



Presentation to the Board

February 08, 2024

Agenda

Introduction

LCAP and SPSA

Student Demographics

The California Dashboard

Advanced Placement

Social Emotional Learning

Community-Building





District Goals

LCAP GOAL 1

Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.



LCAP GOAL 4

Special Education

The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

LCAP GOAL 2

Professional Development

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

LCAP GOAL 3

Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

District Priorities

A) Improve Curriculum,
Instruction & Assessment

B) Bolster Professional
Learning and Collaboration

C) Strengthen Leadership
Capacity

SSFUSD
STRENGTHENING OUR SYSTEMS

the
GAS TANK
BENCHMARKS
checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

the
STEERING WHEEL
INSTRUCTION
guiding our learning objectives
ENGAGES US + TAKES US FORWARD

the
GPS
NAVIGATION
our goals
LCAP, DEPT., SITE, TEAM, TCHR.

FFME - A PROCESS TO DETERMINE WHAT TOOL, PRACTICE, or SERVICE WILL HELP US SOLVE OUR IDENTIFIED NEED

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT + RELENTLESSLY FOLLOW UP?

the
SEATS
CURRICULUM
defines the skills to be taught
STANDARDS, RIGOR, RELEVANCE



the
ENGINE
PERFORMANCE MANAGEMENT MEETINGS
showcasing data + progress
ILTs, PLCs, DEPT. MEETINGS

EVERYONE DRIVES ^{the} CAR AT HIS or HER OWN LEVEL.

the
WHEELS
SYSTEMS of ASSESSMENT
sets the pace

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES of PERFORMANCE?

the
MIRRORS
PROFESSIONAL LEARNING SYSTEM
reflecting + growing in our professional practices

EQUITY

ECHS Mission Statement

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



The Instructional Leadership Team

Marta Aristakessian

James Briano

Jamahl Brown

Olivier Caro

Marilyn Chan

Megan Connery

Jeffrey Cosico

Esperanza Flores

Brian Hamilton

Christopher Laveglia II

Jerrell Maneja

Otilio Maurezzutt Jr.

Rachel McDonald

Maria Ramos

Jill Rehder

Aashish Shrestha

Daniele Smith

David Yanover



LCAP and SPSA

Aligning District and Site Goals



SPSA Goal 1 | Academic Achievement

At ECHS, we have placed an emphasis on supporting all students to become College and Career Ready. We will be using the following indicators to monitor student progress in attaining College and Career Readiness: Completion rate of A-G (UC/CSU Grad Req), Career and Technical Education (CTE), dual enrollment, and Advanced Placement (AP) courses with a grade of "C" or better; completion rates of CTE pathways; AP exam passing rates; course formative assessment results; and high school graduation rates. We employ Professional Learning Communities (PLCs) to monitor student progress in course completion through the use of a process called "the Cycle of Inquiry" which focuses on the analysis of formative assessments, course grades, and the use of best instructional practices. We will also monitor the progress of our English Learners via the English Language Proficiency Assessment for California (ELPAC).

SPSA Goal 2 | Professional Development

El Camino High School is committed to providing effective professional development for all staff. By providing ongoing training and support, monitoring the quality of curriculum program implementation and student engagement through walkthrough observations, and using data to inform ongoing improvement efforts, the school can build the capacity and expertise of teachers and improve the quality of instruction for all students. The use of walkthrough observations as a measurement tool ensures that the school is tracking the effectiveness of the professional development and making evidence-based decisions on ongoing training and support.

SPSA Goal 3 | Student, Parent, & Community Engagement

El Camino High School seeks to foster a culture of engagement and collaboration among students, parents, and the community to support student achievement and well-being. By increasing engagement and involvement, we can create a more positive and inclusive school environment that promotes growth, development, and success for all students.

SPSA Goal 4 | Special Education

El Camino High School is committed to maintaining the Least Restrictive Environment (LRE) for students with IEPs, while ensuring that their needs are met and they make progress towards meeting their individual goals. By identifying students who may need special education services, providing a range of support, and promoting collaboration among teachers, staff, and families, we can ensure that students with IEPs are successful and included in the general education environment to the fullest extent possible. ECHS will continue to enhance the co-teaching program by increasing the number of co-taught sections offered when compared to the previous academic year, reviewing IEPs to ensure students are scheduled appropriately, and identifying students with IEPs who would be successful transferring from Specialized Academic Instruction (SAI) courses to less restrictive co-taught General Education courses. Additionally, achieving these goals will improve a-g completion rates and the College and Career Readiness indicator.

The 2023-2024 School Site Council

Leilaney Pacumio, SSC Chairperson, Student

Cherie Alonzo, Parent

Marta Aristakessian, Teacher

Jeremiah David, Student

Cianna De La Cruz, Student

Rachel McDonald, Teacher

Nayeli Molina, Classroom Teacher

Mary Musallam, Parent

“Tez” Petaia, Staff

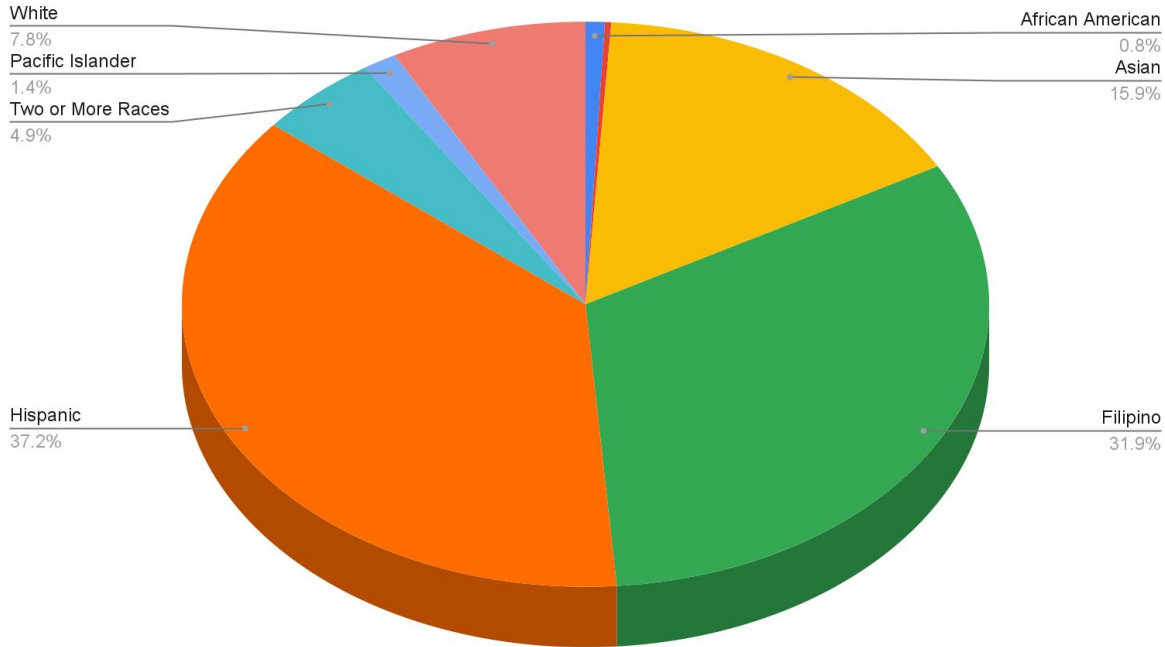


Student Demographics

Celebrating a Diverse Student Body

SPSA 3





Student Group	#	%
Female	518	46.58%
Male	594	53.42%
x	0	0.00%
English Learners	52	4.40%
Foster Youth	2	0.20%
Homeless	15	1.30%
SE Disadvantaged	320	27.30%
Students with Disabilities	159	13.60%
All Students	1112	

Grade Level	#
9th	228
10th	291
11th	285
12th	308
All Students	1112

The California Dashboard

2023 Summary and Analysis

SPSA 1 & 3



Dashboard – 2023 School Summary

Suspension Rate



Orange

English Learner Progress



Green

Graduation Rate



Blue

College/Career



High

English Language Arts



Blue

Mathematics



Green

Dashboard Summary: School, District, State

Indicator	El Camino High School			SSFUSD		State	
	N	Status	Change	Status	Change	Status	Change
Chronic Absenteeism (K-8)	-	-	-	21.3% chronically absent	-3.3	24.3% chronically absent	-5.7
Suspension	1,196	5.9% suspended at least one day	+3.7%	3.9% suspended at least one day	+1.3	3.5% suspended at least one day	+0.4
English Language Arts	287	62.9 points above standard	+43.4	3.3 pts below standard	-1	13.6 pts below standard	-1.4
Mathematics	286	34.8 points below standard	+28.4	32.8 pts below standard	-0.3	49.1 pts below standard	+2.6
Graduation Rate	293	98.6% graduated	+1%	88.7% graduated	-3.3	86.4% graduated	-1
English Learner Progress	43	58.1% making progress toward proficiency	+3.6%	46.9% making progress toward proficiency	-6.3	48.7% making progress toward proficiency	-1.6
College/Career Indicator	292	65.1% prepared	N/A	55.6% prepared	N/A	43.9% prepared	N/A

Academic Indicator - English-Language Arts



Very Low	Low	Medium	High	Very High
<i>No Student Groups</i>	Students with Disabilities	<i>No Student Groups</i>	Hispanic	All Students Asian Filipino Socioeconomically Disadvantaged

Academic Indicator - English-Language Arts (detail)

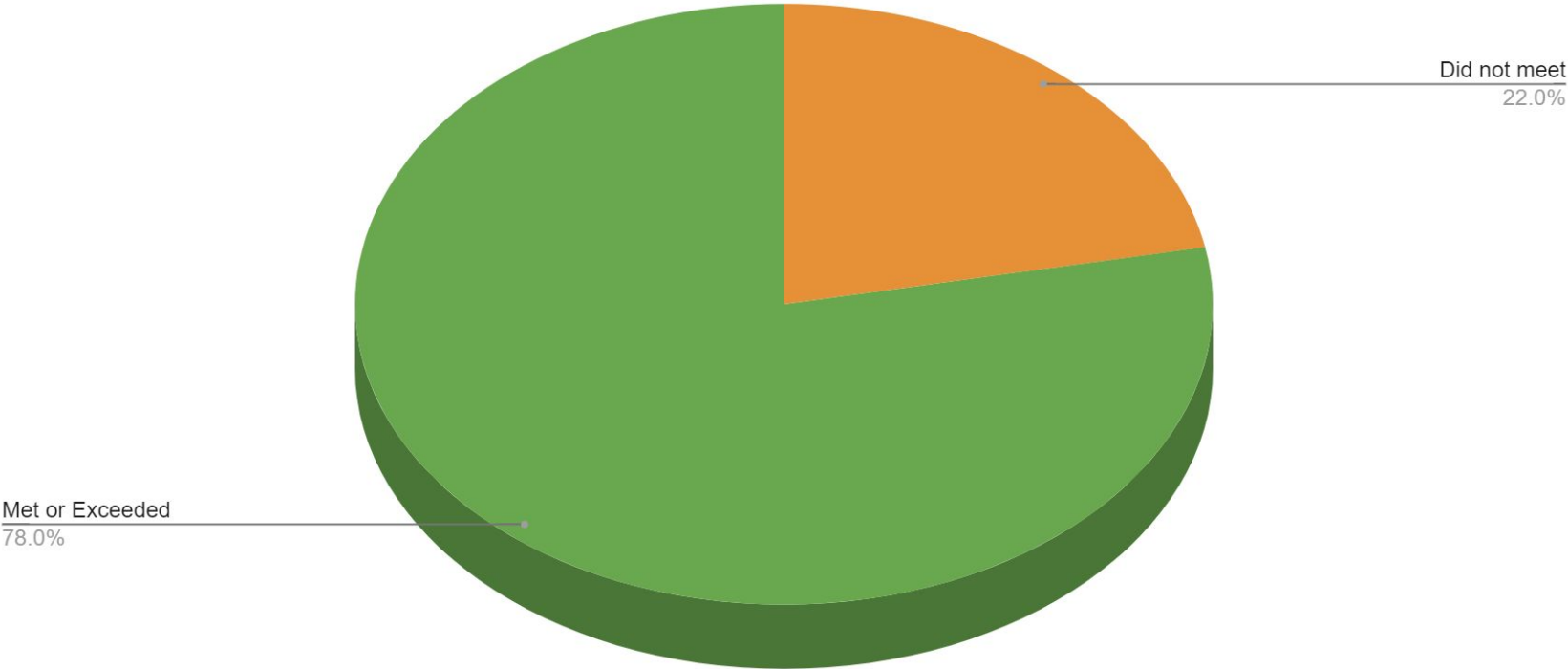


Student Group	El Camino High School			SSFUSD		State	
	# students	Status	Change	Status	Change	Status	Change
Asian	54	+120.1	+49.4	+61.6 DFS	+13.9	+61.8 DFS	-1.2
Filipino	100	+65.2	+19.1	+35.6 DFS	+1.3	+44 DFS	+1.1
Native Hawaiian/Pacific Islander (NPC)	-	-	-	-49.7 DFS	-5.3	-32.5 DFS	-3.4
Hispanic/Latinx	101	+18.2	+32.6	-42.4 DFS	-7.4	-40.2 DFS	-1.7
African American/Black (NPC)	-	-	-	-55.4 DFS	+0.6	-59.6 DFS	-2
White (NPC)	17	+22.8	+70.6	+8.7 DFS	+8.2	+20.8 DFS	-0.8
English Learners (NPC)	18	-56.9	+6.5	+50.9 DFS	-13.3	-67.7 DFS	-6.5
Students w/Disabilities	36	-111.1	+28.2	-95 DFS	-1	-96.3 DFS	-2.5
Socioeconomically Disadvantaged	78	+57.3	+62.5	-42.9 DFS	-3.6	-42.6 DFS	-1.2
All Students	287	+62.9	+43.4	-3.3 DFS	-1	-13.6 DFS	-1.4

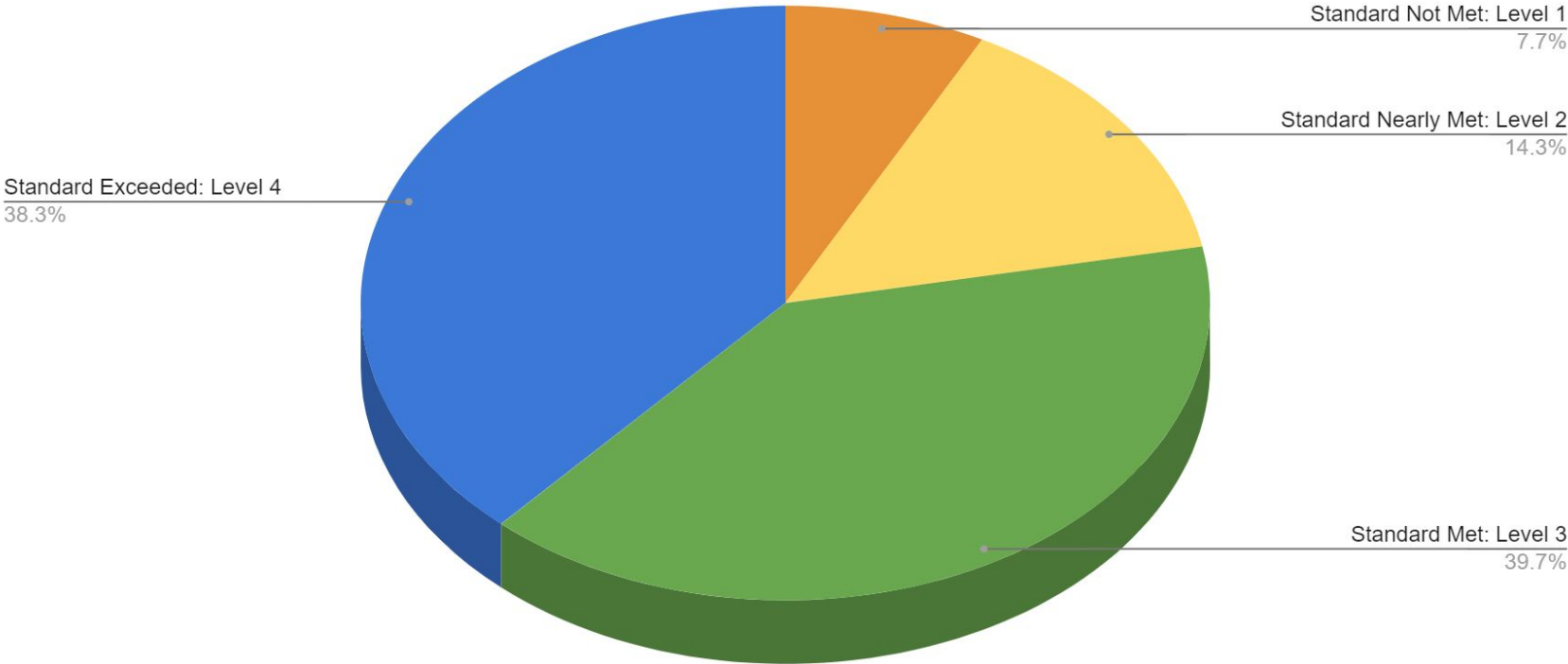
Numbers indicate points above/below standard for cohort average

NPC = No Performance Color

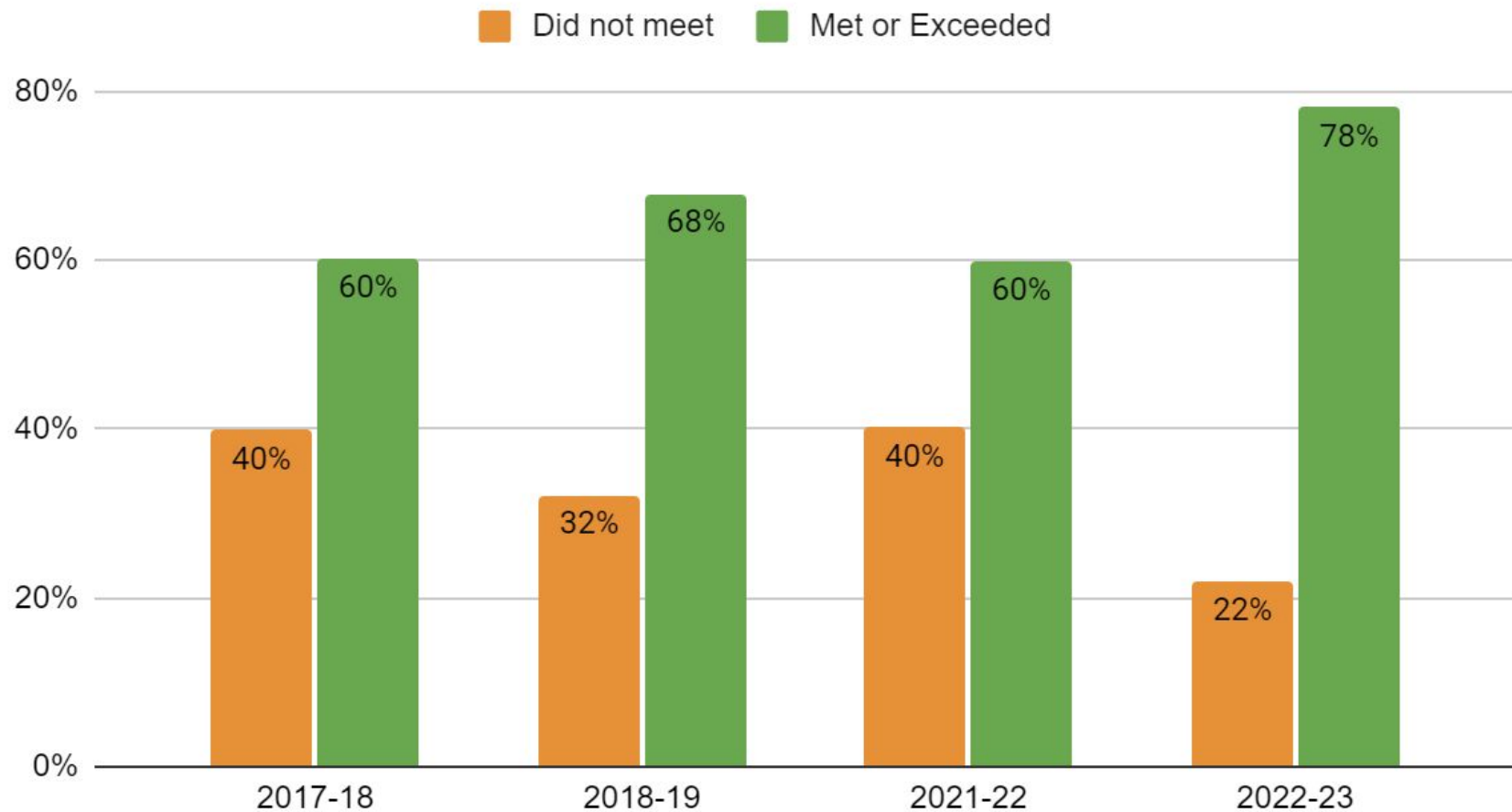
2022-23 SBAC English Results



2022-23 SBAC English



SBAC English Comparison



Academic Indicator - Mathematics



Very Low	Low	Medium	High	Very High
<i>No Student Groups</i>	Students with Disabilities	Filipino Hispanic	All Students Socioeconomically Disadvantaged	Asian

Academic Indicator - Math (detail)

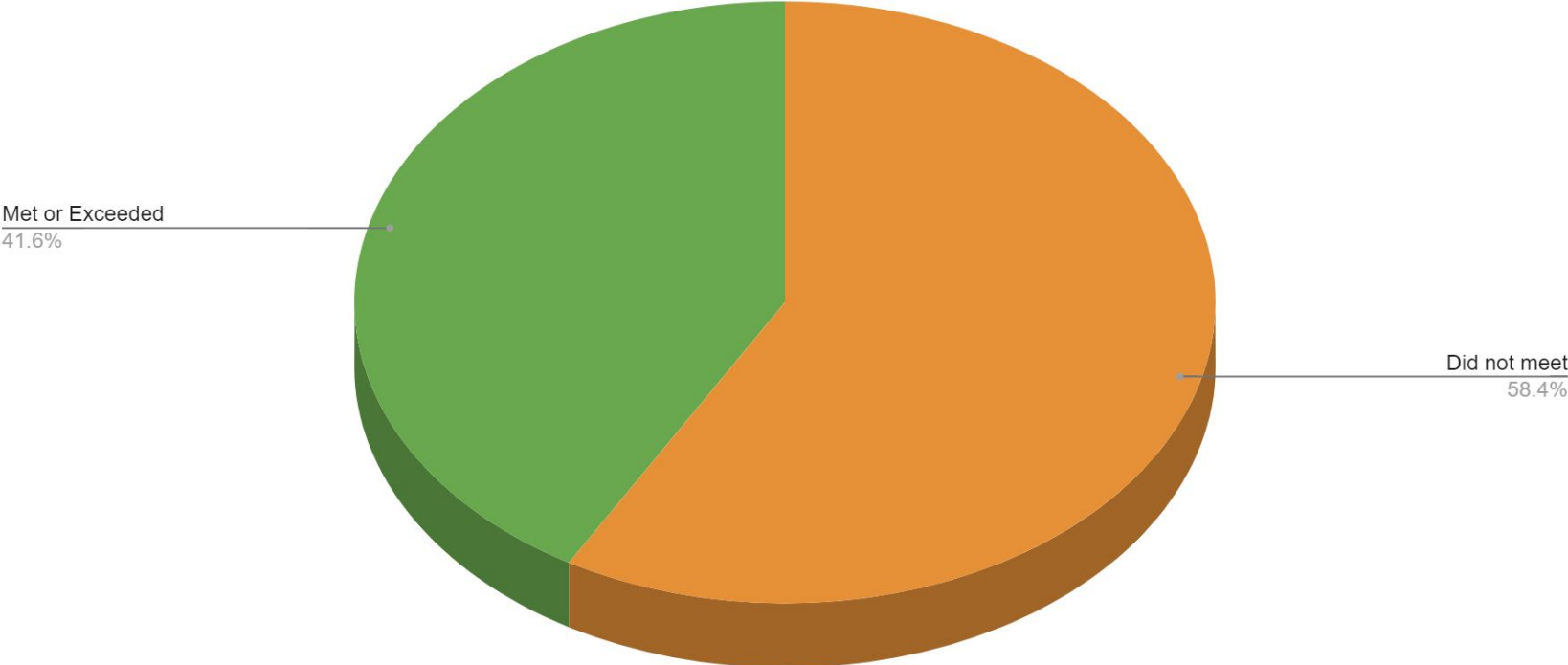


Student Group	El Camino High School			SSFUSD		State	
	# students	Status	Change	Status	Change	Status	Change
Asian	55	+70.9	+62.1	+51.4 DFS	+9.1	+50.8 DFS	+2.3
Filipino	100	-42.6	-19.7	-1.4 DFS	-4.9	+7.4 DFS	+4.8
Native Hawaiian/Pacific Islander (NPC)	-	-	-	-66.6 DFS	+1.1	-71.3 DFS	0
Hispanic/Latinx	101	-97.3	+19.3	-75.8 DFS	-3.7	-80.8 DFS	+2.6
African American/Black (NPC)	-	-	-	-99.9 DFS	+5.1	-104.5 DFS	+2.6
White (NPC)	17	-92.2	+29.4	-23.1 DS	+5.8	-11.1 DFS	+2.3
English Learners (NPC)	18	-161.1	-40.7	-68.5 DFS	-10.9	-93.4 DFS	-1.4
Students w/Disabilities	36	-185.3	+26.7	-118.3 DFS	+5.1	-127.3 DFS	+5.5
Socioeconomically Disadvantaged	77	-56.5	+54.2	-73.1 DFS	-0.9	-80.8 DFS	+3.2
All Students	286	-34.8	+28.4	-32.8 DFS	-0.3	-49.1 DFS	+2.6

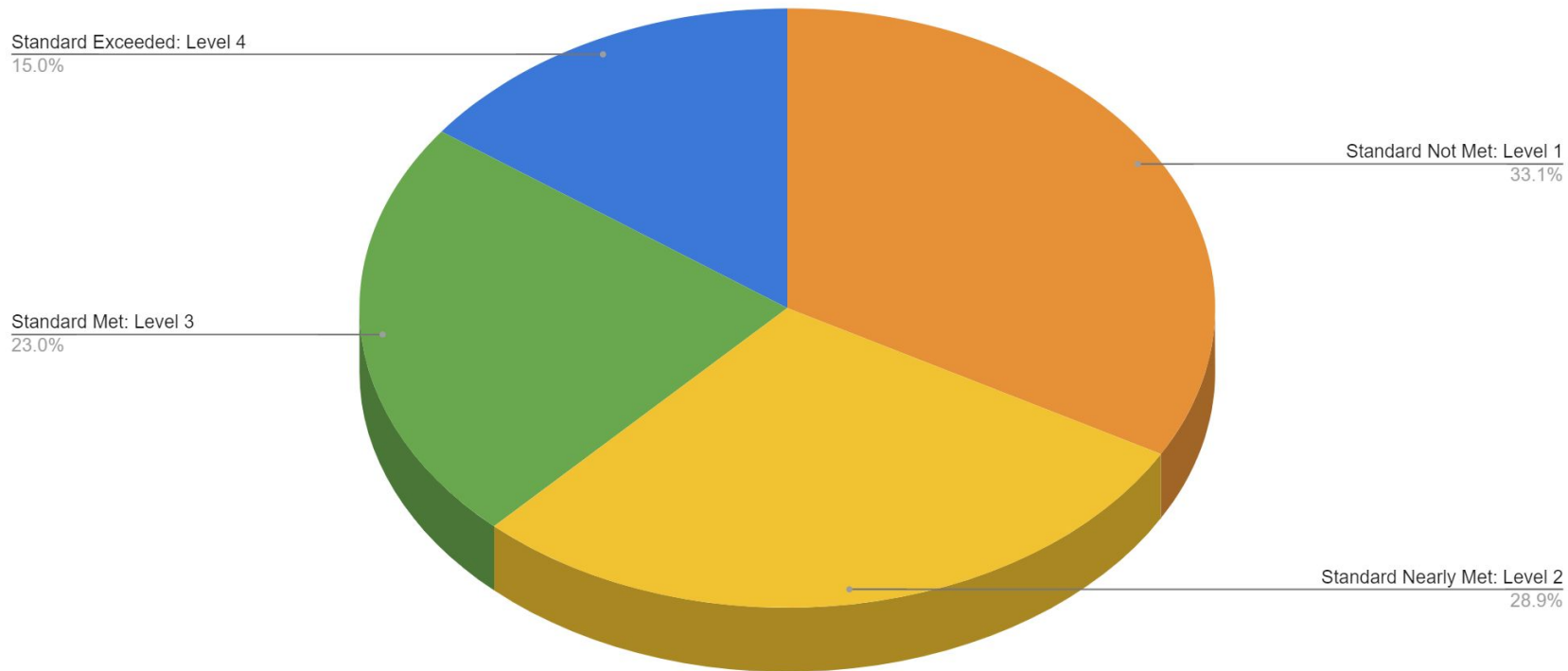
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2022-23 SBAC Math Results

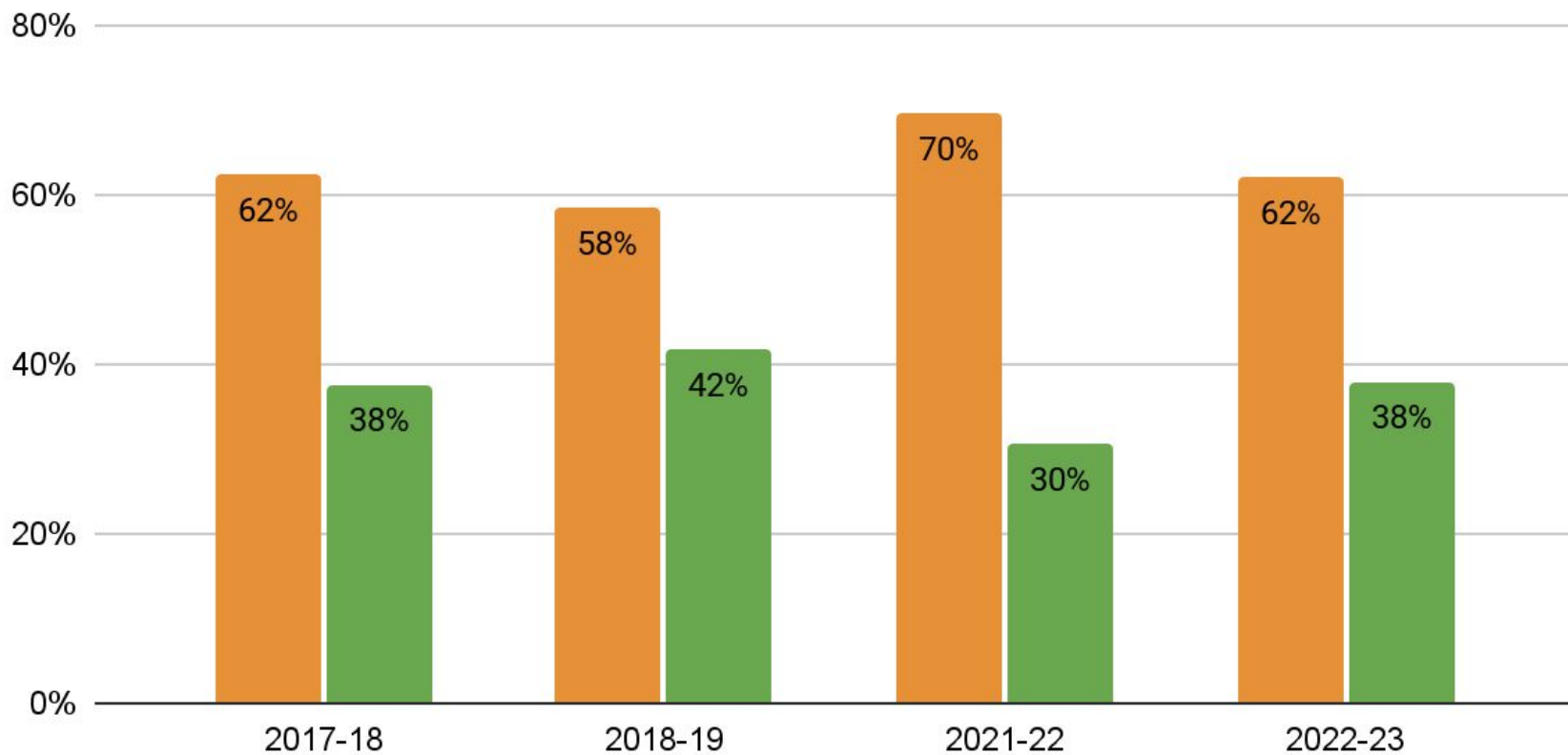


2022-23 SBAC Math Results



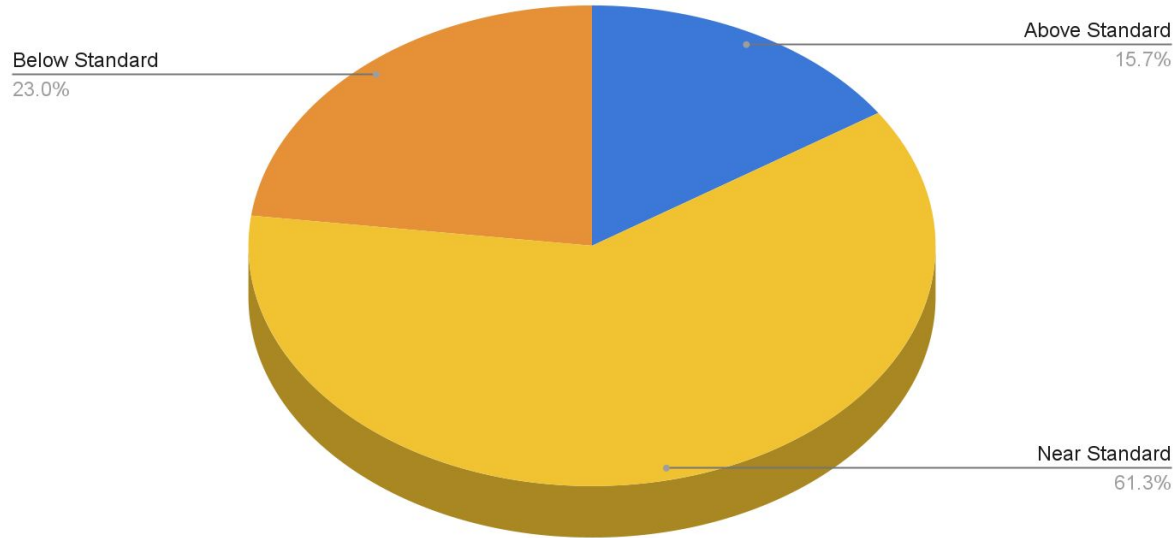
SBAC Math Comparison

Did not meet Met or Exceeded



Communicating Reasoning

How well can students think logically and express their thoughts in order to solve a problem?





English Learner Progress: Language Acquisition

Percentage of your English Learners progressed, maintained, or decreased in their ELA progress toward proficiency.

	El Camino High School	SSFUSD	State
Total # of ELs	43	1,276	829,209
Progressed at least 1 Level	58.1%	44.4%	46.4%
Maintained at Level 4	0%	2.5%	2.4%
Maintained at Levels 1, 2, or 3	34.9%	32.8%	32.7%
Decreased	7%	20.3%	18.6%
Total Progressed	58.1%	46.9%	48.7%

Suspension Rate



Student groups by STATUS

Very High	High	Medium	Low	Very Low
English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	All Students Filipino Two or More Races	White	<i>No Student Groups</i>	Asian

Suspension Rate



Student Group	El Camino High School			SSFUSD		State	
	# students	Status	Change	Status	Change	Status	Change
Asian	187	0.5%	0	1%	+0.3	1.1%	+0.2
Filipino	376	4.3%	+3.5	2.3%	+1.3	1.3%	+0.1
Native Hawaiian/Pacific Islander (NPC)	17	11.8%	+11.8	9.5%	+6	4.9%	+0.4
Hispanic/Latinx	452	8.6%	+5.3	5.1%	+1.4	3.8%	+0.5
African American/Black (NPC)	-	-	-	7.9%	-1.3	8.8%	+0.9
White	93	5.4%	0.1	4.7%	+1.8	2.9%	+0.2
English Learners	65	13.8%	+10.9	4.4%	+1.7	3.7%	+0.5
Students w/Disabilities	165	13.9%	+5.3	6.8%	+1.8	5.9%	+0.5
Socioeconomically Disadvantaged	356	9.6%	+6	5.3%	+1.5	4.5%	+0.5
All Students	1,196	5.9%	+3.7	3.9%	+1.3	3.5%	+0.4

Graduation Rate | 98.6%



Student groups by STATUS

Very Low	Low	Medium	High	Very High
<i>No Student Groups</i>	<i>No Student Groups</i>	<i>No Student Groups</i>	<i>No Student Groups</i>	All Students Asian Filipino Hispanic Socioeconomically Disadvantaged Students with Disabilities

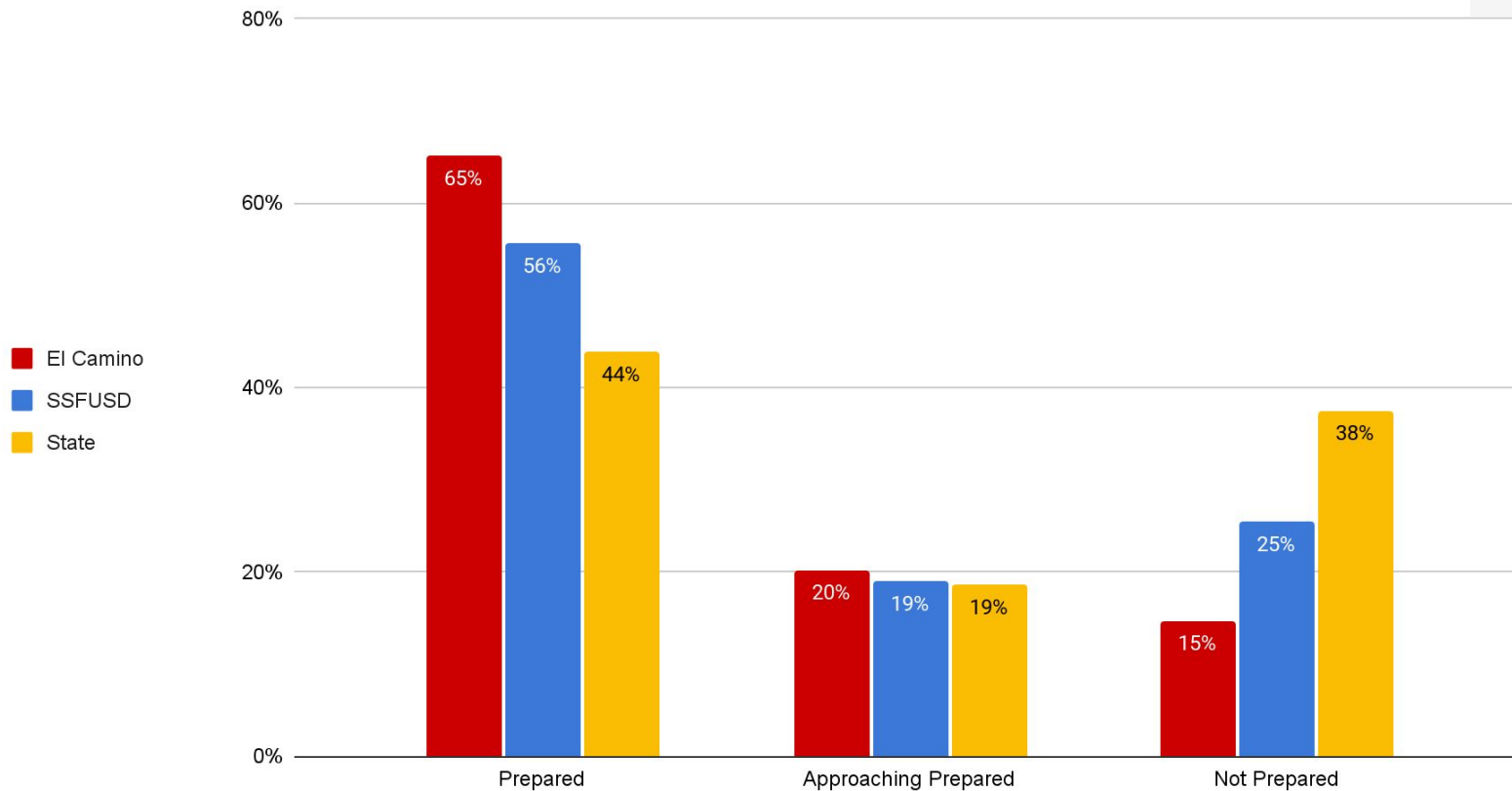
College and Career Readiness | 65.1% prepared



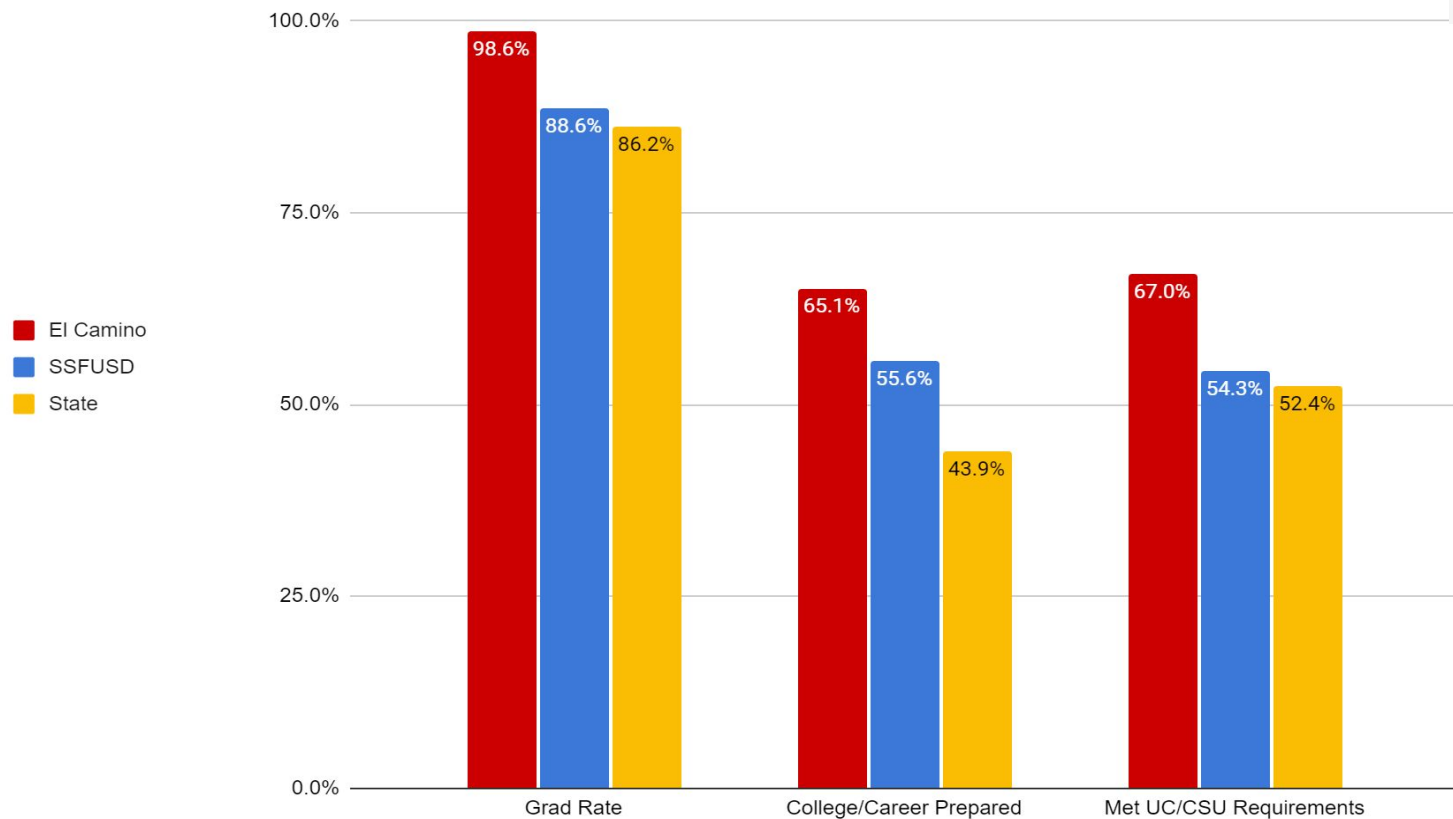
Student groups by STATUS

Very Low	Low	Medium	High	Very High
<i>No Student Groups</i>	Students with Disabilities <i>~62% met UC/CSU Requirements</i>	Hispanic	All Students Socioeconomically Disadvantaged <i>~92% met UC/CSU Requirements</i>	Asian Filipino

College and Career Readiness | Comparison



College and Career Readiness | Comparison



College Readiness | One Indicator

- Meet UC/CSU Requirements *and* meet one of the additional criteria:
 - Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
 - Complete one semester of College Credit Courses with a grade of C or better in academic/CTE subjects where college credits are awarded for each course
 - Receive a score of 3 on one AP exam or score 4 on one IB exam
 - Complete a CTE Pathway



Advanced Placement

Elevating Excellence

SPSA 1 & 2



AP Course Offerings

Biology (2021, 2023)

Calculus AB

Chemistry (2022, 2024)

Computer Science

Environmental Science (2022, 2024)

Language & Composition

Literature & Composition

Macroeconomics

Physics (2021, 2023)

Spanish

Statistics

US Government

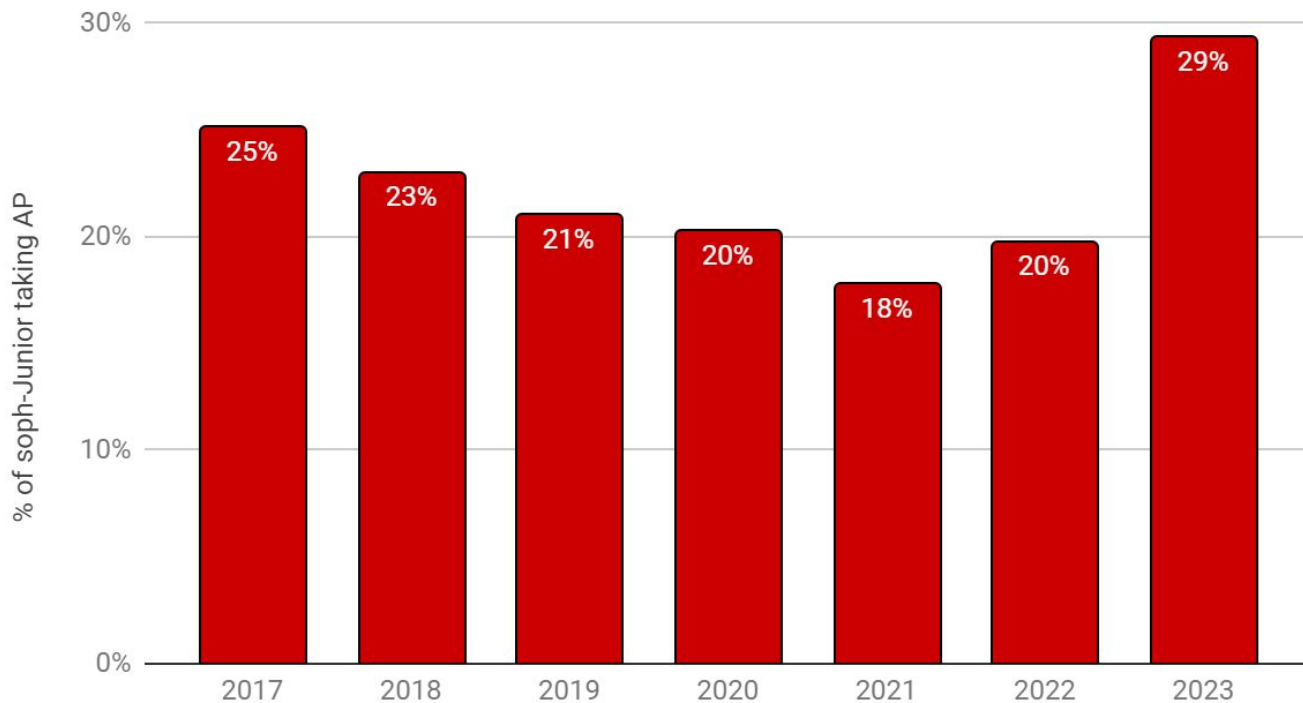
US History

World History



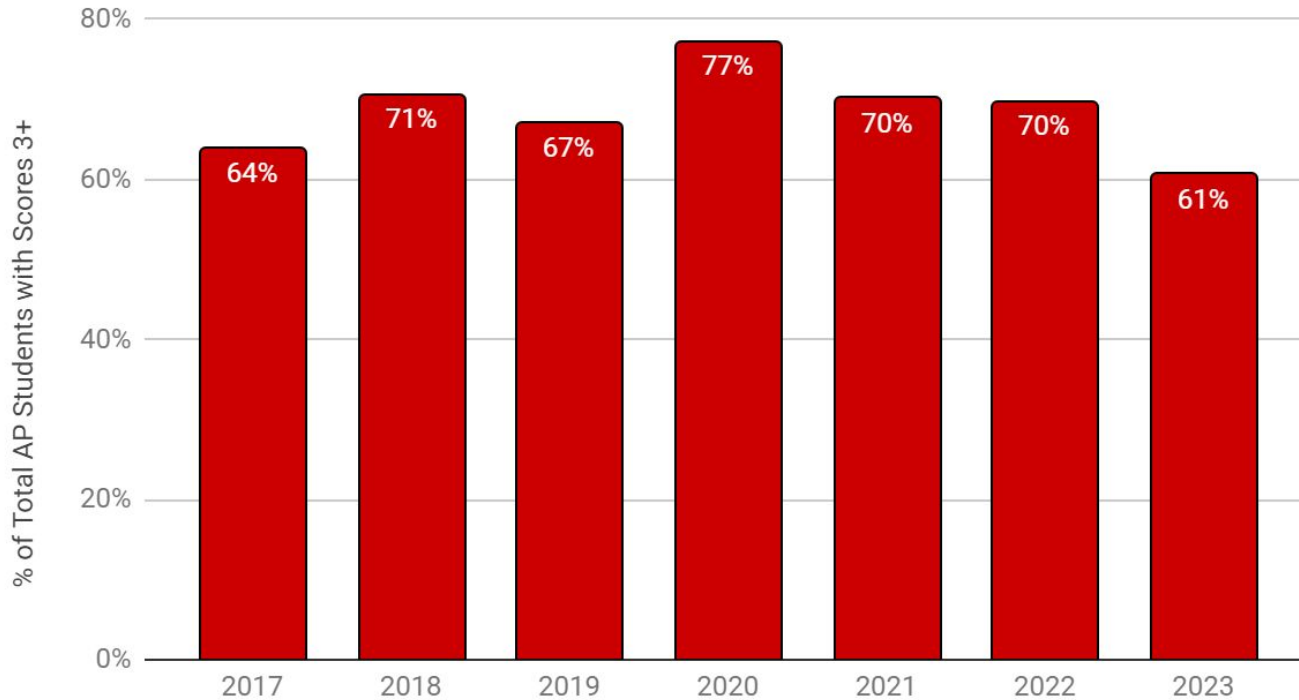
Enrollment Trends

% of Sophomores-Seniors enrolled in AP



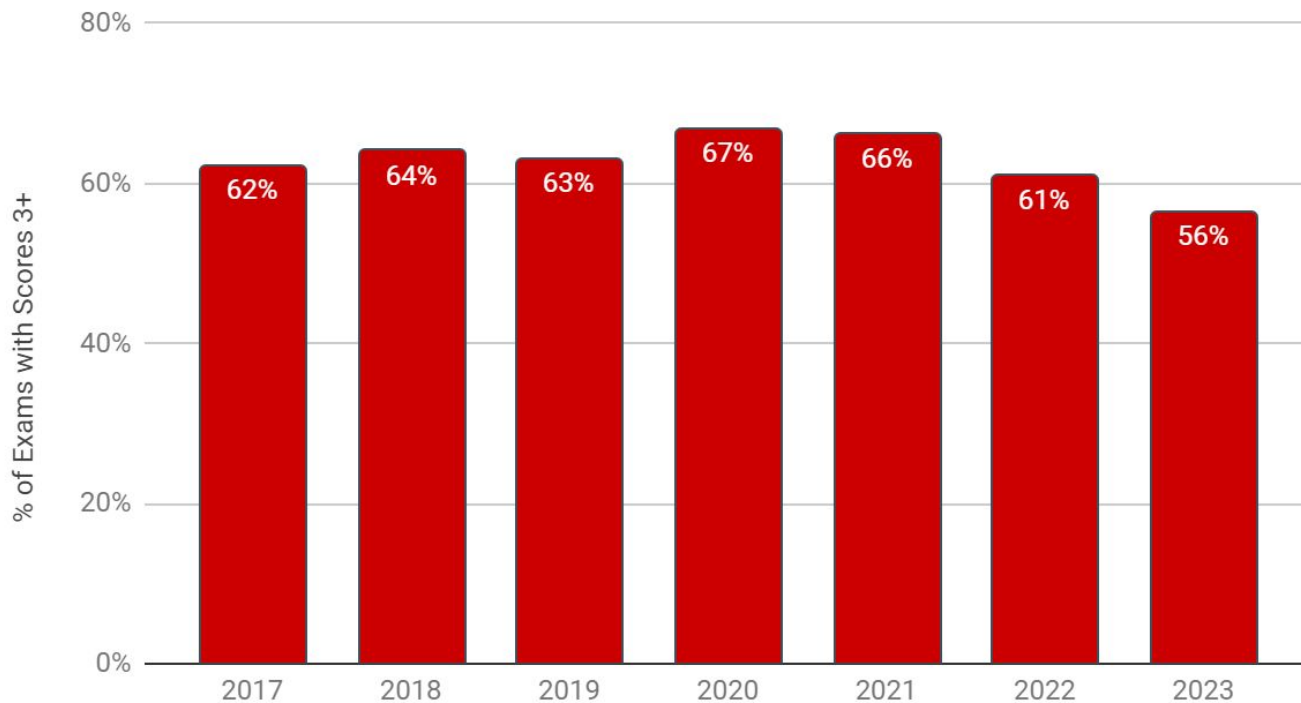
Achievement Trends | Students

% of AP Students with Scores 3+



Achievement Trends | Exams

% of Exams with Scores 3+



Social Emotional Learning

Supporting our Community

SPSA 3



Wellness Counselor

Alexis Rosenbaum (Ms. R)

- Located in Room 4
- Provides mental health and wellness check ins
- Drop in support
- Partners with the SSA and Counseling Department
- One-on-one support
- Presents at Faculty Meetings
- **Planning Peer Counseling / Wellness in 2024-25**



School Safety Advocate (SSA)

LaKenya Burke-Ray (Ms. L)

- Located in the Counseling Office
- Assesses for safety
- Helps manage crisis situations
- Provides resources to students and families
- Check-Ins with students when requested (by staff, family, or student)



Wellness Groups

- First Stop
- CALM (Anger Management)
- CALM (Anxiety)
- Girls United
- Grief Group
- Newcomer



Community-Building and Events

ASB Leadership forges new paths

SPSA 3



CARE at ECHS

C - Community is our strength | *La comunidad es nuestra fuerza*

A - Authentic relationships matter | *Las relaciones auténticas importan*

R - Resilience propels us forward | *La resiliencia nos impulsa hacia adelante*

E - Equity is our north star | *La equidad es nuestra estrella del norte*



Community Events

- Welcome Week + Back to School
- Kishiwada, Sister City City, campus visit
- Jim Cresta Memorial Car Show
- The Fall Festival — Trunk or Treat
- Powerpuff Football
- Staff Lounge revamp, Staff Appreciation, and in-person PTSA meeting



Be Where You Are Supposed to Be
Do What You Are Supposed to Do



The Crystal COLT Award

Honoring our Colleagues

SPSA 3



History of the Crystal COLT Award

C – Caring, Compassionate member of the ECHS Community

O – Outgoing individual, demonstrating high levels of School Spirit

L – Leads by example, seeking ways to help others

T – Team player who works collaboratively to achieve an objective



Staff Excellence Crystal COLT Award

2022 Recipients

Megan Connery and Ronald Haynes

2023 Recipients

Dr Rachel McDonald and Maricela Gonzalez





Thank You