

# Goal 1

# Goal 1

## 2023-24 Analysis

**Goal 1: High Quality Programs and Student Support** - At ECHS, we have placed an emphasis on supporting all students to become College and Career Ready. We will be using the following indicators to monitor student progress in attaining College and Career Readiness: completion rate of A-G, CTE, dual enrollment, and AP courses with a grade of "C" or better; completion rates of CTE pathways; AP exam passing rates; course formative assessment results; and high school graduation rates. We employ Professional Learning Communities (PLCs) to monitor student progress in course completion through the use of a process called "the Cycle of Inquiry" which focuses on the analysis of formative assessments and the use of best instructional practices. We will also monitor the progress of our English Learners via the English Language Proficiency Assessment for California (ELPAC). Specific data goals include the following: (1) 5% more students (all subgroups) of the Class of 2021 will achieve College and Career Readiness as compared to the graduating class of 2020 (CAASPP Proficiency, Grad Rate, A-G Completion, CTE Completion, AP Passing Rate); (2) For each cycle of inquiry, 80% or more students will demonstrate that they met or exceeded standards on formative assessments and district common assessments; and (3) 85% of all English Learners will score at a level 3 or 4 on the ELPAC.

## Metrics

Metrics Indicator	Target Student group (or grade level)	Baseline	2022 - 2023 School Outcomes/Target	2023 - 2024 School Outcomes/Target
SBAC ELA	All, Hispanic, English Learners (EL), Students with Disabilities (SWD)	2019 (Class of 2020) All - 68% Asian - 76% Filipino - 72% Hispanic - 53% White - 76% SWD - 28% EL - 9%  Met or Exceeded Standards	<b>Target</b> All - 71% Asian - 79% Filipino - 75% Hispanic - 56% White - 79% 2 or more - 24% SWD - 31% EL - 15% SED - 55%  Met or Exceeded	<b>Target</b> All - 74% Asian - 82% Filipino - 78% Hispanic - 59% White - 82% 2 or more - 27% SWD - 34% EL - 18% SED - 58%  Met or Exceeded

		<b>Results</b> 2021 (Class of 2022) All - 60% Asian - 84% Filipino - 70% Hispanic - 46% White - 55% 2 or more - 12% SWD - 6.2% EL - 10% SED - 52%  <a href="#">2019 CAASPP Trend Data</a>  <a href="#">2019 CAASPP Detailed Data</a>  <a href="#">2021-22 CAASPP data</a>  <a href="#">2019 and 2022 SBAC ELA and Math</a>	Standards  <b>Results</b> 2023 (Class of 2024)  All - 78% Asian - 98% Filipino - 74% Hispanic - 69% White - 80% 2 or more - 88% SWD - 21.4% EL - N/A% SED - 75%	Standards  <b>Results</b> <b>2024 (Class of 2025)</b>  All - 72% Asian - 97% Filipino - 78% Hispanic - 61% White - 78% 2 or more - 77% SWD - 12% EL - 15% SED - 60%  <a href="#">2023-24 SBAC ELA and Math: CAST</a>
SBAC Math	All, Hispanic, English Learners (EL), Students with Disabilities (SWD)	2019 (Class of 2020) All - 42% Asian - 74% Filipino - 43% Hispanic - 26% White - 24% 2 or more - 50% SWD - 7% EL - 9%  <a href="#">2019 CAASPP Trend Data</a>  <a href="#">2019 CAASPP</a>	<b>Target</b> All - 45% Asian - 77% Filipino - 46% Hispanic - 29% White - 27% 2 or more - 53% SWD - 10% EL - 12% SED - 30%  <b>Results</b> 2023 (Class of 2024): All - 38%	<b>Target:</b> All - 48% Asian - 80% Filipino - 43% Hispanic - 32% White - 30% 2 or more - 50% SWD - 13% EL - 15% SED - 33%  <b>Results</b> <b>2024 (Class of 2025)</b>

		<a href="#">Detailed Data</a>  <b>Results</b> 2021 (Class of 2022) All - 30% Asian -52% Filipino - 45% Hispanic - 15% White - 25% SWD -0% EL - 0% SED - 19%  <a href="#">2021-22 CAASPP data</a>  <a href="#">2019 and 2022 SBAC ELA and Math</a>	Asian - 73% Filipino - 39% Hispanic - 20% White - 21% 2 or more - 21% SWD - 7% EL - N/A% SED -30%	All - 38% Asian - 86% Filipino - 43% Hispanic - 16% White - 52% 2 or more - 33% SWD - 0% EL - 10% SED - 21%
CAST				<b>Results</b> <b>Class of 2024</b> All - 45% Asian - 75% Filipino - 50% Hispanic - 27% White - 43% 2 or more - 56% SWD - 10% EL - 0% SED - 45%
College/Career Readiness <a href="#">California Dashboard</a>	All	<b>2019</b> All - 35.5% Asian - 69% Filipino 41%	<b>Target</b> 3% increase over baseline	<b>Target</b> 6% increase over baseline

		<p>Hispanic - 18%</p> <p>White - 31%</p> <p>EL - 22%</p> <p>SWD - 0%</p> <p><b>Data not reported in class of 2022</b></p>	<p>All - 39%</p> <p>Asian - 72%</p> <p>Filipino 44%</p> <p>Hispanic - 21%</p> <p>White - 34%</p> <p>EL - 25%</p> <p>SWD - 3%</p> <p><b>Results</b></p> <p>All - 65.1%</p> <p>Asian - 87%</p> <p>Filipino 76.3%</p> <p>Hispanic - 51.5%</p> <p>White - 56.5%</p> <p>EL - 26.3%</p> <p>SWD - 20.5%</p> <p>(all groups exceeded targets)</p>	<p>All - 42%</p> <p>Asian - 75%</p> <p>Filipino 47%</p> <p>Hispanic 24%</p> <p>White - 37%</p> <p>EL - 28%</p> <p>SWD - 10%</p> <p><b>Results</b></p> <p>All 72.5%</p> <p>Asian 94.4%</p> <p>Filipino 73.3%</p> <p>Hispanic 56.2%</p> <p>White 64.7%</p> <p>EL 50%</p> <p>SWD 30.8%</p> <p>SED 68.1%</p> <p>2 or More 75%</p> <p><a href="#">2023-2024 College Career Readiness</a></p>
College and Career Ready - Graduation Rate <a href="#">Data</a>	All, SWD, EL, Hispanic, Socio-economically disadvantaged (SED)	<p><a href="#">2019 CA Dashboard - Grad Rate</a></p> <p><a href="#">Class of 2021 Graduation Rates</a></p>	<p><b>Target</b></p> <p>All - 97%</p> <p>SWD - 82%</p> <p>EL - 93%</p> <p>Hispanic - 95%</p> <p>SED - 92%</p> <p><b>Results</b></p> <p><b>Class of 2023</b></p> <p>All - 98%</p> <p>SWD - 100%</p> <p>EL - NA</p> <p>Hispanic - 99%</p> <p>SED - 100%</p> <p><a href="#">Class of 2017-24 Graduation Rates</a></p>	<p><b>Target</b></p> <p>All - 98%</p> <p>SWD - 85%</p> <p>EL - 95%</p> <p>Hispanic - 97%</p> <p>SED - 94%</p> <p><b>Results</b></p> <p><b>Class of 2024</b></p> <p>All - 96%</p> <p>SWD - 85%</p> <p>EL - 93%</p> <p>Hispanic - 95%</p> <p>SED - 95.70%</p> <p><a href="#">2018-2024 Grad Rates</a></p> <p><a href="#">2017-24 Grad and UC Requirements</a></p>
College and	All, Asian, Black,	Baseline 2021-22	<b>Pass Rate</b>	<b>Pass Rate</b>

Career Ready - AP Scores	Hispanic, and White	<p>Data:  All - 61%  Asian - 64%  Black - 52%  Hispanic - 55%  White - 69%</p> <p><a href="#">2021 AP Exam Data</a></p> <p><a href="#">2020-21 AP Enrollment Data</a></p> <p><a href="#">2022 AP Detailed Exam Data</a></p> <p><a href="#">Target Group AP 2021-22 Enrollment Data</a></p> <p><a href="#">2018-22 Race Ethnicity Pass Rates</a></p> <p><a href="#">2015-2022 Summary Data</a></p>	<p><b>Targets:</b>  All - 64%  Asian - 67%  Black - 55%  Hispanic - 57%  White - 72%</p> <p><b>Results 2023</b>  All - 56%  Asian - 58%  Black - N/A  Hispanic - 58%  White - 55%</p> <p><a href="#">AP 2022-23 Enrollment Data</a></p> <p><a href="#">AP 2018-2023 Race and Ethnicity Pass Rate</a></p>	<p><b>Targets:</b>  All - 67%  Asian - 70%  Black - 58%  Hispanic - 60%  White - 75%</p> <p><b>Results 2024</b>  All - 70.7%  Asian - 72.73%  Black - N/A  Hispanic - 64.10%  White - 78.13%  Reduced 73.42%</p> <p><a href="#">AP Ethnicity and Fee Reduction Pass Rates</a></p>
College and Career Ready - Graduates Meeting UC/CSU Requirements	All, EL, SED, SWD, Filipino, Hispanic, and White	<p><a href="#">2020 A-G Grade Rate</a></p> <p><a href="#">2021 A-G</a></p> <p><b>Results Class of 2022</b>  All - 69.5%  EL - 47.4%  SED - 57.9%  SWD - 20.50%  Filipino - 74.70%  Hispanic - 56.60%  White - 45%</p> <p><a href="#">2022 A-G Data Data</a></p>	<p><b>Targets</b>  All - 55.9%  EL - 45.0%  SED - 45.3%  SWD - 48.3%  Filipino - 60.4%  Hispanic - 43.9%  White - 55.0%</p> <p><b>Results Class of 2023</b>  All - 67.0%  EL - 36.8%  SED - 61.3%  SWD - 20.50%  Filipino - 82.40%  Hispanic - 52.0%</p>	<p><b>Targets</b>  All - 59%  EL - 48%  SED - 48%  SWD - 52%  Filipino - 63%  Hispanic - 47%  White - 58%</p> <p><b>Result Class of 2024</b>  All - 72.5%  EL - 53.80%  SED - 67.90%  SWD - 24.20%  Filipino - 72.38%  Hispanic - 55.24%</p>

			White - 43.50%% <a href="#">Graduation and UC Requirements</a>	White - 71% <a href="#">Graduation and UC Requirements</a>
ELPAC Results			<b>Results 2023</b> Level 1 - 8.00% Level 2 - 16.00 Level 3 - 50.00% Level 4 - 26.00%	<b>Results 2024</b> Level 1 - 21.28% Level 2 - 29.79% Level 3 - 19.15% Level 4 - 29.79%

Answer the following questions:

- 1) Briefly describe the overall implementation of the 2023 - 2024 actions/services for this goal.  
(Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.)

We continue to mainstream English Language Learners in core courses with the support of a bilingual paraprofessional. All Early Advanced and Advanced EL students are mainstreamed with extra support coming from the general education teacher. We attempt to group English Language Learners in social science classes with instructors who are trained to provide targeted support.

2023-24 CAASPP results showed that 72% of all test-takers met or exceeded SBAC ELA standards, a decrease of 6% when compared with the previous year, and 2% below our annual target. Asian and White subgroups missed annual targets. While other subgroups experienced performance declines, they met or exceeded annual targets due to the exceptional performance of the 2022-23 results (class of 2024).

38% of All students met or exceeded Mathematics standards, which is unchanged from the previous year and 10% less than the annual target. When delving deeper into the data, we identified a move to the extremes, with

more students exceeded standards, and more students not meeting standards, while comparatively fewer students either neared or merely met standards. All subgroups missed math targets except Asian, Filipino, and White subgroups. The White subgroup main significant gains when compared with the previous year, leapfrogging the Filipino subgroup and trailing only the Asian subgroup. No students with disabilities met standards, and only 10% of English Learners met standards. To address declines and missed targets, instructors will be encouraged to utilize the online practice and training tests, to better-prepare learners for the summative assessment testing environment. The math department piloted a peer tutoring program targeting students who take Algebra 1, Geometry, and Algebra 2 in 2023-24, and experienced challenges with getting students who would most benefit from these resources to take advantage of them. In 2024-25, the Math department is collaborating with the growing English Language Development department to provide paraprofessional and peer tutoring support to English Learners. The 2023–24 SBAC Math and CAST Science data establish new baselines. This academic year marked the implementation of revised three-year math requirements and the inaugural inclusion of Science achievement results on the California School Dashboard. In the 2024 California School Dashboard, the Science Indicator was introduced for the first time. This indicator reflects student performance on the California Science Test (CAST) and the California Alternate Assessment (CAA) for Science. For this initial release, the Science Indicator is presented for informational purposes only and does not include performance colors or impact accountability measures. For the 2025 Dashboard, the State Board of Education is anticipated to establish performance level, and approve a color scheme for the Science Indicator's five-by-five color grid. In following years, the SBE will consider incorporating the Science Indicator into both state and federal accountability systems.

[Graduation rates for the class of 2024](#) decreased slightly to 96%, which missed targets, but continues to exceed the State averages. The Students With Disabilities subgroup showed declines of 15%, and still met the annual target due to the remarkable performance of the Class of 2023. An important consideration is the sunset of changes to graduation requirements orchestrated by the State lawmakers during the pandemic; specifically Assembly Bill 104, which reduced the total number of credits for graduation to 180 units for students who were in their third or fourth year of high school during the 2020-21 academic year. The Class of 2024 was subject to the reinstated, more rigorous district graduation requirements. This transition



may have contributed to the observed slight decrease in graduation rates and the decline within the Students With Disabilities subgroup.

73% of All students demonstrated they were Prepared for college/career in 2023-24, a 7% increase when compared with the previous Academic Year. All subgroups met annual targets, with only the Filipino subgroup demonstrating a slight decrease of 3% when compared with 2022-23. English Learners nearly doubled performance, with 50% demonstrating College/Career Readiness.

The overall rate for the [class of 2024 who met UC/CSU requirements](#)—a College and Career Readiness indicator—increased from 70% to 72.5%, exceeding goals. All subgroups experienced an increase in UC/CSU Requirements met, although the Students with Disabilities subgroup fell significantly short of the 52% UC/CSU Requirements target. In order to maintain momentum, and reach annual targets, it will be crucial for the Special Education department, in collaboration with the English, Math, and Science departments, to strengthen the co-teaching program and help Students with Disabilities succeed in General Education courses. This shift will reduce reliance on Specialized Academic Instruction courses, which fall outside the General Education environment and do not meet a-g requirements.

In the 2023–24 Academic Year, the percentage of all AP exams with a passing score of 3 or higher increased significantly from 56% to 70.7%, partially due to the global increase in scores for some subjects following a 'recalibration' of scoring by the College Board. ECHS Social Science students outperformed global averages, which may be attributed to a Professional Learning Community (PLC) focused on 'AP Social Science,' as well as a strategic shift from general pre-exam review sessions to targeted, full-length practice exams facilitated by the Social Science department. Based on the success of this pilot program, we plan to expand this approach to other content areas in 2024–25 by investing in additional support for instructors to implement similar test preparation models. Not only did achievement rates improve, but the total number of exams taken increased from 461 with an average score of 2.8 in 2023, to 548 with an average score of 3.2 in 2024. All AP test-taking subgroups demonstrated an increase in achievement. Though not a target subgroup, students who qualified for Fee Reductions slightly outperformed those who did not, 73.42% to 70.24%.

The World Languages department continued the *Spanish for Native Speakers 1* course that was first offered in 2022-23, and began offering *Spanish for Native Speakers 2* in the 2023-24 Academic Year. Additionally, the World Languages department has experienced growth in the French program, and will offer AP French for the first time in 2024-25. In response to changing district graduation requirements, Algebra 2 co-taught was offered for the first time in 2023-24. In response to student and instructor input, AP Environmental Science was offered for the first time in the 2022-23 Academic Year, and will be offered again in 2024-25—this course “flips” with AP Biology every Academic Year, while AP Physics and AP Chemistry also flip. 2024-25 will see a reduction in sections of CTE Video Arts, and the addition of a CTE Health Sciences (Sports Medicine) pathway and a CTE Technical Theater (Stagecraft) pathway. Finally, a Peer Counseling program is being piloted in 2024-25; part of an increased focus on student Wellness.

- 2) Based upon the data reviewed, did our school meet our intended goal? Yes or no?

No, not all goals were met. The Spring 2024 CAASPP data shows that we exceeded our ELA achievement goals, with 72% of students meeting or exceeding standards. However, this was a 6% decrease from the previous year and fell 2% below our target. Mathematics performance remained stagnant at 38%, falling 10% below the annual target. Significant disparities remain, with Students with Disabilities and English Learners continuing to struggle in both subject areas.

Despite the challenges, several achievements highlight progress. Our graduation rate for the Class of 2024, though slightly decreased to 96%, remains above state averages. The College and Career Readiness indicator showed improvement, with 73% of students meeting the benchmark, and UC/CSU requirement completion rose from 70% to 72.5%. Additionally, the AP exam passing rate increased from 56% to 70.7%, with notable gains in Social Science AP subjects due to targeted, full-length practice test sessions.

Looking forward, our focus includes scaling successful initiatives like AP practice exams to additional content areas and continuing collaborations between the Math and English Language Development departments to provide peer tutoring and paraprofessional support. The co-teaching

program will also be expanded to support Students with Disabilities in General Education courses, reducing reliance on non-a-g approved Specialized Academic Instruction.

We also saw positive program expansions, such as the continued growth of the Spanish for Native Speakers sequence and the addition of AP French. In 2024-25, we will offer new CTE pathways, including Health Sciences and Technical Theater, alongside a new Peer Counseling program to support student wellness.

3) What evidence did you see that your actions/services are effective?

There is strong evidence that key actions and services have been effective in several areas:

1. **College and Career Readiness:**

The percentage of students demonstrating College/Career Readiness increased to 73%—a 7% gain from the previous year. All subgroups met annual targets, with notable progress among English Learners, who nearly doubled their performance, reaching 50%.

2. **UC/CSU a-g Completion:**

The percentage of students meeting UC/CSU requirements increased from 70% to 72.5%. This improvement reflects the impact of academic counseling and increased support in core courses, particularly the co-teaching model designed to assist Students with Disabilities in accessing a-g approved General Education courses.

3. **Advanced Placement (AP) Exam Success:**

The percentage of students earning a score of 3 or higher on AP exams rose from 56% to 70.7%. In addition, the total number of AP exams taken increased from 461 to 548, with an average score increase from 2.8 to 3.2. Social Science AP courses outperformed global averages, attributed to strategic changes such as replacing general pre-exam review sessions with full-length practice exams. This successful pilot program provides a model for expansion to other subject areas.

4. **Targeted Program Growth:**

Expansion of the Spanish for Native Speakers sequence and the upcoming AP French course demonstrate effective responsiveness to student needs and interests, contributing to increased participation in world languages.

5. **Graduation Rate Maintenance:**

Despite more rigorous credit requirements following the sunset of AB 104, the Class of 2024 maintained a 96% graduation rate, exceeding the state average. This reflects the effectiveness of targeted credit recovery programs, counseling services, and academic interventions.

6. **Mathematics Initiatives:**

Although math achievement remained flat at 38%, there were gains within specific subgroups, such as White students who showed significant improvement year over year. Additionally, the Math department's peer tutoring pilot faced challenges in student participation but laid the groundwork for collaborative support with the English Language Development department in 2024-25 to better serve English Learners.

The evidence demonstrates that targeted investments—such as the AP practice exam model, co-teaching, and expanded CTE pathways—are driving improvements and meeting student needs. Moving forward, these successes will inform scaled interventions and new initiatives designed to address ongoing achievement gaps and further promote college and career readiness.

4) If we didn't meet our intended goal, summarize the issues/reasons why we didn't reach our intended goal?

*(Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.)*

While we met several goals, our data indicate that some key targets were not achieved, particularly in mathematics performance, graduation rates for Students with Disabilities, and CAASPP achievement for English Learners. The peer tutoring program for Algebra 1, Geometry, and Algebra 2 faced low participation from the students who needed it most. Despite efforts by instructors, administrators, and classified personnel to guide students to the tutoring sessions, many students struggled to articulate their specific needs to peer tutors, leading to inefficient use of time. Providing peer tutors with more targeted guidance, such as specific skills to focus on and accompanying materials from referring instructors, would make these sessions more effective and productive.

A single bilingual paraprofessional provided support for English Language Learners in core courses, and the absence of consistent co-teaching and targeted interventions across content areas likely limited their effectiveness. English Learners in mainstream Social Science courses benefited from some teacher expertise but lacked similar support in math and science.

- 5) Think about any potential changes that will be made to this goal, measurable outcomes, metrics or strategies and activities to achieve this goal as a result of your analysis.

*(Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.)*

Based on our analysis, several changes will be made to improve the effectiveness of our strategies and ensure progress toward our goals. Below is an overview of the adjustments:

## **1. Professional Learning Communities (PLC) and Learning Walks**

- **Current Status:** PLC work was scaled back during the post-pandemic return to in-person instruction to support staff and student acclimation, and returned to full implementation of two complete Cycles of Inquiry in the 2022-23 Academic Year.
- **Change:** We are working toward re-engaging staff at pre-pandemic levels by reintroducing Learning Walks, starting with department chairs.
- **Next Steps:** The administrative team will continue utilizing a revised Walkthrough Instrument aligned with the district's Four Graduate Aims: Learn, Thrive, Navigate, and Impact. This instrument will help identify and celebrate effective practices while addressing instructional gaps.
- **SPSA Inclusion:** These updates will include the re-implementation timeline and expected measurable outcomes, such as increased instructional collaboration and alignment with schoolwide goals.

## **2. Mathematics Achievement**

- **Current Challenge:** Despite implementing a third-year math requirement, student performance in math has not improved as anticipated.

- **Change:** Some math instructors are piloting new curriculum from Imagine Learning, which represents a potential shift in instructional methodology aimed at enhancing engagement and comprehension.
- **Next Steps:** If the pilot is successful, we will expand the use of Imagine Learning across the department. A timeline for professional development and data collection will be outlined to assess the pilot's impact on student outcomes.
- **SPSA Inclusion:** The curriculum pilot will be added with interim goals, implementation milestones, and expected outcome metrics.

### 3. English Learner Support

- **Current Challenge:** English Learners in mainstream classrooms do not consistently receive targeted support due to staffing constraints.
- **Change:** We will strategically partner with the district-level Teacher on Special Assignment (TOSA) to more effectively schedule EL cohorts with highly effective instructors trained to support English Learners.
- **Next Steps:** While the addition of a second bilingual paraprofessional is unlikely, we will focus on enhancing co-teaching models and expanding the use of classroom-based supports, such as differentiated instructional materials and peer tutoring.
- **SPSA Inclusion:** These changes will be reflected under "English Learner Programs," with measurable outcomes such as increased EL proficiency rates and more consistent use of integrated ELD strategies.

### 4. Science Achievement

- **Current Status:** The 2023–24 school year marked the introduction of the Science Indicator on the California School Dashboard.
- **Change:** We will set a science achievement goal, using 2023–24 data as a baseline, with a target of a 3% annual increase in proficiency for identified subgroups.
- **Next Steps:** Science-focused professional development and collaborative PLC work will be prioritized to enhance instruction. This will include discussions around inquiry-based learning and preparation for the CAST assessment.
- **SPSA Inclusion:** The new science goal and associated activities will be added under "CAST Goals" along with interim targets for subgroup progress.

### 5. Program Expansion and Student Support

- **Special Education Support in CTE:** We will formalize collaboration between Special Day Class (SDC) teachers and Career Technical Education (CTE) instructors to better support Students with Disabilities who are struggling in pathways like Photography and Culinary Arts.
- **Expanded PLC Focus Areas:** In addition to the AP Social Science PLC, new PLC groups focused on Special Education and CTE integration will be formed to address unique student challenges and provide targeted instructional strategies.
- **Mid-Cycle WASC Progress:** As we prepare for the Spring 2025 WASC mid-cycle review, we will continue incorporating our priority areas, including targeted support for underperforming groups, into both school goals and professional learning plans.

## 6. Enhanced Monitoring and Data Use

- **ELPAC and Program Monitoring:** We will incorporate more comprehensive English Learner Proficiency Assessments for California (ELPAC) and English Learner program data into our monitoring processes. This will help us set more precise, data-driven goals for English Learners and assess the effectiveness of instructional strategies.
- **SPSA Inclusion:** These monitoring updates and ELLevation Training for English and Math instructors will be added, with metrics for tracking progress.

## 2024-25 Goal 1

[Goal One on DTS](#)

### Goal Subject

High Quality Programs and Student Support

### LEA/LCAP Goal

LCAP 1: The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state and local assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

## Goal 1

At El Camino High School (ECHS), we are committed to providing a high-quality educational program that ensures all students are College and Career Ready. We monitor student progress using multiple indicators, including completion of UC/CSU a-g requirements, Career and Technical Education (CTE) pathway completion, dual enrollment participation, Advanced Placement (AP) course completion with a grade of "C" or better, AP exam passing rates, and high school graduation rates.

To support this goal, we utilize Professional Learning Communities (PLCs) to engage in a continuous Cycle of Inquiry. This process involves analyzing formative and summative assessment data, course performance, and instructional practices to identify and address student learning needs. Special attention is given to historically underserved groups, including English Learners and Students with Disabilities, to close achievement gaps.

Additionally, we track the progress of our English Learners using the English Language Proficiency Assessments for California (ELPAC) and reclassification rates to ensure they receive the targeted support necessary for academic success. Through strategic collaboration and data-driven interventions, we will continue to refine our instructional practices and provide robust academic and social-emotional support to ensure every student thrives and meets College and Career Readiness benchmarks.

Specific measurable goals include:

- (1) 3% more students in the Class of 2025 target subgroups (Hispanic, White, 2 or more, English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED)) will achieve College and Career Readiness as compared to the graduating Class of 2024, as reported by the [California School Dashboard](#). Indicators include: SBAC English Language Arts, SBAC Math, and CAST performance; Graduation Rates; A-G Course completion with a grade of C or better; CTE Pathway Completion, Dual Enrollment; and Advanced Placement Exam Passing Rates.
- (2) For each Cycle of Inquiry, 80% or more of students will demonstrate that they met or exceeded standards on Common Formative Assessments, as evidenced by Professional Learning Community Cycle of Inquiry reports.
- (3) By Spring 2025, 50% of English Learners will score at a Level 3 or above on the ELPAC, an improvement of 3% when compared with 2024.
- (4) In Spring 2025, 3% more students in all subgroups will meet or exceed standards on SBAC ELA assessments when compared to the Spring 2024 results (Class of 2025)
- (5) In Spring 2025, 5% or more students in target subgroups (Filipino, Hispanic, White, SWD, EL) will meet or exceed standards on SBAC Math assessments when compared to the Spring 2024 results (Class of 2025)
- (6) In Spring 2025, 3% more students in all subgroups will meet or exceed standards on CAST assessments when compared to the Spring 2024 baseline (Class of 2025)



(7) 3% or more students in all Class of 2025 subgroups will meet UC/CSU requirements when compared to the Class of 2024.

## Identified Need

English Language Learners, Students with Disabilities, and Hispanic students perform lower than their counterparts on the SBAC ELA and Math standardized assessments, and meet A-G requirements and College and Career Readiness indicators at a lower rate than their counterparts.

## Action Items

### Strategy/Activity 1

Teachers will review grade reports for each progress reporting period each term and will implement a Multi-Tiered System of Support (MTSS) to help students reach a grade of "C" or higher in each course.

#### Budget

- 5,000 (Budget 070); and 5,000 (Budget 180 At-risk Student Support)
  - Extra Hours for teachers to provide Academic Center and tutoring sessions with students
- 1,500 (Budget 070)
  - Extra Hours for ELA instructors to provide after school College Application essay-writing workshops

### Strategy/Activity 2

Professional Learning Communities (PLCs) will use the Cycles of Inquiry reporting documents to provide the following evidence for their course of study: Scope and sequence; list of priority standards to be assessed; meeting agendas; common lesson plans; common assessments; data analysis.

#### Budget

- 8,500 (Budget 070)
  - Summer Planning/Collaboration hours
- 2,500 (Budget 123)
  - Extra Hours and Substitute costs for EL teachers to collaborate and analyze student data
- 10,000 (Budget 180 At-risk Student Support)
  - Extra Hours All Teachers and Counselors during Summer to Collaborate: Analyze Data; Curriculum Development; Common Lesson Planning
- 10,000 (Budget 070)

- Extra Hours All Teachers and Counselors during Fall and Spring semesters to Collaborate: Analyze Data; Curriculum Development; Common Lesson Planning
- 2,000 (Budget 070)
  - Substitute cost for release time to score and analyze common assessments

### Strategy/Activity 3

Continue to implement technology and resources designed to support students in achieving College and Career Readiness.

#### Budget

- 35,000 (Budget 070)
  - Basic Operating Classroom supplies for Departments
- 20,000 (Budget 070)
  - AVID licensing and support
- 1,200 (Budget 070)
  - NewsELA subscription
- 10,000 (Donations Budget 356)
  - Additional materials/supplies for course programs
- 2,150 (Budget 123)
  - Contract services/subscriptions for ELL program
- 1,182 (Library Grant Budget 451)
  - Library materials
- 636 (Budget 070)
  - BrainPop subscription
- 420 (Budget 070)
  - Touchline Software Quick Permit

### Strategy/Activity 4

Identify students who are earning D and F grades at each Term reporting period, and create a peer tutoring and academic support program during Flex/Advisory. Focus classes include Algebra 1, Geometry, Algebra 2, English 1CP, and Biology; target subgroups include English Learners.

#### Budget

- 1,500 (Budget 070)
  - Planning time for peer tutor mentor instructors after school
- 2,000 (Budget 123)
  - Planning time for Math instructors, ELD instructors, and paraprofessionals, to collaborate on a peer tutoring program targeting English Language Learners
- 1,000 (Budget 123)

- Provide ELLevation training for ELA and Math instructors who are tasked with reporting English Learner progress toward Reclassified Fluent English Proficiency

#### Strategy/Activity 5

Utilize the data from the student and staff surveys, as well as student achievement data, to identify students who would be successful in Advanced Placement courses and encourage enrollment.

#### Budget

- 2,500 (Budget 180 At-risk Student Support)
  - Additional hours for counselors to analyze data in preparation for one-on-one student meetings and guardian contacts

#### Strategy/Activity 6

Collaborate with district CTE Program Coordinator to reconfigure CTE program offerings. Identify instructors who may be eligible for CTE credentials, and provide support for attaining them. Identify corresponding classes that may be eligible to convert to CTE.

#### Budget

- 5,000 (Prop 28 Grant)
  - Fund a pilot Technical Theater VAPA course in 2024-25 in preparation for a UC a-g / CTE multi-year pathway offering in 2025-26

#### Strategy/Activity 7

Increase and support the number of College and Career Readiness course sections and extracurricular activities school-wide for all students, with a focus on increasing enrollment for underrepresented groups. Those courses include those that support the following programs: CTE, AP, Community College Dual Enrollment credit, co-taught general education classes with SPED support, and additional UC/CSU "G" electives.

#### Budget

- 3,000 (Budget 180 At-risk Student Support)
  - Travel and Conference for instructors to attend specialized course trainings and certification fees
- 3,000 (Budget 070 Site Discretionary)
  - Travel and Conference for instructors to attend specialized course trainings and certification fees

### Strategy/Activity 8

Following the example set by the AP Social Science team, Advanced Placement instructors will conduct targeted summative assessment preparation in Spring 2025. These sessions will be strategically scheduled to minimize student conflicts, with the goal of increasing the percentage of students earning a passing score of 3 or higher on AP exams.

### Budget

- 2,000 (A-G Grant)
  - Extra Hours for teachers to facilitate tutoring and practice exams outside of school hours

## Goal 2

# Goal 2

## 2023-24 Analysis

### Goal 2: Effective professional development

El Camino High School is committed to providing effective professional development for all staff. By providing ongoing training and support, monitoring the quality of curriculum program implementation and student engagement through walkthrough observations, and using data to inform ongoing improvement efforts, the school can build the capacity and expertise of teachers and improve the quality of instruction for all students. The use of walkthrough observations as a measurement tool ensures that the school is tracking the effectiveness of the professional development and making evidence-based decisions on ongoing training and support.

### Metrics

Metrics Indicator	Target Student group (or grade level)	Baseline	2022 - 2023 School Outcomes/Target	2023 - 2024 School Outcomes/Target
Professional Development Needs Assessment Survey	Teachers		Administered Spring 2023	<b>Target</b> Professional Learning Calendar topics for 2032-24 school year will reflect Needs Assessment Survey data  <b>Results</b> <a href="#">2024-25 PD Needs Staff Survey (Spring 2024)</a>
PLC collaboration reports			90% of PLCs submitted collaboration reports within 3 days of meetings	<b>Target</b> 100% of PLCs will submit collaboration reports within 3 days of meetings

			<b>Results</b> <a href="#">Col 1 Reports</a> <a href="#">Col 2 Reports</a>	<b>Results</b> 80% of PLCs submitted Cycle of Inquiry Collab Reports  <a href="#">Col 1 Reports</a>
Classroom Walkthroughs			Administrative team using Student Engagement-focused Walkthrough Instrument developed with all staff in 2019 for the purpose of staff Learning Walks.	<b>Target</b> The Administrative Team, in partnership with the Instructional Leadership Team, will develop a new Walkthrough Instrument focused on Equity and the district Portrait of a Graduate Aims.  All four administrators will conduct a walkthrough for every instructor at least once during the academic year (every instructor will receive feedback from one Administrator each quarter)  <b>Results</b> Administrators completed 121 of 232 planned visits (52% completion of target)

				<a href="#">2023-24 Walkthroughs</a>
Google Classroom, Google Workspace, and Infinite Campus usage	Teachers	<a href="#">Spring 2021 Google Classroom Codes and Launch Documents</a>	All teachers to continue to use Google Classroom as a learning platform, and Infinite Campus to communicate academic performance with stakeholders.	<p><b>Target</b> All teachers continue to use Google Classroom as a learning platform, and Infinite Campus to communicate academic performance with stakeholders.</p> <p><b>Results</b> Instructors engaged in an Infinite Campus Professional Learning activity prior to the start of the academic year. 100% of instructors utilized IC to publish grades and citizenship marks during grade reporting windows (progress, term, and semester grades)</p>
Professional Learning Participation	All Staff	<a href="#">Nov 1, 2021 individual PD schedules</a>	All teachers and staff to attend district-wide trainings	<p><b>Target</b> All instructors and staff will attend district-wide</p>



				<p>training. Administrators will work to find solutions for staff who face challenges with off-site meeting locations.</p> <p><b>Results</b> Attendance sign-in sheets from start of year all-staff meeting.</p>
Faculty Meeting Agendas - Professional Learning Calendar	All Staff	<p><a href="#">2021 Important Meeting Dates</a></p> <p><a href="#">September 2021 Faculty Mtg Agenda</a></p> <p><a href="#">Collaboration Report Document sample</a></p>	<p>Staff Meetings and collaboration days will be primarily used for PLC development and other important site level trainings</p> <p><a href="#">2022-23 Faculty Meeting Agendas</a></p> <p><a href="#">2022-23 Collaboration Dates</a></p> <p><a href="#">2022-23 Important Meeting Dates</a></p> <p><a href="#">Communication Survey Results</a></p>	<p><b>Target</b> All staff will have access to communications and Professional Learning planning calendars</p> <p><b>Results and Evidence</b> <a href="#">2023-24 Communications</a></p> <p><a href="#">2023-24 Important Meeting Dates</a></p>
Training Documents		<a href="#">Level 1 Threat Assessment Agenda</a>	<p><a href="#">Restorative Practices</a></p> <p><a href="#">IEP Team</a></p>	<p><a href="#">Wellness Counseling</a></p> <p><a href="#">Academic</a></p>

		<a href="#">Aug 2021 EL Strategy Training</a>	<a href="#">Participation</a> <a href="#">EPIPen Training</a> <a href="#">Seizure and Epilepsy Training</a>	<a href="#">Counseling</a> <a href="#">Supporting ELLs</a> <a href="#">Affective Language</a> <a href="#">Educator Competencies</a>
--	--	---	---	--

Answer the following questions:

- 1) Briefly describe the overall implementation of the 2023 - 2024 actions/services for this goal.  
*(Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.)*

The professional development topics for this goal included a focus on both social-emotional health and effective instructional practices. This dual emphasis ensured staff were supported in addressing student needs holistically. Key trainings included Wellness Counseling, Academic Counseling, Supporting English Language Learners (ELLs), Affective Language, and Educator Competencies. These professional learning opportunities provided foundational knowledge and strategies to improve classroom practices and enhance support for students' social-emotional and academic growth.

Professional Development endeavors were often informed by staff feedback forms and direct requests, which ensured relevance and alignment with real-time needs. For instance, co-teaching teams identified a need for additional training and requested that several members attend a conference facilitated by the Bureau of Education & Research (BER).

Additionally, the administrative team supported staff through ongoing communication and transparency. Weekly communications included reminders of "Important Meeting Dates," updates on professional learning opportunities, and other timely resources to help teachers stay organized and informed.

Before the start of the academic year, all instructors participated in an Infinite Campus Professional Learning activity. As a result, 100% of instructors utilized Infinite Campus to publish grades and citizenship marks during all grade reporting windows (progress, term, and semester grades).

Overall, these efforts reflect a commitment to building capacity and expertise among staff through targeted, meaningful professional development aligned with schoolwide goals.

- 2) Based upon the data reviewed, did our school meet our intended goal? Yes or no?

Yes, in some of the Professional Development topics, but mastery is ongoing.

Based on the data and documentation, we met our Infinite Campus goal during the 2023-24 Academic Year for all instructors to utilize the Infinite Campus gradebook system, with a few reasonable exceptions. During the 2022-23 Academic Year, we transitioned away from SchoolLoop gradebooks, and supported all certificated staff to improve their knowledge and mastery of the Infinite Campus Student Information System to: Sync gradebooks with Google Classroom via the LittleSIS platform, create weighted assignment categories, configure cumulative grading across multiple terms, and publish grades and citizenship marks during eight district-defined assessment reporting windows.

Our PD goals will continue to shift to best instructional practices, supporting English Language Learners, and social-emotional learning strategies to support students.

The Walkthrough goal was only partially met. A pilot walkthrough form, aligned with the district-wide Graduate Aims (Learn, Thrive, Navigate, Impact) and incorporating an equity focus, was successfully developed in collaboration with the Instructional Leadership Team. However, the administrative team completed just over half of the planned classroom visits.

This shortfall was primarily due to the loss of an administrator in the Spring semester, which necessitated a reprioritization of responsibilities and significantly limited the number of walkthroughs conducted using the new instrument during the second half of the academic year. Despite this setback, the development and initial implementation of the walkthrough tool provided valuable insights, and we plan to build upon this work in the upcoming year.

by ensuring consistent administrative capacity and more structured scheduling for classroom visits and feedback.

- 3) What evidence did you see that your actions/services are effective?

**Infinite Campus Implementation:** 100% of instructors successfully utilized the Infinite Campus gradebook system to publish grades and citizenship marks during all grade reporting windows. Additionally, instructors demonstrated mastery in syncing gradebooks with Google Classroom, creating weighted categories, and configuring cumulative grading across terms.

**Professional Development Feedback:** Staff feedback forms indicated that professional learning sessions on social-emotional health, instructional practices, and supporting English Language Learners were well-received and provided actionable strategies. For example, co-teaching teams who attended the Bureau of Education & Research (BER) conference reported improved collaboration and instructional approaches.

**Walkthrough Tool Development:** While not fully implemented, the pilot walkthrough form provided valuable data during the visits conducted. Initial results showed that the tool effectively captured aspects of student engagement and equity, aligned with the district's Graduate Aims. This foundation will guide ongoing improvements.

**Communication and Engagement:** Weekly administrative communications ensured staff were informed and organized, contributing to improved participation in professional learning activities and a stronger sense of cohesion among staff.

- 4) If we didn't meet our intended goal, summarize the issues/reasons why we didn't reach our intended goal?

*(Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.)*

The primary area where we fell short was in achieving the walkthrough goal of visiting every classroom using the newly developed tool. While the tool itself was successfully designed and piloted, the following issues prevented full implementation:

**Administrative Staffing Challenges:** The unexpected departure of an administrator in the Spring semester created a gap in capacity, necessitating

a reprioritization of duties. This significantly reduced the time available for walkthroughs during the latter half of the academic year.

**Scheduling and Consistency:** By using a generalized deadline for completing a number of walkthroughs each Term, the plan lacked enough structure and consistency, leading to a “rush” of walkthrough activities at the end of each Term.

**Competing Priorities:** The focus on other pressing responsibilities, such as supporting staff transitions to Infinite Campus and addressing emergent needs, impacted the ability to allocate sufficient time to the walkthrough process.

Moving forward, we plan to address these issues by ensuring administrative positions remain fully staffed, developing a more detailed walkthrough schedule, and prioritizing the walkthrough process as a key professional development activity.

- 5) Think about any potential changes that will be made to this goal, measurable outcomes, metrics or strategies and activities to achieve this goal as a result of your analysis. (This will assist you when you discuss with your leadership teams/staff and SSC).

*(Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.)*

To better support the goals outlined for Professional Learning and ensure the effectiveness of our efforts, we will implement several key changes and initiatives:

1. **Increasing the Agility of PLCs**

- We will empower Professional Learning Communities (PLCs) to engage in work that is less constrained by form-driven Common Formative Assessment (CFA) and analysis. This flexibility will allow teams to address real-time instructional challenges and adapt their focus to meet the evolving needs of their students. The aim is to create a more dynamic and responsive approach that fosters authentic collaboration and actionable results.

2. **Professional Learning for Supporting EL/ML Students**

- With a growing English Learner/Multilingual Learner (EL/ML) population, faculty meetings will include targeted Professional Learning

activities to increase teachers' capacity to support this group of students. These sessions will focus on strategies for differentiation, scaffolding, and incorporating language development objectives into daily instruction.

3. **Renewed Focus on Special Education Support**

- With a new Special Education Department Chair taking the lead, we will prioritize supporting students with IEPs and the teachers who serve them. Key initiatives include:
  - **Revamping the Teacher Input Process:** Case Managers will work with General Education teachers to streamline and reinforce the process of gathering meaningful, actionable feedback during Annual or Eligibility Evaluation meetings.
  - **Developing a Bank of Aligned Goals:** We will collaborate on creating a repository of math and English goals that are aligned to the curriculum of specific courses. This will help ensure that feedback and progress monitoring are relevant and actionable. For example, algebra 2 teachers will no longer be asked to evaluate progress on goals that are not part of their curriculum, making the process more effective and appropriate for all stakeholders.

4. **Integrating Professional Learning into Faculty Meetings**

- Faculty meetings will incorporate short, focused Professional Learning activities that address key areas such as supporting EL/ML students, improving inclusive practices, and utilizing instructional strategies aligned with the Graduate Aims. These sessions will ensure ongoing growth and capacity-building throughout the year.

5. **Strengthening Walkthrough Implementation**

- Building on the work of the pilot walkthrough tool in 2023-24, we will establish a structured schedule and ensure administrative capacity to conduct classroom visits regularly. The focus will remain on equity and alignment with the district's Graduate Aims (Learn, Thrive, Navigate, Impact).

6. **Enhanced Collaboration and Engagement**

- The Administrative and Counseling Teams will continue to collaborate with the PTSA, tailoring workshops and presentations to parents' expressed needs. This will include sessions on college and career readiness, trade school and apprenticeship opportunities, and strategies for supporting students' social-emotional well-being.

By making these adjustments and focusing on these key areas, we aim to build capacity, improve instructional practices, and ensure that all students, particularly those in Special Education and EL/ML programs, receive the support they need to thrive.

## 2024-25 Goal Two

[Goal Two on DTS](#)

### Goal Subject

Effective Professional Development

### LEA/LCAP Goal

LCAP 2: Professional Development. Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

### Goal 2

El Camino High School is committed to providing effective professional learning opportunities for all staff. Through ongoing training, targeted support, and regular monitoring of curriculum implementation and student engagement using walkthrough observations and data analysis, the school aims to build staff capacity, enhance instructional quality, and improve outcomes for all students. Evidence-based decision-making ensures professional learning efforts remain responsive and impactful.

Specific measurable goals include:

- (1) By Spring 2025, site administrators will conduct at least three walkthroughs for every instructor, utilizing a revised walkthrough tool with an equity-focused lens, aligned to the district-wide Graduate Aims: Learn, Thrive, Navigate, and Impact.
- (2) By the end of Q3 2025, the Instructional Leadership Team will evaluate the effectiveness of the revised walkthrough tool and make necessary adjustments to ensure it effectively measures cognitive engagement, equity practices, and instructional strategies.
- (3) By Spring 2025, all teachers will demonstrate proficiency in the following priority areas:
  - Effective use of Google Classroom as a Learning Management System (LMS).
  - Accurate and timely communication of student academic progress using Infinite Campus. Teachers will configure their IC gradebooks with support from administrators,

the site Library Media Technician, and district TOSAs, ensuring alignment with best practices.

- Teachers will make visible an average of one assignment per week (approximately nine per quarter) in Infinite Campus and use IC to publish grades during all district-defined Grade Reporting Windows (progress, term, and semester grades).
- Strategic use of the Remind communication platform or district email to connect with students and families.
- Implementation of best instructional strategies identified through the Cycle of Inquiry process, with a focus on supporting English Learners, Multilingual Learners, and Students with Disabilities.

(4) By Spring 2025, 98% of all teachers will participate in site-level collaboration, as measured by Professional Learning Community (PLC) collaboration reports.

(5) By Spring 2025, 100% of classified staff will participate in applicable training sessions, including:

- Attendance protocols and the use of EveryDay Labs.
- Supporting online self-registration and the Annual Enrollment Update process for parents.
- Campus safety and security training.
- Customer service training focused on effective communication, conflict resolution, and creating a welcoming and supportive environment for stakeholders.
- Using Google tools, including Sheets, Docs, and Drive, for operational efficiency.

## Identified Need

Based on staff and student feedback, Professional Learning goals must continue to prioritize instructional strategies and social-emotional learning practices that support both students and staff. Since transitioning from SchoolLoop to Infinite Campus gradebooks and implementing the Remind communication platform in the 2022-23 academic year, an ongoing need for targeted technology training has been identified. Specifically, instructors require continued support in properly configuring Infinite Campus gradebooks to ensure clear and consistent communication of academic performance.

Professional Learning in Spring 2024 included training on culturally responsive teaching, addressing a need identified by the WASC visiting committee during their student interviews. This training has provided a foundation for improving inclusive and equitable instructional practices.

As the school continues leveraging the one-to-one Chromebook model, there is a sustained need for Professional Learning that enables instructors to integrate technology effectively into teaching and learning. Moving forward, Professional Learning will focus on further building



capacity in this area to ensure technology is used to enhance student engagement and achievement.

Additionally, there will be a push for customer service-related training for all classified staff in 2024-25. Feedback from families and community members has highlighted the importance of positive, consistent interactions with front office personnel, campus safety staff, and other classified team members. These trainings will focus on effective communication, conflict resolution, and creating a welcoming environment for all stakeholders, ensuring that families and students feel supported and valued in their interactions with the school.

## Action Items

### Strategy/Activity 1

Use results of a needs assessment survey to determine Professional Learning (PL) topics for the 2024-25 Professional Learning Calendar. This will include a focus on supporting English Learners, Multilingual Learners, and students with IEPs, as well as a renewed focus on social-emotional learning and inclusive instructional practices.

#### Budget

- 2,500 (Budget 180 At-risk Student Support)
  - Potential hours for training

### Strategy/Activity 2

Provide workshops and trainings for Classified staff, with an expanded focus to include customer service training. Topics will include:

- Student database systems
- Online registration
- Use of Google Workspace
- Discipline reporting and protocols
- In-class support by paraprofessionals
- Customer service training, focusing on effective communication, conflict resolution, and creating a welcoming environment for students and families.

#### Budget

- No cost if embedded during the work day.
- 2,000 (Budget 180 At-risk Student Support)
  - Workshop fees and trainings after hours

### Strategy/Activity 3

Provide new teacher support and program training (beyond district Induction) to ensure a smooth transition into the classroom.

#### Budget

- 3,000 (Budget 180 At-risk Student Support)
  - Additional hours to attend new-teacher collaboration meetings
- 1,500 (Budget 180 At-risk Student Support)
  - Additional hours for peer-trainers to plan and facilitate meetings
- 500 (Donations Budget 356)
  - Materials and supplies for new teacher training meetings

### Strategy/Activity 4

Facilitate workshops to assist instructors with:

- Infinite Campus Gradebook setup, with a focus on ensuring assignments are regularly visible to stakeholders and aligned with district requirements.
- The Remind communication platform for family and student outreach.
- GoGuardian as a classroom management tool.

#### Budget

- no cost
  - Survey and planning
- 500 (Budget 180 At-risk Student Support)
  - Additional hours for Infinite Campus training, including peer-trainer planning time
- 300 (Budget 180 At-risk Student Support)
  - Additional hours for Remind training, including peer-trainer planning time
- 300 (Budget 180 At-risk Student Support)
  - Additional hours for GoGuardian training, including peer-trainer planning time

### Strategy/Activity 5

Improve communication among staff and provide instructional support for students, including English Learners, Multilingual Learners, and students with IEPs or 504s. Key activities include:

- Multi-tiered System of Supports (MTSS) training and professional learning.
- Revamping the Teacher Input Process for IEP meetings to improve actionable feedback and alignment of goals with curriculum.
- Creating a goal bank for math and English that aligns with classroom instruction.

#### Budget

- 2,000 (Budget 180 At-risk Student Support)

- additional hours for counselors to engage in professional learning aimed at improving the 504 and IEP support process.

### Strategy/Activity 6

Develop a comprehensive Professional Learning calendar using the Important Meeting Dates document. The calendar will include:

- Faculty meetings focused on:
  - EL instructional strategies
  - Common lesson planning
  - MTSS academic support
  - Social-emotional learning strategies
- Department meetings and Collaboration Day meetings to include:
  - Cycle of Inquiry planning, training, and implementation
- District-level Collaboration Day meetings to address:
  - Scope and sequence alignment
  - Piloting and refining the Collaborative Cycle of Inquiry

### Budget

- 2,500 (Budget 180 At-risk Student Support)
  - Additional hours for Instructional Leadership Team to meet prior to the start of the Academic Year

### Strategy/Activity 7

Provide training on **ELLevation**, a platform designed to support teachers in meeting the needs of English Learners (ELs) and Multilingual Learners (MLs). The training will focus on:

- **Effective Use of ELLevation Strategies:**
  - Teachers will learn to use ELLevation to implement targeted instructional strategies that support language acquisition and academic achievement for EL/ML students.
  - Emphasis on differentiation techniques, scaffolding, and integrating language objectives into lesson plans.
- **Progress Monitoring and Data Utilization:**
  - Training will include how to use ELLevation to track student progress, analyze data, and generate actionable insights for personalized instruction.
  - Teachers will use the platform to identify gaps in language development and address those areas with specific supports.
- **Cross-Curricular Integration:**

- Focus on using ELLevation strategies in non-ELA content areas such as math, science, and social studies to ensure EL/ML students receive comprehensive language support across the curriculum.
- **Collaboration and Planning:**
  - Facilitated sessions will help PLC teams integrate ELLevation tools into their Cycle of Inquiry work, aligning strategies with schoolwide instructional goals.

#### Budget

- 2,000 (Budget 180 At-risk Student Support)
  - Additional hours for counselors to engage in professional development aimed at supporting the 504 process, including gathering team members, drafting a plan, and communicating completed plans to stakeholders.
- 500 (Budget 123)
  - Materials and resources to support ELLevation implementation.