Math	Algebra 2 7	Prob. & Stats 7	Algebra 2 7	Ex.Computer Sci 7	Prob. & Stats 7	Prep
Lauderdale, Rachel	English	English 1CP 34	English 1CP 34	AVID 12 34	Frosh.Seminar 34	English 1CP 34	Prep
Loi, Stephanie	Math	Prep	Geometry 10	Geometry 10	Geometry 10	Geometry 10	Geometry 10
Macandog, Maria	Science	Biology 202	Biology 202	Biology 202	Biology 202	Prep	Biology 202
Martinez, Ivan	SPED	Acad. Inst. 60 Math Gen	Acad. Inst. 60 Algebra .5A	Prep	Acad. Inst. 60 Geometry	Acad.Inst. 60 Push-in	Acad. Inst. 60 Algebra .5B
McHale, Stephannie	English	English 2CP 1	English 2CP 1	AVID 9 1	Prep	English 2CP 1	English 2CP 1
Miller, Jason	SPED	Prep	Acad. Inst. 60A Push-in	Acad. Inst. 60A Study Skills	Acad. Inst. 60A Study Skills	Acad. Inst. 60A English 1	Acad. Inst. 60A Study Skills
Miranda, David	Foreign Lang.	Spanish 3 23	Spanish 3 23	Spanish 2 23	Spanish 3 23	Prep	Spanish 2 23
O'Brien, Judy	English	English 3CP 2	English 3CP 2	English 3CP 2	Prep	English 3CP 2	English 3CP 2
Odom, Hillary	SPED	Study Skills 76	Acad. Inst. 76 English 2	Study Skills 76	Prep	Acad. Inst. 76 English 1-2	Prep
Ofrecio, Christine	Math	Prep	Pre Calculus 11	Pre Calculus 11	Pre Calculus 11	Algebra 1 11	Pre Calculus 11
Oliviera, Erin	P.E.	P.E. 9 Gym	P.E. 9 Gym	P.E. 11/12 Gym	Prep	P.E. 10 Gym	P.E. 10 B Gym
Padilla, Derek	English	Film Literature 13A	Film Literature 13A	Creative Wrtng 13A	St. Leadership 13A	I/S St. Ldrshp 13A	Prep
Panosian, Sevana	English	Prep	English 4AP 27	English 1CP 27	English 4AP 27	English 4AP 27	English 4AP 27
Perkins, Rachel	Math	Algebra 2H 44	Algebra 1 44	Algebra 2H 44	Algebra 1 44	Prep	Algebra 2H 44
Perusse, Erin	Social Science	Economics 8	Economics 8	AVID 10 8	AP US History 8	Economics 8	Prep
Pine, Christopher	English	ERWC 12	ERWC 12	English 2CP 12	ERWC 12	Prep	English 2CP 12
Piskel, Jennifer	SPED	Acad. Inst. 54 English 3	Acad. Inst. 54 English 4	Acad. Support 54 English 3-4	Prep	Acad. Support 54 Career Skills	Acad. Support 54 Study Skills
Ravano, Kathleen	Science	Physics 104	Chemistry 104	Prep	Physics 104	Physics 104	Physics 104
Rivera, Daniel	Science	Marine Science 204	Prep	Biology 204	Marine Science 204	Biology 204	Biology 204
Robbins, Breeana	Art	Photo 2 51 Adv	Prep	Video Art 63 Adv	Video Art 63 Adv	Video Art 63 Adv	Photo 2 51 Adv
Schneider, Mike	English	Prep	English 1CP 29	English 1CP 29	English 1CP 29	English 1H 29	English 1CP 29
Seitz, Alexander	Social Science	Frosh. Seminar 6	M W History 6	Prep	M W History 6	Frosh. Seminar 6	M W History 6
Smith, Daniele	Science	Adv.Biology 40	Adv.Biology 40	AP Biology 40	AP Biology 40	Adv.Biology 40	Prep
Sobrero, Mary	English	AP Lang&Comp 33	AP Lang&Comp 33	AP Lang&Comp 33	Frosh. Seminar 33	AP Lang&Comp 33	Prep

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Souza, Matthew	Library	Lib. Media Center	Lib. Media Center	Lib. Media Center	Lib. Media Center	Lib. Media Center	Lib. Media Center
Stevenson, Feleciana	Art	Dance 1 61A	Dance 2 61A	Dance 3-4 61A	Prep	Adv. Dance 61A	Dance 1 61A
Sutton, Jeffrey	English	English 2H 28	English 2H 28	English 2H 28	English 2CP 28	English 2H 28	Prep
Torres, Douglas	P.E.	P.E. 10 Gym	P.E. 10 Gym	P.E. 10 Gym	P.E. 9 Gym	P.E. 11/12 Gym	Prep
Vinski, David	Social Science	Psychology 14	Psychology 14	Psychology 14	Psychology 14	Prep	Goverment 14
Wallace, Nicole	Social Science	AP M W History 16	AP M W History 16	AVID 11 16	AP M W History 16	Prep	Prep
Westberry, Kevin	SPED	Acad. Inst. 42 Study Skills	Prep 42	Acad. Inst. 42 Study Skills	Acad. Inst. 42 Study Skills	Acad. Inst. 42 Study Skills	Acad. Inst. 42 Study Skills
Winkelbauer, Imelda	P.E.	P.E. 9 Gym	Prep	P.E. 9 Gym	P.E. 9 Gym	P.E. 9 Gym	P.E. 9 Gym
Wray, Jennifer	Foreign Language	French 2 31	French 3 31	Prep	French 2 31	French 1 31	French 1 31
Yanover, David	Social Science	M W History 17	M W History 17	Economics 17	M W History 17	Work Ex. 17	Work Ex. 17

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Robbins, Breeana	Art	Photo 2 51 Adv	Prep	Video Art 63 Adv	Video Art 63 Adv	Video Art 63 Adv	Photo 2 51 Adv
Stevenson, Feleciana	Art	Dance 1 61A	Dance 2 61A	Dance 3-4 61A	Prep	Adv. Dance 61A	Dance 1 61A
Baldridge, Angela	Arts	Prep	Art 2 53	Art 2 53	Art 2 53	Art 2 53	Art 3 53
Bowman, Carrissa	Arts	Ceramics 2 52	Prep	Ceramics 2 52	Ceramics 3-5 52	Ceramics 2 52	Ceramics 2 52
Cresta, James	Arts	Health/Career 62	Health/Career 62	Prep	Health/Career 62	Health/Career 62	Health/Career 62
Crockett, Thomas	Arts				Drama 1 Aud.	Drama 1 Aud.	Drama 2-4 Aud.
Galela, Raymond	Arts	Zero period Jazz 1st period Prep	Chorus & Ad Ch. Choral	Prep	Concert Band	Symphonic Band	Jazz Ensemble Band
Ardinger, Patrick	English	Prep	English 2CP 32	English 2CP 32	ERWC 32	ERWC 32	Yearbook 5/32
Jenks, Natalie	English	English 3CP 41	English 3CP 41	Prep	English 3CP 41	ELD. 3 41	EL Lang Lab 3 41
Lam, Cindy	English	English 1H 30	English 1H 30	ERWC 30	English 1H 30	Prep	ERWC 30
Lauderdale, Rachel	English	English 1CP 34	English 1CP 34	AVID 12 34	Frosh.Seminar 34	English 1CP 34	Prep
McHale, Stephannie	English	English 2CP 1	English 2CP 1	AVID 9 1	Prep	English 2CP 1	English 2CP 1
O'Brien, Judy	English	English 3CP 2	English 3CP 2	English 3CP 2	Prep	English 3CP 2	English 3CP 2
Padilla, Derek	English	Film Literature 13A	Film Literature 13A	Creative Wrtng 13A	St. Leadership 13A	I/S St. Ldrshp 13A	Prep
Panosian, Sevana	English	Prep	English 4AP 27	English 1CP 27	English 4AP 27	English 4AP 27	English 4AP 27
Pine, Christopher	English	ERWC 12	ERWC 12	English 2CP 12	ERWC 12	Prep	English 2CP 12
Schneider, Mike	English	Prep	English 1CP 29	English 1CP 29	English 1CP 29	English 1H 29	English 1CP 29
Sobrero, Mary	English	AP Lang&Comp 33	AP Lang&Comp 33	AP Lang&Comp 33	Frosh. Seminar 33	AP Lang&Comp 33	Prep
Sutton, Jeffrey	English	English 2H 28	English 2H 28	English 2H 28	English 2CP 28	English 2H 28	Prep
Durfee, Alicia	Foreign Lang.	Spanish 1 78	Spanish 3 78	Spanish 1 78	Prep	Spanish 3 78	Spanish 1 78
Agvanian, Matt	Foreign Lang.	Spanish 1 46	Spanish 2 46	Prep	Spanish 1 46	Spanish 1 46	Spanish 1 46
Arnoldy, Jacqueline	Foreign Lang.	Spanish 1 22	Spanish 1 22	Prep	Spanish 2 22	Spanish 2 22	Spanish 2 22
Bochow, Michel	Foreign Lang.	Spanish 2 24	Spanish 2 24	AP Spanish 24	Prep	Spanish 2 24	Spanish 2 24
Miranda, David	Foreign Lang.	Spanish 3 23	Spanish 3 23	Spanish 2 23	Spanish 3 23	Prep	Spanish 2 23
Wray, Jennifer	Foreign Language	French 2 31	French 3 31	Prep	French 2 31	French 1 31	French 1 31
Souza, Matthew	Library	Lib. Media Center	Lib. Media Center	Lib. Media Center	Lib. Media Center	Lib. Media Center	Lib. Media Center

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Aytac, Margaret	Math	Pre-Calculus 48	Algebra 2 48	Algebra 2 48	Prep	Pre-Calculus 48	Pre-Calculus 48
Buchanan, David	Math	Algebra 1 47	Prep	Algebra 1 47	Algebra 1 47	Algebra 2 47	Algebra 2 47
Cea, Glenda	Math	Geometry 45	Geometry 45	Geometry 45	Prep	Geometry 45	Geometry 45
Connery, Megan	Math					Algebra 1 43	Algebra 1 43
Finacom, Richard	Math	AP Cal AB 43	AP Cal AB 43	AP Cal AB 43	Algebra 2 43		
Lau, Sonny	Math	Algebra 2 7	Prob. & Stats 7	Algebra 2 7	Ex.Computer Sci 7	Prob. & Stats 7	Prep
Loi, Stephanie	Math	Prep	Geometry 10	Geometry 10	Geometry 10	Geometry 10	Geometry 10
Ofrecio, Christine	Math	Prep	Pre Calculus 11	Pre Calculus 11	Pre Calculus 11	Algebra 1 11	Pre Calculus 11
Perkins, Rachel	Math	Algebra 2H 44	Algebra 1 44	Algebra 2H 44	Algebra 1 44	Prep	Algebra 2H 44
Cosico, Jeff	P.E.	Prep	P.E. 9 Gym	P.E. 10 Gym	P.E. 10 Gym	P.E. 10 Gym	A.D.Prep
Jacobson, Eric	P.E.	P.E. 10 Gym	P.E. 10 Gym	P.E. 9 Gym	P.E. 10 Gym	Prep	Adv. P.E. Gym
Oliviera, Erin	P.E.	P.E. 9 Gym	P.E. 9 Gym	P.E. 11/12 Gym	Prep	P.E. 10 Gym	P.E. 10 B Gym
Torres, Douglas	P.E.	P.E. 10 Gym	P.E. 10 Gym	P.E. 10 Gym	P.E. 9 Gym	P.E. 11/12 Gym	Prep
Winkelbauer, Imelda	P.E.	P.E. 9 Gym	Prep	P.E. 9 Gym	P.E. 9 Gym	P.E. 9 Gym	P.E. 9 Gym
Fajardo, Monica	Science	Prep	Biology 101	Biology 101	Chemistry 101	Chemistry 101	Chemistry 101
Jordan, David	Science	Biology 201	Biology 201	Biology 201	Earth Science 201	Earth Science 201	Prep
Jordan, Jolene	Science	Chemistry 102	Chemistry 102	Chemistry 102	Prep	Chemistry H 102	Chemistry H 102
Macandog, Maria	Science	Biology 202	Biology 202	Biology 202	Biology 202	Prep	Biology 202
Ravano, Kathleen	Science	Physics 104	Chemistry 104	Prep	Physics 104	Physics 104	Physics 104
Rivera, Daniel	Science	Marine Science 204	Prep	Biology 204	Marine Science 204	Biology 204	Biology 204
Smith, Daniele	Science	Adv.Biology 40	Adv.Biology 40	AP Biology 40	AP Biology 40	Adv.Biology 40	Prep

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Bostwick, James	Social Science	Prep	Frosh.Seminar 20	US History 20	US History 20	US History 20	Frosh.Seminar 20
Compton, Joel	Social Science	AP Goverment 18	AP Goverment 18	Economics 18	Economics 18	Economics 18	Prep
Hawkinson, Brian	Social Science	US History 19	AP US History 19	AP US History 19	Prep	US History 19	US History 19
Kwan, Tiffany	Social Science	US History 21	US History 21	M W History 21	M W History 21	M W History 21	Prep
Perusse, Erin	Social Science	Economics 8	Economics 8	AVID 10 8	AP US History 8	Economics 8	Prep
Seitz, Alexander	Social Science	Frosh. Seminar 6	M W History 6	Prep	M W History 6	Frosh. Seminar 6	M W History 6
Vinski, David	Social Science	Psychology 14	Psychology 14	Psychology 14	Psychology 14	Prep	Goverment 14
Wallace, Nicole	Social Science	AP M W History 16	AP M W History 16	AVID 11 16	AP M W History 16	Prep	Prep
Yanover, David	Social Science	M W History 17	M W History 17	Economics 17	M W History 17	Work Ex. 17	Work Ex. 17
Batista, Michele	SPED	Acad. Inst. 77-201	Acad. Inst. 77-201	Acad. Inst. 77 Biology	Acad. Inst. 77 Life Science	Acad. Inst. 77	Prep
Edwards, Phillip	SPED	Acad.Inst. 55 Government	Acad.Inst. 55 US History	Study Skills 55 Push-in	Study Skills 55	Prep	Independent Liv 55
Korry, Nancy	SPED	Acad. Inst. 67 Reading	Acad. Inst. 67 Math	Career Skills 67 PE	Career Skills 67	Ind. Living 67	Acad. Inst. 67 Economy
Martinez, Ivan	SPED	Acad. Inst. 60 Math Gen	Acad. Inst. 60 Algebra .5A	Prep	Acad. Inst. 60 Geometry	Acad.Inst. 60 Push-in	Acad. Inst. 60 Algebra .5B
Miller, Jason	SPED	Prep	Acad. Inst. 60A Push-in	Acad. Inst. 60A Study Skills	Acad. Inst. 60A Study Skills	Acad. Inst. 60A English 1	Acad. Inst. 60A Study Skills
Odom, Hillary	SPED	Study Skills 76	Acad. Inst. 76 English 2	Study Skills 76	Prep	Acad. Inst. 76 English 1-2	Prep
Piskel, Jennifer	SPED	Acad. Inst. 54 English 3	Acad. Inst. 54 English 4	Acad. Support 54 English 3-4	Prep	Acad. Support 54 Career Skills	Acad. Support 54 Study Skills
Westberry, Kevin	SPED	Acad. Inst. 42 Study Skills	Prep 42	Acad. Inst. 42 Study Skills	Acad. Inst. 42 Study Skills	Acad. Inst. 42 Study Skills	Acad. Inst. 42 Study Skills

El Camino High School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

El Camino High

Contact Information (School Year 2014-15)

1320 Mission Road

South San Francisco, CA 94080-1214

(650) 877-8806

Principal: Linda McDaniel

Contact E-mail Address: lmcdaniel@ssfusd.org

County-District-School (CDS) Code: 41690704132551

South San Francisco Unified

Contact Information (School Year 2014-15)

(650) 877-8700

www.ssfusd.org

Superintendent: Alejandro Hogan

Contact E-mail Address: ahogan@ssfusd.org

Powered by SchoolCity Inc.

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

District Contact Information - Most Recent Year

District Name	South San Francisco Unified
Phone Number	(650) 877-8700
Superintendent	Alejandro Hogan
E-mail Address	ahogan@ssfusd.org
Web Site	www.ssfusd.org

School Contact Information - Most Recent Year

School Name	El Camino High
Street	1320 Mission Road
City, State, Zip	South San Francisco, CA 94080-1214
Phone Number	(650) 877-8806
Principal	Linda McDaniel
E-mail Address	lmcdaniel@ssfusd.org
Web Site	http://echs.schoolloop.com/
County-District-School (CDS) Code	41690704132551

School Description and Mission Statement- Most Recent Year

School Description:
El Camino High School is located in the city of South San Francisco, a growing biotechnology center and home of the historical sign "South San Francisco: The Industrial City," which can be seen from both air and land. There are currently nine elementary schools, three middle schools, two high schools, one continuation high school, an adult program, and a pre-school program in the South San Francisco Unified School District. The school was established in 1961 and during the 2012-13 school year 1,479 students were enrolled in grades nine through twelve.

Mission Statement:
The Mission of El Camino High School is to provide a rigorous and supportive academic, elective, and extra-curricular program in an environment that embraces diversity and promotes respect for all.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	390
Grade 10	363
Grade 11	359
Grade 12	374
Total Enrollment	1486

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.1
Asian	11.2
Filipino	17
Hispanic or Latino	34.9
Native Hawaiian/Pacific Islander	0.7
White	7.9
Two or More Races	25.8
Socioeconomically Disadvantaged	22
English Learners	9.6
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	68	65	64	423
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99.73	0.27
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.65	0.35

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal Littell-Language / Gr 9-12 / 2009-2010; Scholastic - Read 180 / Gr 9 / 2006-2007; Hampton Brown-Edge / Gr 9-12 / 2009-2010		0%
Mathematics	Holt-Algebra 1 / Gr 9-12 / 2009; Holt-Geometry / Gr 9-12 / 2009; Prentice Hall-Algebra II / Gr 9-12 / 2009; Houghton Mifflin-Pre-Calculus / Gr 9-12 / 2009; Key Curriculum Calculus / Gr 9-12 / 2009		0%
Science	Prentice Hall -Biology / Gr 9 -12 / 2008; Holt McDougal-Erth Science / Gr 9-12 / 2012; McDougal Littell - LIVE Overtime Ecology / Gr 9-12 / 2004; Harcourt Brace-Physical Science / Gr 9-12 / 2004; Prentice Hall-Chemistry / Gr 9-12 / 2008; Glencoe-Physics, Principles and Problems / Gr 9-12 / 2008		0%
History-Social Science	McDougal Littell-Modern World History: Patterns of Interaction / Gr 10 / 2007; McDougal Littell-The Americans: Reconstruction and the 21st Century / Gr 11 / 2007; Pearson Prentice Hall-Magruders American Government / Gr 12 / 2007; Pearson Prentice Hall-California Economics: Principals in Action / Gr 12 / 2007		0%
Foreign Language	Pearson-Prentice Hall-Abriendo Paso (AP Spanish) / Gr 9-12 / 2012; McDougal Littell-Wesley-En Espanol! / Gr 9-12 / 2000; McDougal Littell-Wesley-Disc. French / Gr 9-12 / 2001		0%
Health	Prentice Hall - Health / Gr 9 -12 / 2012		0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements - Most Recent Year

Students at El Camino High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of El Camino High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year during classroom orientation and in individual student handbooks. Incoming ninth grade students are also informed of school rules and policies during Freshmen Orientation. There are three campus security supervisors who patrol the campus before and after school as well as throughout the day. They maintain high visibility and also monitor the parking lot and surrounding streets for non-students who may attempt to come onto school grounds. We have a positive, cooperative relationship with the South San Francisco Police Department; there are two officers assigned as the school community liaisons who regularly visit the campus to assist us as necessary.

El Camino High School was established at the current site in 1961. The theater and swimming pool were added in 1964. The school has 78 teaching stations in ten buildings, providing education for grades 9-12. The district takes great effort to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district's governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, district office, or on the Internet at www.ssfusd.org.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and flooring. For the current 2011-2012 school year, the district has budgeted $350,000 for the deferred maintenance program. This represents .46% of the district's general fund budget. During the 2011-2012 school year, local bond funds (Measure J) were used to install new solar panels, upgrade interior lighting, and upgrade energy management systems for all classrooms, administrative offices and multi-use rooms, new roof mounted heating units, and new roofs for units. The work on this project began in 2011 and was completed prior to the start of the 2012-2013 school year.

(Facilities Reporting)

El Camino High School was built in 1960-1998. The school has 64 teaching stations (10 buildings and 2 portables) providing education for grades 9-12. The District takes great effort to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

During the 2013-2014 school year, local bond funds Measure J were used to renovate existing classrooms, provide wiring for technology and provide for upgraded furniture. The work on this project began in 2013-2014 and was completed prior to the start of 2014-2015 school year.

Architectural planning for replacing one portable classroom with six science classrooms and new athletic football/soccer field began during the 2013-2014 school year. Local bond funds were used. The new classrooms were occupied by students in the 2014-2015 school year.

School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✔	—	—	
Interior: Interior Surfaces	✔	—	—	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✔	—	—	
Electrical: Electrical	✔	—	—	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✔	—	—	
Safety: Fire Safety, Hazardous Materials	✔	—	—	
Structural: Structural Damage, Roofs	✔	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✔	—	—	

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—	✔	—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	62%	65%	71%	63%	64%	64%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64%
All Students at the School	71%
Male	73%
Female	69%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	85%
Filipino	60%
Hispanic or Latino	66%
Native Hawaiian or Pacific Islander	N/A
White	77%
Two or More Races	78%
Socioeconomically Disadvantaged	68%
English Learners	36%
Students with Disabilities	44%
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60%	61%	57%	60%	62%	60%	54%	56%	55%
Mathematics	36%	34%	26%	55%	55%	53%	49%	50%	50%
History-Social Science	58%	53%	50%	60%	54%	55%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	8	7	7
Similar Schools	8	7	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	0	3	-20
Black or African American			
American Indian or Alaska Native			
Asian	11	7	-32
Filipino	22	2	-32
Hispanic or Latino	-2	-8	-6
Native Hawaiian or Pacific Islander			
White	-14	-8	
Two or More Races			
Socioeconomically Disadvantaged	10	16	-15
English Learners	51	-22	40
Students with Disabilities	5	32	-27

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	78.92
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	41.95

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	58%	65%	67%	56%	61%	60%	56%	57%	56%
Mathematics	60%	67%	67%	56%	62%	61%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Results for All Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	40%	29%	31%	39%	39%	22%
All Students at the School	33%	31%	36%	33%	41%	25%
Male	43%	25%	32%	35%	39%	27%
Female	21%	38%	41%	32%	45%	23%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	14%	10%	76%	14%	14%	73%
Filipino	24%	41%	34%	29%	45%	26%
Hispanic or Latino	47%	33%	20%	46%	42%	12%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	21%	33%	45%	24%	48%	27%
Two or More Races	29%	27%	44%	27%	45%	28%
Socioeconomically Disadvantaged	52%	25%	23%	50%	37%	13%
English Learners	85%	10%	5%	74%	21%	5%
Students with Disabilities	96%	N/A	4%	93%	7%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	15%	26.1%	39.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

There are a number of ways that parents are involved in El Camino High School. The Parent Teacher Student Association (PTSA) plays a very active role in fundraising, recognizing teachers through appreciation lunches, and informing the school community of events and programs through the school website. Parents are also involved in various Boosters (athletic, performing arts, and grad night), assisting with fundraisers. Also, there is a committee of parents who organize the annual dinner dance and auction as a major fundraiser for the school that includes various members of the South San Francisco community.

State Priority: Pupil Engagements

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	1.6	1.5	0.9	3.4	3.2	3.5	14.7	13.1	11.4
Graduation Rate	98.39	97.67	97.92	93.12	94.4	93.83	77.14	78.87	80.44

Completion of High School Graduation Requirements - Graduating Class of 2013

Group	School	District	State
All Students	97	89	84
Black or African American	75	68	75
American Indian or Alaska Native	0	0	77
Asian	97	93	92
Filipino	99	91	92
Hispanic or Latino	95	87	80
Native Hawaiian/Pacific Islander	100	87	84
White	100	86	90
Two or More Races	100	93	89
Socioeconomically Disadvantaged	100	88	82
English Learners	90	77	53
Students with Disabilities	83	58	60

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

	School			District			State		
Rate*	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	13.2	10.3							
Expulsions	1	0.004							

School Safety Plan - Most Recent Year

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of an emergency planning: mitigation, preparedness, response and recovery. The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communications with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supplies kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management Handbook.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate - English-Language Arts	Yes	
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	No	
Met Percent Proficient - Mathematics	No	
Met Graduation Rate	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.8	14	14	25	25	19	21	20	28	10	23	23
Mathematics	31.4	5	6	28	30	5	16	22	28	8	18	21
Science	29.6	4	13	20	31	3	22	16	31	2	17	21
Social Science	30.8	3	12	16	28	6	24	12	31	3	18	18

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$5,098	$552	$4,546	$60,090
District	N/A	N/A	N/A	$61,879
Percent Difference - School Site and District	N/A	N/A	N/A	-2.89
State	N/A	N/A	$4,690	$67,762
Percent Difference - School Site and State	N/A	N/A	-3.07	-11.32

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Peer Assistance and Review; Gifted and Talented (GATE); Title I, Part A - Basic Grant;Title II, Part A - Teacher Quality; Title III, Part A - Limited English Proficient (LEP); School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan; Special Education Transportation; Economic Impact Aid; Instructional Materials; Art and Music Block Grant

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,879	$41,243
Mid-Range Teacher Salary	$64,519	$64,893
Highest Teacher Salary	$81,745	$83,507
Average Principal Salary (Elementary)	$105,907	$103,404
Average Principal Salary (Middle)	$107,659	$109,964
Average Principal Salary (High)	$124,903	$120,078
Superintendent Salary	$178,500	$183,557
Percent of Budget for Teacher Salaries	39%	40%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	6	N/A
All courses	14	1.3

Note: Cells with N/A values do not require data.

* Where there are student course enrollments.

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

On a yearly basis ECHS staff participate in staff development that is targeted on student achievement. Over the last three years we have focused on Explicit Direct Instruction and AVID strategies to ensure that all of our students are learning at high levels. In the fall of 2012 ECHS engaged in a World Café process to align instructional strategies across all disciplines and to anchor our Common Core understanding and practicies. During department meetings teachers are using academic conferencing to increase student achievement. The district BTSA and TOSA are working with teachers to help increase their effective instruction, formative assessment, and EDI strategies.

In addition, staff meetings are focused on staff aligning instructional strategies, reviewing data, and for anchoring our school culture.

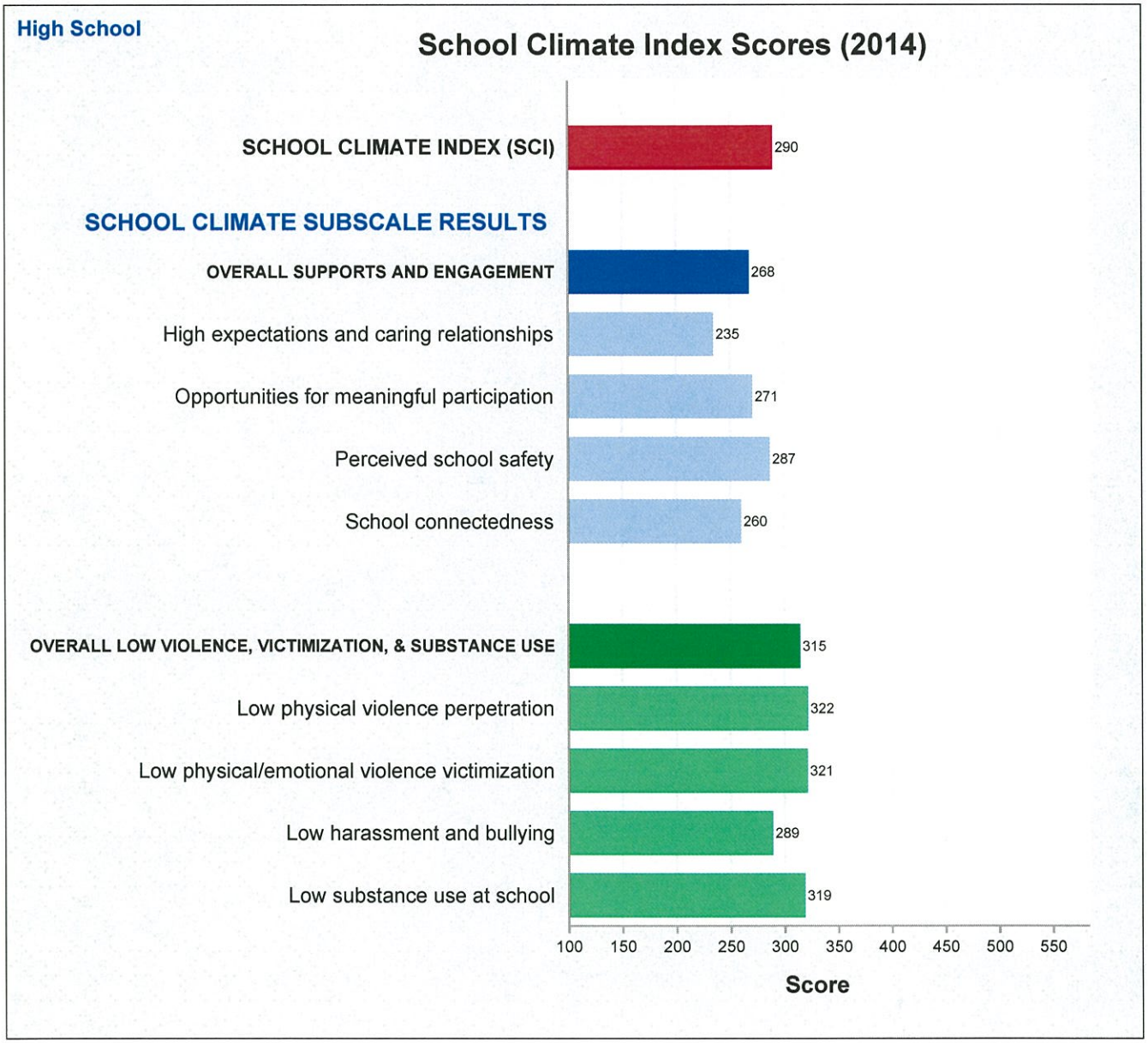
School Climate Report Card (High School)—Spring 2014

District: South San Francisco Unified
School: El Camino High

Date Prepared: 4 Dec 2014
Response Rate: 80%

School Climate Index (SCI)

	Score	State Percentile	Similar Schools Percentile
School Climate Index[A]	290[B]	47[C]	38[C]



[A]The School Climate Index (SCI) is a global, school-level measure based on California Healthy Kids Survey (CHKS) results for Supports and Engagement (50%); and Violence, Victimization, and Substance Use at School (50%).

[B]Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence, victimization, and substance use at school.

[C]**High percentile scores represent schools with more positive school climates**. A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

School Climate Subscale Results

	SCI Scores		
	Score[B]	State Percentile[C]	Similar Schools Percentile[C]
Overall Supports and Engagement	**268**	**26**	**19**
High expectations and caring relationships	235	9	4
Opportunities for meaningful participation	271	29	18
Perceived school safety	287	43	29
School connectedness	260	20	15
Overall Low Violence, Victimization, and Substance Use	**315**	**67**	**72**
Low physical violence perpetration	322	72	78
Low physical/emotional violence victimization	321	71	80
Low harassment and bullying	289	41	47
Low substance use at school	319	68	71

Other Indicators

Selected Student-Reported Indicators

	School 2013-14	State 2011-13
Try hard on school work	75%	N/A
Truant more than a few times	8%	8%
Feel a part of the school	42%	52%
Safety at school	58%	63%
Harassed or bullied at school	38%	31%
Experienced chronic sadness/hopelessness	35%	32%

Selected Staff-Reported Indicators

	School 2013-14	State 2011-13
Nearly all/most students are motivated to learn	N/D	60%
Truancy is moderate/severe problem	N/D	25%
School is a supportive and inviting place for students to learn	N/D	95%
School is a supportive and inviting place for staff to work	N/D	83%
School is a safe place for students	N/D	91%
Harassment/bullying is moderate/severe problem	N/D	37%
School is welcoming to and facilitates parental involvement	N/D	89%
School has clean and well-maintained facilities	N/D	82%

Notes: I/D—Insufficient data.
N/A—Data were not collected.
N/D—No data.

What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on **student CHKS data**. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence, Victimization, and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

(1) Overall Supports and Engagement (50%)
- High expectations and caring relationships (6 items)
- Opportunities for meaningful participation (3 items)
- Perceived school safety (2 items)
- School connectedness (4 items)

(2) Overall Low Violence, Victimization, and Substance Use at School (50%)
- Low physical violence perpetration on school property (7 items)
- Low physical and emotional violence victimization at school (6 items)
- Low harassment and bullying at school (5 items)
- Low substance use at school (4 items)

Further information about the methodology used to construct the SCI can be obtained in *Construction of California's School Climate Index* (californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI score than, the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of high schools in the state had the same SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of high schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card. The SCI procedure for calculating similar schools percentiles was the same procedure used by CDE to calculate similar schools ranks for Academic Performance Index (API) scores—except for the SCI calculations, only high schools that administered the CHKS in the 2008-09 or 2009-10 school years were eligible to be in each school's comparison group.

Other Indicators

Frequencies on selected student- and staff-reported school climate items are shown as a complement to the normative school climate scores and sub-scores. Item frequencies are presented to provide easily interpretable information on student/teacher reports of school climate. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (Student CHKS)

- Try hard on school work
  - "Agree" or "strongly agree" that I try hard to make sure I am good at school work.
- Truant more than a few times
  - Skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school
  - "Agree" or "strongly agree" that I am a part of this school.
- Safety at school
  - Feel "safe" or "very safe" when I am at school.
- Harassed or bullied at school
  - Harassed or bullied on school property in past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability; (f) other.
- Experienced chronic sadness/hopelessness
  - Felt so sad or hopeless almost every day during the past 12 months.

Selected Staff-Reported School Climate Measures (Staff CSCS)

- Nearly all/most students are motivated to learn
  - "Nearly all" or "most'" students at this school are motivated to learn.
- Truancy is moderate/severe problem
  - Cutting classes or being truant is a "moderate" or "severe" problem at this school.
- School is a supportive and inviting place for students to learn
  - "Agree" or "strongly agree" that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work
  - "Agree" or "strongly agree" that this school is a supportive and inviting place for staff to work.
- School is a safe place for students
  - "Agree" or "strongly agree" that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem
  - "Agree" or "strongly agree" that harassment and bullying among students is a "moderate" or "severe" problem at this school.
- School is welcoming to and facilitates parental involvement
  - "Agree" or "strongly agree" that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities
  - "Agree" or "strongly agree" that this school has clean and well-maintained facilities and property.

2014-15
SINGLE PLAN FOR STUDENT ACHIEVEMENT

El Camino High School

South San Francisco Unified District

The District Governing Board approved this revision of the School Plan on:

CDS Code:

41690704132551

Principal:

Linda McDaniel

Superintendent:

Alejandro Hogan

Address:

1320 Mission Road

South San Francisco, CA 94080-1214

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Goals and Actions	Start Date	Completion Date	Amount
Reading/Language Arts			
Instructional Program: Reading/Language Arts (Including Interventions)			
Goal 1 Action 1 Increase reading across ECHS	9/1/2014	5/28/2015	$10,000
Goal 1. Action 2. Professional Development and Teacher Collaboration	9/1/2014	5/28/2015	$35,000
Mathematics			
Instructional Program: Mathematics (Including Interventions)			
Goal 2. Action 1. Professional Development and Teacher Collaboration	9/1/2014	5/28/2015	$5,749
English Language Development			
Instructional Program: Efforts Regarding Improving the Performance of ELLs-Centralized Services			
Goal 3B. Action 1. Targeted EL Student Support	8/14/2014	5/28/2015	$1,280
Goal 3B. Action 2. Personal Support for the Continued Achievement of English Learners	8/14/2014	5/28/2015	$10,000
Goal 3B. Action 3. Supplemental Materials and Support	8/14/2014	5/28/2015	$25,000
Special Education			
Instructional Program: Efforts Regarding Improving the Performance of all subgroups			
Goal 4. Action 1. Professional Development and Teacher collaboration	8/18/2014	5/28/2015	$10,000
School Climate			
Environments Conducive to Learning and Prevention of At Risk Behaviors			
Goal 5. Action 1. Professional Development	8/19/2014	5/28/2015	$21,000
Career/Technical			
ELA-Math-CTE integration			
Goal 6. Action 1. CTE development	8/18/2014	5/28/2015	$20,245
WASC			
21st Century Learning Opportunties- School Wide Instrucitonal Identity			
Goal 7. Action 1. Alignment of Instrucitonal Idenitity- Collaboration and Professional Developemt	8/18/2014	5/28/2015	$15,000
Total Annual Expenditures for Current Site Plan: $153,274.00			

Goals

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

All students will reach high standards, at a minimum attaining Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy.

LCAP Goal:

Reading / Language Arts - All students will demonstrate proficiency on local, state and/or national level assessments.

Goal Area : Reading/Language Arts
School Goal : Instructional Program: Reading/Language Arts (Including Interventions)

Instructional Program: Narrow the achievement gap among low achieving students within a specific student population as measured by the CST scores, CAHSEE initial passing rate, and accumulation of credits. Baseline of proficient as defined by the CST: African American Students-30% , Hispanic-51%, White-58%.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✔	✔		✔					

What data did you use to form this goal (findings from data analysis)?

We explored our Instructional Program and learned that our specific student population ELA performance as measured by the CST scores, CAHSEE initial passing rate, and accumulation of credits was below the performance of our Asian and White students. Baseline of proficient as defined by the CST: African American Students-30% , Hispanic-51%, White=58%.

What did the analysis of the data reveal that led you to this goal?

Many of our Hispanic, low income, and English Language Learners are performing below their peers. Current performance is illustrated by the baseline of proficient as defined by the CST: African American Students-30% , Hispanic-51%, White-58%.

What process will you use to monitor and evaluate the data?

Annual review of the CST and CAHSEE.

Strategy:
The strategy is to increase rigor, relevancy, and relationship based education while implementing the new California Common Core State Standards. In addition, all staff will participate in professional development on the CCSS. To support this work, the staff will also attend professional development activities, read journals, books, and other publications to inform our practice.

Action Title: Goal 1 Action 1 Increase reading across ECHS

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Increase reading materials in the school library that includes high interest publications.

Measures :

This will be evaluated by the amount of new publications that are available for students. On a regular basis, the school librarian will survey students to learn what students are interested in. In addition, the librarian will explore additional resources to learn about current publications for high interest student reading material.

People Assigned :

Teachers, Librarian, and administration.

Start Date : 9/1/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
SCHOOL LIBRARIES	Resources, books, publications, etc.	$10,000

Action Title: Goal 1. Action 2. Professional Development and Teacher Collaboration

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Department meetings, Teacher Collaboration, Release Time, Professional Development, EDI training, CCSS training, Walk throughs, and other professional development activities that are related to school and district priorities. In addition, teachers will collaborate cross curricular to ensure students success. For example, special education teachers, English teachers, and math teachers will meet regularly to align practice and content. Further, they will review student performance to ensure that all students are successful.

Measures :

This will be measured by agendas, sign in sheets, walkthrough forms, discussion, and outcomes from meetings. In addition, teacher surveys will be conducted at the end of the school year to learn additional information as to the impact on this work.

People Assigned :

Teachers and administration

Start Date : 9/1/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
Common Core State Standards Implementation Funds	Substitutes for Teacher Release time	$20,000
Common Core State Standards Implementation Funds	Professional Development Activities that may include summer institues, seminars, and conferences	$10,000
Common Core State Standards Implementation Funds	Release time	$5,000

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

All students will reach high standards, at a minimum attaining Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics.

LCAP Goal:

Mathematics - All students will demonstrate proficiency on local, state and/or national level assessments.

Goal Area : Mathematics
School Goal : Instructional Program: Mathematics (Including Interventions)

Instructional Program: Narrow the achievement gap among low achieving students within a specific student population as measured by the CST scores, CAHSEE initial passing rate, and accumulation of credits. Specific student groups to focus on include: African American, Hispanic, English Learners, and students with special needs.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✔	✔	✔	✔	✔				

What data did you use to form this goal (findings from data analysis)?

2012-2013 CST mathematics data: 27% of all Algebra students scored proficient or above on the CST. 32% of all Geometry students scored proficient or above on the CST. 41% of all Algebra 2 students scored proficient or above on the CST In addition, Hispanic and English Learners are performing below these levels.

What did the analysis of the data reveal that led you to this goal?

While 85% of grade 10 students pass the CAHSEE math test, the sub-groups that do not pass the CAHSEE are the same students who are performing below the proficient level in math. These include our Hispanic, low income, and English Language Learner students. Also, about two-thirds of students in the core math courses (Algebra, Geometry, Algebra 2) are not scoring at the proficient levels in math.

What process will you use to monitor and evaluate the data?

Annual review of the CST and CAHSEE. Use of summative math scores (final exams and curricular embedded assessments) and benchmark data. Teachers will use the collaboration days to analyze data and make instructional decisions regarding student performance.

Strategy:
The strategy is to increase teacher collaboration on the new CCSS. In addition, it is essential that teacher attend professional development to learn new content and strategies for the CCSS.

Action Title: Goal 2. Action 1. Professional Development and Teacher Collaboration

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Department meetings Teacher Collaboration Professional Development EDI training CCC training. In addition,, teachers will collaborate cross curricular to align practice. This may include but not limited to Special Education, Math, and English teachers meeting to align practice, assessments, and to evaluate student performance.

Measures :

This will measured by agendas, sign in sheets, walkthrough forms, discussion, and outcomes from meetings. In addition, teacher surveys will be conducted at the end of the school year to learn additional information as to the impact on this work.

People Assigned :

Teachers and administrators

Start Date : 9/1/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
Common Core State Standards Implementation Funds	Professional Development and Subs for teacher relase time	$5,749

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the CELDT and an increase in the number of ELs being reclassified at least one performance band each year on the California English Language Development Test (CELDT).

LCAP Goal:

English Language Development - All students will demonstrate proficiency on local, state and/or national level assessments.

Goal Area : English Language Development

School Goal : Instructional Program: Efforts Regarding Improving the Performance of ELLs-Centralized Services

•Goal 3a: A minimum of 59% of English Learners will make at least one level of growth in English Proficiency as measured by the CELDT (AMAO #1) •Goal 3b: A minimum of 22.8% of students receiving ELD services for less than five years will reach English Proficiency as measured by the CELDT (Overall of 4 or 5 with subsets at 3 or above) (AMAO #2) •Goal 3c: A minimum of 49% of students receiving ELD services for five years or more will reach English Proficiency as measured by the CELDT (Overall of 4 or 5 with subsets at 3 or above) (AMAO #2) •Goal 3d: A 100% of ELs included in the AYP will score Proficient or Above on the CST in ELA (AMAO #3) •Goal 3e: A 100% of ELs included in the AYP will score Proficient or Above on the CST in Math (AMAO #3). Target Groups: English Learners

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Teachers, counselors, administrators and support staff will monitor student performance and regular ELAC participation will ensure that all efforts are aligned to student growth. In addition, this team of professionals will review ongoing assessment data and refine instruction as necessary.

Anticipated annual growth for each group:

The anticipated annual growth for each group is to gain at least one CELDT level, pass current classes, score proficient by state standardized tests on ELA and Math, to be re-classified as R-FEP, and to work towards completing high school graduation requirements.

Means of evaluating progress toward this goal:

Formative and summative assessment data will be reviewed to ensure that we are reaching this goal. In addition, the annual CELDT test will be used to classify and reclassify students and to help inform program changes.

Group data to be collected to measure gains:

The annual CELDT data will be reviewed to ensure that growth targets are being met.

Strategy:
The strategies included but not limited to ELD courses, sheltered courses in Core Academic Courses, BIA, professional development, current technology, case management, and collaboration.

Action Title: Goal 3B. Action 1. Targeted EL Student Support

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Provide direct and targeted support to EL students by using research-based instructional practices and strategies specifically to support the language acquisition of English learners. This support will occur in additional EL-focused support classes for English Learners in need.

Measures :

CELDT scores, student engagement in academic conversations during class, walkthrough visit observation data.

People Assigned :

All Staff

Start Date : 8/14/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
Site Allocation	Support for EL classes	$870
Gift Fund	Support for EL classes	$410

Action Title: Goal 3B. Action 2. Personal Support for the Continued Achievement of English Learners

Means of Achievement: Auxiliary services for students and parents

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Staff will support the implementation of a high-quality instructional program for ELs as well as providing direct instructional support in the classroom to ELs.
2. Sites will also ensure that parents of ELs have opportunities to receive training delivered in the parents' primary language and to participate in ELAC activities: • Home connections/parent support/translations • Primary language support and tutoring.
3. Analyze assessment results and make recommendations for the EL program and activities

Measures :

EL student grades and attendance data, walkthrough visit data

People Assigned :

All staff

Start Date : 8/14/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
Site Allocation	EL Support for Professional Development	$10,000

Action Title: Goal 3B. Action 3. Supplemental Materials and Support

Means of Achievement: Improvement of instruction strategies and materials

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Staff will provide research-based materials and support to improve the instructional program and increase the academic achievement of English Learners.

2. Targeted intervention and supplemental materials will be provided for English Learners to address and remedy the academic and linguistic deficits of identified ELs.

Measures :

Measures: Grades, CELDT, Progress Monitoring Reports, Walkthroughs

People Assigned :

Principals, teachers

Start Date : 8/14/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
Site Allocation	Instructional materials, equipment for EL Students, Substitutes & Hourly Pay	$25,000

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens.

LCAP Goal:

Special Education - All students will demonstrate proficiency on local, state and/or national level assessments.

Goal Area : Special Education

School Goal : Instructional Program: Efforts Regarding Improving the Performance of all subgroups

Instructional Program: Narrow the achievement gap among low achieving students within a specific student population as measured by the 2012-2013 CST scores, CAHSEE initial passing rate, and accumulation of credits. Baseline of proficient as defined by the CST: African American Students - 30% , Hispanic - 51%, White - 58%.

What data did you use to form this goal (findings from data analysis)?

We explored our Instructional Program and leanred that our specific student population ELA performance as measured by the CST scores, CAHSEE initial passing rate, and accumulation of credits was below the performance of our Asian and White students. Baseline of proficient as defined by the CST: African American Students - 30% , Hispanic - 51%, White - 58%.

What did the analysis of the data reveal that led you to this goal?

Many of our Hispanic, low income, and English Language Learners are performing below their peers. Current performace is illustrated by the baseline of proficient as defined by the CST: African American Students - 30% , Hispanic - 51%, White - 58%.

What process will you use to monitor and evaluate the data?

Annual review of the CST and CAHSEE.

Strategy:

The strategy is to increase rigor, relevancy, and relationship based education while implementing the new California Common Core State Standards. In addition, all staff will participate in professional development on the CCSS. To support this work, the staff will also attend professional development activities, read journals, books, and other publications to inform our practice.

The Special Education staff will also collaborate with colleagues within the site, district, and county to learn best practices.

Action Title: Goal 4. Action 1. Professional Development and Teacher collaboration

Means of Achievement: Staff development and professional collaboration

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Teachers will meet in department meetings and collaborate on curriculum, common assessments, and student performance data. Professional Development EDI training, CCSS training, Substitute pay for Professional Development

Measures :

This will measured by agendas, sign in sheets, and outcomes from the meetings. In addition, teacher surveys will be conducted at the end of the school year to learn additional information as to the impact on this work.

People Assigned :

Administration, Teacher leaders, and classroom teachers.

Start Date : 8/18/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
Site Allocation	Professional Development and Teacher Collaboration	$10,000

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools.

LCAP Goal:

School Climate - All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all.

Goal Area : School Climate
School Goal : Environments Conducive to Learning and Prevention of At Risk Behaviors

Increase student engagement in all curricular and co-curricular areas. Provide all students with increased opportunities to learn and employ higher order thinking skills. Build resources available to parents in order to engage their involvement in their child's education and general success in high school. Develop new alternatives in disciplinary options.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have								✔	

What data did you use to form this goal (findings from data analysis)?

WASC student, parent, and staff questionnaires.

What did the analysis of the data reveal that led you to this goal?

The responses from the WASC student, parents, and staff questionnaire revealed that engagement in co-curricular activities increased a students sense of success and relationship to the school. Thus, increasing a students academic success and helps to close the achievement gap.

What process will you use to monitor and evaluate the data?

Enrollment, D & F lists to ensure eligibility for co-curricular activities, and rosters.

Strategy:
The principal will identify appropriate research materials, books, professional development materials and purchase for certificated staff. At the end of the cycle we will evaluate as to the effectiveness/impact on our school. This will take several years to fully impact the quality of our instructional program. In addition, the professional development will be focused on building teacher leadership, CCSS. collaboration, Student Activities, and 21st Century Learning.

Action Title: Goal 5. Action 1. Professional Development

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

In order to develop a shared understanding of the research on At-Risk students our certificated staff will develop a reading culture...book club... research collobarative. Through the active process of reading and discussing our staff will develop in tandum and align our shared understanding. Further, this will allow us to make decisions that are based on the current research and aligned to our student's needs. These actions are supported by the NCLD/CDE approved language (see below) The purpose of these funds is to support innovative education programs. LEAs have the flexibility to design and implement innovative projects and activities within one or more of 27 innovative program areas identified in Section 5131 of the ESEA. Individual projects and activities should be designed to: (1) support local education reform efforts that are consistent with statewide education reform efforts; (2) implement promising educational reform and school improvement programs based on scientific research; (3) provide a continuing source of innovation, educational reform, and school improvement, including support of programs to provide library services and instructional and media materials; (4)meet the educational needs of all students, including at-risk youth; and (5) improve school, student, and teacher performance, including professional development activities and class size reduction.

Measures :

The principal will identify appropriate research materials, books, professional development materials and purchase for certificated staff. At the end of the cycle we will evaluate as to the effectiveness/impact on our school. This will take several years to fully impact the quality of our instructional program. In addition, the professional development will be focused on building teacher leadership, collaboration, and 21st Century Learning.

People Assigned :

Administration and certificated staff

Start Date : 8/19/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
Site Allocation	Professional Development	$21,000

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

Not Aligned

LCAP Goal:

Not Aligned

Goal Area : Career/Technical

School Goal : ELA-Math-CTE integration

Create and develop a CTE pathway that will support all students to succeed in post secondary education and to further close the achievement GAP in ELA and Math. It is the intent to identify and inform all students of the CTE pathway and in doing so will increase the rigor and relevancy of a-g approved courses that are also CTE.

What data did you use to form this goal (findings from data analysis)?

The last three years of Alegra I CST scores illustrate that all of our students are performing below expectations. In ELA and CAHSEE students are performing better and are improving on an annual basis.

What did the analysis of the data reveal that led you to this goal?

The data suggests that students struggle with making the link between math content and their lives. Therefore, a better defined and supported CTE pathway will increase our efforts linking classroom experiences with real world opportunities. These opportunities may included CTE, ROP, and work experience.

What process will you use to monitor and evaluate the data?

On an annual basis the data will be evaluated to ensure that the program will be aligned to student needs.

Strategy:

On a regular basis the principal and staff will explore the current langauge of the CTE Pathways and align our work to clarify our pathways. The staff will collaborate and algin resources to ensure that our CTE Pathway is identified, aligned, and articulated.

Action Title: Goal 6. Action 1. CTE development

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Teachers and Administrators will visit other CTE and ROP programs, conferences, and professional development opportunities to learn best practices and to inform our decision making practice.

Measures :

During the 2014-15 school year, ECHS teachers and administration will explore and develop a new series of CTE pathways that reflect the communities interest and align to the UC/CSU A-G post secondary educational goals. This work will be measured by actions completed. The actions will include professional development activities, professional reading, collaboration, and program visits around the region.

People Assigned :

Teachers and Administrators

Start Date : 8/18/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
Vocational Programs: Voc & Appl Tech Secondary II C, Sec 131 (Carl Perkins Act)	Professional Development	$5,000
Vocational Programs: Voc & Appl Tech Secondary II C, Sec 131 (Carl Perkins Act)	Instructional materials	$5,000
Vocational Programs: Voc & Appl Tech Secondary II C, Sec 131 (Carl Perkins Act)	Technology	$10,245

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

All students will reach high standards and be provided with an array of rigorous learning experiences that will allow them to become well-rounded citizens.

LCAP Goal:

Reading / Language Arts - All students will demonstrate proficiency on local, state and/or national level assessments.

Goal Area : WASC

School Goal : 21st Century Learning Opportunties- School Wide Instrucitonal Identity

Align curriculum to content standards; create benchmark assessments and common finals across core curriculum. In addition, increase the integration of the California Common Core State Standards in all academic content areas.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have							✔	✔	✔

What data did you use to form this goal (findings from data analysis)?

In 2013, El Camino's UC/CSU eligibility rate was 46.5%.

What did the analysis of the data reveal that led you to this goal?

Post-secondary readiness is a critical academic need. Only 47% of the class of 2013 met the UC/CSU eligibility requirements. An EdSource report notes California community college findings that "75% or more of entering freshmen...who take a placement test are not prepared for college-level work in English and/or mathematics." Additionally, the faculty recognizes the need to expand opportunities for vocational career alternatives.

What process will you use to monitor and evaluate the data?

This year we are in a WASC evaluation year. As an entire school we will be working to evaluate our success of our WASC goals and this will inform our new WASC Self Study.

Means to Assess Improvement Senior Exit Survey Course syllabus CALPASS information EAP results CRUNCHER testing data Grade distribution SSR commitment Curriculum units PSAT/SAT data SDC curriculum

Means to Assess Improvement Release time agendas Classroom observations (admin/peer) Evidence of student work Faculty, department meeting agendas Curriculum guides Master schedule Assessment schedule/matrix Curriculum units Library/ Computer lab schedule Staff development agendas Means to Assess Improvement Senior Exit Surveys CALPASS retention information EAP results Senior Exit Surveys CALPASS information CSF membership list Student surveys Senior Exit Survey Parent Survey Increased numbers of graduates who are UC/CSU eligible

Strategy:

Tasks Academics 1. Expand AP enrollment, UC/CSU (A-G) approved course enrollment across targeted groups. 2. Align curriculum to content standards; create benchmark assessments and common finals across core curriculum. 3. Add an additional UC approved math class to increase numbers of students taking three or four years of math.

Tasks Academics (continued) 4. All elective classes offer career education through guest speakers, field trips, business or community program partnerships, and/or career projects. 5. Provide students familiarity with various college placement tests within core classes. English, Math, Foreign Language Teachers, Administration 6. Improve reading and writing strategies across all curricula. Teachers, Administrators, SSR Committee

Action Title: Goal 7. Action 1. Alignment of Instrucitonal Idenitity- Collaboration and Professional Developemt

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Teachers will collaborate, attend workshops, professional development opportunities, and summer trainings to ensure that all teachers and departments are prepared to facilitate 21st century learning opportunities, the Next Generation Science Standards, and the California Common Core State Standards.

Measures :

Teacher feed back, sign in sheets, outcome data that includes notes, agendas, and feedback forms. Also, when staff attend PD events they will report out to colleagues to ensure that there is a positive impact on the larger school community.

People Assigned :

Teachers and administrators

Start Date : 8/18/2014 **Completion Date :** 5/28/2015

Funding Resources	Related Expenditures	Estimated Cost
Common Core State Standards Implementation Funds	Professional Development Activities	$15,000

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget :	$153,274
Total Annual Expenditures for Current School Plan:	($153,274)
Balance:	$0

Funding Resource Code	Funding Source	Allocation / Expenditure
7405	Common Core State Standards Implementation Funds	$55,749
	Action: Goal 1. Action 2. Professional Development and Teacher Collaboration	($35,000)
	Action: Goal 2. Action 1. Professional Development and Teacher Collaboration	($5,749)
	Action: Goal 7. Action 1. Alignment of Instrucitonal Idenitity- Collaboration and Professional Developemt	($15,000)
	Balance:	$0
329	SCHOOL LIBRARIES	$10,000
	Action: Goal 1 Action 1 Increase reading across ECHS	($10,000)
	Balance:	$0
180	Site Allocation	$66,870
	Action: Goal 3B. Action 1. Targeted EL Student Support	($870)
	Action: Goal 3B. Action 2. Personal Support for the Continued Achievement of English Learners	($10,000)
	Action: Goal 3B. Action 3. Supplemental Materials and Support	($25,000)
	Action: Goal 4. Action 1. Professional Development and Teacher collaboration	($10,000)
	Action: Goal 5. Action 1. Professional Development	($21,000)
	Balance:	$0
356	Gift Fund	$410
	Action: Goal 3B. Action 1. Targeted EL Student Support	($410)
	Balance:	$0

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Linda McDaniel	Principal	650-877-8806	11/19/2014
Jacqueline Arnoldy	Classroom Teacher	650-877-8806	11/19/2014
David Jordan	Classroom Teacher	650-877-8806	11/19/2014
David Yanover	Classroom Teacher	650-877-8806	11/19/2014
Cindy Petrovitz	Other School Staff	650-877-8806	11/19/2014
Robin Roidmaier	Parent or Community Member	650-255-5980	11/19/2014

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	1	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.

English Learner Advisory Committee _____ Signature

State Compensatory Education Advisory Committee _____ Signature

Special Education Advisory Committee _____ Signature

Gifted and Talented Education Advisory Committee _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Linda McDaniel		
Typed name of School Principal	Signature of School Principal	Date
Linda McDaniel		
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Analysis of Current Educational Practice

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

In 2012-2013, ongoing analysis of standardized test results and local assessments will be the focus of Professional Development days. Through the WASC self-study process, the staff looked very closely at data to develop action plans. We compared CST data as a whole faculty in order to develop goals for the SPSA that are tied to our WASC Action Plan. Department goals were designed as a result of this data analysis. Additional data through Data Director was provided to teachers as they planned instruction. Department chair members were provided grade distribution information at the end of each quarter grading period for discussion with faculty members in their departments; the goal was to collaborate as members and examine curriculum and instructional practices that meet the needs of all students. Along with this work, district committees were formed to develop pacing guides, benchmark assessments and common finals. Our teachers are collaborating by course to align curriculum and instruction during Staff Development days. Academic Conferencing allows teachers to plan lessons together by course and compare student results by teachers. The collaborative experience allows for the sharing of instructional strategies that will assure student success. ELA 9 and 10 and Algebra 1 teachers have already planned and implemented full cycles of Academic Conferences this fall and will continue throughout the school year. Other departments are working towards this goal.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

Core academic departments use board adopted textbooks and curriculum to ensure that students succeed as measured by the CST. Department chairs use Data Director to monitor student progress on a regular basis and to realign and plan instruction. Department chair members will be provided grade distribution information at the end of each quarter grading period for discussion with faculty members in the departments; the goal is to collaborate as members and examine curriculum and instructional practices that meet the needs of all students. Along with this work, district committees were formed to develop pacing guides, benchmark assessments and common finals. Our teachers will collaborate by course to align curriculum and instruction during Teacher Planning days and Staff Development days. Academic Conferencing allows teachers to plan lessons together by course and compare student results by teachers

3. Status of meeting requirements for highly qualified staff (ESEA):

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. ECHS has 100% of its teachers meeting this requirement. For more information, see the Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq.

4.Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The Principal of ECHS and one of the Assistant Principals have completed the AB 75 training provided by the San Mateo County Office of Education. At this time all administrators are collaborating with the district to fully implement the core academic program.

5.Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

Math and ELA teachers were trained on the adopted curriculum in 2010-2011. In 2011-12, teachers received training on Explicit Direct Instruction. New teachers have been supported by math coach and ELA coach in 2011-12. During the 2012-13 school year the entire school was trained in the new Common Core State Standards. This training continues throughout the 2014-15 school year.

6.Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

Alignment of staff development to standards, assessed student performance and professional needs and use of CST data has been the focus of each year's Staff Development activities. In 2008-2009, we renewed our efforts to study all data in order to create an Action Plan for school improvement. In 2012-2013, the faculty continued to examine, in depth, the strands tested by the CST's, CAHSEE results, and grade distribution to develop department goals. In addition, use of data will be used to improve instruction and will be used to inform ECHS's progress toward our WASC goals. During 2012-2013 and 2013-2014 the entire school participated in the Common Core State Standards training.

7.Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

The district has provided academic coaches to ECHS over the past several years in mathematics and in ELA. This year we have one teacher on special assignment who is working directly with our math department to increase the quality of our program.

8.Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teachers collaborate on a regular basis at ECHS. This is evident in our Administrative Council where the department chairs meet with the school administration. In addition, the department chair holds monthly meetings with their colleagues to align and refine the department practices and to ensure that students are receiving quality first instruction. Teachers collaborate regularly outside of formal meetings as illustrated by our AVID program, Strategic Program, and other similar programs.

9.Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

The SSFUSD School Board approved textbooks that have been purchased for core subjects are aligned to the California standards. In addition, ancillary materials by grade level are approved are utilized by teachers in their instruction. New textbooks are reviewed by committees prior to adoption for the purpose of staying current with the content and performance standards. In 2008-2009, the high schools adopted new math and science textbooks that are standards based, paced and contain embedded assessments. In 2011-2012, mathematics teachers gave common assessments and worked with SSFHS teachers to create a district wide assessment in Algebra and Geometry. In 2010-2011, English textbooks were adopted that are standards based, paced and contain common embedded assessments. In 2010-2011, a committee with representative English teachers from both high schools, including ELL and Special Education teachers, developed pacing calendars, benchmark assessments and common finals. In 2011-2012, ELA teachers used pacing guides and implemented embedded assessments in grade level ELA classes. All science class use common assessments. In 2014-2015, all teachers are engaged in collaboration by department to continue their work to align the instructional program to the Common Core State Standards and the Next Generation Science Standards.

10.Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Instructional periods are 56 minutes for all subject areas including ELA and mathematics.

11.Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

District pacing schedules have been developed by grade level teachers in all math and language arts classes. Strategic intervention support is also provided in both math and language arts.

12.Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Availability of standards-based instructional materials appropriate to all student groups:
• EPC 1 / DAS B
All students have access to standards aligned materials including students in Special Education and English Language Learners. Ancillary materials are utilized along with the textbook adoption to assure that scaffolding occurs appropriately.

In 2008-09, ELA texts for EL students were reviewed. EDGE materials were adopted and our current ELD teachers use these materials for instruction EDGE materials. In addition, supplementary materials appropriate to specific student groups are utilized to support classroom instruction.
The Resource Specialists continue to collaborate with the general education teachers on a regular basis to ensure that SPED students are succeeding. They communicate accommodations and modifications as well as testing environments for state and local tests according to individual IEPs. Students with 504 plans have their accommodations reviewed annually and those are then communicated to their teachers as part of a confidential document.

13.Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

All students at ECHS have access to the core academic program and courses are aligned to the California State Standards. In addition, many of our courses meet the UC A-G requirements.

14.Services provided by the regular program that enable underperforming students to meet standards (ESEA):

ECHS implements several strategies to support under performing students to meet the standards. All grade 9 students take a Freshman Seminar class. This class is designed to support students in their development of time management and study skills strategies. In addition, all students are introduced to the use of Cornell Notes for note taking in their classes. The Counseling Department hosts a grade 9 parent night prior to Back to School Night as a first introduction to the services counselors provide to all students to support them during their four years at ECHS. Parent Nights for grades 10-12 are held throughout the school year. These events are scheduled to support students and parents in decision-making for course selection and planning for post high school college or career choices. For example, all grade 10 students will review their four year plan and learn about the requirements for UC/CSU and private colleges as well as the standardized tests such as the SAT and ACT.

15.Research-based educational practices to raise student achievement at this school (ESEA):

ECHS uses a variety of instructional practices to help raise student achievement and to close the achievement gap. The AVID program enrolls over 100 students annually and systematically supports under represented students access higher level courses in preparation for college. In addition, the Freshman Seminar supports all grade 9 students in their transition to high school. This class is designed to guide grade 9 students in developing appropriate time management and study skills strategies in order to be successful in high school.

16.Resources available from family, school, district, and community to assist under-achieving students (ESEA):

Efforts to improve attendance and discipline include progressive discipline, SART (Student Attendance Review Team) and SARB (Student Attendance Review Board) meetings. Student Study Team meetings are designed to support all aspects of a student's life through communication between home and school, offering substantive interventions to support students. School Loop is a communication tool that is web based and designed to provide information to parents and students, including email for parents and teachers to communicate concerns and information. PTSA newsletters and Report Cards are sent home to all parents in an effort to maintain ongoing communication with parents. Progress Reports are distributed to students in their 3rd period classes.

Parent meetings are held in the evenings on topics that include graduation requirements, drug and gang prevention, financial aid for college and other academic information to support student success. Use of School Loop is strongly encouraged on the part of faculty; there was a parent orientation of its use at the grade 9 parent meeting in September 2014. Parental support is at its best through this web based program.

Additional barriers to student success include limited involvement from the parents of at-risk students. An additional challenge is students who are English Language Learners new to the country who cannot acquire language in sufficient time to meet district and state graduation requirements. We are seeing growth over these last several years; however, there is a clear need, based on the data, to increase performance each year. Lastly, due to state and local budgetary reductions and constraints, there is less funding to support academic and co-curricular programs. Large class size is an impediment to student learning. The 2009-10 school year was the last year of reduced class size funding. Teacher retention has been an ongoing concern.

17.Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

A. School Site Councils

When required for participation in state programs, school site councils shall be composed of the following (Education Code 52012, 52852, 54724):

1. The principal

2. Teachers selected by the school's teachers

3. Other school personnel chosen by the school's other personnel

4. Parents/guardians of students attending the school chosen by other such parents/guardians, or community members chosen as representatives by such parents/guardians.

5. In secondary schools, students attending the school chosen by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parents/guardians (or parent/guardian representatives) and students (Education Code 52012, 52852, 54724).

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school (Education Code 52852).

School site councils may function on behalf of other committees in accordance with law (Education Code 52176, 52870, 54425; 5 CCR 3932).

B. Single Plan for Student Achievement

In order for a school to participate in state and federal categorical programs funded through the state's consolidated application process, the school site council shall consolidate and approve a single plan for student achievement. This plan shall be aligned with school goals for improving student achievement and shall be based on an analysis of verifiable state data, including Adequate Yearly Progress, the Academic Performance Index and the California English Language Development Test, and any other data voluntarily developed by the district to measure student achievement (Education Code 64001).

ECHS follows the above guidelines and meets regularly to review the SPSA.

18.Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Services provided by categorical funds to enable under performing students to meet standards:
• EPC 9 / DAS C
Math teachers are providing tutorial support after school for students who may not grasp specific concepts by topic or simply in need of additional support for their content area. These services are offered three days a week for an hour.

19.Fiscal support (EPC):

Economic Impact Aid Funds are allocated to ECHS and are used to support teacher collaboration to ensure that all students are receiving standards based instruction. Furthermore, teacher release time is used to align curriculum, to develop interventions, and to ensure that all students receive appropriate support in the general education learning environment.

Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.

El Camino High School Graduation Requirements

Required Courses and Credits:

- **4 Years English……40 credits**
- **2 Years Math (Algebra 1 & Geometry)……..20 credits**
- **3 Years Social Studies……30 credits**
  - **1 Year World History (10th Grade)**
  - **1 Year U.S. History (11th Grade)**
  - **1 Year Economics/Government (12th Grade)**
- **2 Years Science……20 credits**
- **2 Years Physical Education……20 credits**
- **1 Semester Health …… 5 credits**
- **1 Year Fine Arts or 1 Year Foreign Language……10 credits**
- **Elective Courses (minimum number of credits) ……75 credits**
- **Total (minimum requirements)……...220 credits**

Testing:

There are two tests students must pass in order to earn their high school diploma:

- ☐ High School Exit Exam in Language Arts (Grade 10)
- ☐ High School Exit Exam in Math (Grade 10)

General Remarks

- A one-period course for one semester (18 weeks) equals five high school credits (5 credits).
- A one-period course for a year (36 weeks) equals ten high school credits (10 credits).
- A normal course load for one year is six courses each semester or 60 credits per year.
- The requirement for graduation is a minimum of 220 credits.
- Students who retake a course they have already passed cannot receive credit unless the course has the designation MBRFC (May Be Repeated For Credit).
- In Math, Science, Foreign Language and elective courses students must pass with a C or better to move on in that particular academic sequence.

COLLEGE A-G ENTRANCE REQUIREMENTS

COURSES MUST BE COMPLETED WITH A MINIMUM GRADE OF "C"

SUBJECT	CSU REQUIREMENT (California State Univ.)	UC REQUIREMENT (University of California)	EL CAMINO COURSES WHICH MEET CSU AND UC REQUIREMENT	A-G Req
SOCIAL SCIENCE US HISTORY/GOVERNMENT	2 YEARS	2 YEARS	-Modern World History (G, AP, ELL) -U.S. History (G, AP, ELL) -1 Semester Government (G, AP, ELL)	A
ENGLISH	4 YEARS	4 YEARS	-Eng.1,2, 3, 4 (CP,H,AP) -ERWC -ELD 4 or 5 (Max 1 year)	B
MATH	3 YEARS	3 YEARS REQUIRED 4 YEARS RECOMMENDED	-Algebra 1 -Geometry/ Geometry H -Algebra 2/ Algebra 2 H -Pre-Calculus -Probability and Statistics -AP Calculus	C
LABORATORY SCIENCE	2 YEARS	2 YEARS REQUIRED 3 YEARS RECOMMENDED	-Biology -Chemistry/ Chemistry H -Marine Science -Physics -AP Biology -Advanced Biology	D
FOREIGN LANGUAGE	2 YEARS	2 YEARS REQUIRED 3 YEARS RECOMMENDED	-French 1, 2, 3, 4, 5 -Spanish 1, 2, 3, AP	E
VISUAL & PERFORMING ARTS (Same Discipline)	1 YEAR	1 YEAR	-Chorus, Adv -Video Art -Art 1, 2, 3, 4 -Ceramics 1, 2, 3 -Symphonic Band -Jazz Ensemble -Concert Band -Dance 1, 2, 3, 4, Adv -Drama 1, 2, 3, 4 -Photography 1, 2	F
COLLEGE PREP ELECTIVES	1 YEAR	1 YEAR	-Economics (AP, ELL) -Psychology -Photo 2, Adv -Creative Writing -AVID 12 -Courses from Social Science, Math, Laboratory Science, and Foreign Language over the minimum requirement.	G

Legend
H – Honors
AP – Advanced Placement

El Camino High School
Elective Courses 2014-2015

***NOTE: If you pick an elective at level 2 or above, you must meet the prerequisite for that course (see Program Planning Handbook).**

Department	Year Long Elective Courses
VISUAL ART	*Art1/2 *Art 3 *Art 4 *Art 5 *Photo 1/ 2 *Advanced Photo *Ceramics 1/2 *Ceramics 3 *Ceramics 4 *Ceramics 5 *Video Art *Advanced Video Art
HOME ECONOMICS	Culinary Arts (Foods 1 is a prerequisite) Culinary Arts 2
INDUSTRIAL TECHNOLOGY	Auto1/ 2 Auto 3, 4 or 5
SOCIAL SCIENCE	Psychology (11th & 12th graders only.)
FOREIGN LANGUAGE	•French 1 •French 2 •French 3 •French 4 •Spanish 1 •Spanish 2 •Spanish 3 •AP Spanish
PERFORMING ARTS	*Drama 1 *Drama 2 *Drama 3 *Drama 4 *Dance 1 *Dance 2 *Dance 3 *Dance 4 *Advanced Dance *Concert Band *Symphonic Band (consent of instructor required) *Jazz Band (consent of instructor required) *Chorus *Advanced Chorus
PHYSICAL EDUCATION	P.E. 11/12 (for 11th & 12th graders only)
ENGLISH	Journalism 1 Journalism 2 Yearbook
The following courses have a lab fee each semester: Art, Ceramics, Foods, Photo, & Video Art.	
NOTE: Courses labeled with * meet the UC/CSU Visual and Performing Arts requirement. Courses labeled with • meet the UC/CSU Foreign Language requirement.	

EL CAMINO HIGH SCHOOL
Graduation and "a-g" Tracker

	Course Title	Fall	Spring	Sum.
Social Science **3 years = Grad. Req.** **2 years = "a-g" Req.**	Mod. World History (CP, AP)			
	U.S. History (CP, AP)			
	Economics (CP, AP) - 1 sem.			
	Government (CP, AP)- 1 sem.			

	Course Title	Fall	Spring	Sum.
English **4 years = Grad. Req.** **4 years = "a-g" Req.**	English 1 (CP, H)			
	English 2 (CP, H)			
	English 3 (CP, AP)			
	English 4 (ERWC, AP)			
	ELD 1 - 5 (1 yr o.k. for a-g)			

	Course Title	Fall	Spring	Sum.
Math **2 years = Grad. Req.** **3 years = "a-g" Req.**				
	Algebra 1			
	Geometry (CP, H)			
	Algebra 2 (CP, H)			
	Pre-Calculus			
	Probability/ Statistics			
	AP Calculus			

* This course does not meet "a-g" requirements in this subject area.

NOTE: Additional years recommended in the following subject areas for UC/CSU eligibility: Math, Science, Foreign Language.
Earning "D" grades will require that the course(s) be repeated in order to meet "a-g" requirements. There are exceptions to this rule that can be discussed with your counselor.

ELD Students: Please see your counselor for a-g eligibility

	Course Title	Fall	Spring	Sum.
Science **2 years = Grad. Req.** **2 years = "a-g" Req.**	Integrated Science*			
	Life Science *			
	Biology			
	Chemistry			
	Marine Science			
	Advance Biology			
	AP Biology			
	Physics			

	Course Title	Fall	Spring	Sum.
For. Language **1 year** (or 1 yr. fine art) = **Grad. Req.** **2 years = "a-g" Req.**	Spanish 1 / French 1			
	Spanish 2 / French 2			
	Spanish 3 / French 3			

	Course Title	Fall	Spring	Sum.
Visual/Perf. Art **(List classes taken)** **1 yr.**(or 1 yr. F.Lng.) **=Grd. Rq.** **1 year = "a-g" Req.**				

	Course Title	Fall	Spring	Sum.
Physical Ed.* **2 years = Grad. Req.**	PE 9*			
	PE 10*			

	Grade Earned
Health* **1 semester = Grad. Req.**	

	Course Title	Fall	Spring	Sum.
College Prep Elective **(List classes taken)** **1 year = "a-g" Req.**				



El Camino High School
Credit Recovery Options

Are you credit deficient or looking for ways to earn more credits? Please take note of the following options:

WORK EXPERIENCE (for 11th and 12th graders only): If you have a job within the first few weeks of a semester, and you are working at least 10 or more hours a week, then you qualify to earn credits for work experience.

- An average of 10 hours of work a week for one semester = 5 credits at ECHS
- An average of 20 hours work a week for one semester = 10 credits at ECHS

If you are interested in signing up for Work Experience, please see Mr. Yanover in Room 17.

COMMUNITY SERVICE (for 11th and 12th graders only): If you do 80 or more hours of Community Service or volunteer work during the course of a semester you can earn credits. Just remember that you must sign up for community service within the first 3 weeks of the semester.

- 80-159 hours of community service for one semester = 5 credits at ECHS
- 160+ hours of community service for one semester = 10 credits at ECHS

If you are interested in signing up for Community Service, please see Mr. Yanover in Room 17.

CONCURRENT ENROLLMENT: If you have a GPA of a 2.0 you are eligible to take an approved elective course at a local community college (Skyline or CSM). Courses must be worth at least 2 college units to count for credit at ECHS. All courses must be pre-approved (via Concurrent Enrollment form) by an ECHS administrator, *before* the class begins. Please see your ECHS Counselor for a Concurrent Enrollment form.

- 3 college units = 10 credits at ECHS
- 2 college units = 7 credits at ECHS (will only cover a 5 credit deficiency)

Preparing for College – Things to Do

FRESHMAN YEAR

☐ Plan out your four-year plan with your counselor.	☐ Talk with your parents about your plans for life after high school.
☐ Make sure your fall and spring schedule of classes include college admission requirements.	☐ Participate in extracurricular activities.
☐ Set your goals for success in your classes (grades) and personal life.	☐ Enroll for Summer School classes if necessary and begin developing your portfolio for college or a job.
☐ Visit the Career Center and begin investigating college and career resources.	☐ Attend College Fair or visit college campuses.
☐ Develop good study skills.	☐ Listen to speakers on career areas of your interest.

SOPHOMORE YEAR

☐ Check your classes on your four-year plan and modify as needed.	☐ Focus on your academic work and meet your goals for good grades.
☐ Make sure your fall and spring schedules of classes include college admission requirements.	☐ Continue your extracurricular activities, sports, and/or volunteer work.
☐ Explore careers by interviewing adults in occupations of interest.	☐ Plan summer activities for school, work, or community service.
☐ Visit additional college campuses.	☐ Surf the Internet to locate college and financial aid information.
☐ Sign up for the PSAT in September or early October.	☐ Meet with your school counselor in the spring to plan which classes you will take during your junior year, including Advanced Placement classes and/or ROP classes.
☐ Take the PSAT in October.	☐ Enroll for Summer School classes if necessary.

JUNIOR YEAR

☐ Check your classes on your four-year plan and modify as needed.	☐ Decide which AP test you will take in March and register in the spring to take the ACT or SAT test for practice.
☐ Make sure your fall and spring schedules of classes include college major admission requirements.	☐ Schedule to make campus visits and create a list of schools you would like to attend.
☐ Work on your grades and seek help when needed.	☐ Take AP tests in May.
☐ Create files to keep copies of college information and identify characteristics you want in a college.	☐ Continue your extracurricular activities, sports, and volunteer work.
☐ Sign up for the PSAT in September.	☐ Discuss financing your future with your family and begin planning.
☐ Take the PSAT in October.	☐ Investigate financial aid from Federal, State, and private sources.
☐ Review PSAT scores in December and find teachers or tutors to help you improve in your weak areas.	☐ Go online for college and school application forms and information in June.
☐ Listen to the announcements to get information on internships and scholarships from the Career Center	☐ In the summer, take a college class, volunteer for community service or work.

SENIOR YEAR

SEPTEMBER

- ☐ Meet with your counselor to discuss your post-graduate plans.
- ☐ Make sure your schedule includes classes with college admission requirements.
- ☐ Get information for the colleges you wish to attend.
- ☐ Sign up for the ACT or SAT test, along with any required SAT Subject Tests.
- ☐ Surf the Internet to locate college and financial aid information.
- ☐ Discuss ROP courses with your counselor.

OCTOBER

- ☐ Begin your application on-line for UC/CSU to be submitted by Nov. 30th.
- ☐ Identify staff who can write strong recommendation letters for you.
- ☐ Finish your essay for college admission.
- ☐ Attend College Fairs and make last visits to campuses.
- ☐ Sign up with your counselor to go to a college presentation.

NOVEMBER

- ☐ Submit admission applications electronically to UC and/or CSU.
- ☐ Obtain recommendation letters by November 15th.
- ☐ Pick up the Free Application for Federal Student Aid (FAFSA) Application.
- ☐ Have your transcripts sent to requesting colleges.
- ☐ Submit your applications by Nov. 30th!

DECEMBER

- ☐ Last month to take the ACT or SAT's.
- ☐ Review the FAFSA form with your family and begin completing it.
- ☐ Make last visits to colleges during vacation.
- ☐ Begin to send in private college/university applications.
- ☐ Apply for PIN for FAFSA.

JANUARY

- ☐ Attend your school's or local college's financial aid night with your parents.
- ☐ Register to take the AP exams with your AP teacher.
- ☐ Inquire about learning opportunities such as ROP and community colleges.

FEBRUARY

- ☐ Pursue scholarship information and apply for those scholarships for which you are qualified.
- ☐ File FAFSA no later than March 2nd.
- ☐ Sign and return Cal Grant GPA Verification Form to the registrar in the counseling office.
- ☐ Follow specific campus guidelines regarding housing.
- ☐ Attend Community College Workshop.

MARCH

- ☐ Apply to community colleges; take placement exams.

APRIL

- ☐ Register for summer classes at the community college.
- ☐ Return intent to register forms to your chosen colleges before May 1st.
- ☐ Notify colleges you are not attending.

MAY

- ☐ Athletes: to play college athletics, you must be certified by the NCAA.
- ☐ Take the Analytical Writing Placement Exam if attending UC in the fall.
- ☐ Take Advanced Placement tests.
- ☐ Register for summer programs at college campuses.
- ☐ Thank those who helped you succeed.
- ☐ Plan for high school graduation.

JUNE

- ☐ Congratulations! Graduation!
- ☐ Ensure that you send your final transcript to your chosen college/ university.
- ☐ Begin life after high school.

El Camino High School
Sports Program

Fall Sports

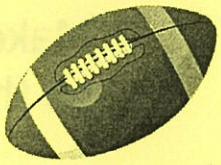
- **Football**
  - Frosh/Soph
  - Varsity
- **Women's Tennis**
  - Frosh/Soph
  - Varsity
- **Cross Country**
- **Women's Volleyball**
  - Frosh/Soph
  - Varsity





Winter Sports

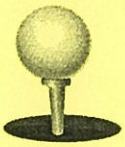
- **Basketball**
  - Men's Frosh
  - Men's Junior Varsity
  - Men's Varsity
  - Women's Frosh
  - Women's Junior Varsity
  - Women's Varsity
- **Soccer**
  - Men's Frosh/Soph
  - Men's Varsity
  - Women's Frosh/Soph
  - Women's Varsity
- **Wrestling**
  - Men's Frosh/Soph
  - Women's Frosh/Soph
  - Men's Varsity
  - Women's Varsity





Spring Sports

- **Golf** - Coed
- **Baseball**
  - Frosh/Soph
  - Varsity
- **Softball**
  - Frosh/Soph
  - Varsity
- **Badminton**
  - Men's
  - Women's
- **Swimming**
  - Men's Frosh/Soph
  - Men's Varsity
  - Women's Frosh/Soph
  - Women's Varsity
- **Boy's Tennis**
  - Frosh/Soph
  - Varsity







Want to be an El Camino student athlete?!?!

Here is what you need to know:

1. Get a Sports Physical Form off the ECHS website (under the Activities tab go to Athletics to download the form).

2. Make sure to get your physical and have the form filled out so that you are ready to join a team.

3. Listen to morning announcements for tryout information.

4. Consult the Athletic Directors Mr. Cosico, Ms. Oliveira, Mr. Jacobson, or Assistant Principal Al Mack with any questions you may have.

*Remember that Student Athletes at El Camino must maintain a minimum GPA of a 2.0 or higher with no more than one F.



El Camino High School
Campus Clubs

Art Club
Bookmark Book Club
California Scholarship Federation – (CSF)
Ceramics Club
Colt Society
Adventure Club
Expressing Youth Elements (EYE)
French Club
Gay Straight Alliance – (GSA)
Guitar Club
Interact Club
"S" Club
The Dream Team/ Sojourn to the Past
Weightlifting Club
Chess Club
Link Crew
Writer's Block
Cosmetology
Yoga Club
French Club
Japanime Club
Key Club
Mock Trial









If You Want to go to College, AVID Can Help You Get There!

What is AVID?

AVID is a daily elective class, preparing students for college and beyond, focusing on study skills, organization, time management techniques, and college prep work.

AVID's Mission

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Where do ECHS AVID Students Go to College?

The UCs

Berkeley, Los Angeles, Santa Cruz, Irvine, Davis, Merced, San Diego, Santa Barbara, Riverside

The CSUs

Humbolt, Sonoma, San Francisco, San Jose, Hayward, Sacramento, San Diego, Long Beach, Chico, San Luis Obispo, San Marcos, Pomona

Private Schools

Loyola Marymount, Santa Clara, U. of San Francisco, Arizona State, U. of Washington, Hawaii Pacific, U. Hawaii Manoa, Dominican, Pepperdine, St. Mary's, Hofstra, CA Culinary Academy,

Contact Information

Michael Zozos
AVID District Director
650.877.8806 x6134
mzozos@ssfusd.org

El Camino High School

AVID

Advancement

Via

Individual

Determination

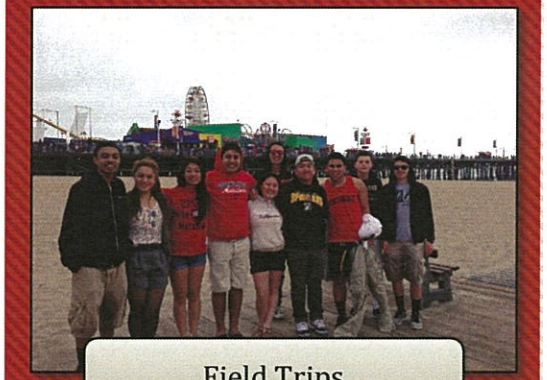


AVID Student Profile

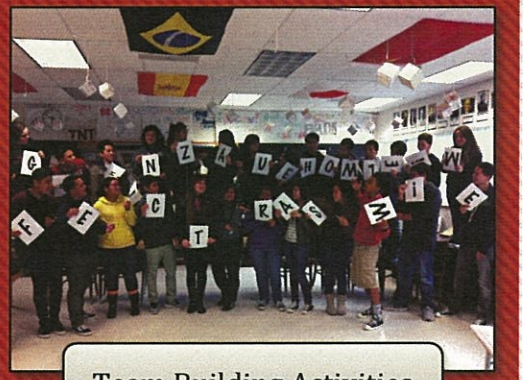
- Has earned a 2.0 – 3.5 GPA
- Determined to go to college
- Motivated to take higher level classes in high school
- Would benefit from an academic support system
- Has the drive and desire, to be successful in the future!

The ECHS AVID Class

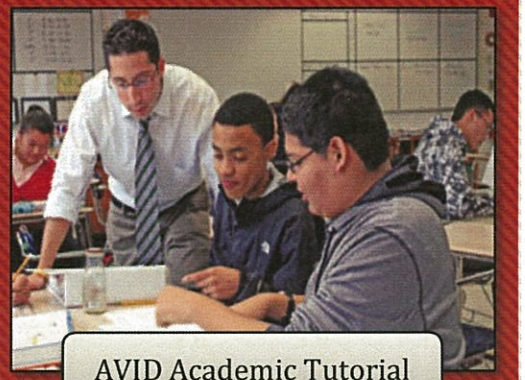
- 2 days a week of in-class academic tutoring (Tues/Thurs)
- 3 days a week of study skills and academic advising
- Motivational speakers
- Yearly Field trips to Bay Area and So Cal colleges!
- Peer-to-Peer Collaboration



Field Trips



Team Building Activities



AVID Academic Tutorial

Student Expectations

An AVID Student...

- Is a role model to other El Camino students.
- Maintains a positive "AVID attitude" in all classes
- Enrolls in college-prep classes while at El Camino
- Maintains a 2.0 (or higher) GPA
- Demonstrates good citizenship and attendance
- Keeps a systematic "AVID Binder" to stay organized
- Is focused on completing all homework assignments
- Joins at least 1 club at ECHS
- Is an active member of the El Camino community

Colt Pride!

ECHS WASC 2014-2015 Student Survey

1. I am aware of the purpose, goals, and mission of ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	40	84	350	585	243	24	3.70	1326

2. I understand the school policy for student conduct and discipline.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	23	34	222	679	356	6	4.00	1320

3. I have a voice at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	115	165	560	339	114	27	3.13	1320

4. There are opportunities for leadership experiences at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	32	81	386	530	260	28	3.70	1317

5. The Principal and Assistant Principals are responsive to my concerns.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	70	113	511	405	125	91	3.33	1315

6. Teachers are available to students when needed.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	29	73	312	595	289	19	3.80	1317

7. Counselors are available to students when needed.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	37	59	297	526	365	34	3.87	1318

8. The attendance office staff is responsive to my concerns.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	49	88	404	535	170	62	3.55	1308
9. The general office staff is responsive to my concerns.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	34	69	436	543	153	79	3.58	1314
10. The security team treats all students with respect and fairness, while creating a safe environment.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	96	146	310	466	270	25	3.52	1313
11. When I contact teachers by phone, note, email or School Loop, they respond in a timely manner.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	58	130	462	425	106	119	3.33	1300
12. When I contact counselors by phone, note, email or School Loop, they respond in a timely manner.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	36	77	470	382	73	260	3.37	1298

13. When I contact administrators by phone, note, email or School Loop, they respond in a timely manner.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	44	84	508	332	56	282	3.27	1306

14. I use School Loop regularly to check my assignments, grades, and school news.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	28	43	151	426	650	9	4.25	1307

15. My teachers use School Loop regularly to post assignments/and or grades.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	49	162	380	494	202	15	3.50	1302

16. I use the ECHS website to access school news or to access the research databases.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	102	206	435	414	113	41	3.18	1311

17. There are good processes in place for resolving my complaints.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	84	165	533	353	56	123	3.11	1314

18. The current bell schedule is effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	130	151	416	449	151	22	3.26	1319

19. ECHS should explore different bell schedules in the future.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	105	119	313	331	422	30	3.66	1320
20. ECHS classes are challenging.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	25	74	595	444	132	11	3.46	1281
21. ECHS classes are fun and engaging.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	88	168	573	356	86	11	3.14	1282
22. ECHS classes prepare me for participation in the world of work, college, and citizenship.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	74	117	441	498	131	19	3.39	1280
23. ECHS offers an adequate number and variety of electives.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	125	199	436	409	92	21	3.11	1282
24. ECHS offers an adequate number and variety of Advanced Placement and Honors classes.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	58	75	384	563	128	70	3.52	1278

25. Students enrolled in AP and Honors courses are prepared for success in those classes.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	62	114	478	401	113	114	3.33	1282
26. The homework given is relevant to what I am learning.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	52	96	393	556	160	16	3.54	1273
27. I am learning to use technology in my classes.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	153	268	389	339	94	35	2.96	1278
28. ECHS teachers encourage me to explore the meaning and importance of the curriculum and how it relates to the world.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	70	158	477	434	95	37	3.26	1271
29. I am well informed about the Common Core State Standards.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	122	229	425	360	79	58	3.04	1273
30. ECHS teachers address the Common Core State Standards.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	106	191	487	360	59	70	3.06	1273

31. I am well-informed about the CAHSEE and Smarter-Balanced Assessments.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	109	173	410	401	128	52	3.22	1273
32. I am well-informed about PSAT, SAT and ACT testing.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	129	229	424	352	104	38	3.06	1276
33. My teachers have clear learning objectives each day (posted on the board).								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	30	63	361	584	209	16	3.70	1263
34. My teachers have creative and carefully planned lessons prepared each day.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	37	87	422	557	152	18	3.56	1273
35. My classes have clear routines and structures.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	31	67	439	578	139	23	3.58	1277
36. When I'm having trouble understanding in a class, I am aware of what help is available.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	32	96	366	597	148	25	3.59	1264

37. When I'm having trouble understanding in a class, my teachers take the time to help me through it.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	43	128	433	501	117	35	3.43	1257
38. When technology is required in my classes, ECHS offers adequate support if I need help.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	52	113	442	502	83	68	3.38	1260
39. 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.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	21	43	310	570	290	23	3.86	1257
40. ECHS teachers have high expectations for students.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	29	52	367	507	272	29	3.77	1256
41. ECHS teachers engage and support me in the learning process.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	27	66	471	558	110	25	3.53	1257
42. ECHS teachers are well qualified in their subject areas.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	34	71	423	550	153	27	3.58	1258

43. ECHS teachers are responsive to students who have questions or need help.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	29	67	400	579	153	23	3.62	1251

44. Students with special needs have equal opportunities for success and involvement at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	36	54	365	476	184	136	3.64	1251

45. Students with limited English skills have equal opportunities for success and involvement at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	39	85	380	503	115	132	3.51	1254

46. All students at El Camino are set up for success.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	81	129	432	402	188	29	3.40	1261

47. I receive accurate, clear, and timely information about the graduation requirements and college admissions.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	40	73	324	554	220	29	3.69	1240

48. ECHS teachers provide me with adequate and regular information regarding my progress in their classes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	34	99	444	538	90	32	3.46	1237

49. ECHS teachers use a variety of evaluation techniques to assess learning (tests, labs, projects, student presentations, turnitin.com and homework).

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	27	49	338	611	186	26	3.73	1237

50. ECHS teachers assess students' work fairly

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	45	118	445	516	87	30	3.40	1241

51. ECHS teachers inform me about how I will be tested and on what materials.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	28	86	401	573	130	24	3.57	1242

52. ECHS teachers clearly communicate course outlines, expectations, grading methods, and test requirements.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	26	64	403	589	123	31	3.60	1236

53. My parents or guardians discuss my progress reports and report cards with me and monitor my success.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	65	102	369	415	248	41	3.57	1240

54. School technology is up to date and addresses the needs of the students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	142	158	431	391	75	36	3.08	1233

55. The library services are up to date and address the needs of the students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	80	120	491	404	73	69	3.23	1237

56. I have adequate access to computers and study resources on campus to complete school related assignments.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	53	80	421	523	114	45	3.47	1236

57. Help is available in the career center and counseling office with the college search and application process.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	46	41	403	469	139	138	3.56	1236

58. ECHS facilities such as classrooms, grounds and restrooms are well maintained and clean.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	221	237	416	263	59	25	2.75	1221

59. I feel safe, valued, and respected at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	71	144	464	407	108	26	3.28	1220

60. ECHS discourages drug use and abuse, and underage drinking.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	56	63	320	457	285	42	3.72	1223

61. ECHS deals with bullying (both online and interpersonal) in an effective way.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	107	131	425	346	137	73	3.24	1219

62. ECHS deals with sexual harrassment in an effective way.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	83	106	375	380	160	118	3.39	1222
63. Female and male students have equal opportunities for success and involvement at ECHS.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	60	73	319	509	226	34	3.65	1221
64. Students at ECHS are treated with respect and dignity no matter their gender, ethnicity, grade point average, sexual orientation, economic background, or any other factor.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	89	133	364	429	170	33	3.39	1218
65. Student discipline enforcement at ECHS is fair, consistent and effective.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	82	121	422	451	106	33	3.32	1215
66. Students are treated with respect by their teachers.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	64	93	406	496	129	29	3.45	1217
67. Students are treated with respect by the administration.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	52	95	422	479	121	43	3.45	1212
68. Students are treated with respect by the secretarial, custodial, campus security, and cafeteria staff.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	59	106	415	477	116	48	3.41	1221

69. Students are treated with respect by each other.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	136	168	506	306	64	33	2.99	1213

70. Verbal slurs against a person's gender, sexual orientation, race, ethnicity, or other defining factor are heard on campus.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	61	96	397	372	235	51	3.54	1212

71. ECHS teachers, administrators, and staff effectively discipline students who use verbal slurs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	69	127	505	378	75	59	3.23	1213

72. School athletics programs are held to high standards of conduct in terms of gender fairness, academics, profanity, sportsmanship and attitude.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	68	66	359	441	208	77	3.57	1219

73. School pride is currently very strong at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	113	98	388	323	259	41	3.44	1222

WASC 2014 Parent Survey Results

1. I am aware of the purpose, goals, and mission of ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	7	11	56	34	2	4.00	113

2. I understand the school policy for student conduct and discipline.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	2	3	60	42	2	4.24	112

3. I have a voice at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	8	26	45	20	8	3.62	113

4. There are opportunities for leadership experiences for my child at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	6	18	46	32	6	3.91	112

5. The Principal and Assistant Principals are responsive to my concerns.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	5	26	38	18	20	3.67	111

6. Teachers are available to parents and students when needed.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	6	22	47	30	3	3.83	113

7. Counselors are available to parents and students when needed.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	5	24	38	36	5	3.91	112

8. The attendance office staff is responsive to my concerns.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	2	24	45	28	8	3.91	110

9. The general office staff is responsive to my concerns.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	4	18	48	24	14	3.92	110

10. The security team treats all students with respect and fairness, while creating a safe environment.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	4	24	41	18	19	3.78	108

11. When I contact teachers by phone, note, email or School Loop, they respond in a timely manner.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	8	15	45	25	10	3.84	106

12. When I contact counselors by phone, note, email or School Loop, they respond in a timely manner.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	3	21	38	24	19	3.87	108

13. When I contact administrators by phone, note, email or School Loop, they respond in a timely manner.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	7	22	33	17	28	3.69	109

14. I use School Loop regularly to check my child's assignments, grades, and school news.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	2	4	23	76	3	4.55	111

15. My child's teachers use School Loop regularly to post assignments/and or grades.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	7	17	53	27	4	3.85	112

16. My child uses the ECHS website to access school news or to access the research databases.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	3	16	50	32	6	4.01	110

17. There are good processes in place for resolving my complaints.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	6	27	36	14	23	3.57	110

18. Parents who do not speak English have fair access to school resources and support for their child.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	21	24	8	56	3.64	112

19. The current bell schedule is effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	2	23	52	22	8	3.83	111

20. ECHS should explore different bell schedules in the future.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	9	46	21	10	21	3.24	112

21. Parents are invited to have a voice at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	2	17	54	28	6	3.92	112

22. I am aware of the PTSA - including when it meets and how to join.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	2	11	55	33	7	4.06	112

23. School Site Council is an effective leadership group that involves parents.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	2	31	28	19	26	3.67	110

24. ECHS classes are challenging for my child.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	3	23	51	19	2	3.75	103

25. ECHS classes are fun and engaging for my child.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	6	29	48	15	2	3.63	104

26. ECHS classes prepare my child for participation in the world of work, college, and citizenship.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	6	15	56	19	2	3.75	104

27. ECHS offers an adequate number and variety of electives.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	9	16	23	39	16	1	3.36	104

28. ECHS offers an adequate number and variety of Advanced Placement and Honors classes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	4	22	40	18	19	3.82	104

29. Students enrolled in AP and Honors courses are prepared for success in those classes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	7	20	33	17	25	3.71	104

30. The homework given is relevant to what my child is learning.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	2	18	58	20	2	3.89	103

31. My child is learning to use technology in his/her classes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	5	23	40	23	5	3.77	100

32. ECHS teachers encourage my child to explore the meaning and importance of the curriculum and how it relates to the world.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	5	22	45	22	5	3.78	103

33. I am well informed about the Common Core State Standards.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	12	26	35	18	3	3.46	101

34. ECHS teachers address the Common Core State Standards.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	8	30	39	15	7	3.55	103

35. I am well-informed about the CAHSEE and Smarter-Balanced Assessments.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	19	24	29	16	8	3.37	100

36. I am well-informed about PSAT, SAT and ACT testing.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	14	27	37	17	4	3.49	103
37. When my child is having trouble understanding in a class,he/she aware of what help is available.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	7	16	47	17	2	3.76	92
38. When my child is having trouble understanding in a class, his/her teachers take the time to help them through it.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	12	24	40	10	4	3.50	92
39. When technology is required in my classes, ECHS offers adequate support if my child needs help or resources.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	10	20	45	9	5	3.54	92
40. 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.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	15	49	18	7	3.98	91
41. ECHS teachers have high expectations for students.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	1	11	57	18	3	3.92	94
42. ECHS teachers engage and support students in the learning process.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	5	18	49	16	4	3.80	94

43. ECHS teachers are well qualified in their subject areas.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	4	19	46	17	4	3.76	94

44. ECHS teachers are responsive to students who have questions or need help.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	4	18	47	15	4	3.74	92

45. For English Language Learners, access to services and support is clear and available.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	14	17	10	47	3.75	91

46. For students with special needs, access to services and support is clear and available.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	1	16	21	13	40	3.79	93

47. All students at El Camino are set up for success.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	6	17	44	21	2	3.78	94

48. I receive accurate, clear, and timely information about the graduation requirements and college admissions.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	5	14	40	14	14	3.75	90

49. ECHS teachers provide my child with adequate and regular information regarding his/her progress in their classes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	5	10	51	17	3	3.86	89

50. ECHS teachers use a variety of evaluation techniques to assess learning (tests, labs, projects, student presentations, turnitin.com and homework).

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	1	15	50	20	3	3.97	91

51. ECHS teachers assess students' work fairly

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	5	13	50	13	6	3.77	90

52. ECHS teachers inform my child about how he/she will be tested and on what materials.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	2	21	46	14	3	3.74	90

53. ECHS teachers clearly communicate course outlines, expectations, grading methods, and test requirements.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	2	12	48	21	4	3.95	90

54. I receive the four progress reports and four report cards sent home with my child at the end of each grading period.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	2	12	38	25	10	4.00	90

55. School technology is up to date and addresses the needs of the students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	4	28	37	11	4	3.47	91

56. The library services are up to date and address the needs of the students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	3	23	34	8	15	3.51	88

57. My child has adequate access to computers and study resources on campus to complete school related assignments.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	3	23	42	11	6	3.61	90

58. Help is available in the career center and counseling office with the college search and application process.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	0	25	34	14	12	3.74	88

59. ECHS facilities such as classrooms, grounds and restrooms are well maintained and clean.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	8	5	10	45	13	4	3.62	85

60. I feel valued, and respected at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	2	15	42	17	5	3.83	85

61. ECHS discourages drug use and abuse, and underage drinking.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	2	11	29	36	5	4.19	85

62. ECHS deals with bullying (both online and interpersonal) in an effective way.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	0	19	31	23	9	3.90	86

63. ECHS deals with sexual harrassment in an effective way.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	1	24	22	20	15	3.75	86

64. Female and male students have equal opportunities for success and involvement at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	1	11	39	26	6	4.05	86

65. Students at ECHS are treated with respect and dignity no matter their gender, ethnicity, grade point average, sexual orientation, economic background, or any other factor.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	2	11	37	24	6	3.89	86

66. Student discipline enforcement at ECHS is fair, consistent and effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	5	10	39	19	8	3.79	86

67. Students are treated with respect by their teachers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	4	18	36	19	3	3.73	85

68. Students are treated with respect by the administration.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	3	14	41	20	4	3.85	86

69. Students are treated with respect by the secretarial, custodial, campus security, and cafeteria staff.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	1	13	45	19	5	3.90	87

70. Students are treated with respect by each other.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	7	19	40	12	5	3.66	85

71. Verbal slurs against a person's gender, sexual orientation, race, ethnicity, or other defining factor are heard on campus.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	10	19	18	13	19	3.37	84
72. ECHS teachers, administrators, and staff effectively discipline students who use verbal slurs.								
Answer Options	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**N/A**	**Rating Average**	**Response Count**
	3	2	25	24	8	22	3.52	84
73. School athletics programs are held to high standards of conduct in terms of gender fairness, academics, profanity, sportsmanship and attitude.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	3	14	31	23	11	3.88	86
74. School pride is currently very strong at ECHS.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	0	20	37	23	5	3.96	87

Faculty Survey Fall 2014

1. Are you a tenured teacher?

Answer Options	Response Percent	Response Count
A. Yes.	75.0%	36
B. No	25.0%	12
answered question		48

2. Have you worked at El Camino five years or longer?

Answer Options	Response Percent	Response Count
A. Yes	51.1%	24
B. No	48.9%	23
answered question		47

3. Are you on a temporary contract?

Answer Options	Response Percent	Response Count
A. Yes	6.3%	3
B. No	93.8%	45
answered question		48

4. The school has a clearly stated vision and purpose based on its student needs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	9	14	20	1	0	3.10	48
answered question								48

5. I am supported in my role as an educator.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	12	4	26	1	0	3.17	47
answered question								47

6. There is cooperation between my department and other departments with which we work.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	12	13	17	2	1	3.11	47
							answered question	47

7. There is cooperation within my department.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	4	3	23	16	1	4.04	48
							answered question	48

8. My administrative supervisor is fair in his/her dealings with me.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	6	8	24	5	3	3.53	48
							answered question	48

9. My input is valued when administrative decisions are made that affect me.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	11	14	16	0	0	2.81	48
							answered question	48

10. The administration is usually receptive to suggestions for change from faculty.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	8	12	18	0	1	2.91	46
							answered question	46

11. The administration is responsive to faculty needs in a timely and effective manner.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	17	14	11	0	1	2.66	48
							answered question	48

12. Teachers have input into in-service and professional development activities at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	9	16	14	8	1	0	2.50	48
							answered question	48

13. There is a good process for resolving my complaints.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	14	20	6	0	3	2.60	48
							answered question	48

14. Communication channels between faculty, staff and administration are clear and effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	15	16	11	0	0	2.67	48
							answered question	48

15. Faculty morale is high at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	13	16	13	6	0	0	2.25	48
							answered question	48

16. Student discipline enforcement at ECHS is fair, consistent and effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	14	13	15	6	0	0	2.27	48
							answered question	48

17. I feel supported by administrative disciplinary decisions regarding my students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	11	13	17	1	1	3.00	47
							answered question	47

18. The Administrative Council is an effective leadership group.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	8	18	15	0	5	3.07	48
							answered question	48

19. The School Site Council is an effective leadership group.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	2	31	8	0	3	2.96	48
							answered question	48

20. School leadership utilizes student achievement data to make decisions and initiate activities for improvement.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	7	23	10	0	4	2.89	48
							answered question	48

21. Leadership and Faculty are encouraged to participate in ongoing professional development focused on student achievement.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	7	9	28	0	1	3.32	48
							answered question	48

22. School technology is up to date and addresses the needs of the students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	15	16	8	7	2	0	2.27	48
							answered question	48

23. School leadership employs a wide range of strategies to encourage parental and community involvement.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	8	16	19	0	0	3.06	47
							answered question	47

24. I use School Loop to post grades.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	0	1	12	31	2	4.60	47
							answered question	47

25. I use School Loop to post assignments.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	6	4	12	24	2	4.17	48
							answered question	48

26. I use School Loop to communicate with parents and students.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	2	22	24	0	4.46	48
							answered question	48

27. School Loop is an effective tool for communicating with parents and students.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	9	20	19	0	4.21	48
							answered question	48

28. I use Infinite Campus at the beginning of the period to take roll.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	3	3	21	17	3	4.11	48
							answered question	48

29. Infinite Campus is an effective tool for its purposes.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	6	9	25	6	1	3.62	48
							answered question	48

30. The current bell schedule is effective.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	10	11	19	2	0	3.02	48
							answered question	48

31. I would like to explore different bell schedules in the future.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	6	4	18	16	0	3.75	48
							answered question	48

32. I think Sustained Silent Reading was effective for our school and students and should be reconsidered.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	13	7	11	7	9	1	2.83	48
							answered question	48

33. I have integrated the ESLRs into my curriculum.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	7	10	24	2	3	3.43	47
							answered question	47

34. I am well-informed about the Common Core Standards.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	8	10	19	6	1	3.37	47
							answered question	47

35. I am well-informed about the Smarter-Based Assessments.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	17	11	10	2	0	2.64	47
							answered question	47

36. I feel prepared to integrate Common Core-based practices into my curriculum.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	8	10	17	5	3	3.30	46
							answered question	46

37. All students participate in a rigorous and relevant standards-based curriculum.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	9	12	18	3	3	3.25	47
							answered question	47

38. ECHS curriculum supports the achievement of the Common Core Standards and the ESLRs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	5	16	17	1	4	3.19	46
							answered question	46

39. ECHS offers an adequate number and variety of electives.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Average	Response Count
	23	15	6	3	0	1.77	2	47
						answered question	47	47

40. ECHS offers an adequate number and variety of Advanced Placement and Honors classes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	5	14	19	4	2	3.41	46
							answered question	46

41. Students enrolled in AP and Honors courses are prepared for success in those classes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	8	23	9	0	5	2.93	47
							answered question	47

42. My department uses pacing calenders or frameworks.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	3	9	20	6	5	3.50	47
							answered question	47

43. My department is provided with sufficient collaboration time.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	14	12	11	7	2	1	2.37	47
							answered question	47

44. My department is provided with effective professional development.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	12	16	9	9	0	1	2.33	47
							answered question	47

45. The teachers in my department have closely aligned curricula.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	5	12	23	1	4	3.43	46
							answered question	46

46. My department administers site-level common assessments.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	9	14	12	2	6	2.98	47
							answered question	47

47. My department administers District benchmarks.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	11	13	8	0	10	2.69	46
							answered question	46

48. District benchmarks are effective in informing my instruction and helping students succeed.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	9	10	18	2	0	8	2.33	47
							answered question	47

49. I write my objective on the board daily.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	3	3	20	12	7	4.08	45
							answered question	45

50. I write my agenda on the board daily.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	4	15	19	7	4.25	47
							answered question	47

51. I have a clear routine/structure in my classroom.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	1	2	17	25	2	4.47	47
							answered question	47

52. I use a "Warm-Up"or "Do Now"to start class.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	7	7	9	19	5	3.95	47
							answered question	47

53. I teach bell to bell.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	4	21	16	3	4.11	47
							answered question	47

54. I have some form of closure at the end of each class (planner check, exit ticket etc).

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	9	16	14	5	3	3.34	47
							answered question	47

55. My students are informed about the Common Core Standards in my classes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	19	16	5	0	3	2.57	45
							answered question	45

56. I incorporate the school's Expected School-wide Learning Results (ESLRs) into my own instructional goals.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	8	11	22	3	1	3.45	45
							answered question	45

57. Textbooks and other materials for students are adequate at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	11	13	9	2	4	2.76	45
							answered question	45

58. I require my students to use technology to complete classroom assignments.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	6	10	16	7	3	3.55	43
							answered question	43

59. In addition to written materials, I use a variety of instructional tools such as overheads, the internet, PowerPoint, and videos to teach the class.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	1	14	24	4	4.46	45
							answered question	45

60. I clearly communicate course outlines, expectations, grading methods, and requirements to students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	1	17	25	1	4.56	44
							answered question	44

61. I believe all students can achieve at high levels.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	5	18	18	1	4.14	45
							answered question	45

62. When I have a Special Education student, I know how to meet their needs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	5	9	24	4	1	3.52	45
							answered question	45

63. I know how to access information about my Special Education students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	2	8	27	4	1	3.61	45
							answered question	45

64. The channels of communication between Special Education case managers and faculty are clear.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	10	11	16	3	1	3.09	45
							answered question	45

65. The roles of the Special Education and the classroom teachers are clear.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	9	14	14	2	2	3.02	45
							answered question	45

66. I respond in a timely way when I receive a Teacher Input Form for a Special Education Student.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	4	2	26	11	2	4.02	45
							answered question	45

67. I feel Special Education students are set up for success at this school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	13	12	10	2	1	2.70	45
							answered question	45

68. When I have an ELL student, I know how to meet their needs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	9	12	16	3	1	3.11	45
							answered question	45

69. I know how to access information about my ELL students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	13	11	12	3	1	2.98	43
							answered question	43

70. I feel ELL students are set up for success at this school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	12	14	13	4	1	1	2.27	45
							answered question	45

71. I feel the needs of students with low socio-economic status are met at this school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	9	22	8	2	0	2.89	45
							answered question	45

72. I check for understanding (CFU) frequently in my classroom.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	1	5	20	17	1	4.23	44
							answered question	44

73. I use EDI (Explicit Direct Instruction) strategies frequently in my class room (Non-volunteers, White boards, Choral Response, Think/Pair/Share).

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	4	5	21	14	1	4.02	45
							answered question	45

74. I employ a variety of strategies to evaluate student learning.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	2	21	20	1	4.42	44
							answered question	44

75. I often re-teach concepts that students have not mastered on assessments.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	6	30	7	1	4.02	44
							answered question	44

76. I use my assessments to inform my teaching.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	2	33	7	2	4.12	44
							answered question	44

77. I use a variety of formal and informal, formative and summative assessments in my class.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	4	25	15	1	4.25	45
							answered question	45

78. The school utilizes an effective assessment process to analyze student performance data.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	14	13	10	0	4	2.71	45
							answered question	45

79. I use disaggregated student performance data (i.e. Data Director) to inform my teaching.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	21	5	5	0	6	2.21	44
							answered question	44

80. Teachers are provided sufficient time to look at student performance data.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	15	14	8	3	0	5	1.98	45
							answered question	45

81. Teachers are provided with sufficient, relevant, inspiring professional development.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	15	15	9	3	0	3	2.00	45
							answered question	45

82. Teachers are provided sufficient time to plan.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	16	11	7	9	0	1	2.21	44
							answered question	44

83. Teachers are provided sufficient time to grade.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	16	11	6	10	0	1	2.23	44
							answered question	44

84. Teachers are provided with the time and guidance to align their grading in common classes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	15	14	12	1	0	3	1.98	45
							answered question	45

85. If a parent does not speak English, I know how to communicate with them.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	11	13	14	0	0	2.76	45
							answered question	45

86. The role of the counseling department is clear and effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	6	6	21	6	0	3.39	44
							answered question	44

87. I use district technology in my instruction.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	2	4	26	9	2	3.88	45
							answered question	45

88. District technology meets the needs of my instructional practices.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	8	11	12	11	0	3	2.62	45
							answered question	45

89. I use my own personal computer instead of a district computer.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	14	7	10	6	2	2.91	45
							answered question	45

90. I use other personal technology instead of district technology in my instruction.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	11	6	16	5	5	3.28	45
							answered question	45

91. I use District-purchased online resources in my instruction (turnitin.com, data director, edmodo etc.)

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	8	6	21	6	3	3.55	45
							answered question	45

92. District online resources are effective in my instruction.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	7	14	16	1	3	3.12	44
							answered question	44

93. I use non-district online resources in my instruction (prezi, quizlet, google docs etc.).

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	9	18	14	2	4.02	45
							answered question	45

94. Our campus is clean and well-maintained.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	12	8	18	1	0	2.91	45
							answered question	45

95. Morale in my department is generally high.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	8	8	10	18	1	0	2.91	45
							answered question	45

96. In the past three years at ECHS, I have been treated with respect and dignity no matter my gender, sexual orientation, ethnicity, creed, disability, or any other factor.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	7	8	14	8	2	3.26	45
							answered question	45

97. I feel valued, and respected at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	11	6	21	2	0	3.14	44
							answered question	44

98. Female students at this school have high levels of self-respect and encouragement to academic success.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	10	9	20	5	0	3.40	45
							answered question	45

99. Male students at this school have high levels of self-respect and encouragement to academic success.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	6	11	23	4	0	3.51	45
							answered question	45

100. ECHS fosters a safe and healthy learning environment.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	5	9	24	6	0	3.64	45
							answered question	45

101. Students at ECHS are treated with respect and dignity no matter their gender, ethnicity, grade point average, sexual orientation, economic background, or any other factor.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	9	10	19	5	0	3.36	45
							answered question	45

102. Students are treated with respect by their peers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	11	19	11	3	0	3.09	45
							answered question	45

103. Students are treated with respect by their teachers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	7	26	12	0	4.11	45
							answered question	45

104. Students are treated with respect by the administration.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	14	22	6	1	3.73	45
							answered question	45

105. Teachers are treated with respect by their peers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	3	7	26	7	0	3.80	44
							answered question	44

106. Teachers are treated with respect by their students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	5	10	23	6	0	3.68	44
							answered question	44

107. Teachers are treated with respect by parents.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	10	28	4	0	3.71	45
							answered question	45

108. Teachers are treated with respect by the administration.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	4	12	23	2	0	3.33	45
							answered question	45

109. Verbal slurs against a person's gender, sexual orientation, race, ethnicity, or other defining factors are rarely heard on campus.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	22	11	6	1	0	2.47	45
							answered question	45

110. ECHS teachers, administrators and faculty effectively discipline students who use verbal slurs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	11	20	5	3	0	2.77	44
							answered question	44

111. Students have access to assistance in preparing them for their academic, personal, and career goals.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	6	12	21	4	1	3.48	45
							answered question	45

112. ECHS facilities such as classrooms, grounds, and restrooms are well maintained and clean.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	6	10	12	16	0	0	2.86	44
							answered question	44

113. Bullying is a problem at our school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	4	17	20	1	0	3.27	45
							answered question	45

114. If bullying is occurring in or outside of my classroom, I would know how to stop it.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	4	9	26	4	1	3.70	44
							answered question	44

115. The culture of the school is characterized by trust, professionalism, and high expectations of all students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	7	14	22	1	0	3.33	45
							answered question	45

116. Students receive appropriate support to ensure academic success.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	12	11	17	3	0	3.16	45
							answered question	45

117. Students have access to a system of personal support services.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	6	17	20	1	0	3.31	45
							answered question	45

118. The rules and regulations at ECHS are enforced fairly and consistently.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	16	11	11	0	0	2.58	45
							answered question	45

119. Teachers consistently enforce "day-to-day" discipline on issues like phones, hats, skateboards, dress code violations, and music both in their classrooms and in the hallways.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	16	12	11	0	0	2.66	44
							answered question	44

120. I stand in the hallways during passing period.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	5	6	19	7	6	3.68	44
							answered question	44

121. I let students eat in my room at lunch.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	7	9	2	19	6	2	3.19	45
							answered question	45

122. I often stay to help students with additional tutoring after school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	4	21	12	5	4.03	45
							answered question	45

123. I work beyond my contract hours regularly.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	0	2	11	31	0	4.58	45
							answered question	45

124. There is a good sense of school pride.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	4	9	25	4	0	3.51	45
							answered question	45

125. Our school has a good balance of both academic and social endeavors.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	9	6	26	3	0	3.47	45
							answered question	45

126. I am proud to be a Colt!!

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count

	1	1	14	21	8	0	3.76	45
							answered question	**45**

ECHS WASC 2014-2015 Classified Survey

1. The school has a clearly stated vision and purpose based on its student needs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	4	5	1	0	3.23	13
							answered question	13

2. I am supported in my job duties.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	3	6	2	0	3.43	14
							answered question	14

3. There is cooperation within my office/department.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	4	5	3	0	3.57	14
							answered question	14

4. My administrative supervisor is fair in his/her dealings with me.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	2	5	5	0	3.93	14
							answered question	14

5. My input is valued when administrative decisions are made that affect me.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	3	5	3	1	1	3.17	13
							answered question	13

6. The administration is usually receptive to suggestions for change from the classified staff.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	4	4	1	2	1	2.92	13
							answered question	13

7. The administration is responsive to faculty needs in a timely and effective manner.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	5	2	3	1	1	2.83	13
							answered question	13

9. Communication channels between faculty, staff and administration are clear and effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	6	2	4	1	0	2.86	14
							answered question	14

10. Staff morale is high at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	5	2	2	1	0	2.36	14
							answered question	14

11. Student discipline enforcement at ECHS is fair, consistent and effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	5	3	4	2	0	0	2.21	14
							answered question	14

12. The School Site Council is an effective leadership group.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	5	1	0	4	2.67	13
							answered question	13

13. School technology is up to date and addresses the needs of the students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	1	5	4	0	1	2.92	13
							answered question	13

14. School leadership employs a wide range of strategies to encourage parental and community involvement.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	3	4	5	0	2	3.17	14
							answered question	14

15. I use School Loop as part of my job.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	2	4	4	0	2	2.83	14
							answered question	14

16. Infinite Campus is an effective tool for its purposes.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	2	1	5	1	3	3.09	14
							answered question	14

17. The current bell schedule is effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	4	5	2	1	3.54	14
							answered question	14

18. I would like to explore different bell schedules in the future.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	1	7	2	2	1	3.42	13
							answered question	13

19. I think Sustained Silent Reading is effective for our school and students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	4	0	4	1	2	2.67	14
							answered question	14

20. I am informed about the ESLR's.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	2	4	2	0	2	2.60	12
							answered question	12

21. I am well-informed about the Common Core Standards.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	4	2	0	0	3	2.00	11
							answered question	11

22. I am well-informed about the Smarter-Based Assessments.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	3	2	0	1	3	2.38	11
							answered question	11

23. All students participate in a rigorous and relevant standards-based curriculum.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	5	0	1	1	4	2.71	11
							answered question	11

24. ECHS curriculum supports the achievement of the Common Core Standards and the ESLRs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	1	2	2	1	5	3.50	11
							answered question	11

25. ECHS offers an adequate number and variety of electives.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	7	0	1	0	1	1.91	12
							answered question	12

26. It seems that the teachers teach "bell to bell."

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	0	5	1	1	3	3.13	11
							answered question	11

27. Textbooks and other materials for students are adequate at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	3	1	2	3	2	3.56	11
							answered question	11

28. I believe all students can achieve at high levels.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	0	8	4	0	4.33	12
							answered question	12

29. When I have a Special Education student, I know how to meet their needs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	0	2	5	0	3	3.38	11
							answered question	11

30. The channels of communication between Special Education case managers and faculty are clear.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	5	0	0	3	2	2.89	11
							answered question	11

31. The roles of the Special Education and the classroom teachers are clear.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	4	0	1	2	3	2.88	11
							answered question	11

32. I feel Special Education students are set up for success at this school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	3	0	1	3	1	3.00	10
							answered question	10

33. When I have an ELL student, I know how to meet their needs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	2	1	3	3	3.63	11
							answered question	11

34. I feel ELL students are set up for success at this school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	3	1	2	3	3.25	11
							answered question	11

35. I feel the needs of students with low socio-economic status are met at this school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	3	2	0	3	2	3.38	10
							answered question	10

36. If a parent does not speak English, I know how to communicate with them.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	1	3	4	1	3.80	11
							answered question	11

37. The role of the counseling department is clear and effective.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	0	4	3	1	1	3.33	10
							answered question	10

38. I use district technology in my job.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	1	8	3	0	4.17	12
							answered question	12

39. District technology meets the needs of my job.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	3	4	2	1	3.45	12
							answered question	12

40. I use my own personal computer instead of a district computer.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	3	0	0	0	6	1.50	12
							answered question	12

41. I use other personal technology instead of district technology in my job.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	4	1	1	0	0	6	1.50	12
							answered question	12

42. I use District-purchased online resources in my job (turnitin.com, data director, edmodo etc.)

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	1	0	0	0	8	1.25	12
							answered question	12

43. District online resources are effective in my job.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	1	1	4	0	5	3.50	11
							answered question	11

44. I use non-district online resources in my job (prezi, quizlet, google docs etc.).

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	0	0	2	0	7	2.50	11
							answered question	11

45. Our campus is clean and well-maintained.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	2	0	4	2	0	3.00	11
							answered question	11

46. Morale with my colleagues is generally high.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	3	4	1	2	1	0	2.45	11
							answered question	11

47. In the past three years at ECHS, I have been treated with respect and dignity no matter my gender, sexual orientation, ethnicity, creed, disability, or any other factor.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	3	3	3	1	3.55	12
							answered question	12

48. I feel valued, and respected at ECHS.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	2	4	4	0	3.75	12
							answered question	12

49. ECHS fosters a safe and healthy learning environment.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	2	3	4	0	3.58	12
							answered question	12

50. Students at ECHS are treated with respect and dignity no matter their gender, ethnicity, grade point average, sexual orientation, economic background, or any other factor.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	0	3	3	4	1	3.82	12
							answered question	12

51. Students are treated with respect by their peers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	1	4	3	2	3.80	12
							answered question	12

52. Students are treated with respect by the classified staff.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	1	7	4	0	4.25	12
							answered question	12

53. Students are treated with respect by the administration.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	2	5	3	0	3.75	12
							answered question	12

54. Classified staff members are treated with respect by their peers.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	1	1	7	3	0	4.00	12
							answered question	12

55. Teachers are treated with respect by their students.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	1	4	2	1	3.40	11
							answered question	11

56. Classified staff members are treated with respect by parents.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	5	3	1	1	3.18	12
							answered question	12

57. Classified staff members are treated with respect by the administration.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	3	1	4	3	0	3.64	11
							answered question	11

58. Verbal slurs against a person's gender, sexual orientation, race, ethnicity, or other defining factors are rarely heard on campus.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	1	5	1	1	3.30	11
							answered question	11

59. ECHS teachers, administrators and faculty effectively discipline students who use verbal slurs.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	1	2	2	2	1	3.11	10
							answered question	10

60. Students have access to assistance in preparing them for their academic, personal, and career goals.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	1	7	3	1	4.18	12
							answered question	12

61. ECHS facilities such as classrooms, grounds, and restrooms are well maintained and clean.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	3	3	3	2	0	3.17	12
							answered question	12

62. Bullying is a problem at our school.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	3	2	4	0	1	2.90	11
							answered question	11

63. If bullying is occurring in or outside of my classroom, I would know how to stop it.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	1	5	3	2	4.22	11
							answered question	11

64. The culture of the school is characterized by trust, professionalism, and high expectations of all students.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	5	1	3	0	3.45	11
							answered question	11

65. Students receive appropriate support to ensure academic success.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	1	3	4	3	1	3.82	12
							answered question	12

66. Students have access to a system of personal support services.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	4	3	2	2	3.78	11
							answered question	11

67. The rules and regulations at ECHS are enforced fairly and consistently.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	2	3	3	2	1	1	2.73	12
							answered question	12

68. Teachers consistently enforce "day-to-day" discipline on issues like phones, hats, skateboards, dress code violations, and music both in their classrooms and in the hallways.								
Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	2	3	2	1	2	3.00	11
							answered question	11

69. I stand in the hallways during passing period.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	1	1	2	1	0	6	2.60	11
							answered question	11

70. I work beyond my contract hours regularly.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	3	4	1	3	1	3.36	12
							answered question	12

71. There is a good sense of school pride.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	2	2	4	4	0	3.83	12
							answered question	12

72. Our school has a good balance of both academic and social endeavors.

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	2	4	4	1	4.20	11
							answered question	11

73. I am proud to be a Colt!!

Answer Options	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Rating Average	Response Count
	0	0	4	2	5	1	4.09	12
							answered question	12

2013-14 School Quality Snapshot

El Camino High

South San Francisco Unified

1320 Mission Rd., South San Francisco, CA 94080

Grades Offered: 9 - 12
Enrollment: 1,486
Charter: No
Title I Funded: No
CDS Code: 41-69070-4132551

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?
Please visit the following CDE web page for more information about the CAASPP system: http://www.cde.ca.gov/ta/tg/ca/

California's Academic Performance Index (API)

2013 Growth API	782
Growth from Prior to Current Year	-20
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2013 Growth API State Rank	7
2013 Growth API Similar Schools Rank	3

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian	Yes	-32
Filipino	Yes	-32
Hispanic or Latino	No	-6
Native Hawaiian or Pacific Islander		--
White		--
Two or More Races		--
English Learners	Yes	40
Socioeconomically Disadvantaged	No	-15
Students with Disabilities	No	-27

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
-- = Not enough students to report

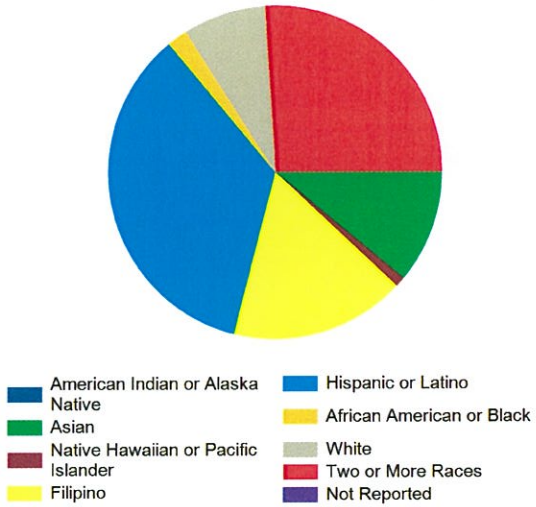
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

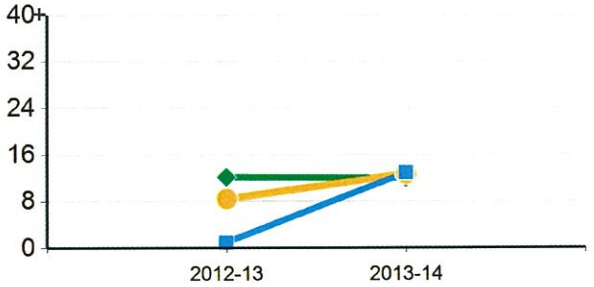
2013-14 Enrollment by Race/Ethnicity



2013-14 Subgroup Enrollment

English Learners	10%
Socioeconomically Disadvantaged	22%
Students with Disabilities	9%

Percentage of Students Redesignated to Fluent-English Proficient



2013-14 School Quality Snapshot

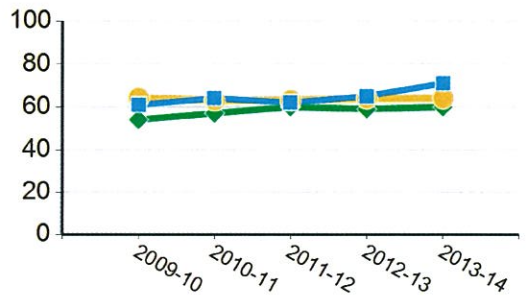
El Camino High

South San Francisco Unified

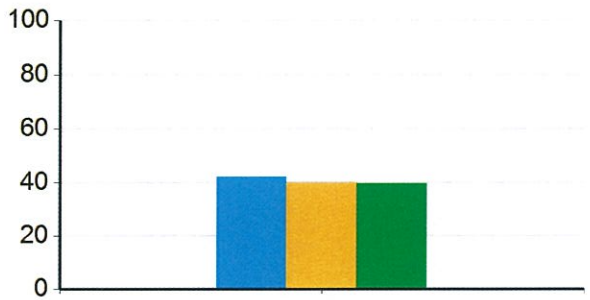
1320 Mission Rd., South San Francisco, CA 94080

Grades Offered: 9 - 12
Enrollment: 1,486
Charter: No
Title I Funded: No
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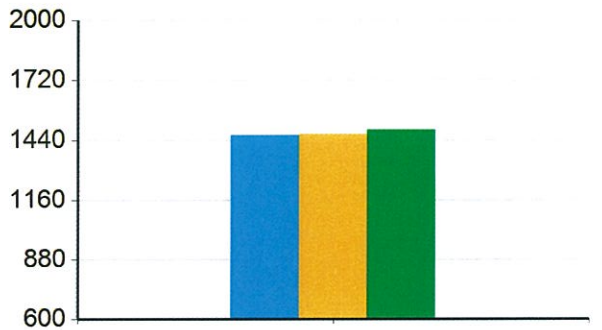
CST Science Results (percent proficient and above)



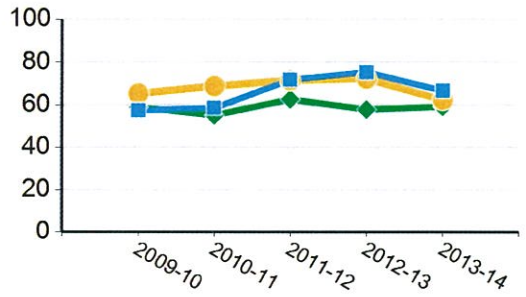
Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements



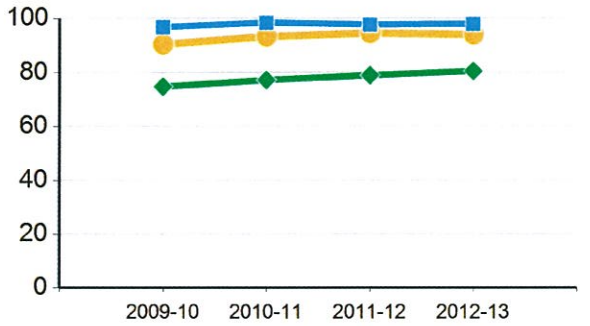
2012-13 Average SAT Score



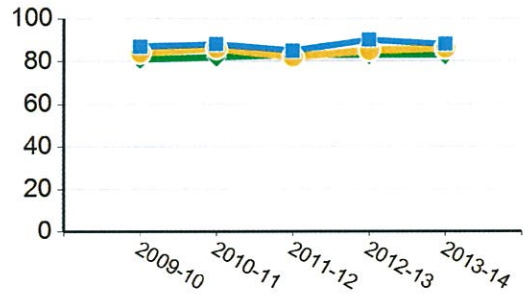
Percentage of English Learners Making Progress in Learning English



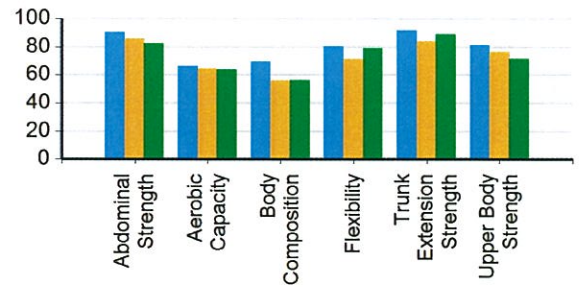
Cohort Graduation Rate*



CAHSEE English-Language Arts Grade 10 Passing Rate



Percentage of Students in the Healthy Fitness Zone in 2012-13



2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students

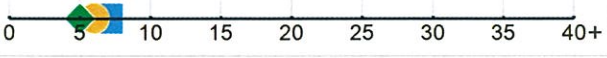


CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

* Only four years of data are available

CAHSEE: CA High School Exit Examination
CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

CAHSEE Mathematics Grade 10 Passing Rate

