

Chapter V: Schoolwide Action Plan

Goal One

To increase the support for the learning needs of under-performing students, specifically those in our Special Education and English Language Learner programs.

Goal Two

Create rigorous and relevant career pathway(s) and/or increase career tech offerings to meet the needs of all students.

Goal Three

Improve professional supports for teachers through embedded time and a comprehensive site-level Professional Development plan.

Goal Four

Implement a schoolwide progressive discipline plan to consistently address student behaviors.

El Camino High School developed this action plan through a collaborative effort of all stakeholders. Our goals were significantly revised during the spring semester of 2015, after the February 2015 visit of the WASC Committee. After processing and crafting our new Critical Learner Needs in Focus Groups, our Home Groups reviewed our progress on our past action plan to see which past items were relevant to the new goals. After gathering data from all stakeholders, the WASC leadership team combined and refined the tasks, presented them to Administrative Council for review and then presented a final draft to the stakeholders at large for final input.

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Goal 1: To increase the support for the learning needs of under-performing students, specifically those in our Special Education and English Learner programs.

Rationale

The data shows that not all subgroups are equally successful. EL, Special Education and socioeconomically disadvantaged subgroups continue to need extra support and strategies to help them become successful, especially in mainstream classes.

Schoolwide, we are seeing a downward trend in our API score, although ECHS met its growth targets for 2011-12. It is of utmost concern, however, that not all student groups have met their API targets for the last three years. Over that time period, ECHS has seen inconsistent fluctuations in the API scores for English Learners, Students with Disabilities and our Socioeconomically Disadvantaged populations. In 2012, our Special Education students met the API growth target, however did not in 2011 or 2013. In contrast, our EL student population did not show growth in 2012, however met the API growth targets in 2011 and 2013. Our Socioeconomically Disadvantaged students did not meet the growth target in 2013.

ECHS saw overall declines in schoolwide scores from 2011-13 for first-time CAHSEE test takers. While we are very proud of the gains our English Learners made, the scores of Students with Disabilities declined from 2012-2013. We are not seeing growth levels commensurate with San Mateo County and State scores. Additionally, our schoolwide scores have declined since scores peaked in 2010 with an 87% pass rate in Math and 88% pass rate in English.

While our graduation rates remain high at 97.9% in 2013 for all students, our specific subgroups do not graduate at the same rate. English Learners graduated at a rate of 88.5%, our Special Education students at 93.1% and our Socioeconomically Disadvantaged 96.8%.

From 2011-2013, D and F rates have decreased in Social Science and English, remained relatively steady in Science, Foreign Language and Math. However, Math D and F rates have remained disproportionately higher (nearly double) than those in other subjects. (See Chapter 1)

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Supporting Data

Met API Growth Targets

Schoolwide - 2011: YES; 2012: YES; 2013: NO
All Student Groups - 2011: NO; 2012: NO; 2013: NO
English Learners - 2011: YES; 2012: NO; 2013: YES
Students with Disabilities - 2011: NO; 2012: YES; 2013: NO
Socioeconomically Disadvantaged - 2011: YES; 2012: YES; 2013: NO

CAHSEE Passing Rates for First Time Test Takers

Math

Schoolwide - 2011: 85%; 2012: 83%; 2013: 84%
Students with Disabilities - 2011: 22%; 2012: 33%; 2013: 31%
English Learners - 2011: 38%; 2012: 59%; 2013: 63%

English Language Arts

Schoolwide - 2011: 83%; 2012: 80%; 2013: 81%
Students with Disabilities - 2011: 25%; 2012: 38%; 2013: 30%
English Learners - 2011: 42%; 2012: 43%; 2013: 55%

D and F Distribution

Department	Spring 2010-2011		Spring 2011-2012		Spring 2012-2013		Spring 2013-2014	
	Ds	Fs	Ds	Fs	Ds	Fs	Ds	Fs
English	190	163	173	66	170	110	123	103
Soc. Studies	175	76	135	37	116	42	134	77
Math	184	230	195	213	200	219	230	138
Science	142	88	171	104	134	98	153	118
For. Lang.	88	32	71	42	89	53	73	39

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Growth Targets

- Meet API Schoolwide Growth Targets for All Student Groups for 2015-2020.
- Improve Schoolwide CAHSEE scores for first time test takers: return to 2010 peak scores by 2016 and increase to 90% in ELA and Math by 2020.
- Reduce the number of D's and F's in Mathematics to be commensurate with grade distribution in other courses by 2017-18.
- Reduce the overall number of D's and F's across subjects other than Math by 5% by 2016-2017.

ESLRs Addressed: Critical Thinking, Open-Mindedness, Literacy, Technology and Service

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

Impact on student learning of academic standards & ESLRs: Direct positive impact with measured, steady progress on improved API and CAHSEE scores and therefore student learning expected, as decreasing the number of Ds and Fs will increase the success of our students.

Monitor Progress Tools: • D and F list • API Scores • CAHSEE Scores	Report Progress: • Data Reporting: State and District assessments, Master Schedule allotments for Sped and EL, mainstream enrollments of EL and Special Education students, Common Embedded Assessments, CAHSEE • Action Plan Progress: Administrators and teacher-leaders will report progress to Board of Trustees, parents, staff & students annually with annual reporting and approval of Single Plan for Student Achievement, to staff at monthly faculty meetings and to parents at PTSA and Parent Night meetings. Action Plan modified, when necessary, at least annually.
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Goal 1: To increase the support for the learning needs of under-performing students, specifically those in our Special Education and ELD programs.

Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Objective 1.1 - Improve site and district communication and coordination regarding the placement, inclusion and instruction of all Students with Special Needs.				
Task 1 Improve site and district communication regarding the placement, inclusion, of all students with special needs.	Administration, Special Education Teachers Counselors, Mainstream Teachers, District Director of Special Education	Meetings and clear communication from Ed. Services regarding the implementation of these programs.	2014-2015 Evaluate implementation of District Special Education programs, Special Education scheduling and placements; ensure hiring of qualified paraprofessionals. Gather information regarding the efficacy of co-teaching in the General Education setting. 2015-2016 Improve communication with middle schools for 9th grade placement; improve communication and supports for co-teachers (including appropriate training and paraprofessionals). Establish a better follow-up process with mainstream teachers to support student learning; Assess effectiveness and implementation of District Special Education programs. Bring Special Education PD to ECHS. 2016-2020 Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed.	Administrative Council, School Site Council, SSFUSD Ed Services
Task 2 Explore more professional development opportunities that are research-based strategies to better support students with special needs.	Administration, Special Education Teachers Counselors, Mainstream Teachers, District Director of Special Education	Funding needs to be set aside for schoolwide Professional Development and schoolwide student supports such as Homework Center and after-school detention.	2014-2015 Evaluate programs for professional development such as: Kate Kinsella, AVID, or Constructing Meaning; explore the possibility of reinstituting a section of the Read 180 program; establish better diagnostic designations for students reading below grade-level.	Administrative Council, School Site Council, SSFUSD Ed Services

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			2015-2016 Administer PD for teachers and paraprofessionals and implement strategies schoolwide. 2016-2020 Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed.	
Objective 1.2 - Improve site and district communication and coordination regarding the placement, inclusion and instruction of all English Language Learners.				
Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Task 1 Improve site and district communication and coordination regarding the placement, inclusions and instruction of all English Language Learners.	Administration, Counselors, ELAC, DLAC, Teachers, EL Site coordinator, District EL Coordinator	Meetings and clear communication from Ed. Services regarding the implementation of these programs.	2014-2015 Evaluate implementation of District “Newcomer Program,” EL scheduling and placements; Strengthen District “Academic Catch- Up Plan;” Hire bi-lingual aide; clear designations of site responsibilities for EL support; Begin RFEP Performance Review Forms with mainstream teachers; Implement “Elevation” program, train teachers and counselors 2015-2016 Better reclassification and communication with middle schools for 9th grade placement; Establish transitional classes and supports for mainstreamed EL students identify teachers early and train them; Establish a better follow-up process with mainstream teachers to support student learning; Assess effectiveness and implementation of District RFEP Performance Review Forms (add grades and performance) Bring EL based PD to campus 2016-2020 Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed	Administrative Council, School Site Council, SSFUSD Ed Services

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Task 2 Plan and implement more Professional Development on SDAIE strategies and explore professional development on how to better support lifelong English Language Learners.	Administration, Counselors, ELAC, DLAC, Teachers, EL Site coordinator, District EL Coordinator	Funding needs to be set aside for schoolwide Professional Development and schoolwide student supports such as Homework Center and after-school detention.	2014-2015 Evaluate programs for professional development such as: Kate Kinsella, AVID, or Constructing Meaning; explore the possibility of reinstituting a section of the Read 180 program; establish better diagnostic designations for students reading below grade-level. 2015-2016 Administer PD for teachers and paraprofessionals and implement strategies school-wide. 2016-2020 Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed.	Administrative Council, School Site Council, SSFUSD Ed Services
Task 3 Increase outreach to EL community to better provide ECHS parents and students more resources.	Administration, Counselors, ELAC, DLAC, Teachers, EL Site coordinator, District Site Coordinator	Funding needs to be set aside for mailers, supplies for parent outreach nights, and for transition services.	2014-2020 Improve frequency of parent communications such as quarterly department newsletters, teacher/parent emails, phone calls home, parent nights; Explore Latino and Pilipino parent nights; grow the ELAC program - rethink how we solicit parent involvement Improve teacher access to translation services. Explore targeted outreach programs such as PIQE. Explore tech communications such as texting, social media, ECTV on School Loop etc.	Administrative Council, School Site Council, SSFUSD Ed Services, ELAC
Objective 1.3 - Align instructional supports for Special Education and mainstream teachers, especially those in co-taught classes.				
Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Task 1 Explore and implement Co-Teaching Model for students with special needs.	Administration, Faculty, Certification Staff, Counselors, Teachers	Training, curriculum, teacher leaders, staff PD time	2015-2016 Implement co-teaching with 9th grade for Algebra, Eng. and Biology; Explore RTI or PBIS model if school psychologist is on site full time otherwise may take longer to roll out; Research learning center models to match the needs of ECHS	Administrative Council, School Site Council, SSFUSD Ed Services

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			2016-2020 Implement co-teaching with Geometry and Modern World History; Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed	
Task 2 Implement school-wide intervention programs, based on culturally responsive pedagogy.	Administration, Faculty, Certification Staff, Counselors, Teachers	Training, curriculum, teacher leaders, staff PD time	2014-2015 Continue conversations and research regarding Co-teaching, RTI or School wide PBIS, Learning Center to supports RTI or PBIS, Social and/or Emotional class to support ED and Autistic students, Restructure Tutorial classes; Evaluate programs and create a six-year plan for Special Education Department	Administrative Council, School Site Council, SSFUSD Ed Services
Task 3 Look at different learning center models to support academic support students to replace study skills classes.	Administration, Faculty, Certification Staff, Counselors, Teachers	Training, curriculum, teacher leaders, staff PD time	2014-2015 Continue conversations and research regarding Co-teaching, RTI or School wide PBIS, Learning Center to supports RTI or PBIS, Social and/or Emotional class to support ED and Autistic students, Restructure Tutorial classes; Evaluate programs and create a six-year plan for Special Education Department 2015-2016 Implement co-teaching with 9th grade for Algebra, Eng. and Biology; Explore RTI or PBIS model if school psychologist is on site full time otherwise may take longer to roll out; Research learning center models to match the needs of ECHS 2016-2020 Implement co-teaching with Geometry and Modern World History; Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed	Administrative Council, School Site Council, SSFUSD Ed Services

Goal 2: Create rigorous and relevant career pathway(s) and/or increase career tech offerings to meet the needs of all students.

Rationale

Post-secondary readiness is a critical need for our population, both academically and vocationally. In 2013, ECHS students graduated at a rate of 97.9%, however, only 46.5% of the class of 2013 met the UC/CSU eligibility requirements. Over three years, we have seen a decrease in both graduation rates and UC/CSU eligibility. Our 2013 EAP scores indicate that 18% of our students in English and 12% in Math are “college ready.” The faculty recognizes the need to expand opportunities for vocational and career alternatives. Additionally, the implementation of the Common Core State Standards is influencing the development of our instructional identity and student learning.

Over the years, students have had fewer elective options for vocational or career classes at ECHS, although some students have enrolled in some classes offered off-site at the community colleges. Some past elective options, which are no longer available to students at ECHS included web design, interior design, culinary arts, and auto shop. ECHS staff members report that Students with Special Needs do not have many curricular choices. Many staff members also report that additional electives would be beneficial for all students.

Entering the 2014-2015 school year, ECHS is beginning to broaden its CTE offerings, which include Introduction to Computer Science. In 2015-2016, ECHS will continue to expand CTE classes with AP Computer Science and will look to revive Culinary Arts and Autos. The AP Computer Science course has been made possible through a grant from Technology Education And Literacy in Schools (TEALS). Additionally, through a generous partnership with Genentech, a local biotech company, ECHS will look to become a leader in biotechnology education in the Bay Area for years to come.

Genentech has pledged two annual \$200,000 STEM student scholarships and is committed to developing a state-of-the-art biotech pathway including funding a full-time Teacher on Special Assignment (TOSA) develop the curriculum and train teachers. The company has also committed to funding a new biotech facility on the ECHS campus in the coming years.

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Supporting Data

The WASC Visiting Team Committee Report - Schoolwide Areas of Strength

- The partnership with Genentech is bringing 21st Century supplies, training, real world enrichment experiences and professional development (pg. 36).
- AP courses are plentiful and open to all students (pg. 36).

The WASC Visiting Team Committee Report - Schoolwide Areas for Follow-Up

- ECHS should work to increase the number of representative parents in the decision-making process at the site and district level (pg. 37).
- While ECHS has made great strides in acquiring technological resources, the schools needs a comprehensive, site tech plan for increasing student access to technological resources (pg. 37).
- There is a need and an expressed desire for more elective offerings at ECHS (pg. 37).

From the Fall 2014 Faculty Survey	Average Rating Strongly Agree – 5 Strongly Disagree - 1
22. School technology is up to date and addresses the needs of the students.	2.27
23. School leadership employs a wide range of strategies to encourage parental and community involvement.	3.06
39. ECHS offers an adequate number and variety of electives.	1.77
40. ECHS offers an adequate number and variety of Advanced Placement and Honors classes.	3.41
41. Students enrolled in AP and Honors courses are prepared for success in those classes.	2.93
58. I require my students to use technology to complete classroom assignments.	3.55

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From the Fall 2014 Student Survey	Average Rating Strongly Agree – 5 Strongly Disagree - 1
22. ECHS classes prepare me for participation in the world of work, college, and citizenship.	3.39
23. ECHS offers an adequate number and variety of electives.	3.11
24. ECHS offers an adequate number and variety of Advanced Placement and Honors classes.	3.32
27. I am learning to use technology in my classes.	2.96
28. ECHS teachers encourage me to explore the meaning and importance of the curriculum and how it relates to the world.	3.26
38. When technology is required in my classes, ECHS offers adequate support if I need help.	3.38

From the Fall 2014 Parent Survey	Average Rating Strongly Agree – 5 Strongly Disagree - 1
21. Parents are invited to have a voice at ECHS	3.92
26. ECHS classes prepare my child to participate in the world of work, college, and citizenship.	3.75
27. ECHS offers an adequate number and variety of electives.	3.36
28. ECHS offers an adequate number and variety of Advanced Placement and Honors classes.	3.82
29. Students enrolled in AP and Honors courses are prepared for success in those classes.	3.71
31. My child is learning to use technology in his/her classes.	3.77
32. ECHS teachers encourage my child to explore the meaning and importance of the curriculum and how it relates to the world.	3.78
39. When technology is required in my child's classes, ECHS offers adequate support if my child needs help or resources.	3.54

Growth Targets

- Increase technology-based course offerings in the ECHS Master Schedule by 2020.
- Increase ECHS course offerings emphasizing 21st Century skill-sets in the Master Schedule by 2020.

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ESLRs Addressed: Critical Thinking, Open-Mindedness, Literacy, Technology and Service

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

Impact on student learning of academic standards & ESLRS: Direct positive impact with slow, steady progress on student learning of academic standards and ESLRS are expected as parent involvement and support for student success increases.

Monitor Progress Tools: ● UC/CSU Eligibility Rates ● Graduation Rates ● SAT, EAP Participation and Performance	Report Progress: ● Data Reporting: SPSA, Master schedule allotments, Professional Development Calendar ● Administrators and Teacher Leaders will report progress to Board of Trustees, parents, staff & students annually with annual reporting and approval of Single Plan for Student Achievement, to staff at monthly faculty meetings and to parents at PTSA and Parent Night meetings. Action Plan modified, when necessary, at least annually.
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Goal 2: Create rigorous and relevant career pathway(s) and/or increase career tech offerings to meet the needs of all students.

Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Objective 2.1 - Expand our concurrent enrollment opportunities with local community colleges.				
Task 1 Increase articulation efforts with area Community Colleges	ECHS Counselors, ECHS Principal, ECHS Assistant Principal for Guidance and Counseling, SSFUSD Director of Educational Services	Program Planning Council, School Site Council, and Administrative Council meetings, Office of Concurrent Enrollment at Skyline CC	2014-15 Increase student awareness of SMCCD programs and course offerings 2015-16 Develop Master Schedule to include greater number of courses aligned with CA CTE Standards and Framework and SMCCD course offerings; distribute student/parent/community survey to determine desired articulation pathways 2016-17 Create, develop, and maintain opportunities for site-based Community College Outreach 2017-18 Explore connections with CSM and Canada Middle Colleges to better serve the needs of all members of our community	School Site Council, Administrative Council, ECHS Principal, SSFUSD Education Services
Task 2 Develop and Implement Middle College Program with Skyline Community College.	ECHS Counselors, ECHS Principal, ECHS Assistant Principal for Guidance and Counseling, SSFUSD Director of Educational Services, Skyline Community College Middle College Director	Program Planning Council meetings, Parent and Community meetings.	2014-15 Hold meetings with Skyline Middle College Director to ensure compatibility with program. Hold Parent and community meetings to share information on the program. Assist students and parents in Middle College enrollment process. 2015-16 Monitor and communicate with Middle College students and their parents. Hold monthly meetings with Middle College staff to ensure	ECHS Counselors, ECHS Principal, ECHS Assistant Principal for Guidance and Counseling, SSFUSD Director of Educational Services, Skyline Community College Middle College Director

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			implementation success. Schedule students. 2016-17 Explore connections with CSM and Canada Middle Colleges to better serve the needs of all members of our community 2017-18 Distribute student/parent (exit) survey to determine the success of the first Middle College graduating class. Make adjustments to program to increase viability and success of the Skyline Middle College Program.	
Objective 2.2 - Continue to grow existing and/or emerging CTE pathways (Computer Science, Bio Tech, Culinary Arts, etc.)				
Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Task 1 Ensure viability of existing programs	ECHS Counselors, ECHS Principal, ECHS Assistant Principal for Guidance and Counseling, SSFUSD Director of Educational Services, Site-Based CTE Committee	Program Planning Council meetings, Parent/Student/Community Survey, School Site Council	2014-15 Ensure LEA support for CTE program funding as a local priority in the LCAP. Increase CTE course offerings for 2015-16 school year. 2015-16 Plan and create a site-based CTE committee comprised of teachers and administrators. Develop and distribute yearly parent/community/student survey to determine desired articulation pathways. Develop certificate options for all CTE pathways. 2016-17 Align all pathways with CA approved Industry Sectors. 2017-18 Apply for CTE sector grant funding from both state and private sources.	School Site Council, Administrative Council, ECHS CTE Committee, ECHS Principal, SSFUSD Education Services

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Task 2 Develop new site-based CTE Pathways	TOSA for Biotechnology, ECHS Counselors, ECHS Principal, ECHS Assistant Principal for Guidance and Counseling, SSFUSD Director of Educational Services	Program Planning Council meetings, Parent and Community meetings, Genentech contributions, TEALS, site and district funding to support additional sections	2014-15 Add new courses to the developing Computer Science Pathway. Develop course curriculum for Genentech Biotechnology courses and submit to UC A-G approval process. 2015-16 Offer AP Computers as a second course in the emerging Computer Science Pathway. Add Biotechnology 1 and 2 to Program Planning Handbook. Schedule students for these classes. 2016-17 Begin Biotechnology 1 and 2 instruction. Develop articulation pathway for Biotechnology and Computer Science with area Community Colleges . 2017-18 Distribute student/parent (exit) survey to determine the success of CTE programs.	ECHS Counselors, ECHS Principal, ECHS Assistant Principal for Guidance and Counseling, SSFUSD Director of Educational Services, ECHS CTE Committee
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Objective 2.3 - Establish a progressive, well-informed CTE Program/Foster and grow community relationships through CTE programs				
Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Task 1 Increase staff, student, parent, community awareness of long-term vision for ECHS CTE program vision.	ECHS Principal, ECHS Assistant Principal for Guidance and Counseling, SSFUSD Director of Educational Services, School Site-Council, ECHS CTE Committee	ECHS CTE Committee Meetings , Program Planning Council meetings	2014-15 Increase site-specific communication efforts to include all stakeholders in CTE development and maintenance efforts. 2015-16 Plan and create a site-based CTE committee comprised of teachers and administrators. Develop and distribute yearly parent/community/student survey to determine desired articulation pathways. Develop certificate options for all CTE pathways. 2016-17 Align all pathways with CA approved Industry Sectors. 2017-18 Apply for CTE sector grant funding from both state and private sources.	School Site Council, Administrative Council, ECHS Principal, SSFUSD Education Services, ECHS CTE Committee

Goal 3: Improve professional supports for teachers through embedded time and a comprehensive site-level Professional Development plan.

Rationale

The 2009 WASC Visiting Team Committee Report - Schoolwide Areas for Follow-Up

- Develop a comprehensive professional development plan for all staff members that provides time for collaboration, reflection on teaching practices, analysis of student achievement data to improve instruction and effective use of technology.
- Create more staff involvement in decision making at site and district levels.
- Utilization of certificated teachers to improve instruction and raise the rigor of courses
- Active commitment to the WASC process
- District Supported Collaboration Time

While the faculty has made progress on these follow-up items over the years, finding time to grow professional practices on-site has been a challenge. In 2014, the administrations at ECHS and SSFHS implemented a new common schedule to accommodate 15 Early Release Wednesdays throughout the year to allow more time to spend on the above tasks. This decision was also meant to allow for department and cross-curricular collaboration as well as vertical teaming and work between the two high schools. In early October 2014, however, the CTA grieved the changes and the schedule was changed back to recoup six minutes lost off of lunch each day during the fall semester. This left only two Early Release Days in the spring 2015. This has had significantly negative impact on the ability of teachers to collaborate across curriculum.

The 2015 WASC Visiting Team Committee Report - Schoolwide Areas for Follow-Up

- Teachers need significantly more embedded collaboration time to work in and across departments
- Professional development time and opportunities are infrequent, ineffective, and lack clear vision

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- The staff had not, before the visit, conducted regular systemic analysis of overall student achievement data. This is something they look forward to doing with adequate collaboration time

Through surveys and discussion groups, the faculty has identified a need for a more comprehensive site plan for Professional Development and Collaboration time, faculty has struggled to come to consensus about a schedule and a plan. Goal 3 allows for the Bell Schedule Task Force to take the 2015-2016 school year to gather feedback, pilot schedules and devise a comprehensive plan for a new Bell Schedule in the 2016-2017 school year that will accommodate weekly or bi-weekly collaboration time. The Responsibilities of the Bell Schedule Task Force are outlined in Task 1.1. Goal 3 also prescribes the Responsibilities for the Professional Development Committee moving forward.

Supporting Data

From the Fall 2014 Faculty Survey	Average Rating Strongly Agree – 5 Strongly Disagree - 1
12. Teachers have input into in-service and professional development activities at ECHS.	2.5
20. School leadership utilizes student achievement data to make decisions and initiate activities for improvement.	2.89
21. Leadership and Faculty are encouraged to participate in ongoing professional development focused on student achievement.	3.32
30. The current bell schedule is effective.	3.02
31. I would like to explore different bell schedules in the future.	3.75
34. I am well-informed about the Common Core Standards.	3.37
35. I am well-informed about the Smarter-Based Assessments.	2.64
36. I feel prepared to integrate Common Core-based practices into my curriculum.	3.30
42. My department uses pacing calendars or frameworks.	3.5
43. My department is provided with sufficient collaboration time.	2.37
44. My department is provided with effective professional development.	2.33
45. The teachers in my department have closely aligned curricula.	3.43
46. My department administers site-level common assessments.	2.98
47. My department administers District benchmarks.	2.69

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78. The school utilizes an effective assessment process to analyze student performance data.	2.71
79. I use disaggregated student performance data (i.e. Data Director) to inform my teaching.	2.21
80. Teachers are provided sufficient time to look at student performance data.	1.98
81. Teachers are provided with sufficient, relevant, inspiring professional development.	2.00
82. Teachers are provided sufficient time to plan.	2.21
83. Teachers are provided sufficient time to grade.	2.23
84. Teachers are provided with the time and guidance to align their grading in common classes.	1.98
123. I work beyond my contract hours regularly.	4.58

From the SSFUSD High School Bell Schedule Survey given in February 2015

What is the best way to use our collaboration time? Check all that apply.

	<u>% of votes</u>	<u>% of voters</u>
○ Common Planning (Subject Specific)	24%	77%
○ Sharing Best Practices	15%	49%
○ Grading Time	15%	48%
○ Cross-Curricular Planning	14%	43%
○ Common Core Training	8%	26%
○ Outside Professional Development	8%	25%
○ Teacher-Led Professional Development	8%	24%
○ Examining Student Assessments	5%	15%
○ District-Led Professional Development	3%	11%

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Growth Targets

- Create and review implementation plans for Professional development in Culturally Relevant Teaching, Common Core and technology.
- Increase embedded time throughout the year for content-specific planning, cross-curricular collaboration, grade-level collaboration, development of common assessments and rubrics, and examination of student work and achievement data.
- Conduct yearly surveys to establish teacher needs for Professional Development and collaboration.
- Research and share high quality off-site professional development opportunities such as: SMCOE, Bay Area Writing Project, AVID, Kate Kinsella, CATE, Agile Minds
- Establish a process for both on-site and off-site student and teacher observations
- Plan and conduct World Cafes, Staff Meetings, Department Meetings or New Teacher Meetings, webinars, online classes and instructional video formats to share best practices
- Establish meeting norms and accountability plan for teachers, with a focus on shifting attitudes and improved faculty attendance
- Establish a centralized resource for local PD opportunities

ESLRs Addressed: Critical Thinking, Open-Mindedness, Literacy, Technology and Service

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

Impact on student learning of academic standards & ESLRs: Direct positive impact with measured, steady progress on improved API and CAHSEE scores and therefore student learning expected, as decreasing the number of Ds and Fs will increase the success of our students.

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Monitor Progress Tools: ● Faculty Surveys ● Minutes/Agendas for Professional Development Committee and Bell Schedule Committee ● New Bell Schedule ● Feedback forms	Report Progress: ● Data Reporting: Bell Schedule Committee and Professional Development Committee will report out to Site Council, Admin Council and Site Administration ● Action Plan Progress: Administrators and teacher-leaders will report progress to Board of Trustees, parents, staff & students annually with annual reporting and approval of Single Plan for Student Achievement. ● Action Plan modified, when necessary, at least annually.
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Goal 3: Improve professional supports for teachers through embedded time and a comprehensive site-level Professional Development plan.

Objective 3.1 - Revise current bell schedule and calendar to accommodate more Collaboration and Planning Time				
Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Task 1 Continue monthly meetings of the Bell Schedule Task Force to identify the scheduling needs of the school site.	Bell Schedule Committee Task Force, Student Advisory Committee, Site Administration, District Cabinet and School Board	Voluntary participation of staff members on Task Force	2014-2015 Establish site scheduling needs and desired outcomes for each site (ECHS and SSFHS). 2015-2016 Through committee meetings and survey data, determine if the needs of ECHS and SSFHS align enough to adopt the same schedule. Move forward accordingly to develop new bell schedule(s) to meet site needs. 2016-2017 Implement new bell schedule that accommodates more collaboration time.	Administrative Council, District Administration, SSC, Faculty, PTSA
Task 2 Create a bell schedule that embeds weekly site-level collaboration and Professional Development time for adoption in the 2016-2017 school year.	Bell Schedule Task Force, Site Administration, Faculty and Staff, SSFCTA, Student Advisory Committee	Staff Meetings or Early Release time to discuss staff-wide the instructional implications	2014-2015 Create a Bell Schedule Task Force and establish staff-wide desired outcomes (planning time preferences, type of schedule etc) through a staff survey. 2015-2016 Create a step-by-step plan to explore, pilot, and implement a bell schedule change. If necessary, pilot bell schedules and gather input from teachers and students, select the preferred schedule and present to the District Office and School Board. 2016-2017 Implement the newly approved bell schedule.	Administrative Council, District Administration, SSC, Faculty, PTSA

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Objective 3.2 - Establish and grow a site-based Professional Development committee.				
Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Task 1 Allocate yearly funds in the LCAP for Professional Development and collaboration costs.	Principal, School Site Council	Funding needs to be set aside for Professional Development admission fees, substitute teachers, reimbursements and weekend/ summer pay	2015-2016 Assess site level costs for PD program. Designate source for funding. Allocate a yearly budget for PD costs. 2016-2018 Continue to adjust PD budget.	Administrative Council, School Site Council
Task2 Establish an on-site Professional Development Committee	Principal, Site Administration, Faculty, Administrative Council	Teachers will need to volunteer for the Professional Development Committee. Eventually, resources could be set aside for a PD/ Collab. Coordinator position, either as a stipend or .2 FTE.	2015-2016 Establish the committee, set goals and objectives for committee. Draft PD/Collaboration plan moving forward. 2016-2017 Continue meetings to achieve the goals and objectives set forth in the plan. 2017-2018 Implement and reflect upon the plan set forth in 2015-2016.	Administrative Council, School Site Council, Principal
Objective 3.3 - Create a yearly site-based Professional Development Plan and Collaboration calendar.				
Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Task 1 Develop and support a school vision for RTI, Culturally Relevant Teaching, and student support, Common Core State Standards and relevant, current technology; implement school wide programs over three years.	Professional Development Committee, Principal, Technology Committee	Training, curriculum, teacher leaders, staff PD time: Early Release Time,	2015-2016 Collect teacher feedback regarding what further training is needed on site. Research and identify high quality trainings and programs based in RTI, Culturally Relevant Teaching, student support, CCSS and relevant technology. Seek site, district, county outside or internal PD that meets our need	Administrative Council, School Site Council, PTSA, SSFUSD Ed Services

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			2016-2017 Train staff in current, relevant methodologies regarding Culturally Relevant Teaching, CCSS and technological pedagogy. 2017-2018 Reinforce schoolwide implementation of three PD programs in core classes, with a focus on literacy and writing across the curriculum; Continue to grow teacher leaders and trainers on campus	
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Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Task 2 Establish and implement yearly calendars for Professional Development and best uses for collaboration time, in line with SSFUSD PD plan, and based on available time and bell schedule revisions	Professional Development Committee, Principal	Staff Meetings, Early Release, Department Meetings and Teacher Work Days.	2014-2016 Given the three priorities of CRT, CCSS and technology, create a PD calendar that allows PD time for all three. Examine staff surveys and department needs to create schoolwide priorities for how to best use collaboration time. 2015-2016 Within the inherited existing schedule, implement a clear and systematic roll-out that incorporates PD, content-specific, cross-curricular and grade-level collaborations as well as time to assess and norm student work. 2016-2017 Within the newly created bell schedule, create and implement a clear and systematic roll-out that incorporates PD, content-specific, cross-curricular and grade-level collaborations as well as time to assess and norm student work. 2017-2018 Reflect on the best uses of our Collaboration time, solicit teacher feedback	Administrative Council, School Site Council, PTSA, SSFUSD Ed Services

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			regarding PD and adjust calendar as needed.	
Task 4 Establish clear protocols for monitoring the effectiveness and efficiency of Professional Development and Collaboration time	Professional Development Committee, Site Administration, Administrative Council	Administrative Council Meeting time, Department Meeting Time	2014-2015 Identify ineffective practices, such as attendance, agendas/minutes and feedback. Create a plan to improve teacher accountability and effectiveness of meeting times. 2015-2016 Implement clear protocols for attendance, agendas/minutes and gathering feedback. 2016-2017 Continue to reinforce and refine protocols and high level of professionalism and effectiveness in meetings.	Administrative Council, School Site Council, SSFUSD Ed Services

Goal 4: Implement a schoolwide progressive discipline plan to consistently address student behaviors.

Rationale

Over the past six years, SSFUSD has had three superintendents; assistant superintendents have seen great turnover and reassignment as well. During this time ECHS has had 4 principals and 4 interim principals, and over 8 different assistant principals filling three positions. Teacher turnover is also high, averaging 17% loss each year and peaking this past year at 26%.

Given the high turnover in the past few years, especially in the positions responsible for discipline, many inconsistencies have emerged regarding the treatment of student behavior issues. The school does not currently have an RTI pyramid and would like to develop a systemic change, constructed through faculty and staff buy-in. With such a system, consistent, preventative behavior practices will be enforced regardless of the person filling the position. Additionally, faculty has expressed an interest in using Restorative Justice practices and expanding our practice of Culturally Relevant teaching (see Goal 3) as preventative measures to student discipline and support. Over the last year, our truancy rates have been on the rise, and such a schoolwide plan would help to improve attendance and general student morale at the school.

Though suspension rates have declined over the last three years, behavior enforcement has been inconsistent. Teacher focus groups have identified a general impression that the declining suspension rates are not indicative of improved student behavior, but rather indicate a lack of discipline.

After the February 2015 visit, the committee identified the following:

Schoolwide Critical Area of Strength 5

There is a desire among the staff for improved and systemic conflict resolution, specifically a willingness to incorporate Restorative Justice practices.

Schoolwide Critical Area of Follow Up 10

There is a lack of consistency in the enforcement of many school-site and district discipline policies.

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Supporting Data

Truancy Rates

Truancy Rates – By Percentage					
2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
9.4%	7.2%	10.8%	15.6%	6.6%	27%

Suspension Rates

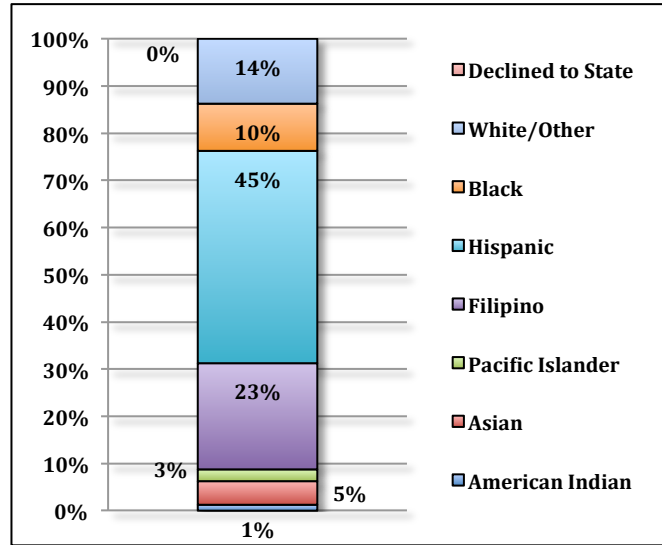
Total Suspensions						
School Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total	169	143	189	179	135	80

Suspensions By Gender		
School Year	Males	Females
2008-2009	115	54
2009-2010	98	45
2010-2011	118	71
2011-2012	122	57
2012-2013	100	35
2013-2014	68	12

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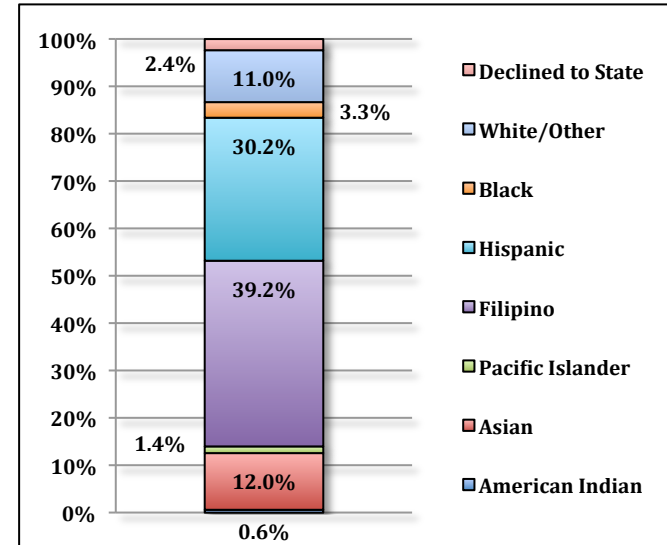
2013-2014

Suspensions by Ethnicity



2013-2014

ECHS Population by Ethnicity



Expulsions

Total Expulsions		
School Year	Recommended for Expulsion	Total Expulsions
2009-2010	11	3
2010-2011	28	3
2011-2012	14	4
2012-2013	6	5
2013-2014	8	4

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From the Fall 2014 Faculty Survey	Average Rating Strongly Agree – 5 Strongly Disagree - 1
16. Student discipline enforcement at ECHS is fair, consistent and effective.	2.27
17. I feel supported by administrative disciplinary decisions regarding my students.	3.0
118. The rules and regulations at ECHS are enforced fairly and consistently.	2.58
119. Teachers consistently enforce "day-to-day" discipline on issues like phones, hats, skateboards, dress code violations, and music both in their classrooms and in the hallways.	2.66
109. Verbal slurs against a person's gender, sexual orientation, race, ethnicity, or other defining factors are rarely heard on campus.	2.47
110. ECHS teachers, administrators and faculty effectively discipline students who use verbal slurs.	2.77
100. ECHS fosters a safe and healthy learning environment.	3.64

Growth Targets

- Improved representation of traditionally underperforming subgroups in AP and Honors classes
- Reduce overall suspension and expulsion rates of ECHS students.
- Reduce overall suspension and expulsion rates of ECHS students to better match the overall ethnic breakdown of ECHS.
- Reduced overall truancy rates at ECHS.

ESLRs Addressed: Critical Thinking, Open-Mindedness, Literacy, Technology and Service

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

Impact on student learning of academic standards & ESLRS: Direct positive impact with slow, steady progress on student learning of academic standards and ESLRS are expected as parent involvement and support for student success increases.

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Monitor Progress Tools • Suspension and Expulsion Rates • Suspensions and Expulsions by Ethnicity • Suspensions and Expulsions by Gender • Truancy Rates	Report Progress • Data Reporting: SPSA, Master schedule allotments, Professional Development Calendar • Action Plan Progress: Administrators and Teacher Leaders will report progress to Board of Trustees and all stakeholders with annual reporting and approval of the SPSA, to staff at monthly faculty meetings and to parents at PTSA and Parent Night meetings. Action Plan modified, when necessary, at least annually.
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Goal 4: Implement a schoolwide progressive discipline plan to consistently address student behaviors.

Objective 4.1 - Create and implement schoolwide progressive discipline plan.

Task	Person(s) Responsible	Resources	Timeline	Follow-Up Indicator
Task 1 Establish site-level Response to Intervention (RTI) Committee	Principal Assistant Principals Teacher Leaders Parents Students	Monthly after school meeting time.	2015-2016 Establish site RTI Committee and begin discussing the needed behavioral interventions for the site. Align with the goals and objectives of SSFUSD RTI Committee. Explore the potential of utilizing Restorative Justice techniques on site. Develop and implement schoolwide norms and behavior expectations. Develop schoolwide RTI pyramid, and explore the potential of Restorative Justice at the site level. 2016-2017 Oversee site level professional development for faculty and staff in support of new RTI program 2017-2018 Monitor and support the roll-out of site level RTI program. Evaluate the effectiveness of the site level RTI	Administrative Council, School Site Council, SSFUSD RTI Committee, PTSA

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			program. Modify as needed.	
Task 2 Allocate yearly funds in the LCAP for needed RTI student supports and for faculty and staff professional development	Principal, Site Council	Funding needs to be set aside for schoolwide Professional Development and schoolwide student supports such as Homework Center and after-school detention.	2015-2016 Assess site level costs for RTI program. Designate source for funding. Allocate a yearly budget for RTI costs. 2016-2018 Continue to adjust RTI budget.	Administrative Council, School Site Council, Site RTI Committee, SSFUSD RTI Committee
Task 3 Establish unified classroom norms and expectations for behavior across campus.	RTI Committee, Faculty and Staff	After school meeting time, staff meetings, early release collaboration time	2015-2016 Examine behavioral trends amongst students and commonalities of classroom management practices. Identify enforceable schoolwide norms and behavior expectations. 2016-2017 Based on trends and need, implement clear norms and expectations consistently across campus. Actively review effectiveness as an RTI committee with staff input, revising as needed. 2017-2018 Continue to monitor and evaluate student behaviors and teacher and staff interventions.	Administrative Council, School Site Council, Site RTI Committee, SSFUSD RTI Committee
Task 4 Establish and implement schoolwide RTI pyramid	RTI Committee, Faculty and Staff	After school meeting time, staff meetings, early release collaboration time	2015-2016 Create a site level RTI program based on a format that aligns with SSFUSD RTI. 2016-2017 Provide site level professional development for faculty and staff in support of new RTI program 2017-2018 Full implementation of schoolwide RTI program	Administrative Council, School Site Council, Site RTI Committee, SSFUSD RTI Committee, PTSA