

Focus on Learning
Self-Study Report
2014-2015

Chapter V



Schoolwide Action Plan

El Camino High School – WASC Focus on Learning Report 2015

Chapter V: School Wide Action Plan

Goal One:

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

Goal Two:

To prepare all students for success in a global society by fostering 21st century skills, creating self-directed and critical thinkers and growing challenging curricula for all students.

El Camino High School developed this action plan through a collaborative effort of all stakeholders. After processing and crafting our new Critical Learner Needs in Focus Groups, Home Groups reviewed our progress on our past action plan to see which past items are relevant to our 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 a final draft to the stakeholders at large.

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

Rationale:

The data shows that not all subgroups are equally successful. ELL, 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 the last three years, ECHS has seen inconsistent fluctuations in the API scores for English Language Learners, Students with Special Needs and our Socioeconomically Disadvantaged populations. In 2012, our Students with Special Needs met the API growth target, however did not in 2011 or 2013. In contrast, our ELL 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 Language Learners made, the scores of Students with Special Needs 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 Language Learners graduated at a rate of 88.5%, our Students with Special Needs 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 Language Learners - 2011: YES; 2012: NO; 2013: YES
 Students with Special Needs - 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 Special Needs - 2011: 22%; 2012: 33%; 2013: 31%
 English Language Learners - 2011: 38%; 2012: 59%; 2013: 63%

English Language Arts

Schoolwide - 2011: 83%; 2012: 80%; 2013: 81%
 Students with Special Needs - 2011: 25%; 2012: 38%; 2013: 30%
 English Language 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
Social 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
Foreign Language	88	32	71	42	89	53	73	39
Totals	779	589	745	462	709	522	713	475

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

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 Special Education and ELL, mainstream enrollments of ELL and Students with Special Needs, 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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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1.1 Provide additional math supports.	Administrators Counselors Math Teachers	Agile Mind Curriculum; Continuing PD for math teachers; Potential impact on math sections	Grade Distributions; CAASPP data; CAHSEE data; EAP data; Math Dept. CEA's; Master Schedule	2014-2015: Explore alternative math courses and interventions to support the learning of all students (such as additional course offerings, interventions, tutoring, Summer Bridge, etc.); Assess need for a 10 th Support class 2015-2016: Continue Math CCSS trainings and implement strategies; Offer Grade 10 Support or other alternative 2016-2020: Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed	SSC SPSA; Administrative Council; Department Minutes; District Math Committee minutes;
1.2 Establish a school-wide intervention and support program, based in Culturally Responsive Teaching.	Administration Faculty Classified Staff Counselors Teachers: AVID and Freshman Seminar	Purchase of Site Professional Development for Culturally Responsive Teaching; Staff Meetings or Early Release Time	PD Calendar; Curriculum evaluations; lesson plans; Grading data; Student and parent surveys; Freshman Seminar Course Descriptions; detention/ suspension rates; UC/CSU eligibility	2014-2015: Evaluate programs such as Center for Culturally Responsive Teaching and Learning, AVID Culturally Relevant teaching curriculum, Facing our History, Stanford History Education Group or Star-Vista: Adolescent Mind; Create a six-year plan 2015-2016: Culturally Responsive PD and Implement Strategies school wide 2016-2020: Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed	SSC SPSA; Administrative Council; Department Minutes; District Collaboration Planning Report Forms; PTSA; ELAC

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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1.3 Improve site and district communication and coordination regarding the placement, inclusion and instruction of all English Language Learners.	Administration Counselors ELAC Committee Teachers ELL Site Coordinator District ELL Coordinator	Prep Period for ELL Site Coordinator position; Bi-lingual Aide; Professional Development for District Elevation program and instructional strategies for mainstream teachers; Master schedule allotments for transitional classes; after school supports	Grade Distributions; CAASPP data; CAHSEE data; CELDT data; Master Schedule; Course Descriptions	2014-2015: Evaluate implementation of District “Newcomer Program,” ELL scheduling and placements; Strengthen District “Academic Catch-Up Plan;” Hire bilingual aide; clear designations of site responsibilities for ELL support; Begin RFEP Performance Review Forms with mainstream teachers; Implement “Elevation” program, train teachers and counselors 2015-2016: Improve reclassification and communication with middle schools for Grade 9 placement; Establish transitional classes and supports for mainstreamed ELL 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 ELL based PD to campus 2016-2020: Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed	SSC SPSA; Administrative Council; ELAC Committee Minutes; Site / District Coordinator;

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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1.4 Improve site and district communication and coordination regarding the placement, inclusion and instruction of all Students with Special Needs.	District and Site Administration; District Special Education Director; Special Education Teachers; Mainstream Teachers; Push-In Teachers; Counselors; School Psychologist; Transition Coordinator	Combined sections for co-teaching; Professional Development for AI and mainstream teachers; Co-teaching Professional Development (SMCOE); Sequoia Union High School District PD (summer co-teaching institute); Visit Programs in Sequoia and San Mateo Union High School Districts; Council for Exceptional Children; Direct Interactive instruction	Grade Distributions; Off Track Graduation List; CAASPP data; CAHSEE data; Master Schedule; Course Descriptions; AI, AS, speech and 504 Plan designations; Behavior referrals data	2014-2015: Continue conversations and research regarding co-teaching, RTI or schoolwide PBIS, Learning Center to supports RTI or PBIS, social and/or emotional class to support ED and students with autism, restructure Tutorial classes; Evaluate programs and create a six-year plan for Special Education Department 2015-2016: Implement co-teaching for Grade 9 Algebra, English 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	SSC SPSA; Administrative Council; Special Education Department Meeting Minutes; Special Education Department Surveys; Walk Thru Data; Professional Development materials

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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1.5 Provide more Professional Development opportunities for faculty and staff to improve instructional strategies, emphasizing support for Students with Special Needs and ELL in the mainstream classrooms.	Site Administration District Administration	Purchase of Site Professional Development for the support of struggling learners; Staff Meetings or Early Release Time	Grade Distributions; District CEA's; CAASPP data; CAHSEE data; Master Schedule; Course Descriptions; UC/CSU eligibility; PD Calendar; Lesson Plans;	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 schoolwide 2016-2020: Continue implementation and assess effectiveness, survey stakeholders, continue PD, adjust as needed	SSC SPSA Administrative Council; Department Meeting Minutes; Faculty Meeting Minutes;
1.6 Create more partnership opportunities for ALL parents and community members to support student success.	Counselors Administration Teachers ELAC SSC PTSA	Evening events to promote parent involvement; School Loop; Phone dialer; Mailers and postage; Purchase of a comprehensive program such as PIQE	Parent Surveys; Parent Night Agendas, Fliers and Sign-In sheets; Parent Newsletters from Administration and Departments	2014-2020: Improve frequency of parent communications such as quarterly department newsletters, teacher/parent emails, phone calls home, parent nights; Explore Latino and Filipino 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; SSC SPSA; ELAC; PTSA; Faculty Meetings; Department Meetings

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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
1.7 Full implementation of reading and writing across the curriculum.	Administration; CCSS Teacher Leaders; Teachers;	District-led CCSS trainings; Staff Meetings or Early Release time	Grade Distributions; District CEA's; CAASPP data; CAHSEE data; Master Schedule; Course Descriptions; UC/CSU eligibility; PD Calendar; Lesson Plans;	2014-15: Common Core trainers will attend four full-day District Trainings per year; CCSS trainers will present four one-hour presentations to all staff; Trainers will gather input from staff regarding effectiveness of trainings and report to district; CCSS trainers will explore other local trainings 2015-16: Common Core trainers will continue to attend District Trainings and follow the “train the trainer” model as prescribed by meeting; Faculty will continue to grow common reading and writing strategies such as Cornell Notes, AXES paragraphing, annotation and Costa’s Levels of Questioning 2016-2020: ECHS will continue to grow literacy strategies across core academic classes - English, math, science and social science, electives.	Administrative Council; ELAC; PTSA; Faculty Meetings; Department Meetings
1.8 Restructure after school tutoring to encourage self-directed academic enrichment.	Administration; Librarian; Teachers; Student Tutors	Funding for teacher supervision; Training for teachers and Student Tutors; Classrooms or Library	Grade Distributions; CAASPP data; CAHSEE data; Tutoring Schedule; Tutoring Sign-In Sheets	2014-15: Encourage teacher involvement in multiple subjects; explore time frame (3:15-5:30 for athlete involvement); Expand CSF and student-led tutoring. 2015-16: Expand CSF/AVID student directed tutoring programs to develop a subject specific, student-centered, student-driven program that will be sustainable over many years. 2016-2020: ECHS will continue to grow after school tutoring program.	Administrative Council; ELAC; PTSA; Faculty Meetings; Department Meetings

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Goal 2: To prepare all students for success in a global society by fostering 21st century skills, creating self-directed and critical thinkers and growing challenging curricula for 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.

Supporting Data:

SAT Participation and Performance 2011-2013

From 2011-2013, our total number of SAT test takers has increased from 182-199.

From 2011-2013, the mean scores for the Critical Reading, Writing and Mathematics portions of the SAT exam have remained relatively unchanged. (See Chapter 1)

Early Assessment Program 2013

Readiness for College English - 18% of test takers were College Ready, 17% of test takers were Conditionally Ready for College, 65% of test takers Did Not Demonstrate College Readiness

Readiness for College Mathematics - 12% of test takers were College Ready, 47% of test takers were Conditionally Ready for College, 42% of test takers Did Not Demonstrate College Readiness

Graduation Rates

ECHS Graduation Rates: 2011: 98.4, 2012: 97.7 %, 2013: 97.9%

ECHS UC/CSU Eligible Graduates: 2011: 51%, 2012: 51.7%, 2013: 46.5%

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Growth Targets:

Achieve 12% overall increase in UC/CSU eligibility by 2020:

- 2014-2015: 2% increase from 2013 in UC/CSU eligibility
- 2015-2016: 6% increase from 2013 in UC/CSU eligibility
- 2016-2020: 12% increase from 2013 in UC/CSU eligibility

Achieve 6% overall increase on the SAT by 2020:

- 2014-2015: 2% increase from 2013 in UC/CSU eligibility
- 2015-2016: 4% increase from 2013 in UC/CSU eligibility
- 2016-2020: 6% increase from 2013 in UC/CSU eligibility

Achieve 6% overall increase on the EAP by 2020:

- 2014-2015: 1% increase from 2013 in UC/CSU eligibility
- 2015-2016: 2% increase from 2013 in UC/CSU eligibility
- 2016-2020: 6% increase from 2013 in UC/CSU eligibility

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.

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
- 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 2: To prepare all students for success in a global society by fostering 21st century skills, creating self-directed and critical thinkers and growing challenging curricula for all students.

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
2.1 Strengthen our career and technical education pathways.	Administrators; Department Chairs; Elective Teachers; Science Department Counselors	Genentech Curriculum and TOSA; PD for Science pathway teachers; Common Planning Time; Staff Meetings or Early Release time	Grade Distributions; Assessments; CAASPP data; Master Schedule; Course Descriptions; UC/CSU eligibility; PD Calendar; Lesson Plans	2014-2015: District TOSA has been established to develop Biotech curriculum pathway 2015-2016: Implementation of Biotech curriculum and continue to strengthen the Exploring Computer Science pathway Explore other avenues and pathways (including but not limited to visual and performing arts) 2016-2020: Develop “Capstone” assessments and certification to bridge both college and CTE endeavors post-graduation	SSC SPSA; Administrative Council; ELAC; PTSA; Faculty Meetings; Department Meetings
2.2 Expand our concurrent enrollment opportunities with local community colleges.	District and Site Administration; Counselors	District Liaison with Skyline College; Recruitment Process	Grade Distributions; Graduation and Completion rates Student Schedules; Course Descriptions; UC/CSU eligibility;	2014-2015: Explore “Middle College” district partnership with Skyline; identify 25-50 students 2015-2016: Roughly 20-25 ECHS students will be given the opportunity to enroll in the program co-currently with ECHS coursework. 2016-2020: Continue implementation and assess effectiveness, survey stakeholders, adjust as needed	SSC SPSA; Administrative Council; ELAC; PTSA; Faculty Meetings; Department Meetings

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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
2.3 Improve alignment of subject-area content with Common Embedded Assessments and Common Core-based curriculum.	Teacher Leaders; Department Chairs; Administration; Ed Services (D.O.)	Common Planning time and PD trainings; Staff Meetings or Early Release time	Grade Distributions; District CEA's: CAASPP data; CAHSEE data; Master Schedule; Course Descriptions; UC/CSU eligibility; PD Calendar; Lesson Plans;	2014-2015: Administration and Department Chairs assess the current pacing guides and common assessments in each department; 2015-2016: Establish collaboration time for departments to build common curricula, throughout the year, every department will build common pacing calendars for each subject and give common assessments at least quarterly. 2016-2020: Yearly, ongoing work to assess the pacing and assessments for each subject.	SSC SPSA; Administrative Council; ELAC; PTSA; Faculty Meetings; Department Meetings
2.4 Provide opportunities for cross-curricular alignment and collaboration.	Administration; Department Chairs; Teachers	Common Planning time and PD trainings; Staff Meetings or Early Release time	Grade Distributions; Master Schedule; Course Descriptions; PD Calendar; Lesson Plans; Student work	2014-2015: Administration and Department Chairs will assess the needs for cross-curricular collaboration. 2015-2016: Early Release Time and Department Meetings will be dedicated to cross-curricular efforts. 2016-2020: Yearly, ongoing work to create connections between subjects and curricula.	SSC SPSA; Administrative Council; Faculty Meetings; Department Meetings

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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
2.5 Continue to grow our counseling and advising services for post-high school readiness.	Administration; Counseling	Purchase of computer-based college and career readiness curriculum, such as Naviance.	Grade Distributions; CAASPP data; CAHSEE data; Master Schedule; Course Descriptions; UC/CSU eligibility; PD Calendar; Lesson Plans;	2014-2015: Evaluate implementation of college and career readiness curriculum. Assess need for purchase of new computer-based curriculum. 2015-2016: Improve and strengthen current 4-year plan implementation, with an emphasis on post-high school planning. 2016-2020: Implement, evaluate and refine program.	SSC SPSA; Administrative Council; ELAC; PTSA; Faculty Meetings; Department Meetings
2.6 Improve supports for state and standardized college-readiness testing.	Administration; Counseling	Trained teachers; Test Prep companies or curriculum; Funds for extra duty pay; Classroom or Library	District CEA's: CAASPP data; CAHSEE data; SAT and AP data; UC/CSU eligibility; SAT Prep course description, schedule and lesson plans	2014-2015: Secure funding to offer course outside the school day; gather student, and parent input; identify staff member as coordinator and train; target and recruit sophomores and juniors 2015-2016: Implement a test prep class, after school, on a weekend or over summer. 2016-2020: Continue to grow program,	SSC SPSA; Administrative Council; ELAC; PTSA; Faculty Meetings; Department Meetings

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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
2.7 Increase the effective use of technology in the classroom setting, with necessary resources and tech support.	Tech Committee; Administration; Curriculum Technology Integrator (CTI)	Common Planning time and PD trainings; Staff Meetings or Early Release time Site Funds for laptop carts	Grade Distributions; Master Schedule; Course Descriptions; PD Calendar; Lesson Plans	2014-16: Site will purchase 3-4 laptop carts for site use; district will install and expand bandwidth (wireless connectivity); Technology Committee will further explore available software and work to share with the staff; grow TC participation and increase meetings; TC focus on funding sources, training and PD 2016-2020: Advocate for more district IT support; explore offering student IT support to CTI; isolate funding for expanding technology and training	SSC SPSA; Administrative Council; ELAC; PTSA; Faculty Meetings; Department Meetings; Technology Committee Minutes; Genentech Liaison
2.8 Improve intra-campus communications using up-to-date technology and growing sustainable communications programs such as Journalism and ECTV.	Administration; Department Chairs; Technology Committee; Elective Teachers	Common Planning time and PD trainings; Staff Meetings or Early Release time	Grade Distributions; Master Schedule; Course Descriptions; PD Calendar; Lesson Plans and student work: ECTV segments, Colt Quarterly, Photography and Yearbook	2014-15 Explore possibilities for online hosting of ECTV; examine effective communication technologies of local high schools, texting and apps, and social media communication tools 2015-2016: Broadcast regular segments of ECTV, expand tech and social media communications, and eliminate loudspeaker announcements. 2016-2020: Evaluate and refine on-campus communications.	SSC SPSA; Administrative Council; ELAC; PTSA; Faculty Meetings; Department Meetings;

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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
2.9 Continue to provide and improve high-quality, teacher-driven professional development.	Administration; District Admin; Teacher Leaders	Common Planning time and PD trainings; Staff Meetings or Early Release time	Grade Distributions; District CEA's: CAASPP data; CAHSEE data; Master Schedule; Course Descriptions; PD Calendar; Lesson Plans	2014-2015: Gather input on faculty PD needs and priorities. 2015-2016: Grow in-house professional practices, with site-based, teacher driven instruction and collaboration such as World Cafe's, common planning, craft a professional development plan with teacher input and a focus on student outcomes 2016-2020: Evaluate and refine teacher-based PD and use of Early Release time, Staff Meetings and Department Meetings.	SSC SPSA; Administrative Council; Faculty Meetings; Department Meetings
2.10 Establish regular Teacher Collaboration Time within the weekly schedule.	Bell Schedule Committee; Administration; Professional Development Committee Counselors Union Reps	Common planning time and PD trainings; Staff Meetings or Early Release time	Grade Distributions; District CEA's: CAASPP data; CAHSEE data; Course Descriptions; PD Calendar; Lesson Plans	2014-2015: Continue Bell Schedule Committee Meetings; District administration will establish a Bell Schedule Task Force; Ratify and approve a new bell schedule with built-in, structured collaboration time. 2015-2016: Implement, reflect and hone new bell schedule. 2016-2020 – Evaluate and refine bell-schedule year to year.	SSC SPSA; Administrative Council; Faculty Meetings; Department Meetings

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Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
2.11 Continue growth of rigorous course offerings.	Administration; Department Chairs; Teachers	Common Planning time and PD trainings; Staff Meetings or Early Release time	Grade Distributions; Master Schedule; Course Descriptions; PD Calendar; Lesson Plans; Student work	2014-2015: Administration and Department Chairs will assess the need for additional AP or advanced course offerings such as AP Calculus B/C, AP Statistics, AP Psychology, AP Geography, AP Physics, AP Chemistry, etc. 2015-2016: ECHS will offer additional rigorous course offerings. 2016-2020: Yearly, ongoing work to evaluate and refine our AP/ Honors program.	SSC SPSA; Administrative Council; Faculty Meetings; Department Meetings