



Presentation to the Board

June 08, 2023

Agenda

Introduction

LCAP and SPSA

Student Demographics

The California Dashboard

Advanced Placement

Post-secondary Success

Professional Learning Communities

Social Emotional Learning

The Crystal COLT Award

Celebrations and Dedications



Our District Goals



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.

SSFUSD Vision



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.



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



LCAP and SPSA

Aligning District and Site Goals



SPSA Goal 1

At ECHS, we place an emphasis on supporting all students to become College and Career Ready. We use the following indicators to monitor student progress: Completion rate of A-G, Career and Technical Education (CTE) pathways, dual enrollment, and Advanced Placement (AP) courses; completion rates of CTE pathways; AP exam passing rates; and high school graduation rates. We employ Professional Learning Communities (PLCs) to monitor student progress through the use of a process called "the Cycle of Inquiry," which focuses on the analysis of formative assessments, grades, and the use of best instructional practices.



ECHS SPSA Goal 2

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.



ECHS SPSA Goal 3

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.



ECHS SPSA Goal 4

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 their individual goals. By identifying students who may need special education services, providing a range of supports, 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.

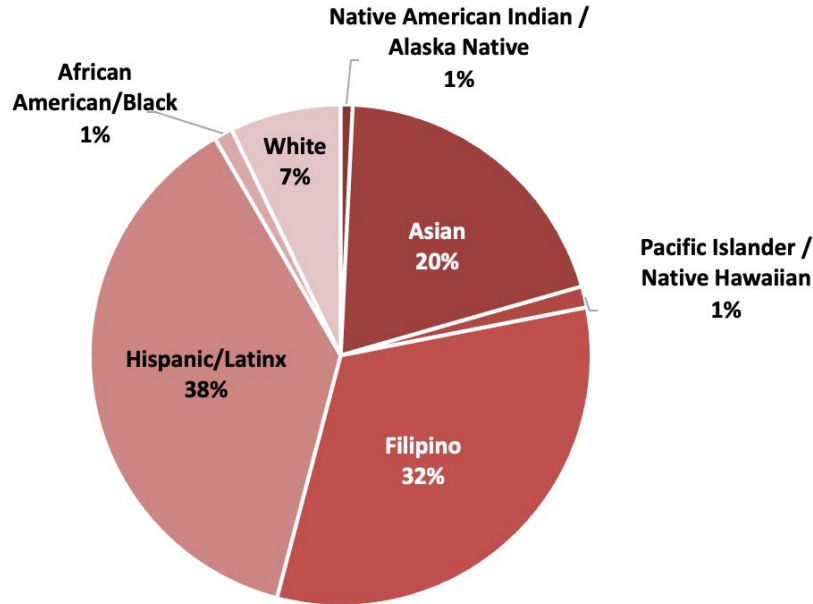


Student Demographics

Celebrating a Diverse Community



El Camino High School

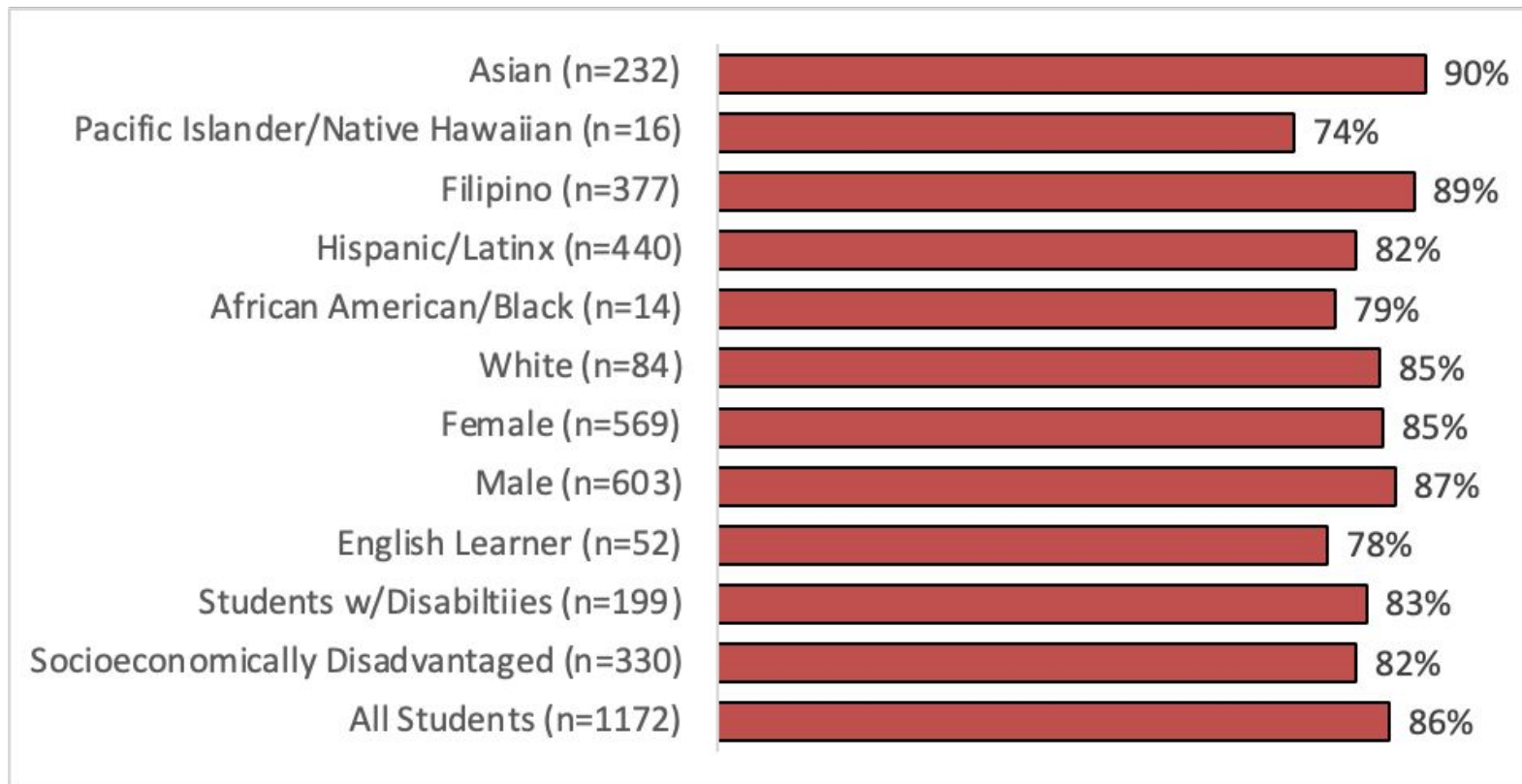


Students by Grade Level	#
9th	284
10th	288
11th	306
12th	294

Student Group	#	%
Female	569	49%
Male	603	51%
English Learner	52	4%
Students w/Disabilities	199	17%
Socioeconomically Disadvantaged	330	28%
All Students	1172	

As of 5/05/2023, El Camino HS has 5 students in Virtual Independent Study

El Camino Attendance Snapshot (4/03-5/05/2023)



* To protect student privacy, data for student groups with fewer than 10 students is not displayed. For El Camino HS, this includes the Native American Indian/Alaska Native (n=9) group.

The California Dashboard

Summaries and Analysis



Dashboard - School Summary

Suspension Rate



Medium

English Learner Progress



Medium

Graduation Rate



Very High

College/Career



Not Reported in 2022

English Language Arts



Medium

Mathematics



Low

Dashboard Summary: School, District, State

Indicator	El Camino High School		SSFUSD		State	
Chronic Absenteeism (K-8 only)	-	-	Very High	24.7% chronically absent	Very High	30% chronically absent
Suspension	Medium	2.2% suspended at least one day	Medium	2.7% suspended at least one day	Medium	3.1% suspended at least one day
English Language Arts	Medium	19.5 pts above standard	Medium	2.2 pts below standard	Low	12.2 pts below standard
Mathematics	Low	63.2 pts below standard	Low	32.4 pts below standard	Low	51.7 pts below standard
Graduation Rate (HS only)	Very High	97.7% graduated	High	92% graduated	Medium	87.4% graduated
English Learner Progress	Medium	54.5% making progress toward proficiency	Medium	53.2% making progress toward proficiency	Medium	50.3% making progress toward proficiency

Academic Indicator - English-Language Arts



Very Low	Low	Medium	High	Very High
<i>-45.1 points or lower below Standard</i>	<i>-45.0 to -0.1 points below Standard</i>	<i>0.0 to +29.9 points above Standard</i>	<i>+30.0 to +74.9 points above Standard</i>	<i>+75.0 points or higher above Standard</i>
Students with Disabilities	Socioeconomically Disadvantaged Hispanic	All Students	Asian Filipino	None

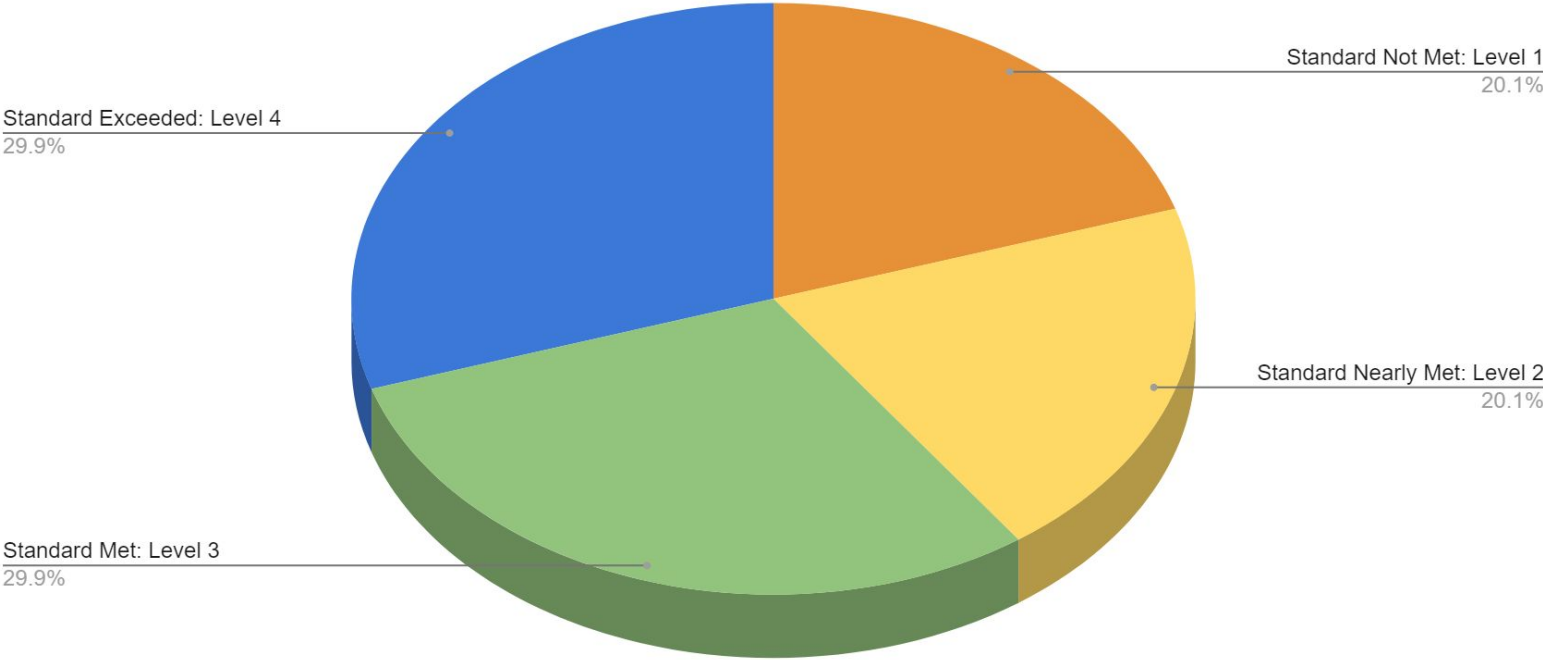
Academic Indicator - English-Language Arts (detail)



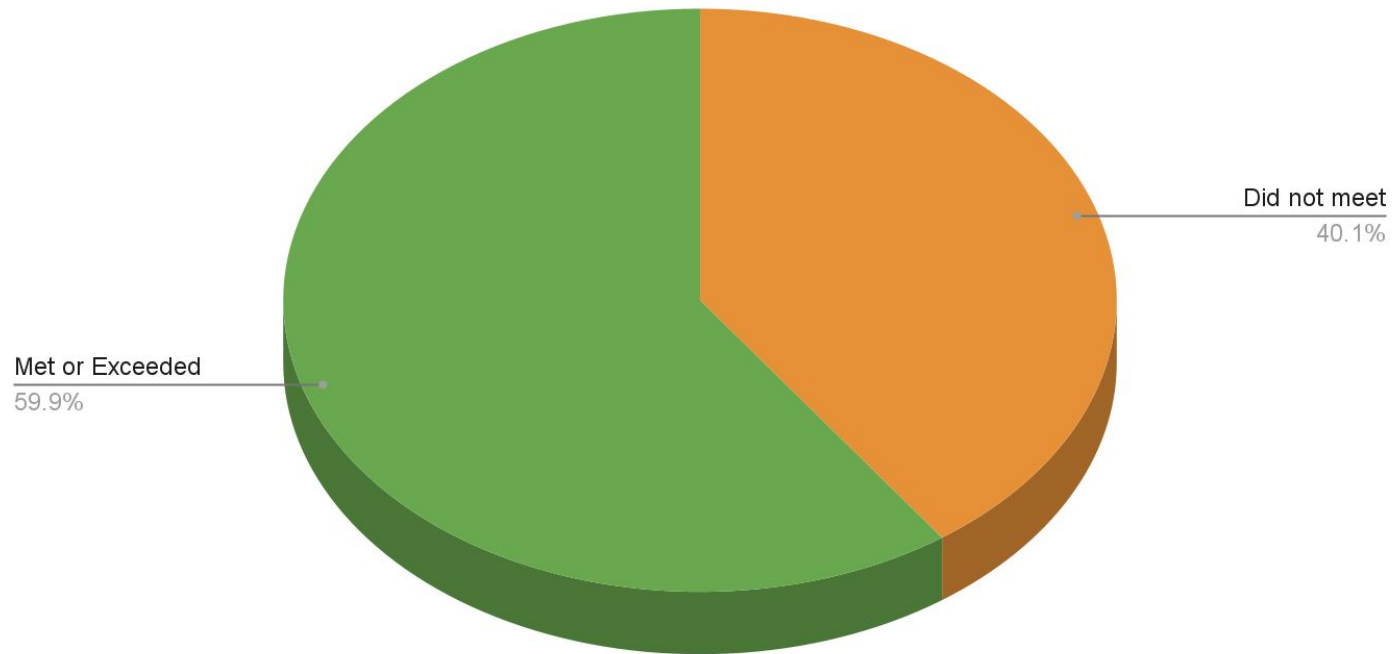
(Numbers indicate points above/below standard for cohort average)

Student Group	EI Camino High School			SSFUSD		State	
	# students	Status	Result	Status	Result	Status	Result
Asian	46	High	70.7	Very High	47.8	Very High	63
Filipino	88	High	46.1	High	34.4	High	42.9
Native Hawaiian/Pacific Islander	7	*	*	Low	-43.7	Low	-29.1
Hispanic/Latinx	100	Low	-14.4	Low	-35	Low	-38.6
African American/Black	3	*	*	Low	-54.7	Low	-57.7
White	23	NPL*	-40.5	Medium	0.8	High	21.9
English Learners	14	NPL*	-63.4	Low	-37.6	Low	-61.2
Students w/Disabilities	34	Very Low	-136.1	Very Low	-91.9	Very Low	-97.3
Socioeconomically Disadvantaged	83	Low	-5.2	Low	-39.2	Low	-41.4
All Students	282	Medium	19.5	Medium	-2.2	Low	-12.2

2021-22 SBAC English



2021-22 SBAC English Results



Academic Indicator - Mathematics



Very Low	Low	Medium	High	Very High
<i>-115.1 points or lower below Standard</i>	<i>-115.0 to -60.1 points below Standard</i>	<i>-60 to -0.1 points below Standard</i>	<i>0.0 to +24.9 points above Standard</i>	<i>+25 points or higher above Standard</i>
Students with Disabilities Hispanic	All Students Socioeconomically Disadvantaged	Filipino	Asian	None

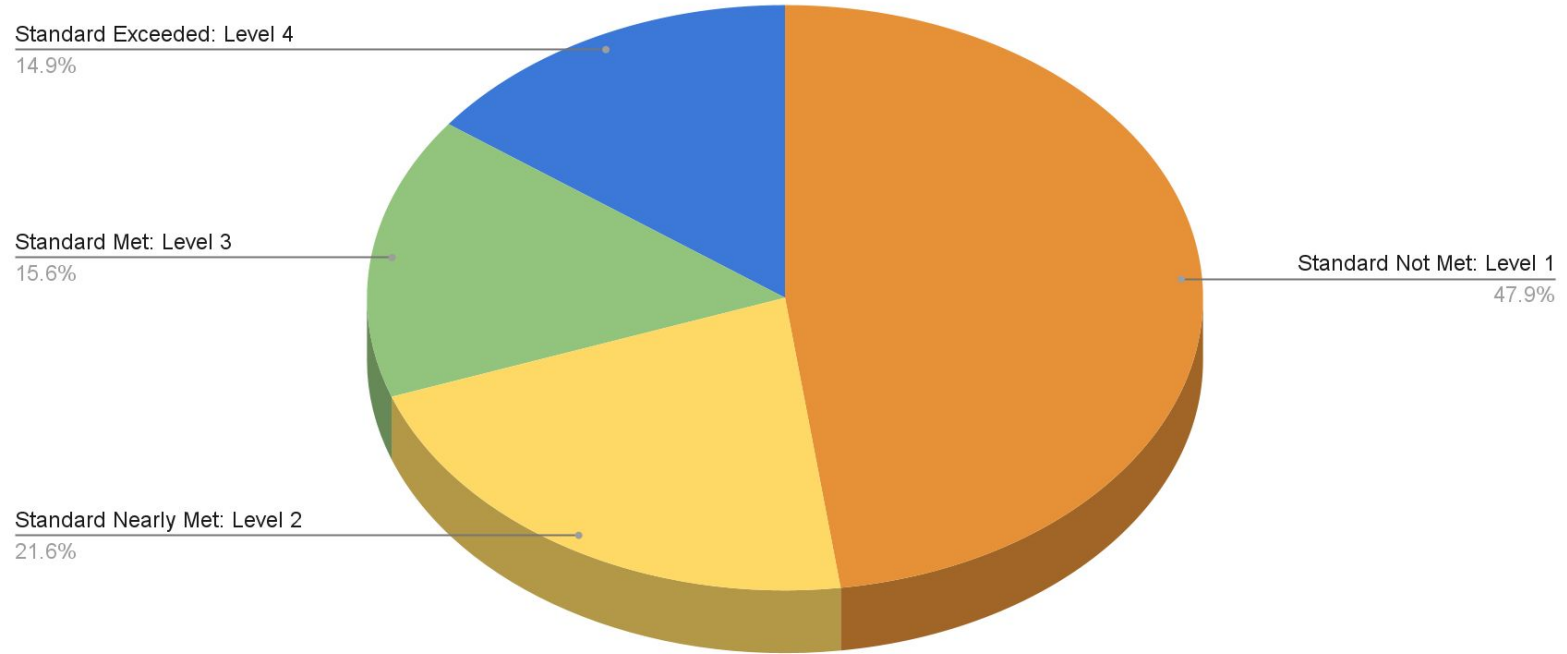
Academic Indicator - Mathematics (detail)



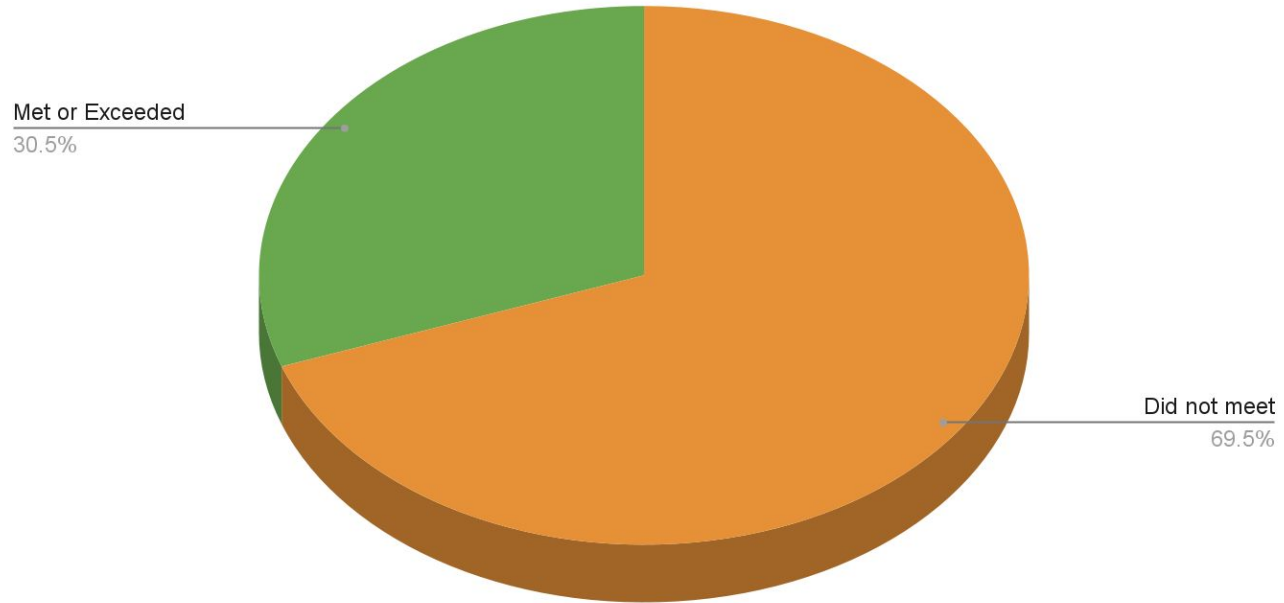
(Numbers indicate points above/below standard for cohort average)

Student Group	El Camino High School			SSFUSD		State	
	# students	Status	Result	Status	Result	Status	Result
Asian	46	High	8.8	Very High	42.3	Very High	48.4
Filipino	87	Medium	-22.8	High	3.7	High	2.7
Native Hawaiian/Pacific Islander	7	*	*	Low	-66.2	Low	-71.3
Hispanic/Latinx	100	Very Low	-116.7	Low	-72.1	Low	-83.4
African American/Black	3	*	*	Very Low	-100.2	Very Low	-106.9
White	23	NPL*	-108.3	Low	-28.9	Medium	-13.4
English Learners	14	NPL*	-120.4	Low	-57.6	Low	-92
Students w/Disabilities	34	Very Low	-206	Very Low	-119.3	Very Low	-130.8
Socioeconomically Disadvantaged	82	Very Low	-110.7	Low	-72	Low	-84
All Students	280	Very Low	-63.2	Low	-32.4	Low	-51.7

2021-22 Math



2021-22 SBAC Math Results





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 ELLs	44		1,208		785,734	
Progressed at least 1 Level	---	47.7%	---	50.2%	---	47.5%
Maintained at Level 4	---	6.8%	---	3.0%	---	2.8%
Maintained at Levels 1, 2, or 3	---	31.8%	---	30.7%	---	31.4%
Decreased	---	13.6%	---	16.1%	---	18.3%
Total Progressed	Medium	54.5%	Medium	53.2%	Medium	50.3%

Suspension Rate



Student groups by STATUS

Very Low	Low	Medium	High	Very High
Asian	Filipino Two or More Races	English Learners Hispanic Socioeconomically Disadvantaged White	Students with Disabilities	No Students

Suspension Rate



Student Group	EI Camino High School			SSFUSD		State	
	# students	Status	Result	Status	Result	Status	Result
Asian	1	Very Low	0.5%	Very Low	0.7%	Very Low	0.9%
Filipino	3	Low	0.8%	Low	1.2%	Low	1.2%
Native Hawaiian/Pacific Islander	0	NPL	0%	Medium	3.6%	Medium	4.5%
Hispanic/Latinx	15	Medium	3.3%	Medium	3.7%	Medium	3.3%
African American/Black	2	NPL	15.4%	Very High	9.2%	High	7.9%
White	5	Medium	5.3%	Medium	2.9%	Medium	2.6%
English Learners	2	Medium	2.9%	Medium	2.7%	Medium	3.2%
Students w/Disabilities	14	High	8.6%	High	5.1%	High	5.4%
Socioeconomically Disadvantaged	11	Medium	3.5%	Medium	3.8%	Medium	4.0%
All Students	27	Medium	2.2%	Medium	2.7%	Medium	3.1%

Graduation Rate

Student groups by STATUS



Very Low	Low	Medium	High	Very High
No Students	No Students	No Students	Students with Disabilities	Asian Filipino Hispanic Socioeconomically Disadvantaged

Graduation Rate



Student Group	EI Camino High School			SSFUSD		State	
	# students	Status	Result	Status	Result	Status	Result
Asian	52	Very High	100%	Very High	97.8%	Very High	95.2%
Filipino	95	Very High	97.9%	Very High	96.1%	Very High	95.5%
Native Hawaiian/Pacific Islander	*	*	*	Medium	83.3%	Medium	85.2%
Hispanic/Latinx	96	Very High	97%	Medium	87.6%	Medium	85.3%
African American/Black	*	*	*	High	91.7%	Low	79.5%
White	20	NPL	95.2%	High	94.4%	High	90.8%
English Learners	19	NPL	95%	Low	75.5%	Low	73.3%
Students w/Disabilities	39	High	92.9%	Medium	80.8%	Low	75.2%
Socioeconomically Disadvantaged	114	Very High	95.8%	Medium	89.5%	Medium	85.1%
All Students	295	Very High	97.7%	High	92.0%	High	87.4%

Supporting our Students with Disabilities



Supports for 2022-2023

Co-taught section and LRE data



CAASPP Data

Analyzing the California Assessment of Student Performance and Progress



SBAC English

(Numbers indicate points above/below standard for cohort average)

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SBAC Mathematics

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Advanced Placement

Elevating Excellence



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

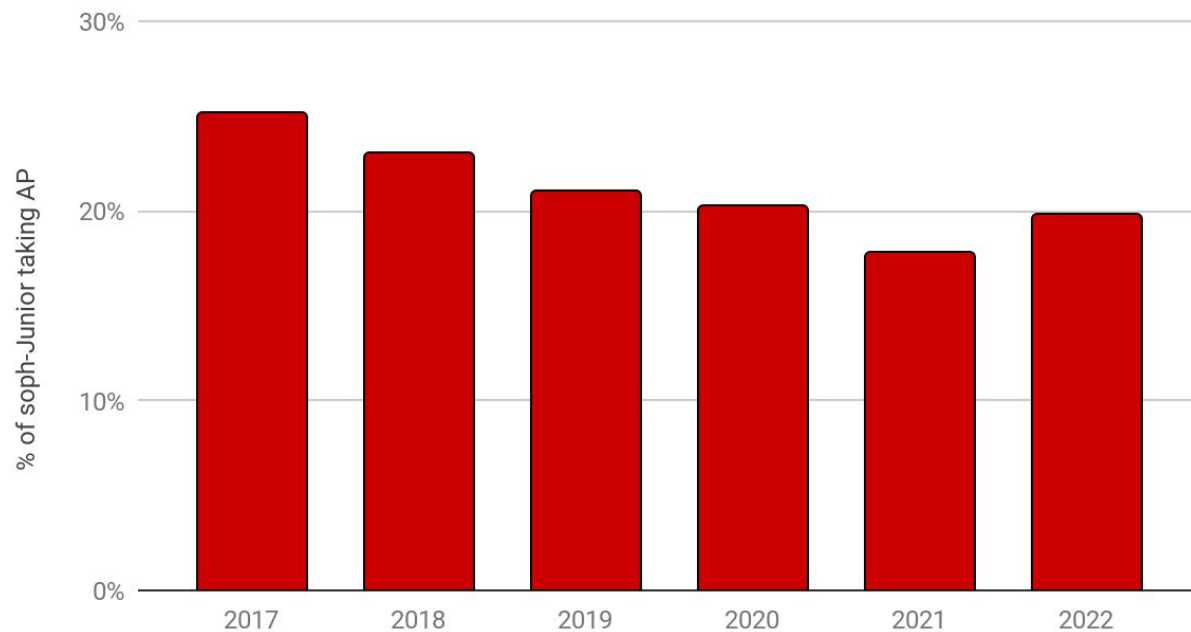
US History

World History



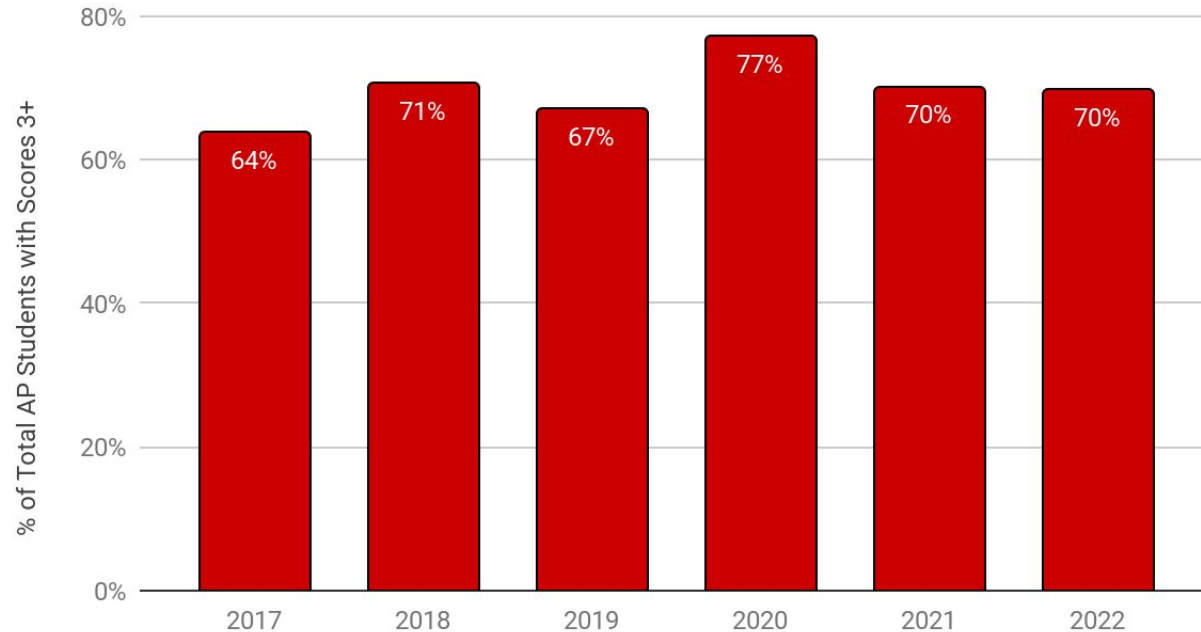
Enrollment Trends

% of Sophomores-Juniors enrolled in AP



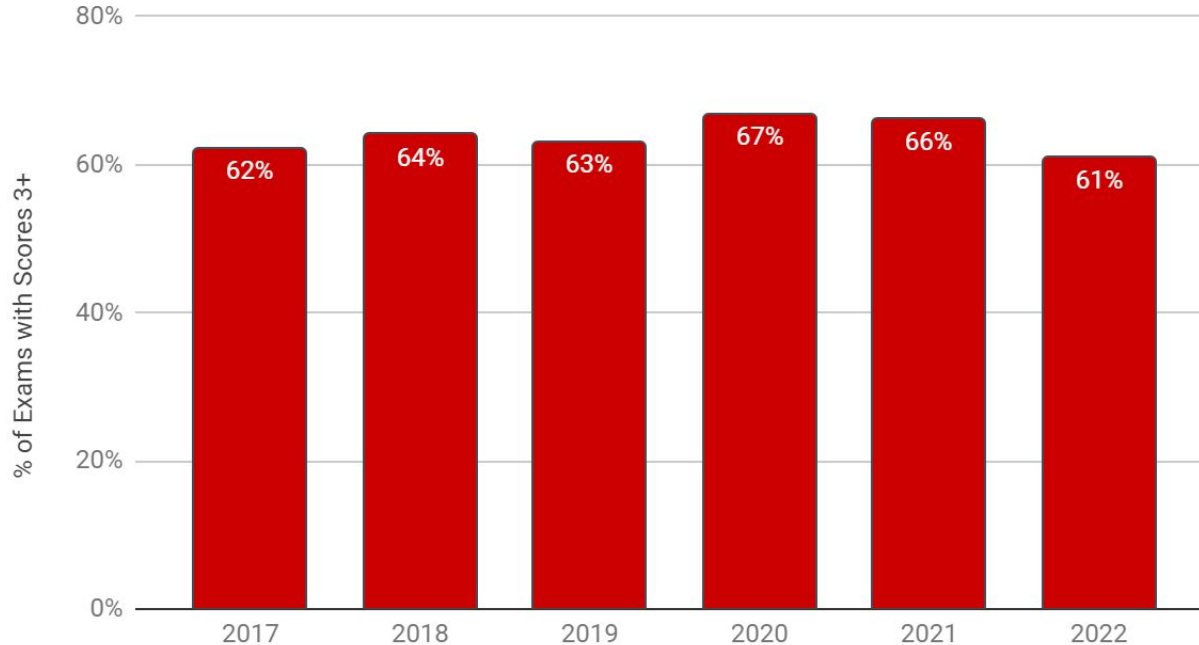
Achievement Trends | Students

% of AP Students with Scores 3+



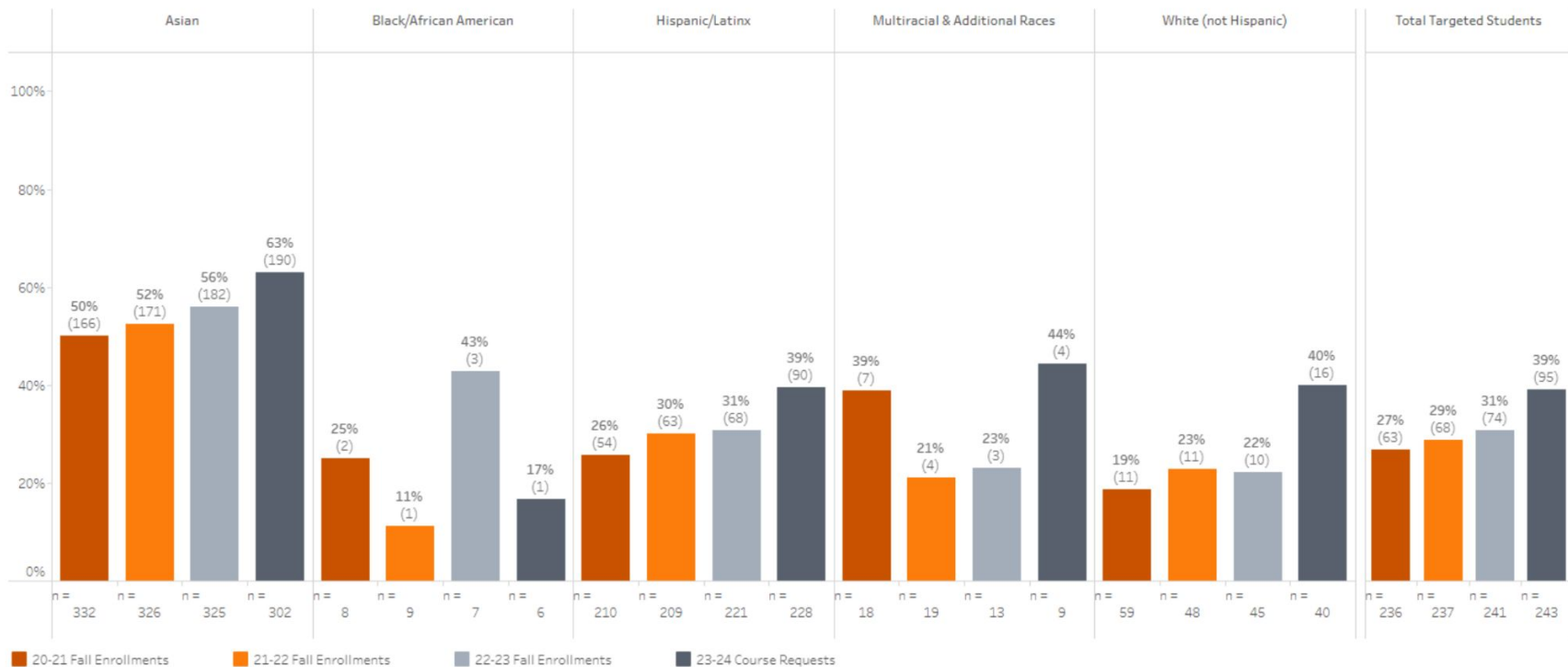
Achievement Trends | Exams

% of Exams with Scores 3+

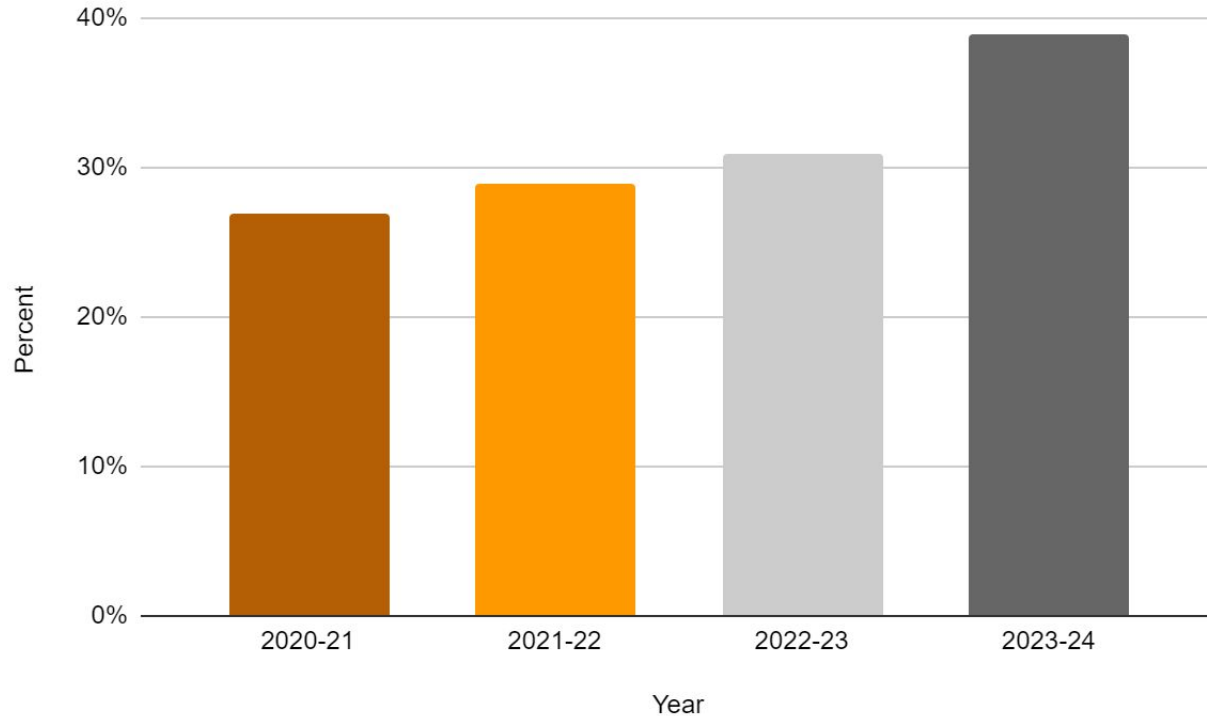


Equity and Advanced Placement

El Camino High School
11th-12th Grade AP Participation



Total Target Group Participation

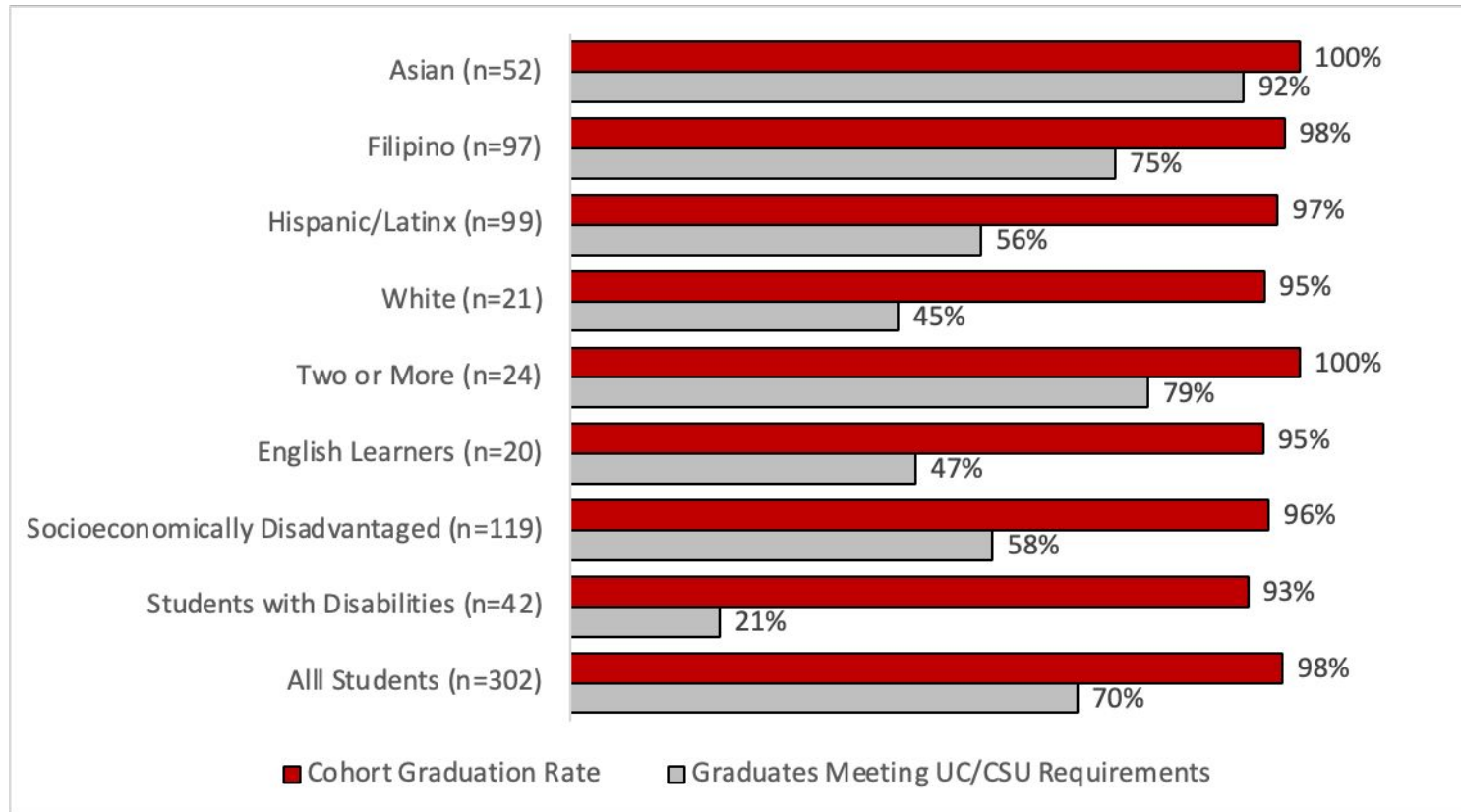


Post Secondary Success



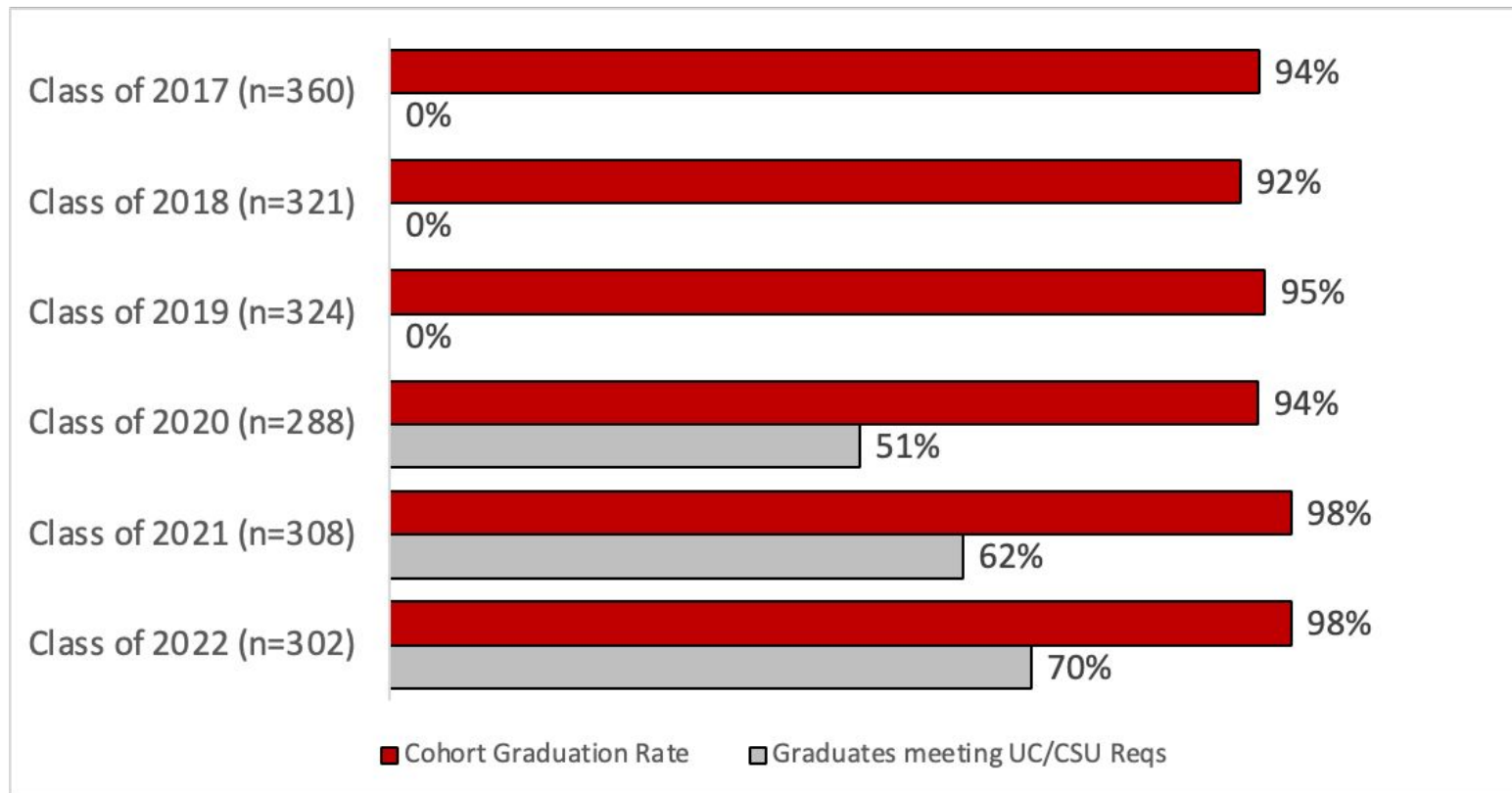
ECHS Class of 2022

4-year Cohort Graduation Rate and UC/CSU Requirements Met



Adjusted Cohort Graduation Rate as reported in [DataQuest](#) from California Department of Education

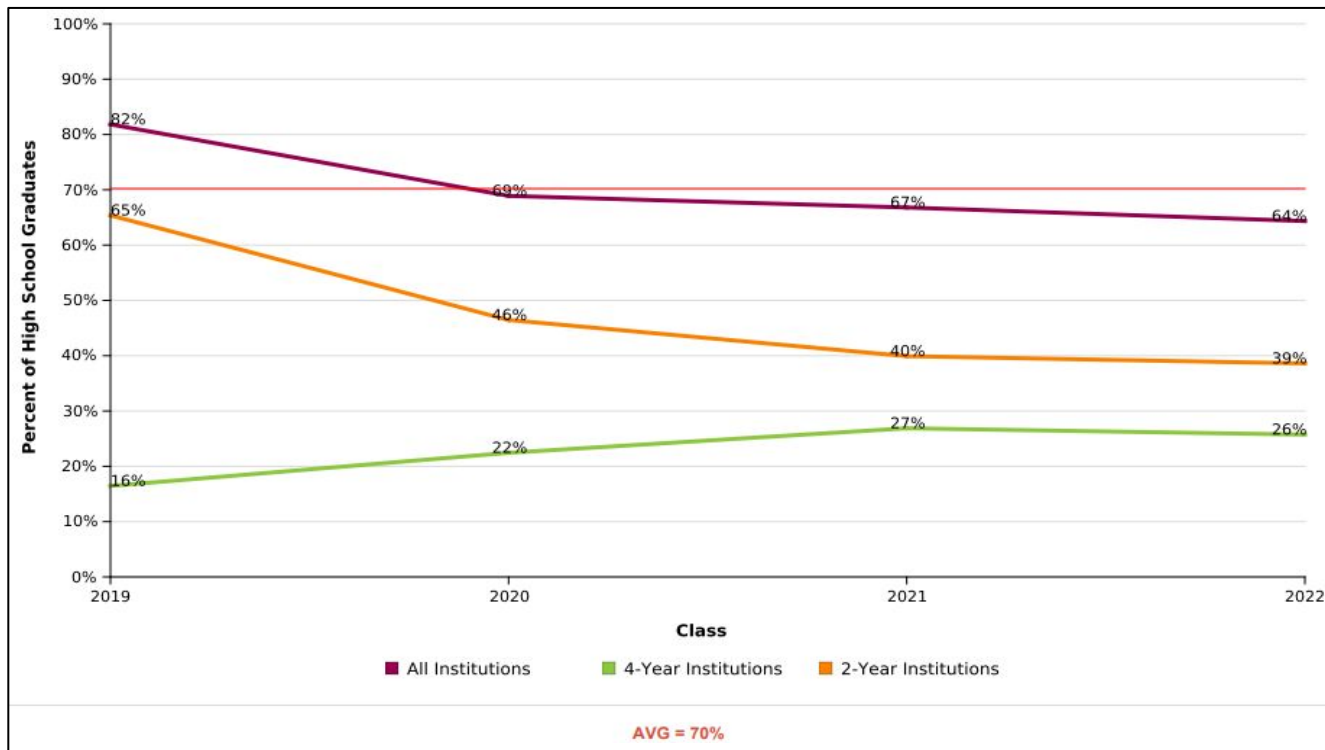
ECHS Graduation and UC/CSU Met Rate: Multiple Years



Adjusted Cohort Graduation Rate as reported in [DataQuest](#) from California Department of Education

ECHS Graduates Pursuing Post-Secondary Education

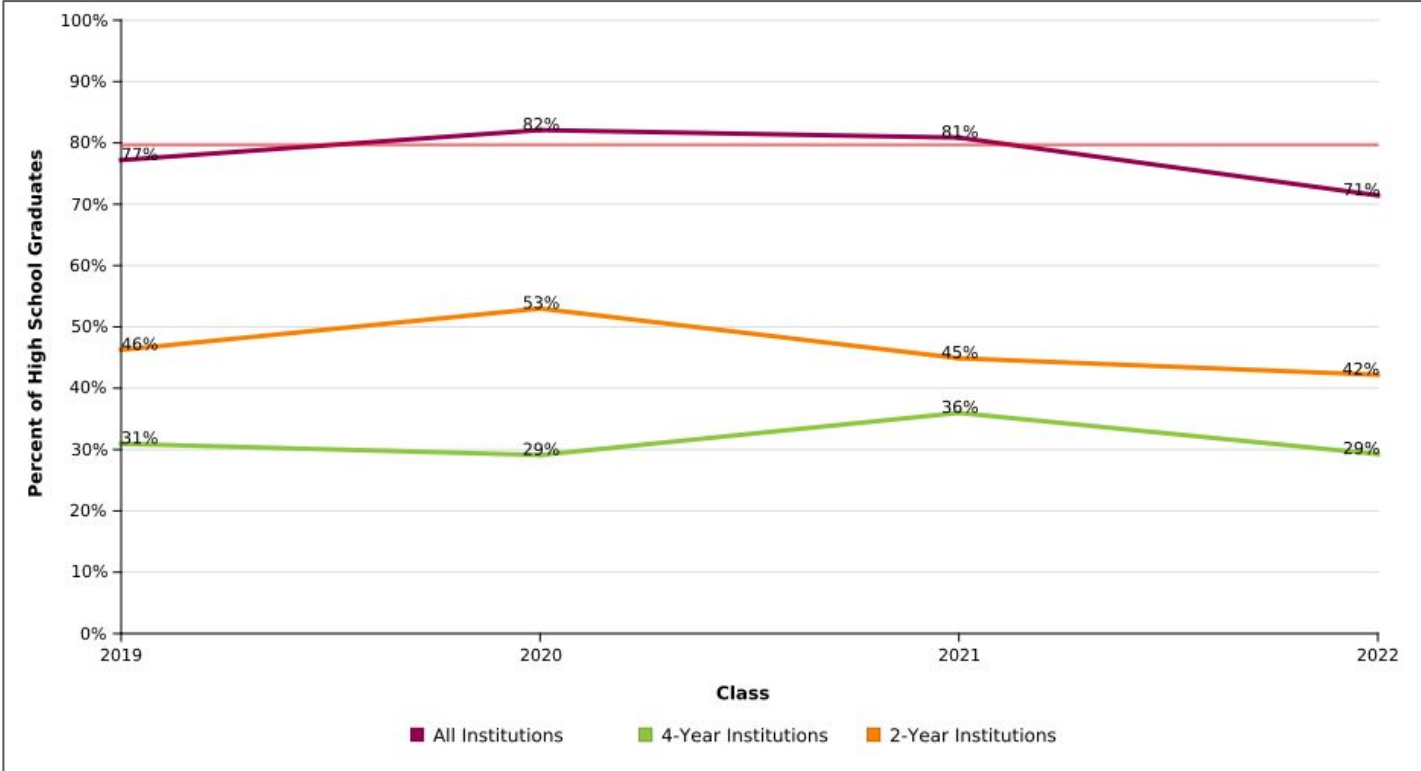
Percentage of ECHS Graduates Enrolling in Post-Secondary Education Institutions Immediately After High School



Data from National Student Clearinghouse, January 2023
Based on post-secondary education institutions fall enrollment reporting

ECHS Graduates Pursuing Post-Secondary Education

Percentage of ECHS Graduates Enrolling in Post-Secondary Education Institutions within 2 years of Graduating from High School



Data from National Student Clearinghouse, January 2023
Based on post-secondary education institutions annual enrollment reporting

Professional Learning Communities

The Cycle of Inquiry



PLCs at El Camino High School

- Algebra 1
- Algebra 2
- Art
- Biology
- Chemistry
- Culinary Arts
- Dance
- Economics
- English 9/10
- English 11/12
- French 1
- Geometry
- Modern World History
- Multimedia
- Music
- PE - 9th Grade CORE
- Photo
- Physics
- Prob & Stats
- SDC
- U.S. Government
- U.S. History
- World Geography



The Cycle of Inquiry

- PLCs conduct two **Cycles of Inquiry** per year
- Each Cycle Includes
 - Common Lesson Planning
 - Identify Priority Standards
 - Agree on a timeframe
 - Discuss instructional strategies
 - Create a common lesson plan
 - Common Formative Assessments
 - Create and administer a Common Formative Assessment
 - Analysis of CFA Data and Instructional Strategies
 - Engage in a Data Analysis Protocol that disaggregates subgroups
 - Identify successful instructional strategies
 - Commit to next steps



Social Emotional Learning

Supporting our Community



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 in helping student needs
- One on one support



School Safety Advocate (SSA)

LaKenya Burke-Ray (Ms. L)

- Located in Room 9
- 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



Professional Development

October 2022: Restorative Practices with **Young** and **Vaquerano**

May 2023: Crisis Prevention Intervention (CPI) based overview of de-escalation with **Young**

Additional PD offerings

- De-escalation
- Community Building circles
- Affective Language
- Restorative Chats
- Restorative Circles



The Crystal COLT Award

Honoring our Colleagues



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



2023-2024 Recipients

Quarter 1 — Maricela Gonzalez

Quarter 2 — Edward Zhang

Quarter 3 — Jesse Seguin

Quarter 4 — Dr Rachel McDonald



Staff Excellence Crystal COLT Award

2022 Recipients

Megan Connery and Ronald Haynes

2023 Recipients

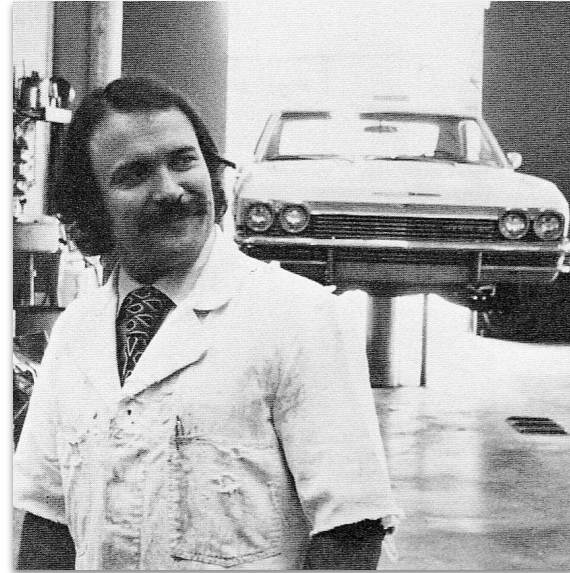
Dr Rachel McDonald and Maricela Gonzalez



Celebrations and Dedications



Jim Cresta Dedication | November 3



New Science Bridge





Thank You