Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

In the future, this information will be auto-populated within the web-based evaluation rubrics (California School Dashboard) for local agencies that use the California Department of Education's School Accountability Report Card template.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: **1 teacher misassignment**

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0 students**

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0 instances**

Criteria: Please assess the local educational agency performance on meeting the standard by designating the following:
- ✓ **Met**
- ❏ Not Met
- ❏ Not Met For Two or More Years

Priority 2: Self-Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Self-Reflection Tool:
Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

    Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

    English Language Arts – Common Core State Standards for English Language Arts
    - ❏ 1
    - ❏ 2
    - ✓ **3**
    - ❏ 4
    - ❏ 5

    English Language Development (Aligned to English Language Arts Standards)
    - ❏ 1
    - ❏ 2
    - ✓ **3**
    - ❏ 4
    - ❏ 5

    Mathematics – Common Core State Standards for Mathematics
    - ❏ 1
    - ❏ 2
    - ✓ **3**
    - ❏ 4
    - ❏ 5

    Next Generation Science Standards
    - ❏ 1
    - ✓ **2**
    - ❏ 3
    - ❏ 4
    - ❏ 5

    History-Social Science
    - ❏ 1
    - ❏ 2
    - ✓ **3**
    - ❏ 4
    - ❏ 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

   English Language Arts – Common Core State Standards for English Language Arts
   - ❏ 1
   - ❏ 2
   - ✓ **3**
   - ❏ 4
   - ❏ 5

   English Language Development (Aligned to English Language Arts Standards)
   - ❏ 1
   - ❏ 2
   - ✓ **3**
   - ❏ 4
   - ❏ 5

   Mathematics – Common Core State Standards for Mathematics
   - ❏ 1
   - ❏ 2
   - ✓ **3**
   - ❏ 4
   - ❏ 5

   Next Generation Science Standards
   - ❏ 1
   - ✓ **2**
   - ❏ 3
   - ❏ 4
   - ❏ 5

   History-Social Science
   - ❏ 1
   - ❏ 2
   - ✓ **3**
   - ❏ 4
   - ❏ 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts
- ❏ 1
- ❏ 2
- ✓ **3**
- ❏ 4
- ❏ 5

English Language Development (Aligned to English Language Arts Standards)
- ❏ 1
- ❏ 2
- ✓ **3**
- ❏ 4
- ❏ 5

Mathematics – Common Core State Standards for Mathematics
- ❏ 1
- ❏ 2
- ✓ **3**
- ❏ 4
- ❏ 5

Next Generation Science Standards
- ❏ 1
- ❏ 2
- ✓ **3**
- ❏ 4
- ❏ 5

History-Social Science
- ❏ 1
- ❏ 2
- ✓ **3**
- ❏ 4
- ❏ 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

    Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

    Career Technical Education
    - ❏ 1
    - ❏ 2
    - ❏ 3
    - ✓ **4**
    - ❏ 5

    Health Education Content Standards
    - ❏ 1
    - ❏ 2
    - ❏ 3
    - ✓ **4**
    - ❏ 5

    Physical Education Model Content Standards
    - ❏ 1
    - ❏ 2
    - ❏ 3
    - ❏ 4
    - ✓ **5**

    Visual and Performing Arts
    - ❏ 1
    - ❏ 2
    - ❏ 3
    - ❏ 4
    - ✓ **5**

    World Language
    - ❏ 1
    - ❏ 2
    - ❏ 3
    - ❏ 4
    - ✓ **5**

Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

    Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

    Identifying the professional learning needs of groups of teachers or staff as a whole
    - ❏ 1
    - ❏ 2
    - ✓ **3**
    - ❏ 4
    - ❏ 5

    Identifying the professional learning needs of individual teachers
    - ❏ 1
    - ❏ 2
    - ✓ **3**
    - ❏ 4
    - ❏ 5

    Providing support for teachers on the standards they have not yet mastered
    - ❏ 1
    - ❏ 2
    - ✓ **3**
    - ❏ 4
    - ❏ 5

Criteria: Please assess the local educational agency performance on meeting the standard by designating the following:
- ✓ **Met**
- ❏ Not Met
- ❏ Not Met For Two or More Years

Priority 3: Self-Reflection Tool for Parent Engagement

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

<u>Survey</u>:

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Each year in the spring, El Camino administers a survey to parents of current students to assess the their perception of the school. Questions pertain to their perception of the school's cleanliness, safety, how welcoming the school is, information flow, and its fairness, among others. These questions serve as the underpinning for many of the data points that support its work on Goal 4 ("Build parents' capacity as partners in supporting and monitoring their child's educational progress.") in the Local Control Accountability Plan. Namely, we make use of the following questions to ascertain our effectiveness in achieving goal 4.

1. **% of parents/families that complete an annual needs assessment and school climate survey**
2. **% of parents that agree or strongly agree, "The school encourages me to participate in parent groups."**
3. **% of parents/guardians agree or strongly agree that, "I feel welcome to participate at the school."**

The school surpassed its target for completion of the survey, in part by handing out a condensed survey in the spring through English classes. However, the feedback from a larger sample size (the full online survey yielded 151 responses in 2016 compared to the 512 from the shortened paper surveys) indicated barely more than half of respondents (56.1%) agreed or strongly agreed with the notion that the school encourages me to participate in parent groups. We have a new cadre of leaders for the Parent Teacher Student Association (PTSA) and Friends of ECR, a booster club (FOECR). There has been a considerable push on their part to welcome families into the fold. Additionally, the school continues to work on its communication home and inform families of opportunities to participate at the school.

On the whole, the school has challenges to reach and engage families. In an attempt to reach more of these constituents, the school revamped its new student orientation with mixed results. While turnout exceeded expectation, with an estimated 2,000 attendees, the large crowd exceeded the school's facilities capacity (both the large gym and multipurpose room were standing room only), making the evening less effective. However, as a learning organization, the administration sent out a survey and has taken

the feedback into account to improve this effort to reach more families for the upcoming school year.

60% of the respondents identified themselves other than caucasian, which exceeds the school's demographics. According to 2016-17 year end data from the school's student information system, 47% of respondents identify as white, non-hispanic. This significant response from families of color helps us understand their needs and sense of connection to the school in a more in depth manner.

<u>Criteria</u>: Please assess the local educational agency performance on meeting the standard by designating the following:
- ✓ **Met**
- ❏ Not Met
- ❏ Not Met For Two or More Years

<u>**Priority 6**</u>: School Climate

<u>**Standard**</u>: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Local educational agencies will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12). Specifically, local educational agencies will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that are particularly relevant to school safety and connectedness.

Fall of 2016 a survey was given to the senior class on School Climate. Six hundred and eight seniors completed the survey out of a class of 1044 students.

The survey asked ten questions ranging from post high school goals to safety at school and school connectedness.
In the sub category of safety, connectedness, stress, and school motivation there were 18 questions. All questions were on a scale of 1-5 with 5 equaling "Strongly Agree" and 1 equaling "Strongly disagree"

Questions that scored over a 4 were:
- **I feel safe at school – 4.4**
- **Bullying is not tolerated -4.0**
- **School stresses the connection of attendance and academic success -4.1**
- **School celebrates diversity and encourages students to respect each other's differences -4.1**

Questions that scored above 3.5 were:
- **Students treat each other with respect -3.8**
- **Teachers make an effort to help students -3.8**
- **The adults at school motivate me to do well in school -3.8**
- **The rules at school are applied fairly to all students -3.6**
- **The rules at school promote positive behavior -3.9**

There were no questions that received a 5 and no questions that were below a 3.3

When asked what did the students like best at ECR:
- **46.9% responded: Teachers**
- **47.4% responded: Students**
- **32.2 % responded: Sports**
- **34.1% responded: The campus**
- **54.3% responded: Special Events**

Based on the data collected ECR strongly believes our students feel safe at school; believe there is an atmosphere of compassion and fairness; and almost 50% cited connectedness to staff, students and special events held at school. Finally a third of the students in the survey take advantage of extracurricular activities.

<u>**Criteria**</u>: Please assess the local educational agency performance on meeting the standard by designating the following:
- ✓ **Met**
- ❏ Not Met
- ❏ Not Met For Two or More Years