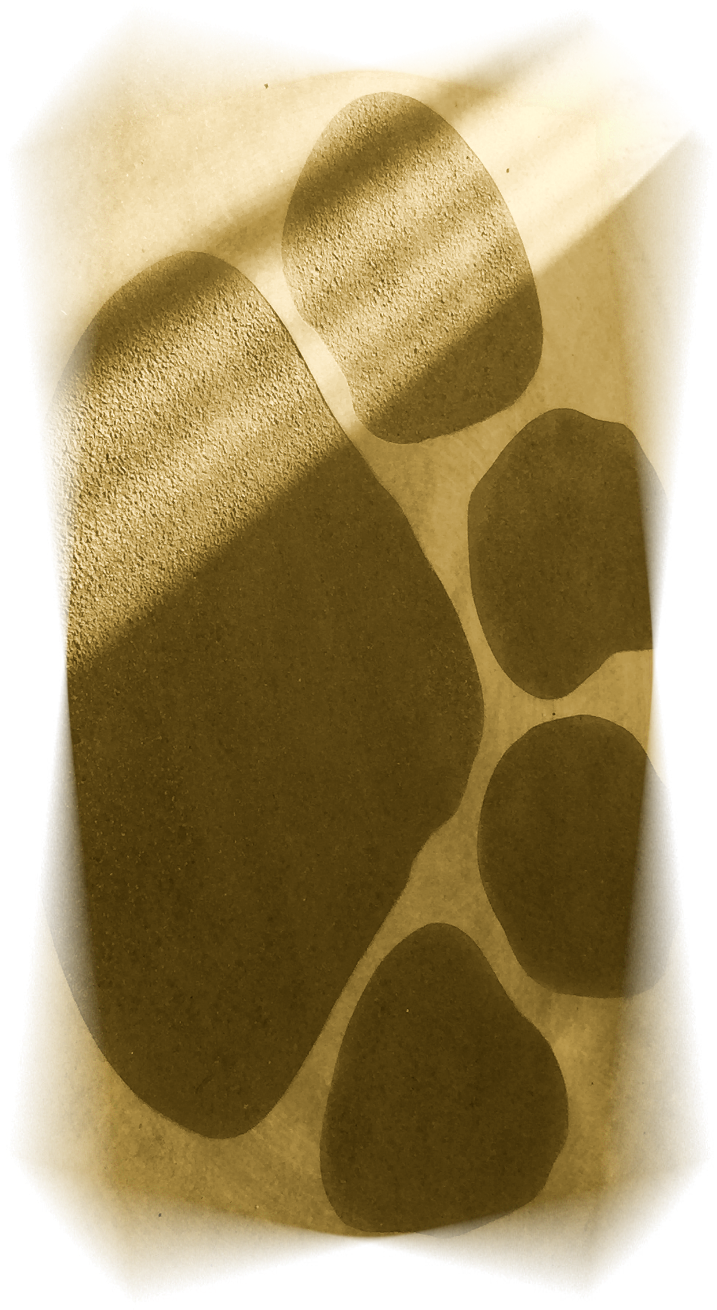
SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION

*for*

EL CAMINO  High School

400 Rancho del Oro Drive

Oceanside, California 92057

Oceanside Unified School District

23-25 March 2015

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CHAPTER ONE: Student/Community Profile

Opened in the fall of 1975, El Camino High School is one of two comprehensive high in the Oceanside Unified School District in the northern most city in San Diego County. The beach city is the home of the U.S. Marine Corps Base Camp Pendleton, and the school serves a population of active duty military dependents.

## The Community

The community reports an ethnic makeup of 45% white, 36% Hispanic or Latino, 6.5% Asian, 5% African American, and the rest mixed or other ethnicities. The median household income in 2012 was $61,181 and the poverty rate, 11.8%. About 62% of students in the district qualify for the federal Free or Reduced Meals program; just over 46% of the school’s students applied and are eligible for free or reduced price meals for 2014-15.

## The Students

Since 2009, the number of students enrolled has declined by under 7%--from 3190 to the current 2,977. The number of Limited English Proficiency students has decreased by 80% since 2009, from 875 to 168 in 2013-14. The number of Socioeconomically Disadvantaged Students increased by over 25%—from 1,293 in 2009-10 to 1,738 last year. Approximately 46% of the students participate in the National School Lunch Program and School Breakfast Program. Higher rates of participation at the feeder middle schools suggest that the school’s students might not be applying for the support and that the school might consider making a greater effort to promote the process to students and their families.

The ethnicity of the student population remains largely as it was in 2009. The student body is now 52% Hispanic; 26% White; 8% African-American; 6% Filipino; and 3% each, Asian and Native Hawaiian/Pacific Islander. Shifts in the numbers seem to be the result of a change in the definition of “Two or More Races,” which identified 6% of the students in 2009 but only 1% in 2014.

Attendance figures have varied little over the past five years, hovering at around 95%. The truancy rate has remained constant as well; 25% and 29% of students lacking valid excuses at least three times. Classified students are referred to a School Attendance Review Board.

The school’s 75% decrease in suspensions since 2009-10, reflect efforts to keep students in the classroom and learning. First-time offenses that formerly resulted in suspension now often draw an “intervention step.” The Alternative to Suspension Program now allows offending students to attend school-day sessions. In 2013-14 a Discipline Review Committee convened to address a range of issues.

A School Resource Officer the police department is permanently assigned to the site as are eleven Campus Supervision Assistants and one Campus Security Officer. The school manages access to the campus during school hours using CSAs. The openness of the campus, however, has led administrators to petition the district to fence the campus.

The State Department of Education reports that the school is in Year 5 of its Program Improvement program without special conditions. It has met its participation rate targets but not its Annual Measurable Objectives in mathematics nor in English.

*Special Ed:* Special Education students represent roughly 10% of the student body. Each has an annually reviewed Individual Education Plan. Students with disabilities have equal access to the core curriculum and educational opportunities. The school works to keep each student in the least restrictive environment as determined by the IEP. Components of the Special Education Department include mainstream classes, content-specific self-contained classrooms, Academic Support Learning Centers, a case manager for each student, speech therapy and occupational therapy when appropriate. The school also offers classes for severely handicapped students, a reading improvement course, Adapted Physical Education, Special Education Learning Center (where students are able to recover academic credits using APEX), a program for students with visual and auditory impairments, and WorkAbility. The school is moving toward increasing a blending of general education and resource special education teachers to share the instruction and student support. After a pilot program during the fall semester, the school has eliminated the collaborative paradigm in math and social science although kept it in English. Plans for 2015-2016 call for special education students to be enrolled almost exclusively in general education classes with few “pull-out” classes on the Master Schedule. The school is depending on the District to provide intensive training and support to make the transition successful.

*ELD:* The school’s program options for English learners meet district and state standards for English competence and academic achievement. The school has a total of 106 designated English Learners, about 3.5% of the student body. A double block of combined ELD Is and IIs accommodates the 16 students currently enrolled for ELD 1 and five for ELD 2. The two sections of ELD 3 have 33 students combined. The school is seeking District support for the addition of an ELD specialist to teach ELs and to support other teachers with strategies for working with language learners. Just over 90% of ELs speak Spanish as their primary language, the others divided among Arabic, Filipino, and Samoan.

## The Campus & Safety

The school sits on a large, attractive, and well-maintained campus. As a result of the 2008 passage of a $195 million in general obligations bonds, the campus has seen extensive renovation. Nearly all teachers now have dedicated classrooms. A 2011-2013 “green beautification” project brought palm trees to the main quad area, a new planter, and a small flower garden area with tables for students, new murals and improvements in the impressive theater stage. A safety plan calls for annual drills: a fire drill, an evacuation drill to the football stadium, an earthquake drill, and a lockdown drill in conjunction with the police department.

## The Staff

Staff data from two years ago show teachers have an average of 17 years of service and 14 with the District. Four of the 113 were in their first year. For the current year, retirement incentives resulted in the hiring of nearly 20 new teachers. Predictions call for little growth in school population and, consequently, in staffing. Over 37% of the certificated staff holds a master’s degree or higher, and over 86% hold a bachelor’s degree plus at least 30 units of graduate work. The classified staff in 2013-14 included 56 full-time and 39 part-time employees.

## Programs

*AARC:* A total of 662 students have graduated from high school in eight years through the Academic Acceleration and Recovery Center where students work on computer-based APEX courses.

*AP:* The Advanced Placement program has guided open enrollment in its 19 AP courses. Both the number of AP exams taken and the number of scores of 3 or better increased by over 3% from 2010 to 2014. The percentage of students enrolled in Advanced Placement courses who actually sit for the national examinations has decreased from roughly 88% in 2012 to 86% in 2013 to roughly 83% in 2014.

*ATS:* An Alternative to Suspension program opened on the continuation school campus in 2014 and accommodates students in grades 6-12 whose violations do not require expulsion. Site administrators determine if each student’s violation warrants at-home suspension or the ATS. School leaders hope that a new Restorative Practices component added to the ATS curriculum this year will decrease the recurrence of serious offences that violate section 48900 of the California Education Code and/ or disrupt the learning environment. During Fall 2014, 24 students from the school attended the ATS.

AVID: An AVID elective class provides instruction in college entry skills, including note-taking, study skills and time management. While the El Camino AVID program is open to all students, the focus is on students in the “academic middle,” who the school says will be more able to complete a college preparatory path with the support of the AVID class, teachers and peer group. In 2014-15 the school offers ten sections of AVID accommodating 323 students, just over 32% of the school population. All but one of the 62 AVID seniors last year entered college after graduation.

*ASSETS:* The school participates in 21st Century High School After School Safety and Enrichment for Teens, a state-administered, federally funded program of before- and after- school programs. The school’s program, *EC Extra*, provides academic support and enrichment activities through tutoring, homework help, and credit recovery, as well as enrichment activities that include community service, mentoring, physical fitness, and art. Evaluation of the program’s success appears limited to tabulating attendance.

*ALC:* Since the spring of 2013 approximately 70 of the school’s students have used the APEX online learning facilities of the Alternative Learning Center, opened on the continuation school campus in spring 2013.

*GEAR UP:* The federally funded Gaining Early Awareness and Readiness for Undergraduate Programs aims to increase the number of low-income students to graduate from high school and be prepared to succeed in further education. The District in collaboration with Mira Costa College is currently in the fourth year of the seven-year GEAR UP grant serving students in the classes of 2017 and 2018 who attended one of the school’s feeder middle schools. In 2013-2014, Cohort 1 moved up to the high school, where the program is now fully functioning with over 700 students participating. GEAR UP provides tutoring, college visits, financial support for the ACT and PSAT, funding for after-school Credit Recovery, workshops, and motivational speakers.

## Student Proficiency Data

#### Academic Performance Index (API)

The school’s API shows unequal but relatively regular strengthening from 762 at the last full visit in 2009 to 795 in 2013. The school has remained above most in its similar schools group.

During those years the number of subgroups not meeting their growth target decreased from five in 2009 to three in 2010, rose back to five in 2012, declined to three in 2012, and fell further to only one in 2013. The table details the results for the subgroups and makes clear areas where growth is still called for.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | African-American | Filipino | Hispanic/ Latino | White | Socio-economically Disadvantaged | English Learners | Students with disabilities |
| 2009 | NO | Yes | NO | Yes | NO | NO | NO |
| 2010 | NO | Yes | Yes | Yes | NO | NO | Yes |
| 2011 | NO | Yes | NO | Yes | NO | NO | NO |
| 2012 | NO | Yes | Yes | Yes | Yes | NO | NO |
| 2013 | NO | Yes | Yes | Yes | Yes | Yes | Yes |

#### Annual Measurable Objectives

The chart shows the percentage of students ranked “Proficient” or above in math and English in the school’s “Annual Measurable Objectives” since the last self-study. The numbers show a growth in math that is irregular but positive and a slower but still upward trend in English.

#### California High School Exit Examination

CAHSEE scores indicate growth. Tenth graders tend to do better on the Math than on English. Scores have risen steadily in math for the past six years. English scores, with the exception of the anomalous 2012 group, have inched up. Math scores are historically and consistently above District and the county averages; both math and English remain well above state averages.

The school has identified a need for specific focus on improving the ELA performance of some subgroups, especially English Learners, Hispanic or Latino students, and Socioeconomically Disadvantaged students. The school is aware of the need to increase the success of those students.

#### Graduation Rate

Calculating the graduation rate at the school is complicated by the practice of holding seniors who have transferred to the District’s alternative programs on the school’s tally. The statistics report, though, that the graduation rate held constant at 88%. Consequently the school did not meet the AYP goal of 90% in 2013, but the 91% in 2014 did meet the goal. The dropout rate, also problematic because of differing definitions of “dropout,” declined from 7-8% in 2010 and 2011 to 3-4% in 2012 and 2013.

#### University of California a-g Requirements

The school lists the a-g completion rate at approximately 34% and rightly construes that percentage as an indication that too many students are unclear on the entrance requirements of competitive four-year colleges.

#### Critical learner needs and their linkage to SLOs

The Committee observed practices and policies that link the critical learner needs to the school’s schoolwide learner outcomes but found that the school does not always articulate those connections.

CHAPTER TWO: Student/Community Profile

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## Major changes and follow-up process.

The major changes at the school since the 2009 full visit include a new principal in 2011 and another in 2014. The four assistant principals and a Teacher on Special Assignment are all new since the midterm visit. The non-administrative credentialed staff has remained relatively stable, although an early retirement incentive in 2014 brought approximately 14 new teachers to the school this academic year. A new superintendent heads the District. The school staff expressed often-repeated enthusiasm for the new leadership. The Committee, too, found the District leadership supportive of the school’s efforts and dedicated to actively enhancing student learning.

The follow-up process depended on an administrative team with responsibility for overseeing the process and progress. That team formed focus groups for each goal in the action plan, and those groups met “regularly.” Preparation for the 2015 WASC event began in the spring of the 2013-14 school year and continued up to the 2015 visit as outlined in chapter 3. The school dedicated the new TOSA largely to the process of the self study.

## Accomplishment of critical areas for follow-up

The Visiting Committee found inconsistent attention given to the critical areas, as other immediate needs seem to have arisen. The new administration has expressed intentions to monitor a new focus on aligning the critical areas with the school’s schoolwide learner outcomes and instituting a renewed systematic and systemic review of progress on the goals the school sets.

### Goal 1: Increase parent/student/community involvement in the learning process.

Parents confirmed to the Committee the value they find in using the Aeries tool to follow students’ assignments and grades. An automated phone system and a new marquee provide information on activities and events. Other continuing links to parents include “College Bound”, workshops run by district parents, A “Failure Is Not an Option” program for students with gpas below 2.0 and their parents, a Back-to-School-Night, and ELAC meetings. The school has identified six additional proposals for increasing parent/student/community involvement. Assessments of efforts for increasing that involvement remain primarily informal.

### **Goal 2:** Develop and support technology.

Enhancements include computers running Microsoft Office 2010 acquired for all teachers in the spring of 2010, the leasing of 150 computers (one for each 60 students) to address demands of the Common Core Smarter Balanced assessments, the purchase of new projectors with ceiling mounts, new document cameras, district enhancement of the network bandwidth, and copies of Microsoft Office for all students.

A committee formed in 2010-2011 of teachers, a tech support staff member and an administrator advocates for the staff, coordinates School Loop, Edusoft, and Aeries training. The committee is no longer active.

Students have open access to computers after school Monday-Thursday. While Computer Applications, 3-D Design, and several other course help build computer sills, training for all students remains limited. Various efforts, including having a tech support technician and a part-time assistant who serve the campus and a support request system instituted in 2010. A new reliable phone system has been installed, and the Parentlink system has enabled a measurable increase in the number of messages sent out to families.

The use of technology to manipulate data for the staff to use to inform curriculum and instruction has been hampered by the change from Edusoft to Aeries, and the school reports that the staff is now “waiting for the implementation of Aeries Analytics to take on the data-analysis role.” The use of technology in these areas remains a project for the future.

The school has a list of eleven “next steps” for improving its use of technology. A coordinated action plan for coordinating those steps appears to be a work in progress.

### **Goal 3:** Expand the Career Technical Education Programs.

A Career Technical Education Advisory Committee developed an Energy Pathway in 2009. Complications, headed by the closure of and lost partnership with the San Onofre Nuclear Generating Station ended the program two years later. The group was reconstituted in 2013 as a Pathways Committee and developed new pathways including Auto, Web Design and Engineering for the class of 2017. In interviews with the Visiting Committee, students expressed high interest in the development of new pathways. The self-study lists seven more pathways under consideration. The school has listed eight “next step” for expanding the Career Tech Education program but as yet no articulated plan for their implementation.

### **Goal 4**: Refine the PLC process

Although progress on a goal like “refinement” is difficult to identify, the Visiting Committee observed some effectiveness of the system. The PLC membership aligns fairly closely with traditional departments. Moving the meetings from early mornings to an hour of early dismissal for students at the end of the day has increased attendance, although by how much is unavailable.

Some of the work of the PLCs has been the conversation, both broad ranging and specific, about students, groups of students, teaching strategies and techniques, and in some departments, assessment. The school cites some general and broad spectrum but still significant outcomes. Teachers report, for instance, a reduced sense of isolation, a very real threat on a campus so large.

The Visiting Committee found reason to agree with faculty voices that a lack of training and of ways to measure the success of the PLCs hampers their effectiveness. The Committee agrees that the eleven “next steps” the self-study lists could increase the impact of the PLCs, especially the suggestion to “keep [the] PLCs focused on student learning.”

### Goal 5: Increase diverse instructional strategies and incorporate differentiated instruction to meet the needs of all students.

Work on differentiating instruction has been limited to staff reading articles on the fixed and the growth mindset and workshops presented by a local educational organization. The Visiting Committee observed differentiated instruction only in the performance classes of such areas as graphic arts, performing arts, ceramics, industrial arts, and computer design. The size of many of the classes the Committee observed makes the individual attention necessary for learning a daunting challenge.

CHAPTER THREE: The Self-Study Process

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1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The school dedicated much of the time of a Teacher on Special Assignment to coordinate the preparation for the WASC visit. Focus groups were organized and met during early-release days, with the disciplines spread through the various groups. During the preparations, the school administered a survey of 33 question to approximately 1335 students. Approximately 115 staff members responded to a 33-question staff survey for the self-study.

1. The clarification of what all students should know, understand, and be able to do

Although few on campus were aware of the school’s official schoolwide learner outcomes, the ideas in them appear to drive most of the school’s aspirations and much of the instructional program. Measurement of the degree to which students are achieving those outcomes appears to be more descriptive and anecdotal than gauged assessment. The school attends to the California state Content Standards and the Visual and Performing Arts Content Standards.

1. The gathering and analyzing of data about students and student achievement

The student achievement data in the self-study and that the school has relied on consists of results on state and national tests, student completion of the University of California a-g requirements and on its own “D & F Rate” and suspensions and expulsions. The school has begun conversations about those data and as it builds confidence in and comfort with new software and strategies is starting to expand the definition of data to include more school-generated information to drive curricular and instructional decisions.

1. The assessment of the entire school program and its impact on student learning

The school’s PLCs, where most of the discussion and informal program assessment takes place are primarily departmental. The new administration has an expressed goal an increase in more conversation about the school’s program as a holistic entity that affects student learning in each area. Some workshops presented during the past two years by Quantum Learning appear to be steps in that direction.

1. The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

The school is currently revising its action plan. As work began on the self-study, the two action items were:

***Area of Improvement 1***: Increase the number of college-and career-ready students as measured by performance on the PSAT, on passing a-g courses with a C or better, and CASHEE results.

***Critical Learner Need 2***: Increase achievement by establishing and maintaining more effective support mechanisms for underperforming students.

Study now is focused aligning the “area of improvement” and the “critical learner need” with the body of the school’s SLOs rather than only the first of the six general area they promote.

# Schoolwide Learner Outcomes

#### El Camino High School will prepare its graduates to be…

Scholars who…

Meet or exceed the California State and Common Core Standards.

Become life-long learners who are self-directed.

Set goals, manage time well and demonstrate resiliency.

Connect and apply their high school learning to future educational and career pathways.

Critical Thinkers who…

Effectively process information and apply new learning.

Think critically to make sense of problems and persevere in finding solutions.

Gather facts to defend an opinion or a position.

Apply technology to assist in problem solving and to enhance productivity.

Effective Communicators who…

Read analytically, express their thinking clearly, and extend that thinking across content areas.

Speak and write confidently to a variety of audiences.

Present original thoughts through a variety of media.

Realize their responsibility in managing and monitoring personal communication.

Socially Responsible Citizens who…

Are service-oriented, striving to improve the quality of life for themselves and others.

Are aware of local, national and global issues.

Make informed choices and take responsibility for their choices.

Practice responsible environmental habits.

Acknowledge and respect differences and diversity.

Healthy Individuals who…

Value the importance of life-long fitness for both physical and mental well-being.

Practice healthy nutrition habits.

Act on the knowledge that overall health is connected to success and achievement.

CHAPTER FOUR:   
Category A: Oganization: Vision & Purpose; Governance, Leadership & Staff and Resources

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

A1. Vision or purpose based on student needs, current educational research, and the belief that all students can achieve at high levels  
Support from the governing board and the central administration and by SLOs and the academic standards?

The school employs organizational structures that offer students opportunities to achieve at high levels. Student learning outcomes are clearly defined by the District, the Superintendent, the leadership team, and the faculty. The ongoing revision process of the school vision, mission, and school-wide learning outcomes along with LCAP alignment are all factors employed at the school.

A2. Governance Criterion

The policies and procedures of the governing board are clear regarding the selection, composition and specific duties of the board, including frequent and regular board meetings. The five member board are elected to four year terms, meet twice a month, and work closely with the district superintendent and staff member to improve student outcomes. There is cohesion among the Board of Education policies and the school’s vision, mission and student learning outcomes, and the school is supported by the governing board. The governing board reviews the school’s vision, mission, Single Plan for Student Achievement, and SLOs as a component of their ongoing oversight and support. There is opportunity to review and revise the vision, mission, SPSA, and SLO as needed by both the board and the school. District policies are available for public access on the District website. The principal regularly attends District board meetings. The school leadership team works closely with District administration to carry out board policies. District leaders and the school board monitor and evaluate the school’s performance, overall programs and fiscal health in several ways. The principal regularly meets with the District leadership with reports about programs, projects, results and the needs of the school. Any new or revised items go through the appropriate department, but are ultimately approved through the school board. Other matters that go through the school board also include the SPSA, which allows the board to know about student performance on several important tests, and hiring positions. District administrators ensure that in a situation where a complaint is being handled, site administrators and site personnel are addressed according to the Education Code policies. The District school board does not espouse a particular policy for conflict resolution. The school principal has reconvened the Resolution by Objective committee which has not met this year but site administrators strive to address any complaint that the site level before reaching out to the district.

A3. Leadership and Staff Criterion

The school’s planning process is broad-based, collaborative, and engages the commitment of selective staff. There was little evidence of students and parents participation in this process. The SPSA progress and development is monitored by tracking student performance, continuous assessment, both formal and informal, and ongoing analysis of student achievement data combined with a broad scope of intervention activities focused on increasing learner outcomes. The current process is for the SPSA to be developed by the principal with the support of the administrative team and input from the site leadership. The allocation of resources to implement ongoing, new, and expanding programs such as intensive interventions, targets group interventions, and school-wide system interventions are outlined in the SPSA. The 2015 SPSA allocates funding to various initiatives that support the three District goals and the three accompanying school goals, especially with Title I and Title III funds.

A4. Leadership and Staff Criterion

The teachers are credentialed and CLAD compliant. District policies require that teachers be qualified in their subject area, that have the proper supplementary credentials when necessary. Classified staff hiring is based on criteria established by the Classified Human Resources office. Teachers new to the school are hired and placed according to their credential area of expertise. A new teacher orientation, BTSA and TOSA provide support for new teachers. A teacher handbook as well as school wide and department-level meetings support the teaching staff. The teachers are required to develop goals that will improve student achievement, an action plan including steps, a timeline and resources, and assessment using data. With the collaboration of District program specialists who support several academic departments, the faculty design pacing guides. Internal communication often relies on personal contact, and teachers communicate frequently with colleagues. Microsoft Outlook 365 is available free for teachers, staff, and students for on- or off-campus use. The school relies on PLCs to share responsibility, actions, and accountability to support student learning. Several staff members sit on the School Site Council to ensure that a strong link between the realities of the campus and the plans made by the SSC. The school leadership frequently seeks input from the Site Leadership Team who in turn take discussions and ideas to department meetings. The GEAR UP program has become a strong partner in helping focus on successful student learning. Other systems for reviewing the effectives of the focus on successful student learning include PLC data review and planning, anecdotal evidence from teachers and departments, and semester grade reporting and analysis.

A5. Leadership and Staff Criterion

The district has provided professional development opportunities for staff to prepare for Common Core State Standard implementation. Specific training days and work days are coordinated through the District Office of Curriculum and Instruction Program Specialists, especially for math science, ELA and social studies. The principal has expressed support of providing teachers with opportunities to grow professionally. The District has called on Quantum Learning Network, a local business dedicated to improving student learning and helping educators meet the demands of an ever changing classroom. Administrators visit teachers in order to actively observe student learning on a consistent basis. Instructional Rounds were introduced to a few select teachers for informal classroom visits not meant as an evaluation but as an informal observation of student learning. The official evaluation process, the Professional Growth System, formalizes the observation process through a system of goal-setting initiated by the teacher. There was no evidence of evaluating the effectiveness of professional development, as there is no schoolwide matrix that measures the existing student outcomes.

A6. Resources Criterion

District leaders and the Board of Education adopt a budget for the allocation of all resources in the district and that budget is then passed on to the site for oversight by the principal, who works closely with the Senior Accounting Clerk. Each of the funding sources has certain spending parameters that are closely monitored at both the site and district levels. All of the school’s funding priorities center on improving student learning and achievement. Class size is part of the equation, and it is the board who sets the student-to-teacher ratio which determines class sizes. The District leaders invited members of every school site as well as community members to participate in making the decision about where the District funds should go. The development of the annual budget occurs largely at the district level, but once the site has its allocated funds, the principal makes decisions about where money is spent and on what. The school is in fact pursuing a request for access to the records of the booster groups in order to verify that the accounting practices are sound and the money being used properly.

The school is very tight on space, with no open classrooms or office space. However, the actual classroom status is positive with every classroom being equipped with an up-to-date computer, and almost all classrooms have an LCD projector mounted in the ceiling. The school’s custodial team works hard to keep the facilities clean and safe for all students and staff. The school’s security team monitors on-campus activities throughout the school day, interacting with students, reporting unusual goings-on, monitoring campus entrances and more.

The Principal’s discretionary budget is used for the purchase of supplies and teaching materials in most cases. When a teacher or staff member needs to make a purchase, the process is clear due to the support of the accounting clerk. All textbook purchases are made through the central textbook fund at the district office. Professional Development opportunities exist and is at the discretion of the principal who is supportive of staff development. In addition to opportunities for outside training and workshops, teachers have the opportunity participate in professional development at the district. The state funding parameters will always shape District’s budgets and funding. The long-range plans for the EL programs will include the development of a new English Learner Master Plan, curriculum updates, training for EL teachers and general education teachers, hiring of highly qualified EL teachers and more. “Oceanside 2.0,” another long-term plan for the district, aims to prepare 100% of the District’s teachers at the 23 school sites to effectively use mobile technologies and supporting technologies in order to accelerate student achievement in the district.

Organization: Areas of Strength

* The experienced and highly qualified staff
* The GEAR UP program that supports students to be college- and career-ready and strengthens the intervention program
* The Professional Growth System as a potentially effective teacher evaluation system
* Progressive leadership from the district and school site.

Organization: Areas for Growth

* The need for an overall strategy to ensure teachers’ professional growth
* The need for extended mentoring or support of new teachers
* The need for an Increase in stake-holder involvement in the Single Plan for Student Achievement

Category B.   
Standards-Based Student Learning: Curriculum

### B1. Curriculum Criterion

Teachers provide students with a relevant and coherent standard based curriculum bolstered by methods they collect from professional development experiences.

The Committee did not see evidence of systemic professional development. Teachers address national, community, and student issues and needs by developing curricular programs in concert with the transition to Common Core and local curricular agreements.

Some evidence suggests that lessons provide students with the opportunity to connect their learning to personal experience and knowledge. Teachers work together in their departments and course-like PLCs to monitor the effect of their curricula on students’ academic progress. The results are then used to modify or upgrade the curriculum for all groups of students. However, there are no departmental aligned rubrics that express clear performance level expectations for assignments, projects, and performance. Teachers meet in PLCs on Wednesday afternoons, most for 20-45 minutes, although not necessarily on a weekly basis. During PLC meetings groups discuss pacing, student achievement, and assessment.

The school offers students a college-preparatory curriculum that follows the a-g entrance requirements of the University of California and the California State University system. Although not all students will go directly to college after graduation, students are encouraged to fulfill the requirements.

The Committee saw little evidence of demonstrations of strategies for multiple intelligences; portfolios, dramatic performance, presentations, and the use visual technology. Because of the lack of training and knowledge on the part of the teachers, it is unclear how to best use and integrate computer technology in the classroom. The technology infrastructure is not adequate to support the technology needs of the students and staff.

The school offers 19 Advanced Placement® courses across the disciplines. More than 1500 AP exams are administered every May. The students score a 61% rate of “passing” with scores of three (3) or better. More importantly to the Committee, over 90% of the students enrolled in the courses sat for the national exams.

Current Educational Research and Thinking

At the same time, curriculum is designed to stress the importance of students’ ability to meet the standards, although. Common Core State Standards aligned with the SLOs are not the foundation of all curricula.

In an attempt to stay up-to-date on current research and techniques, teachers attend workshops and conferences, including:

* AP (Advanced Placement)
* AVID
* American Association of Teachers of French
* Common Core Math with Math Vision Project
* American Nuclear Society
* Next Generation Science Standards
* CSU-PD on Expository, Reading, Writing, Course

The Industrial Arts Department teachers align their planning and instruction with a variety of methods. The Architecture and Pre-engineering has an advisory group meeting once a year to review course outlines and send to the CAC for approval. Automotive Technologies program has gone through a rigorous accreditation process through the National Automotive Technicians Education Foundation. This accreditation will be a pathway for students to receive a NATEF credential essential for after high school.

Although departments are making strides in implementing CCSS there is little evidence of the use of SDAIE techniques to help students—especially ELL and Special Education—to understand subject matter. Providing SDAIE strategies in the classroom addresses the needs of ELL and Special Education students.

The creation of PLCs supports the continued revision of content curriculum. Through protocol-based discussions, examination of student work, and peer observation among teachers, faculty members work to refine instruction to best support student success. Most departments are meeting in PLCs. However, there is little evidence of the use of common summative and formative assessments to analyze student achievement of mastery is used to re-teach or reassess, reincorporate and reintroduce standards when students perform below proficiency. However, the Math Department PLC reflects on the curriculum and sequencing and has made adjustments as necessary. Students who fail Math 1 first semester are reassigned to Math 1 again, with 85% of the students passing the class the second time they take it.

Academic and College- and Career Readiness Standards for EachArea

There is evidence that some departments are using pacing guides based on the California State Content Standards and the UC approved “a-g” standards.

Math state standards, common pacing guides and assessments are used in all math courses. With the assistance of the secondary program specialist from the district office of Curriculum and Instruction, math is transitioning to Common Core. During this transition, Math 1 and Math 2 have been created.

Science has pacing guides for all four courses offered (biology, chemistry, physics, and earth science). Science aligns its curriculum to the Next Generation Science Standards and intends to continue to design task-building lessons to achieve mastery.

Social Science aligns its curriculum with the California State Standards and most recently adopted Common Core Anchor Standards. There is little evidence of department collaboration or collaboration with ELA to target which skill building strategies are used for essay writing, document analysis, and student responses in historical thinking.

English teachers create units predominately comprised of the key concepts and understanding of the learning objective for the CCSS standards. The District, in conjunction with teachers from both high school sites,has developed two common “performance tasks” for each grade level that mirror the Smarter Balance ELA exam.

The varied disciplines within the Visual and Performing Arts department fall under the two broad categories of visual or performing arts. There are clearly defined standards outlined in the California Framework, however the school program uses the standards from competitions and contest in which they compete. The department also uses the California Visual and Performing Arts Content Standards.

The defined academic standards for the Foreign Language are aligned to the California World Language Content Standard.

Physical Fitness has established course standards that align with the Model Content Standards for California and prepare students for the physical fitness test.

Student Work — Engagement in Learning

All units, lessons, activities, and assessments are designed to ensure the teaching of essential standards. Therefore, student achievement of standards should be evident in all student work; however little student work displayed or available in classrooms during the visit.

The school has developed Professional Learning Communities of grade level or content-alike teams that meet regularly to identify areas of need to design lesson plans to address skill gaps. This fosters a collaborative environment, which supports the continued development of project-based learning across curriculum.

Teachers have expressed the need for additional time away from the classroom for training and planning for new instructional approaches.

Accessibility of Curriculum to All Students

The school proposes opportunities for students to engage in rigorous, relevant, and coherent curriculum through their Pre-Advanced Placement and Advanced Placement classes as well as the AVID program. There seems to be a concerted effort to encourage more students to take AP classes by increasing the number of students enrolled in AVID.

For students who struggle academically, the school has several safety nets to help finish high school.

Working Wild Cats—selected students who are at risk and who are dedicated to improving their academic and career outcomes, and life skills.

Promoting Achievement & Student Success (PASS)—mentoring program to help students reach higher levels of academic achievement.

* CAHSEE Prep Class—students who may be ‘at risk’ to no pass the CAHSEE exam.
* GEAR UP—Federal partnership with Mira Costa College and District to give more low-income students the skill to succeed in post secondary education.
* AARC—independent study
* Special Education Learning Center—Independent based alternative education program where students are given an IEP to assist the instructors and staff
* ASSETS—outside school enrichment program
* APEX—credit recover online program

Rigor, relevance and coherence are now defined through the implementation of Common Core State Standards. Equity demands that the instruction practice of teachers be at the same high level. To help ensure equity, the school works closely with two district academic coaches.

Integration among disciplines-

Teachers of core areas and World Languages meet periodically to discuss best practices, monitor specific student progress, or coordinate curricula. Teachers have participated in a handful of trainings and workshops.

The school now has three new AVID teachers who will attend the AVID summer training.

The English department has collaborated with the drama department to create a readers’ theater.

There has been discussion amongst the departments, but little evidence that action has been taken toward implementation from these discussions.

Curricular Development, Evaluation, and Revisions

The Math Department has created a challenging, coherent, and relevant curriculum, aligned with CCSS. Beginning in the second semester of 2013-2014 school year math teachers through their PLCs made adjustments in their planning and established new goals for the 2014-2015 academic year. The Math Department has designed Math 1 in line with the CCSS. The department regularly analyzes student progress and the success of its program. Students who do not pass Math 1 first semester then are re-enrolled in Math 1 again in second semester. Of the students re-enrolled, 85% are passing Math 1.

Social Science, English, and Foreign Language are in the infancy of course redesign. The Committee saw little evidence of how PLCs, data analysis, common assessments are used to drive instruction in each classroom and the department as a whole.

Policies — Rigorous, Relevant, Coherent Curriculum**:**

The school has formal PLCs for each subject and course offerings. With the implementation of the new CCSS, teachers, are now involved in selecting, evaluating, and even creating curriculum. The math department has selected an e-book for their primary instructional material in lieu of the hardback and conducted a parent meeting to discuss the new curriculum and the access to the e-book. A parent letter was mailed to all math students about the meeting and the e-book access, but only 100 parents attended.

Some history classes have evidence that critical thinking question, open end question to increase historical writing skills. Other history teachers have used primary document analysis in gallery walks.

The librarian has joined several PLCs to the discuss with the teachers the different types of technology or technical literacy available for each subject and hopes to integrated technology in the disciplines. Each of these tools would allow teachers to adapt curriculum by supplementing the available resources on campus and to help students more efficiently and effectively.

The Committee observed that the school could benefit greatly from professional developed for teachers to implement technology into the classroom and use best practices.

Articulation and Follow-up Studies**:**

The school works to maintain a relationship with potential feeder schools in a number of ways. Recruitment presentations delivered by The school counselors, ASB, athletics and AVID, are given each year at the local middle schools. These presentations focus on the academic programs offered by The school and outline the many extracurricular activities and avenue for support.

TRiO tracks participating students for six years following graduation to determine if they attend and graduate from college, but the school does not appear to utilize these data, and there does not appear to be any other instrument in place to follow-up with students once they graduate.

### B2. Curriculum Criterion

All students at the school have access to the school’s entire program and are assisted by their counselor, the College Center, and teachers in creating a vision for their future careers and identifying the educational path leading to these careers. Not all students have met one-on-one with their counselor to create a four-year plan, and there is no system in place for counselors to meet individually with the more than 500 students on their caseloads.

The counseling office works with the feeder school counselors to develop personal learning plans for eighth graders. Counselors visit classrooms to review graduation requirements. Students can evaluate their learning plans annually with their counselors to make revisions based on needs, interests, and goals.

Parents are encouraged to attend formal and informational meetings that support students’ academic success such as the new student orientation, Back to School Night, Annual College Fair, FASFA workshop, Parent Booster, ELAC, School Site Council. Special Education students’ transitional plans are reviewed annually to meet academic and career goals.

Variety of Programs — Full Range of Choices

When students enroll, they meet with a counselor who ensures that their coursework is aligned with their post-secondary goals. Counselors visit classes each spring to help students evaluate and update their academic plans, and discuss options for courses for the following school year.

The College Center helps students prepare and plan for college with help on college search, testing, applications, recommendations and transcripts. The Center provides the following services:

* Free online SAT prep course
* Workshops
* UC and CSU outreach representatives and a Mira Costa College representative (twice a week)
* PSAT and SAT registration fee waivers
* College Fair
* Use of computer, photocopier, fax and telephone for college-related matters
* Scholarship information and program nominations.

The school offers a variety of skill-based classes that provides an opportunity for students to explore interests that lead to career options, including Graphic Design, Ceramics, Drama, Band, Orchestra, Dance, Choir and Work Experience.

Student-Parent-Staff Collaboration

During parent meetings, including ELAC and Coffee with the Principal, school site administration explains programs offered on campus and how parents can be involved in adapting students’ personal learning plans.

During registration and freshman orientation, students and parents can review and their schedules. An 8th-grade articulation meeting introduces the four year plan to students and parents. Outside of IEPs 504s, and SST meetings collaboration for specific students occurs upon the request of parent, student, or counselor. There is no school-wide protocol for monitoring each student’s personal learning plan.

Special Education personal learning plans are developed and monitored at IEP meetings. Case carriers collaborate with general education teachers and parents and ask for feedback from all IEP team members on accomplishments/concerns.

The primary contact from teacher to parent is email and phone, with Aeries and letters home used secondarily. Parent-teacher conferences do not appear to be conducted in any formal fashion.

Monitoring/Changing Student Plans:

Counselors make contact with parents to warn of problems with academic achievement. Letters encourage parents to meet with counselors or teachers to discuss strategies to improve progress

Teachers provide periodic assessments of progress and many post grades through Aeries or in class on a regular basis. No other means of progress advisement are used.

Post High School Transitions:

In addition to the College Center’s work, GEAR UP and TRio holds several workshops to assist students and parents with the application process for college. VAPA provides a balance of academic and studio approaches to prepare students for the university setting. The Special Education Department uses Work Ability and ITPs for services including resumé help and transition to 2-year colleges.

B3. Curriculum Criterion

Most students meet the graduation requirements. CAHSEE support classes are offered within the school day, and students also have access to APEX, AARC and other grade recovery programs.

Real World Applications—Curriculum

The Performing Arts Department enables its students to study the arts and to realize the value of the role that the arts play in the human experience. Students acquire and extend their knowledge, and develop their potential for lifelong amateur or professional endeavors in the arts. Students learn to recognize the arts as an essential part of the curriculum and as an important component in the enrichment of their lives.

Meeting Graduation Requirements**:**

The pass rate for first-time takers of the CAHSEE is about 74.8% ; and students who do not pass the first time receive support though CAHSEE support classes, a special CAHSEE prep class and a mock CAHSEE exam administered to all 9th graders to identify students at risk. Tutoring is also available through peer tutors, AVID tutors and teachers.

Curriculum: Strengths

* The development and implementation in mathematics of a rigorous and relevant curriculum and math program to meet the Common Core State Standards
* The access in science to technology and modern labs and facilities
* The strong presence on campus of the AVID program and the dedication of two counselors to the program

Curriculum: Areas for Growth

* The need for the use of data from formative/summative assessments to drive the instruction and assess needs of students in all classrooms
* The creation of more pathways that will support postsecondary options
* Interdisciplinary collaboration to create rigorous and relevant lessons across the curriculum
* More opportunities for professional development including using the resources and expertise of the school staff
* The master schedule should be created by with needs and wants of the students in mind

**Category C.**Standards-Based Student Learning: **Instruction**

### C1. Instruction Criterion

Instruction at the school is guided by the California Content Standards, the University of California general a-g requirements, and Core and Next Generation Science standards. Teachers have received training in implementation of Common Core State Standards (CCSS), Professional Learning Communities, and Instructional Rounds.

Students are encouraged to enroll in Advanced Placement courses. AP course enrollment and AP testing success continues to increase. Observations of classroom instruction in AP classes revealed that

Some students appeared to be engaged through direct instruction, projects, and cooperative learning. Students appeared to be less engaged when completing worksheets and grading their own and each other’s’ quizzes and similar assignments. The Committee observed a consistency of instruction in mathematics and science classes at all levels. In Math 1, Geometry, and Algebra II classes, for example, students were being taught the same topic/concept in like classes. The same worksheets, notes, and content, were being used from one Algebra II class to another. Though many classrooms had a print-rich and manipulative-rich classroom environment, there were few to no samples of student work displayed in any mathematics or science classroom. Committee members’ observations of other core and elective classrooms revealed the same.

Class observations of core and elective classes revealed sporadic instances of the use of effective instructional strategies, direct instruction or checking for understanding. The Committee observed a lack of urgency about beginning at the start of the class period in numerous core classes.I some instances, instruction concluded with 15 minutes or more remaining in the class period.

Differentiating instruction to accommodate student learning needs is a daily challenge. Classroom visits by the Committee revealed little to no differentiation of instruction occurring in nearly all classes. The consistent exception, though, came in classes where Special Education students are mainstreamed and where a general education and a Special Education teacher use a co-teaching model.

### C2. Instruction Criterion

Current Knowledge

The majority of Common Core Math, ELA, and Social Science teachers are incorporating new strategies for teaching and learning by following a student-centered model of instruction and primary source analysis. Science teachers attend frequent trainings, workshops, and conferences that provide core knowledge within their varied fields, as well as effective instructional practices to engage their students. All Math and ELA teachers attended a Quantum Learning workshop in fall of 2013 and 2014, helping teachers understand how the brain works and the best way to reach students intellectually, including techniques for keeping students’ affective filter low so that they are more teachable.

All classrooms are equipped with a computer and most have an LCD projector and document camera, although the Committee saw few in use. Some teachers also use the Promethean boards to enrich their instruction. Several math teachers and a science teacher use “clickers,” providing immediate feedback to students’ responses to bell-work and class prompts. One math class has access to a classroom set of iPads to complete bell-work and classwork which is assessed in real-time. AVID students also have access to iPads for research and instructional enrichment. The district is in the process of requiring all teachers to effectively use mobile technologies in their pedagogy, but this implementation will take time to realize.

Teachers as Coaches

A school survey revealed that students most enjoyed classes where the teacher excelled at the role of coaching student learning and developing positive relationships..

In the PLCs, teachers are encouraged to coach one another on effective teaching strategies to engage students. Geometry and Algebra II teachers have participated in on-site, in-service days to develop curriculum and strategies for the best ways to teach particular lessons. After implementing a lesson plan, several departments share ideas on how to overcome challenges and best instructional practices.

Examination of Student Work and School-identified Opportunities

Many students receive a detailed outline of note-taking themes, complete with textbook page numbers for references and due dates for each set of notes. AVID and other students are taught the Cornell method of note-taking; others are provided note outlines to complete during class lectures, research, and/or textbook studies. The Committee saw occasional use of the Cornell Notes and some rote filling in of note worksheets.

Bell-work activities reviewing previous instruction or introducing a new concept occurred in some classes, but, according to students, the activities are not structured throughout the school or among departments. Some teachers used packets with a schedule of topics, important dates, and assignments; class routines that may include the use of an exit-ticket; or post notes with information on-line through Aeries or teacher website.

The Foreign Language department features “Self-Portrait,” “Las Reglas Para las Clase de Español,” and “Me Gusta” projects each year, giving students opportunities to use Spanish vocabulary and grammar. Students in Physical Education create individualized nutrition plans, analyzing the elements of a healthy diet using Supertracker, a computer program for designing meals that meet all USDA nutritional requirements. Advanced Dance students are involved in choreographing dance inspired by poetry. Language Art students respond in writing to essential questions that impact society, the community, and students individually. Pre-AP 10 students participate in debates about current and controversial issues.

Selected Geometry students complete projects in scale and graphing variable change using deductive reasoning and graphing calculators. Anatomy students dissect cat and cow eyes to identify specific features of each species, applying theoretical knowledge of anatomy to real world situations.

Web Design students work on creating pictures for test websites, experimenting with Photoshop software. Students are required to recognize balance, alignment, and manage a project. Graphic Design students create a persuasive poster that addresses a current issue such as pollution, abuse, or drugs. 3-D Animation and Game Design students create an entire chess set and board, then insert the graphic design into a 3-D setting. Students use their chess piece file to program a 3-D printer to create actual chess pieces.APEX Learning students use computer software to make-up credits in various subjects, progressing toward graduation at a pace and atmosphere complimentary to their individual needs.

Biology students have access to the publisher’s online worksheets and resources such as self-tests and research as well as test results. Biology students are assigned at least one online activity per textbook chapter as part of their daily work or homework assignment. Many students are able to complete these assignments using their smartphones while still at school. Some SPED students assume smartphones, and internet access is a condition of their IEP.

Naviance software helps students search colleges, conduct interest inventories, search careers, complete college applications, and create four-year plans.

One section of Geometry uses iPads for assignments and research, and all students have access to on-line CAHSEE preparation.English students use their smart phones to look up definitions, and they use school computer labs for research, citation practice, and design presentations. Photography students use digital cameras to take photographs, then edit the photo to create personalized calendars and posters.

Special Education students have access to an online, interactive, standards-based curriculum, and students with no or limited communication ability have access to iPads and iPods as voice output devices.

The library is being updated to be more usable and accessible to students, and the Teacher-Librarian attends English classes to present students information about the research database, library catalog, EBSCO Mobile App for smart phones, and accessing e‑books, student district e-mail accounts, and general reference sources.

Students read non-fiction, period essays, and research science, technology, arts, politics, and religious beliefs relative to fictional works to relate fiction stories to actual world facts and ideas. Students also produce character charts and write responses to prompts related to the fiction.

Physical Education students are exposed to practical learning about wellness, fitness, health, nutrition, teamwork, and collaboration. Team Sports classes concentrate on activities that involve fitness, following rules, and teamwork. Dance classes offer students the opportunity to creatively express themselves through choreography.

Science students participate in measurement activities and inquiry labs that supplement textbook instruction.

AP World History students strive to connect historical information with the contemporary world.

An ROP program teaches students pre-engineering and architecture through the use of a Computer Aided Design (CAD) program and a 3-D printer.

Real World Experiences

All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.

ROP graphic design, web design, and 3-D animation students produce web pages, posters, pamphlets, and brochures for school programs as well as local businesses and community groups.

Automotive Technology students fix cars, practice customer service and professional behavior techniques, and become eligible to test for NATEF certification.

Some students participate in an annual field trip to the Gemological Institute of America in Carlsbad where they learn about techniques and technologies involved in modern jewelry design.

Every other year French students have the opportunity to travel to Paris to experience the culture and language they have studied, encouraging life-long learning and travel.

Instruction: Strengths

* Students have access to modern technological tools
* Special education students master practical life skills
* AVID instructional strategies

Instruction: Areas for Growth

* Schoolwide system for implementing research-based instructional practices
* Discrepancy in the perception of expectations between students and that of teachers
* Little or no differentiation of instruction in most classes

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

* Classroom observation
* Syllabi and teacher lesson plans
* Staff survey
* Student survey
* Student interviews

Category D. Standards-Based Student Learning:   
Assessment and Accountability

The school uses a variety of assessment tools to evaluate student progress and is using acceptable assessment practices.

Professional Learning Communities collect and analyze students’ common formative and summative assessments to gauge student learning and drive instruction. Teachers provide students a variety of assessment approaches within classrooms. PLC Teams collaborate to construct both formative and summative common assessments and occasionally share best practices to modify tests and instructional practices based on student work.

Aeries Analytics Analysis assessment management system is new and not fully functional, and the future of Aeries Analytics seems uncertain. The school has no systematic approach or process for disaggregating and reporting student result data at the site level.Use varies from department to department and PLC to PLC. Collection of data depends on PLCs’ own strategies for breaking down results and analyzing next steps. At the district level the Literacy and Math Program Specialists facilitate the collection and analysis of benchmark assessments carried out on the District high school campuses.

There is no system in place for reporting daily performance and assessment data to stakeholders beyond students, parents, and PLC members. State tests and data are publicly available. Some test results are included in the Aeries information system and teachers, administrators and counselors refer to that information.

Basis for Determination of Performance Levels:

The school uses a variety of assessment tools, including Benchmark assessments and student projects, to determine student grades, growth and performance levels to ensure student evaluation reflects student learning. There is variation in determining grading scales, assessment criteria and evaluation methods among the teachers and curricular departments. Some PLCs coordinate grading processes and share common scoring guidelines and rubrics. All departments answer to subject-specific criteria based on curriculum standards.

The APEX system is used in the AARC, the ALC or after school Credit Recovery. Students complete their entire course online. APEX testing protocols are in place. Testing includes additional paper-pencil exams from APEX with scoring guidelines. A final exam at the end of the course includes both a computer-scored and teacher-scored component. Students must demonstrate learning in order to pass on to the next level. Teachers monitor the students and their results, and there is time provided for interventions.

Appropriate Assessment Strategies:

Teachers report that they provide a variety of tasks used for assessment including; daily quizzes, student presentations, writing projects, dance choreography projects, using website resources, ROTC uniform inspections, drill and physical fitness, and tests that closely resemble Advanced Placement exams. The expectations of curricular standards of each discipline rest with the PLCs and departments. PLC groups meet regularly to plan and prepare assessments that students across the course take. Additionally, they verify that the assessment program is valid and appropriately evaluating student growth and learning through formative and summative strategies.

Demonstration of Student Achievement:

The school reports that student work throughout classes and departments reveals that students are learning the concepts, ideals and skills set forth in the academic standards, the college and career-readiness standards and the Schoolwide Learner Outcomes. Student work is collected and evaluated regularly to demonstrate student achievement of relevant standards. Student work is monitored and re-teaching occurs when needed. The Visiting Committee saw minimal evidence of student work collected or displayed in classrooms and the evaluation of the work varied from department to department. Additionally, there was no evidence observed that the Schoolwide Learner Outcomes or College and Career-Readiness Standards are the driving forces correlated to the student achievement taking place, and data analysis varies tremendously among departments and PLCs.

The assessments within APEX ensure that students are completing required tasks as they go and with the supervision of the classroom teacher monitoring their progress.

The Revolution Prep software used in the CAHSEE prep class requires students to master content before moving on to the next level.

Curriculum-Embedded Assessments:

The school, along with Program Specialists and the other high schools in the District, have developed several common assessments in both ELA and Math. In addition they have developed benchmark exams and common assessments administered by these departments. The ELA benchmark correlates with the CELDT score for English Learners. The score an English Learner earns on the ELA benchmark test may influence at which ELD level the student is placed.

Student Feedback:

Occasional student feedback and input is used to monitor student progress and to adjust teaching. Students report being asked informally in class regarding their comprehension. Student performance on assessments and less formal in-class work is used to modify teaching styles and perform re-teaching as necessary to ensure student progress on relevant standards. Students who seek help are offered tutoring. Some teachers offer retest, retake option to improve performance and comprehension of standards.

Students with special needs attend their own IEP meetings to advocate for their needs and provide team members with feedback on their education.

Modification of the Teaching/Learning Process

English and mathematics courses have been revised to meet the new California Common Core State Standards. As a result mathematics courses have been changed to an integrated instead of a traditional approach in order to develop a better understanding of the content. There is a process of constant review and revision of lesson pacing, instructional approaches, assessment practices and examining student assessments within the math PLC.

After identifying students struggling in math that often opt to take Business Math for their third year of math in order to graduate, the school has partnered with the local community college to teach a Business Math curriculum that provides college credit for students successfully completing the course in order keep these students college ready.

Advanced Placement course teachers make revisions to their curriculum as changes are made by the College Board. Progress reports every six weeks evaluate student achievement and the curriculum pacing for future lessons.

Monitoring of Student Growth:

The school monitors the progress of students towards meeting the academic standards, the college-readiness standards, and the schoolwide learner outcomes in a variety of ways including:

Using Aeries, teachers, counselors, parents, administrators, coaches and students are able to view current student performance. Reports are generated from this program for teachers and counselors to track students who may be at-risk or struggling.

Students with special needs are academically monitored in their Academic and Support Learning class (ASLC). Each student is assigned a case manager who writes an Individual Education Plan and meets with the students’ parent once a year to discuss progress and create goals for the upcoming academic year. Progress reports are sent home once every two weeks. The school assessed all students with special needs in Spring 2014 using the AIMSWEB Reading Curriculum-Based Measurement to find the current reading lexile level for each student to determine whether students were able to be mainstreamed predominantly in English and Social Studies.

The visiting committee found that PLCs meet regularly; some departments are more engaged in creating lesson plans and pacing, examining teaching practices and developing common assessments to guide their instruction.

Although the school reports that sophomores meet with their counselor to review their transcripts, graduation status and four-year plan, students said they were unaware of the meetings. However, counselors do meet with identified “D” and “F” students. They meet with seniors to address transcripts and graduation status and with 8th-grade students to present a four-year plan and assign appropriate classes for the upcoming year. Half the students who met with the Committee said they participate in formal career or college planning meeting with counselors during their school career only when they, the student, has initiated the meeting.

Students with special needs have an additional support in the form of the “transition plan” in their IEPs. Students are interviewed annually and given career/education assessments to assist in choosing appropriate post-secondary education or employment.

Student progress reports are sent home every six, twelve, and eighteen week grading periods. Students identified on the D/F list after a grade report meet with their counselor to identify obstancles to success and explore options the student has to remediate the Fs.

The CAHSEE Revolution on-line program was purchased by the school to support students identified as struggling in math and English. Teachers view student progress and track the student’s area of need in order to drive instruction and support. A mock CAHSEE exam is given to all freshman in math and English and the results are used to determine if the student needs additional support in math and/or English and they are enrolled in an elective class (CAHSEE Support) their sophomore year.

Assessment and Accountability—Strengths

* The school’s use, in some areas, of student achievement data to drive curricular changes, as in the addition of a new course to accommodate the needs of students unsuccessful in one level of math.
* Student and parent access to student grades, attendance, and missing work, allowing them to track students’ status.
* Assessment and Accountability--Strengths

### Assessment and Accountability—Areas for Growth

* The need for an effective schoolwide monitoring process to ensure that every student gets the timely and specific support necessary to succeed
* The need for the school to monitor the progress of students towards meeting the academic standards, the college-readiness standards, and the current or revised schoolwide learner outcomes in a variety of ways
* The student need for a four-year plan, developed for incoming freshmen and reviewed and revised in individual conference at least yearly.
* The need for for data derived by analyzing student achievement to be used to drive effective instructional practices schoolwide
* The need for systematic ways for the staff to gather specific information on student progress and to use that information to inform conversations and decisions about instructional strategies and techniques.

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

* Assessment and Accountability Focus Group meeting
* The Self-study
* Student interviews
* Parent interviews
* Classroom visitation and teacher interviews

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

E1. School Culture and Student Support Criterion

The school provides a number of opportunities for families and community to be included in the teaching and learning process. Many events such as Back to School night and 9th-Grade Activity Fair allow families to learn about what is happening at the school. A variety of clubs support by community partnership include Poly-Unit and the Black Student Union. These clubs develop links and establish collaboration between civic and community organizations and students at the school. Activities such guest speakers, volunteer work and field trips enrich the educational experience of students and provide a insight to the relationship between student, the school and the community. The federal grant program GEAR UP provides the school students with resources and services that will increase their ability to attend a 4-year college. Coffee with the Principal allows parents and community members to speak openly about situations affecting the school and students. The school maintains an active College and Career Center that services nearly 200 students per month. A new ACE Mentor Program helps students develop a working relationship with local architects, construction professionals and engineers. Through these professionals’ guidance, support and mentorship, students have an opportunity to compete in nationwide competitions and can earn valuable scholarships while learning about these fields of interest.

Parents and the school community engage in collaborative events to build student achievement through curricular and co-curricular programs. College Bound teaches parents to improve communication with students and school while improving study habits and course choice. Staff at the school supports students’ ability to attend college by an evening and weekend “FAFSA blitz,” where trained staff members help students complete the FAFSA. The school hosts a spring event for incoming freshmen where counselors can educate families about the programs offered and courses of study. A Wild Cat Camp provides incoming freshmen information about clubs, extracurricular activities and athletics. Representative from the Special Education department attend a transition meeting to insure that IEP services are provided when students matriculate to the school. The school website is maintained with the most current information to keep parents informed of upcoming events. Aeries permits parents and students to track grades. Students and parents report some slow updates to gradebooks. The School Site Council includes at least 3 parent representatives and meets monthly to discuss budgets and the impact of school programs. Moving the enrollment process online has helped to eliminate long lines and wait time for parents. The school invites parents without computer access or who need translation services are welcome to enroll their students directly at school. Finally, teachers and administration can use Aeries to communicate directly with targeted groups of students and their parents.

### E2. School Culture and Student Support Criterion

The school’s policies and personnel provide a safe, clean and orderly learning environment. The school employs eleven Campus Security Assistants posted at all exits in various shifts throughout the day. A school lockdown policy is in place and practiced routinely in conjunction with the Oceanside Police Dept., which has assigned an Officer specifically to assist the school with campus safety. An all call system reaches the entire campus; although some report that it is difficult to hear in some areas. Each classroom is equipped with an IP phone so teachers can contact the main office of an emergency situation. A total nine custodians work three shifts to keep the school clean and safe. They insure that everyday upkeep is completed with the assistance of student workers and district maintenance staff. Problems with tagging are immediately cleaned whenever possible. Staffing shortages have reduced cleaning classrooms from daily to a rotating schedule. Deep cleaning occurs during the summer months.

Students are provided at the beginning of the year with guidelines for behavior that are reinforced by assemblies and for 9th graders through the Freshmen Seminar class. A daily bulletin gives reminders of appropriate conduct and dress for students. A canine unit will occasionally conduct random searches of vehicles and/or classrooms. Student athletes are subject to drug testing and teachers review their classroom expectation through their syllabi.

The school’s aim is to maintain a positive learning environment that demonstrates caring and concern and sets high expectations while honoring individual differences. The teachers aim to use the PLCs to meet the needs and ensure the success of their students. By using informal assessment and anecdotal data, PLCs meet to discuss student needs; although the committee found little evidence that PLC use this data to inform instruction and share best practices. Through Site leadership Team meetings, departments have a voice to share their concerns and determine if the problem is isolated or systemic. To increase the number of students prepared to take AP social studies classes, the school moved World History course to 9th grade. The staff engages in collaboration through PLCs, department meetings, and professional development trainings. PLCs are supposed to meet regularly; however, there seems to be some autonomy in deciding on whether a team needs to meet. The entire staff meets monthly to review a range of topics from professional development, school logistics, upcoming events, and staff acknowledgements.

The results from the recent survey shows that the staff feels that the school has a clearly stated vision and mission, that the teachers believe all students can achieve, and that the students are what teachers’ value most. However, on this same survey, only 35% of teachers agreed or mostly agreed with the statement “teachers in this school trust each other”. Based on meetings and interviews, the committee saw evidence that corroborated this finding. Based, though, on survey data and confirmed by the Committee’s student meetings, most students believe they have an adult on campus they trust and generally feel comfortable at the school.

E3. School Culture and Student Support Criterion

The school provides a variety of services to support students in the areas of health, career and personal counseling and academic assistance. The Health Office Clerk serves as a liaison between students, staff, parents and community agencies that provide health services. The clerk also assists with basic medical needs such as medicine dispensing, vision and hearing screening and glucose monitoring; as well as emergency needs requiring CPR and First Aid. A district nurse provides more intense services such as tube feeding and catheterization. Vista Community Clinic works closely with school staff to provide education related to personal health such as prevention of communicable diseases, personal responsibility, and birth control. North County Lifeline provided a number of services in the area of mental health and social habitation. Some of these services include substance abuse counseling, gang prevention, advocating in mediation, fair housing disputes, credit repair and tax preparation. Approximately 60 students have 504 plans with accommodations ranging from preferential seating to modifying assignments/homework. The school has a Student Assistance Team that meets twice a month to support students identified by staff members. This assistance comes in the form of referrals to outside agencies as well as a possible referrals to a Student Study team. The SST convenes to determine in-school supports such as tutoring, schedule change, or modifications to assist struggling students. If the team feels the need, an assessment for special education services may be recommended. Students seeking to remediate their credits or advance their studies may take advantage of the school’s Academic Acceleration and Recovery program. Considered to be a school within a school, AARC allows students to be involved in Independent Studies for a two-hour block as they either make up credits (for variety of reasons) or take more advanced courses. The program is monitored by a Counselor-Coordinator, and the student must develop and fulfill a master agreement as part of their intake into the program. Students who attend AARC still have access to the school’s Health Center and College and Career Center. Students who have difficulty at a traditional comprehensive school can find an opportunity at the Alternative Learning Center. The staff strives to collaborate with ALC to assist students in completing their graduation requirements. The school has continued to work at developing a new discipline policy geared toward lowering suspension rate and decreasing dropout rates. One aspect of this plan involves sending suspended to ALC to reflect on their behavior choices and stay on track with their classes

E4. School Culture and Student Support Criterion

The school works to establish connections between academic standards, college readiness standards and schoolwide learner outcomes, yet all students and many staff members were unaware of the school’s SLOs. By using common core lessons, Advancement Via Individual Determination is dedicated to developing students’ higher-level thinking skills to allow them to score better on college aptitude tests. AVID uses college level tutors and monitors grades every six weeks to ensure student progress. To assist students in post-secondary options, both AVID and World History courses use the NAVIANCE web platform designed to assess student interest and offer appropriate assistance.

The school reports the use of many approaches to personalize learning and offer options that allow students to progress in a rigorous standards-based curriculum. However, the Committee saw little evidence to support this claim, and some students indicated that much instruction lacks rigor and relevance.. In an effort to assist all students to pass the CAHSEE, 9th grade students are given a mock exam to assess their readiness. Students who need additional assistance in 10th grade are enrolled CAHSEE support classes, and CAHSEE Revolution Prep software is available. The school has an Academic Support Learning Center to facilitate the success for students with IEPs. A teacher in the ASLC tracks students progress and provides specialize support in the area of need. The AARC uses APEX system to allow students develop a graduation plan and catch up on credits throughout the year.

Under performing or struggling students are identified and given interventions by a number of support services. The Special Education department is involved in providing collaborative co-teaching in math and English. It was reported to the Committee that some special education staff would like to see a continuum of services that may include clustering for co-teaching, consultation and learning center models. Some school staff have expressed a need to consider an array of models to serve the individual needs of all students with disabilities instead of a one-size-fits-all model. Classes taught using SDAIE strategies support English Language Learners. A campus liaison provides translation services for parents during conferences and meetings. The CELDT test is given yearly to determine which ELL students are can be reclassified as English Language Proficient.

The school provides access to a challenging, relevant and coherent curriculum to the students enrolled in Advanced Placement courses. Students who have met the prerequisite requirements of AP have also been challenged with increased rigor. Enrollment in AP classes follows the school’s demographics in regards to race/ethnicity; however, there is a 2:1 discrepancy when home language is considered. The large majority of AVID students are Hispanic while only 51% of the student population. Incoming 9th graders identified as at-risk are offered a summer bridge program to develop skills needed to be successful in high school.

The link between co-curricular and curricular activities to school wide learner outcomes is evident at the school. The ASSETs program provides a number of afterschool activities that include clubs and tutoring. Of the 70% of students who say they are aware of the a-g requirements, 64% say they are involved in a club, athletics, or other co-curriculum activity. AARC students are included in all co-curricular activities and are considered the school’s students. Overall, 64% of the school students are involved in a club, athletics or other co-curricular activity. The majority of these students benefit from the ASSETs programs that fund these activities. 63% of students surveyed said they were able to contact their counselor or their counselor contacted them at least once per year. Of those student surveyed, roughly 57% feel counselors listen to them and 50% said they that ASSETs program helped support them as a student. The school appears to the Committee to be a place where most students feel supported and have access to programs that meet their social, academic and emotional needs.

Culture & Support: Strengths

* The many opportunities for students to be involved in activities beyond the classroom and school day.
* The outside agencies that supply support and intervention to targeted groups of students.
* The safety, cleanliness, and orderliness of the campus
* The connection with the school and pride in the community most stakeholders feel.
* The positive relationships most students have with adults on campus.
* Culture & Support: Areas for Growth
* Development of a systemic approach to engage and connect students into school culture
* The need for a system to evaluate the effectiveness of intervention programs
* The need to find a way to engage in initiatives that are based on students’ needs to improve students outcomes, development and overall school experience

CHAPTER FIVE: Ongoing School Improvement

The combination of new and dynamic leadership at the school and new and highly supportive administration in the District office strongly suggest that the action plan the school settles on will provide an appropriate and “user-friendly” action play that fits the needs of the students. The Committee saw the process already under way before the end of the Visit.

## The Current Action Plan

The action plan in the self-study has two main pieces containing a total of five tasks.

### Area of Improvement 1

Increase the number of students who are college- and career-ready as measured by performance on the PSAT, the A-G eligibility rates (passing A‑G courses with a C or better) and CAHSEE results.

Task 1

Review, evaluate and improve systems for assessing the learning needs of students and how El Camino's academic programs address those needs in relation to the educational standards of each discipline.

Task 2.

Develop strong, effective pathways that link learning with student interests, goals and career preparation.

### Critical Learner Need 2

Increase achievement by establishing and maintaining more effective support mechanisms for underperforming students.

Task 1

Review, evaluate and improve the effectiveness of current support programs. Develop new programs/ approaches to supporting underperforming students where needed.

Task 2

Review, evaluate and improve current instructional practices especially as they relate to supporting underperforming and at-risk students. (ensure students are ready for technology

Task 3

Reach out to and work with parents and families of underperforming and at-risk students

## Adequacy of the schoolwide action plan

The two areas of the plan are identical to the “critical learner needs” in the self-study. The Committee was concerned that this draft of the action plan addresses only one of the five categories of schoolwide learner outcomes and its four outcomes out of the total twenty. Conversation about alignment of the plan with some of the recommendations of the 2012 Visiting Committee or of the current Committee could prove profitable for the school and its students.

The plan will benefit from attention to converting it to a “user-friendly” document with specific and clearly identified, observable, and measurable steps—one the staff can carry as a road map to chart its progress.

The Committee finds most of the identified tasks diffuse, needing focus and definition, as typified by the first, “Continually review, evaluate and improve classroom instruction.” It feels, too, that the lists of “People Involved” need narrowing to those charged with carrying out the plan, rather than lists of all the groups affected, like “teachers, site administrators, OUSD Program Specialists, district Work Groups, PLCs.” The Committee recommends that the “Timeline” list dates or periods of dates to keep the processes in action, rather than the less specific times like “ongoing,” “periodic” and “twice a year.”

The Committee was uneasy with the lack of knowledge of the action plan among many staff members. The school has the resources to put into play a specific plan to enhance the learning of all students. The new leadership and the existing talented staff inspire the confidence that there is now commitment to match that capacity.