



“College and Career Ready”



You can go to COLLEGE
 A-G Requirements*
 California State University • University of California

A History 2 Years Required	1 2
B English 4 Years Required	1 2 3 4
C Mathematics 3 Years Required 4 Years Recommended	1 2 3 4
D Laboratory Science 2 Years Required 3 Years Recommended	1 2 3
E Foreign Language 2 Years Required 3 Years Recommended	1 2 3
F Visual and Performing Arts 1 Year Required	1
G College Prep Elected 1 Year Required	1

*Minimum of 6 Semesters Required



CAREER PATHWAYS



ECHS MISSION STATEMENT



El Camino High School's mission is to graduate resilient students through a rigorous and culturally relevant learning environment to become globally conscious citizens and lifelong learners.

ECHS

STUDENT LEARNING



SLOs

OUTCOMES

COMPETENCY

Students will develop competence in Critical thinking, Communication, Collaboration, and Creativity.

OPEN-MINDEDNESS

Students will practice social responsibility and acceptance with respect to self and others.

LITERACY

Students will read, write, speak, and listen effectively across subject matters.

TECHNOLOGY

Students will become responsible digital citizens.

SERVICE

Students will become global citizens, able to make a difference at their school, in their local community, as well as in the global community.

EL CAMINO HIGH SCHOOL

HOME ABOUT PARENTS STUDENTS ACTIVITIES ATHLETICS STA

QUICKLINKS

- SSFUSD Portal
- Infinite Campus Student and Parent Portal
- District Webmail
- Infinite Campus Staff Portal
- SSFUSD
- Turnitin.com
- Counseling

FUTURELAB SCHOLARSHIP

APPLY TODAY! DEADLINE FEBRUARY 9, 2022

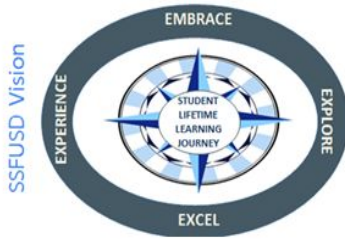
CALENDAR OF EVENTS

- Monday, January 31
 - Block Schedule B
- Tuesday, February 1
 - Staff Development Day - No Classes
- Wednesday, February 2

For athletic events see the [Athletics Calendar](#)

DO YOU WANT TO PLAY SPORTS?

Click [here](#) for important information



LCAP GOAL 1

Academic Achievement

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 assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data

Improve Curriculum,
Instruction &
Assessment

LCAP GOAL 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).

Bolster Professional
Learning and
Collaboration

LCAP GOAL 3

Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

Strengthen
Leadership Capacity

District priorities

South San Francisco Unified School District Vision



Experiencia

Experience



Explorar

Explore



Fomentar y Cultivar

Embrace



Sobresalir

Excel

In South San Francisco Unified School District, we pride ourselves on providing students with relevant learning **EXPERIENCES**, giving them opportunities to **EXPLORE** and cultivate innovation and collaboration. We will foster and **EMBRACE** diversity of people and diversity of thought, while pushing all students to **EXCEL** in order for them to grow into resilient and confident people.

PROVIDE RELEVANT LEARNING EXPERIENCES

Students will...

- Thrive as learners by engaging in experiences driven by intellectual curiosity, desire for cultural competency and discovery.
- Learn in welcoming environments that provide differentiated approaches, experiences and opportunities.

CULTIVATE INNOVATION AND COLLABORATION

Students will...

- Explore the possibilities of connecting interests and talents to result in viable college and career options.
- Share and collaborate with peers and adults of varying cultural backgrounds to attain personal and academic growth.

FOSTER DIVERSITY OF PEOPLE & DIVERSITY OF THOUGHT

Students will...

- Respect cultures, values, traditions, and points of view that are not their own.
- Connect with and contribute to communities and cultures beyond the classroom.

GROW RESILIENT AND CONFIDENT PEOPLE

Students will....

- Engage in programs that promote their development as well rounded members of the local and global communities.
- Accept that failure is a vital part of becoming an independent thinker while not accepting failure as the final result.
- Succeed as an individual thinker and as part of a culturally diverse group.
- Tackle complex problems and acquire the skills and knowledge that qualify them for their chosen future.

SSFUSD OWL SYSTEMS

the GAS TANK
BENCHMARKS
Checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

the STEERING WHEEL
INSTRUCTION
guiding our learning objectives
ENGAGES US + TAKES US FORWARD

the GPS
NAVIGATION
our goals
LCAP, DEPT., SITE, TEAM, TCHR.

FFME - A PROCESS TO DETERMINE WHAT TOOL, PRACTICE, or SERVICE WILL HELP US SOLVE OUR IDENTIFIED NEED

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT + RELENTLESSLY FOLLOW UP?

the SEATS
CURRICULUM
defines the skills to be taught
STANDARDS, RIGOR, RELEVANCE



the ENGINE
PERFORMANCE MANAGEMENT MEETINGS
showcasing data + progress
ILTs, PLCs, DEPT. MEETINGS


EVERYONE DRIVES the CAR AT HIS or HER OWN LEVEL.

the WHEELS
SYSTEMS + ASSESSMENT
sets the pace

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES of PERFORMANCE?

the MIRRORS
PROFESSIONAL LEARNING SYSTEM
reflecting + growing in our professional practices

ECHS Single Plan for Student Achievement (Goal 1)

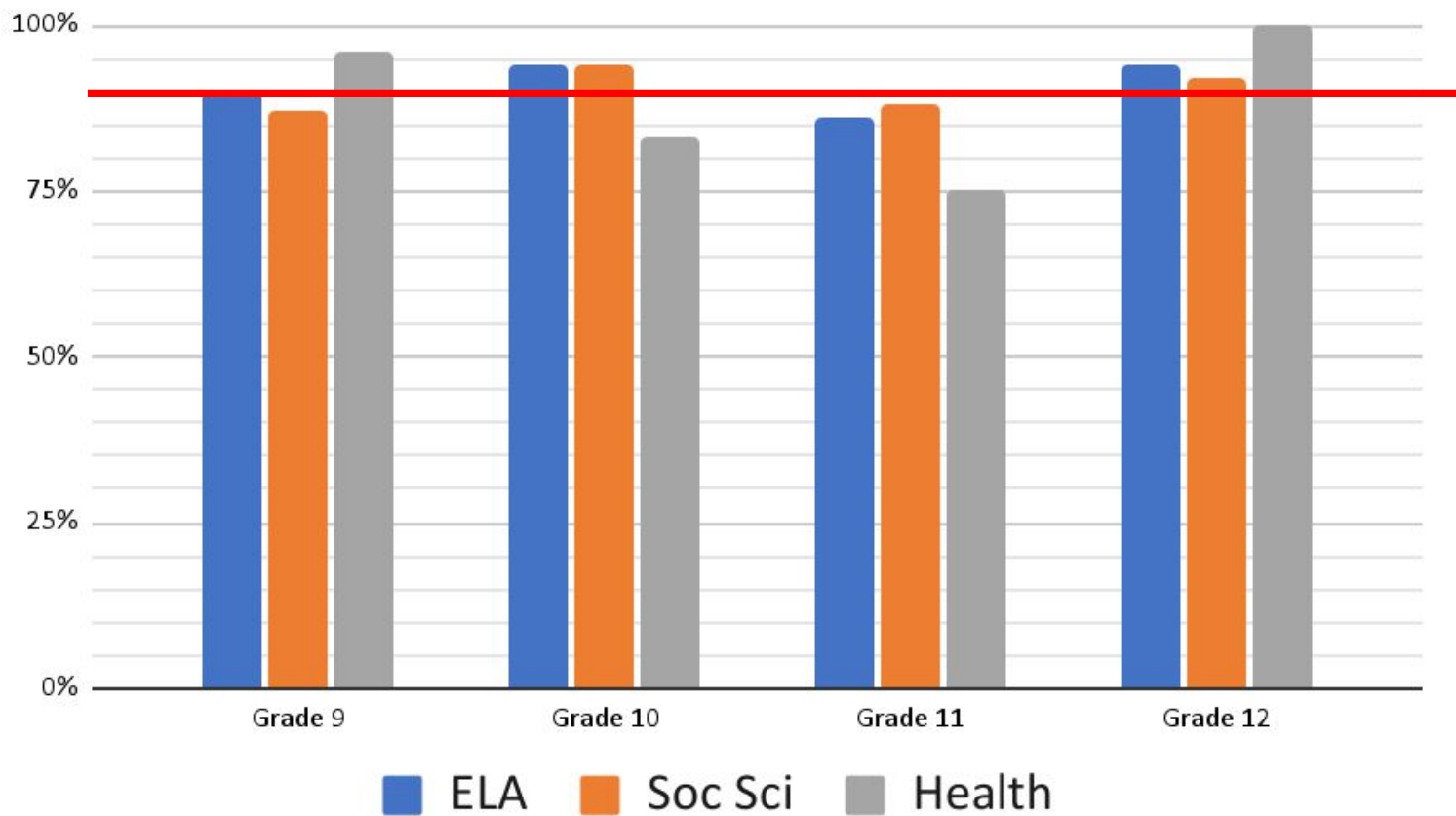
District Goal	Site Goal
<p>LCAP Goal 1: The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data</p> 	<p>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 (UC/CSU Grad Req), Career and Technical Education (CTE), dual enrollment, and Advanced Placement (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, course grades, 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 of all student groups of the Class of 2022 will achieve College and Career Readiness as compared to the graduating class of 2021; (2) For each cycle of inquiry, 80% or more of all student groups will demonstrate that they met or exceeded standards on formative assessments and district common assessments; 80% or more of all student groups will show progress in A-G, CTE, and AP courses by earning a grade of "C" or better; Spring programming will show an increase of 5% of underrepresented student groups enrolled in at least one AP course and an increase of 2% of all student groups scoring a 3 or higher on AP exams; and (3) 85% of all English Learners will score at a level 3 or 4 on the summative ELPAC.</p>

Data Guide - See [full presentation](#) for more details

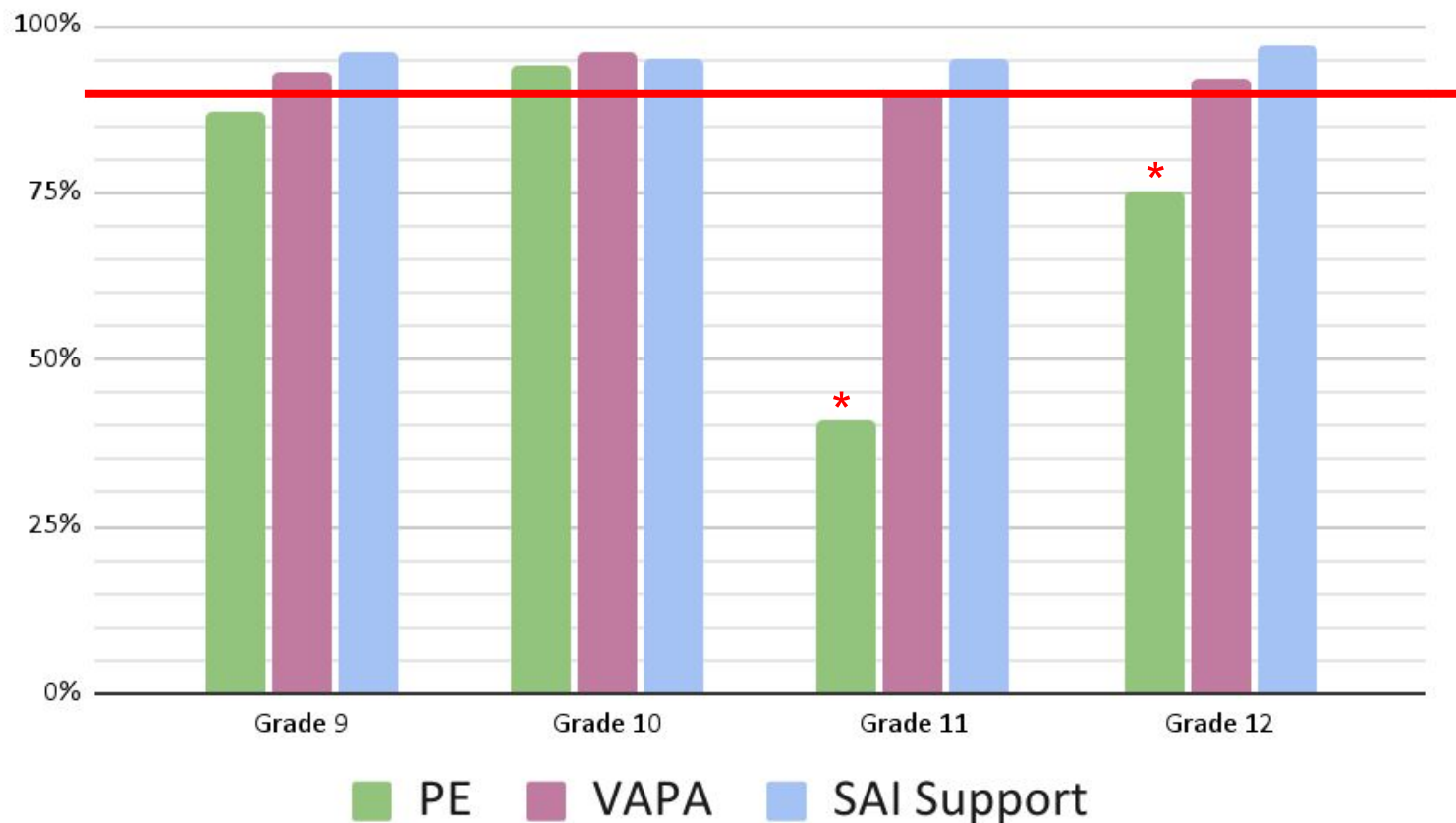
- “Met or Exceeded Standards” is based on the total number of Cs, Bc, and As students earned for specific courses during Quarter 1
- Courses highlighted as areas where students were largely successful were identified by 90% or more receiving grades of C or higher, the one exception were 12th grade courses in which the focus was on 95% or higher
- The percentage formula is as follows:

Total number of Cs, Bs, and As in courses that meet graduation, A-G, and/or other program requirements divided by the total number of grades given for those courses

% of Students Met or Exceeded Standards

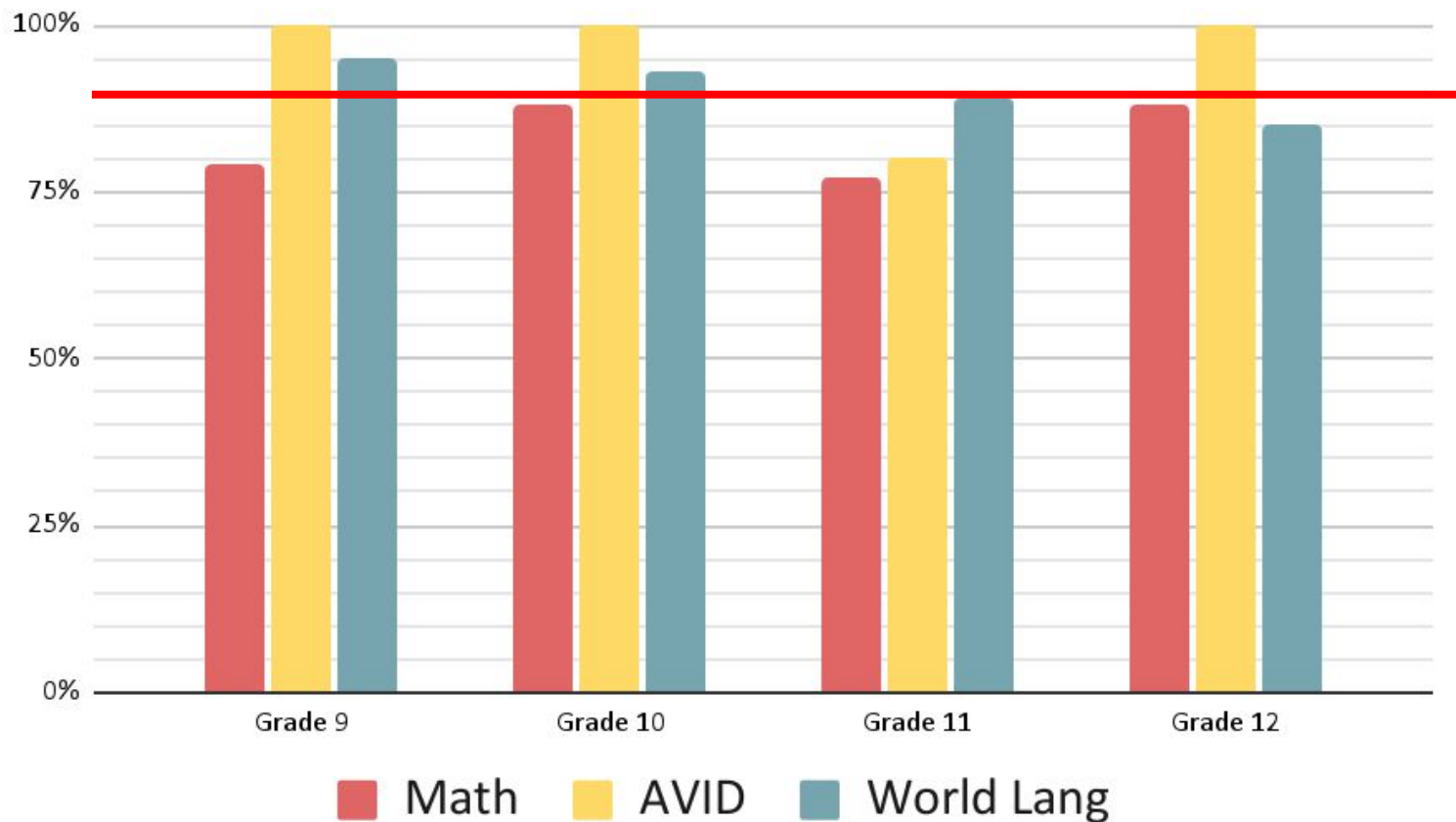


% of Students Met or Exceeded Standards

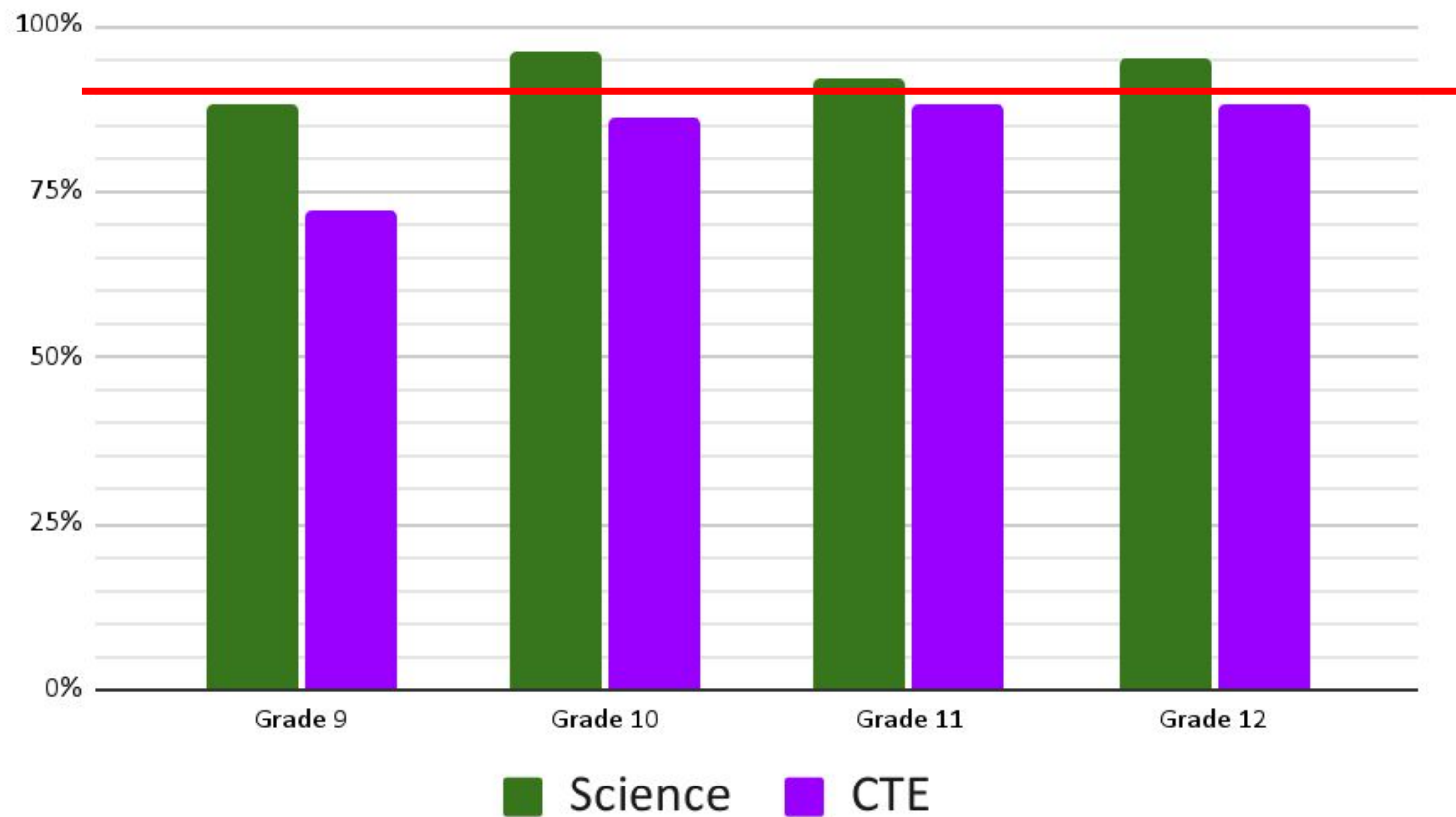


* Larger percentage variance due to smaller number of students in that grade level enrolled in PE 9 and PE 10

% of Students Met or Exceeded Standards



% of Students Met or Exceeded Standards



Courses that English Learners did not meet standards

Course	# Ds & Fs	# ELs Enrolled	% Did Not Meet Standards
Algebra 1	15	20	75%
Geometry	4	11	36%
Algebra 2	2	5	40%
English 1CP	3	13	23%
English 3CP	3	7	43%
PE 9	8	20	40%
PE 10	4	12	33%

[Quarter 1 Data Presentation](#)

Courses that English Learners struggled with

Course	# Ds & Fs	# ELs Enrolled	% Did Not Meet Standards
Biology	7	20	35%
Earth Sci	3	9	33%
US History	3	12	25%
Spanish 2	2	10	20%
Ceramics 1	3	10	30%
ERWC	2	11	18%

Courses that SAI students struggled with

Course	# Ds & Fs	# SAI Students Enrolled	% Did Not Meet Standards
1010F English 1CP	8	27	30%
1200F World Geography and Culture	9	19	47%
1245F US History	4	25	16%
1280F Government	2	10	20%
1265F Economics	3	16	19%
1600F Phys Ed 09	17	64	27%

Courses that SAI students struggled with

Course	# Ds & Fs	# SAI Students Enrolled	% Did Not Meet Standards
1410F Algebra 1	11	29	38%
1415F Algebra 2	4	15	27%
1510F Biology	4	31	13%
1550F Earth Science	3	18	17%
1980F Spanish 2	7	32	22%

Courses that SAI students struggled with

Course	# Ds & Fs	# SAI Students Enrolled	% Did Not Meet Standards
1700F Ceramics 1	8	22	36%
2290F Multimedia Foundations	8	22	36%
2200F Photo 1	11	23	48%
2380F Dance 1	4	12	33%
2280F Video Art	7	24	29%

Multi-Tiered Support System (MTSS)

TIER	DATA CRITERIA (Student grades)	POSSIBLE INTERVENTIONS
3	Grade: 0 - 39%	<ul style="list-style-type: none">• Communicate with parent; weekly check in• Communicate individually with the student and discuss missing work• Invite student to additional help/review sessions• If the student is an English Learner, has an IEP, or is on a 504 plan, make sure you have implemented the appropriate accommodations• Require that the student check in with you during office hours or flex time• Communicate with parents to let them know what you have offered for support and ask them to follow up with their student
2	Grade: 40-69%	
1	Grade: 70% or higher	<ul style="list-style-type: none">• Manage Google Classroom so that it is clear what is assigned and it is clear what your expectations are• During live classes, give multiple opportunities for students to participate and provide multiple and frequent forms of formative assessments (checking for understanding)• Ensure that presentations, visuals, and materials are easy to view and to access• Publish grades on School Loop in a timely manner• Respond to emails/messages within 48 hours

Equal Opportunity Schools - Equity and Access

Fall Enrollment Capacity Outreach Planning & Analysis (COPA)

An overview of the AP program at El Camino High School, with emphasis on historically underrepresented students of color and low-income student ("targeted student") enrollments. Based on submitted enrollment records for Fall 2021-22.

Course Term: Fall Spring
when course is offered during school year

Contracted Program(s): AP

Student Grade(s): (All)

Most Popular Courses for Targeted Students

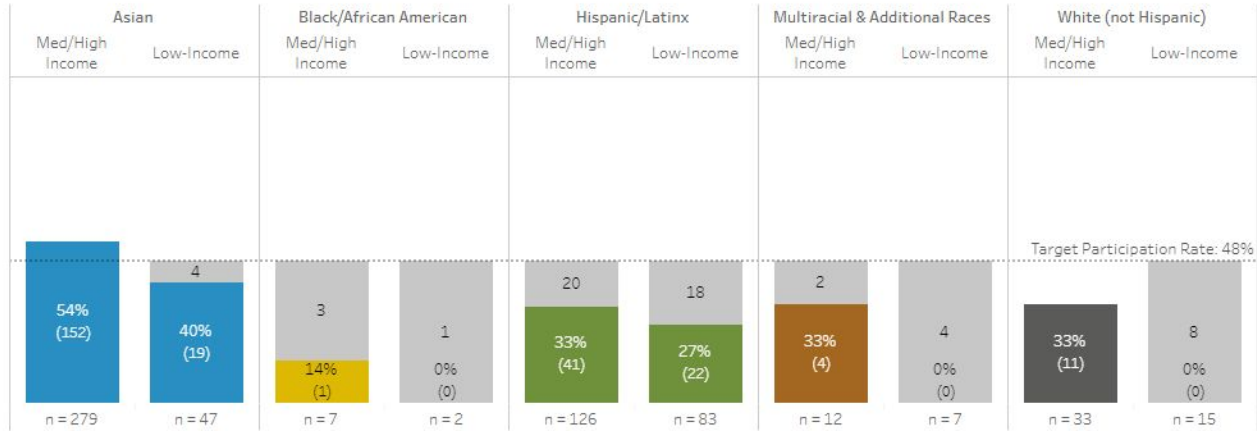
Courses with Highest Proportion of Targeted Students

		Total Students in Course	Total Targeted Students	Targeted Students % of Course Pop.	# of Sections	Students per Section	Open Seats	
English	AP English Language and Composition	78	23	29%	3	26	-3	<p>Move slider to adjust max course capacity to estimate open seats</p> <p>25</p> <p>Open seats estimated are by:</p> <ol style="list-style-type: none"> Taking the difference between the set max course capacity and the average students per section Multiplying the open seats per section by the number of sections <p>Explore Further:</p> <p>Most popular courses by gender, grade or race</p> <p>Contracted program course load variation across student demographics</p> <p>Top classes for students who are only enrolled in 1 contracted program course</p>
	AP English Literature and Composition	71	20	28%	2	36	-22	
History & Social Science	AP United States Government and Politics	54	15	28%	2	27	-4	
	AP United States History	44	13	30%	2	22	6	
	AP World History	38	13	34%	1	38	-13	
Math & Computer Science	AP Calculus AB	37	6	16%	1	37	-12	
	AP Computer Science A	16	6	38%	1	16	9	
	AP Statistics	26	4	15%	1	26	-1	
Sciences	AP Biology	94	28	30%	3	31	-18	
	AP Physics 1: Algebra-Based	18	3	17%	1	18	7	
World Languages & C..	AP Spanish Language and Culture	24	23	96%	1	24	1	

Data updated: 10/4/2021
Report produced: 1/31/2022

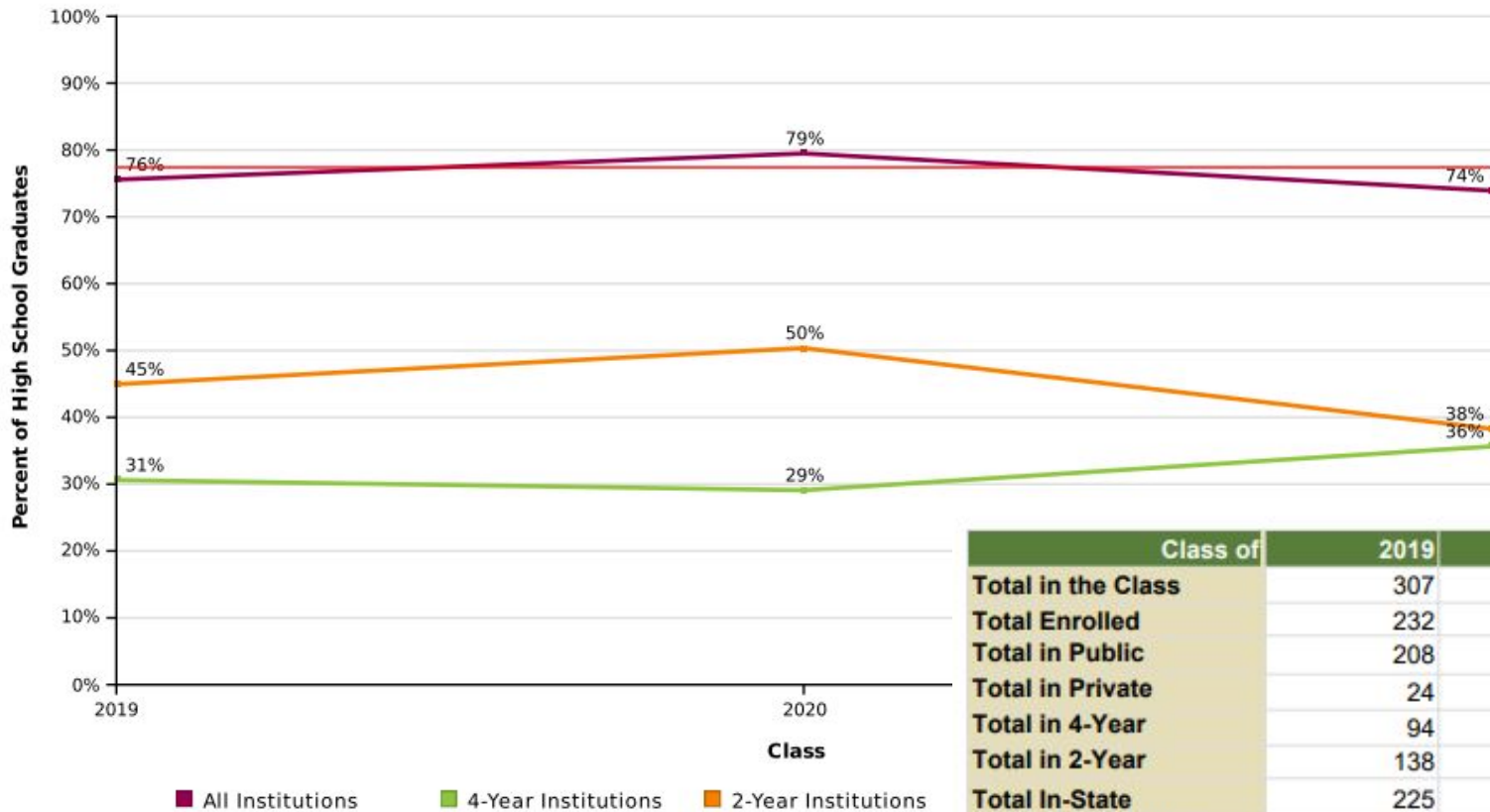
Equal Opportunity Schools - Equity and Access

2021-22 Opportunity Chart
 El Camino High School - 11th and 12th Grade Participation
 Targeted Students to Add: 60
 Targeted Students Currently in AP: 87
 Total Students Currently in AP: 250



		Total Number of Students	Percent of School Population	Students Participating	Participation Rate	Target Rate	Students to Add	Percent of Program
Asian	Med/High Income	279	46%	152	54%	48%	4	61%
	Low-Income	47	8%	19	40%	48%	4	8%
Black/African American	Med/High Income	7	1%	1	14%	48%	3	0%
	Low-Income	2	0%	0	0%	48%	1	0%
Hispanic/Latinx	Med/High Income	126	21%	41	33%	48%	20	16%
	Low-Income	83	14%	22	27%	48%	18	9%
Multiracial & Additional Races	Med/High Income	12	2%	4	33%	48%	2	2%
	Low-Income	7	1%	0	0%	48%	4	0%
White (not Hispanic)	Med/High Income	33	5%	11	33%	48%	8	4%
	Low-Income	15	2%	0	0%	48%	8	0%
Grand Total		611	100%	250	41%		60	100%

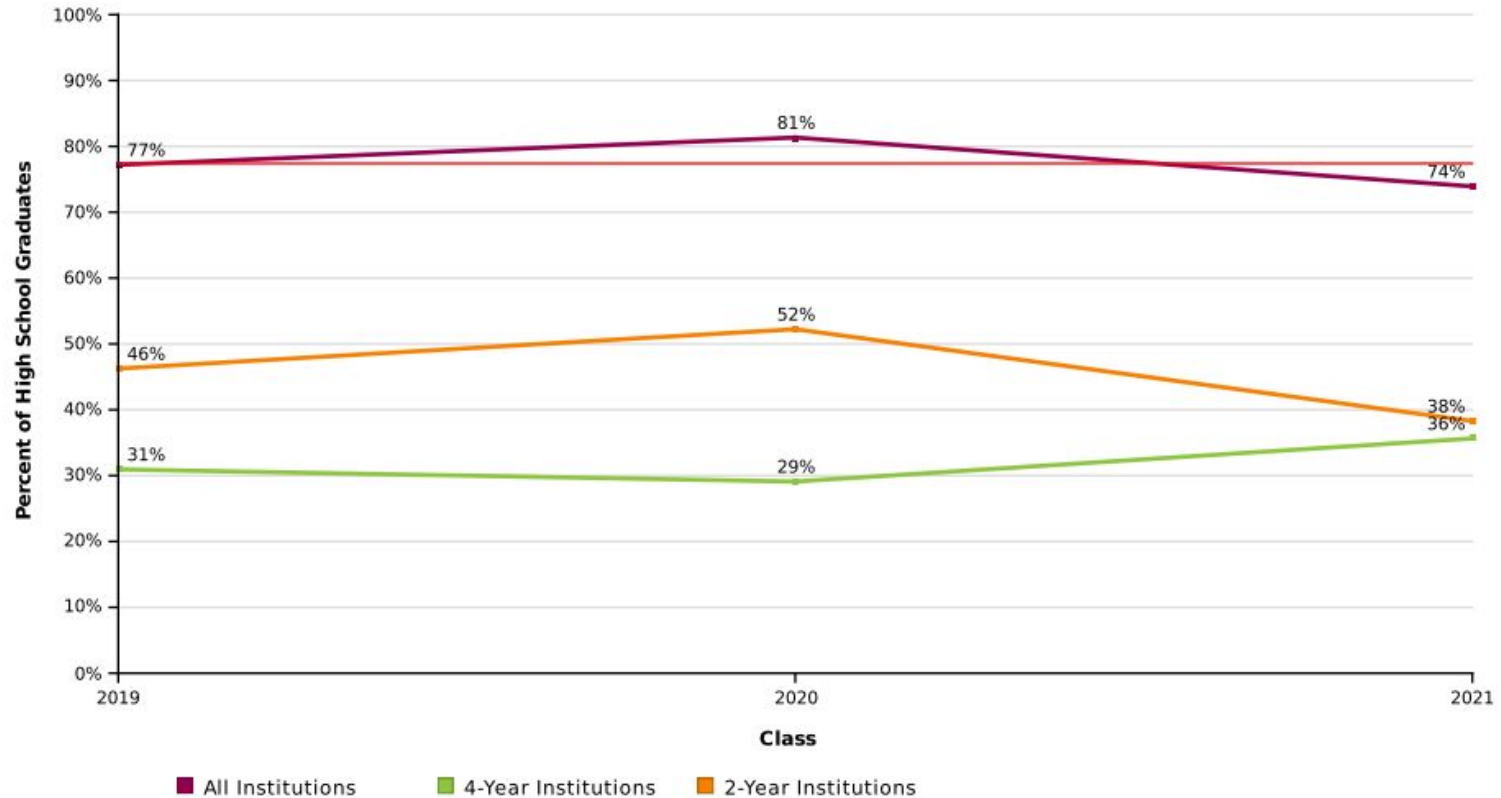
College Enrollment Data - Enrolled within first year after high school



Class of	2019	2020	2021
Total in the Class	307	268	303
Total Enrolled	232	213	224
Total in Public	208	198	203
Total in Private	24	15	21
Total in 4-Year	94	78	108
Total in 2-Year	138	135	116
Total In-State	225	206	212
Total Out-Of-State	7	7	12

AVG = 77%

College Enrollment Data - Any Time During First 2 Years after High School



AVG = 77%

College Enrollment Data - Freshman to Sophomore Persistence

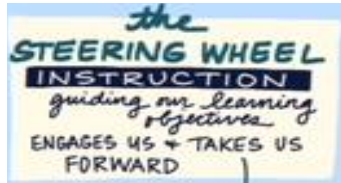
Class of	2019
Total in the Class	307
Enrolled Anywhere 1st Year	232
Enrolled Anywhere 2nd Year	219
In Public 1st Year	208
Enrolled Anywhere 2nd Year	196
In Private 1st Year	24
Enrolled Anywhere 2nd Year	23

In 4-Year 1st Year	94
Enrolled Anywhere 2nd Year	92
In 2-Year 1st Year	138
Enrolled Anywhere 2nd Year	127
In-State 1st Year	225
Enrolled Anywhere 2nd Year	212
Out-of-State 1st Year	7
Enrolled Anywhere 2nd Year	7

ECHS Single Plan for Student Achievement (Goal 2)

District Goal

LCAP Goal 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).



Site Goal

Goal 2: Effective professional development - By Spring 2022, all teachers will demonstrate proficiency and implementation of the following priority items: use of Google Classroom as a Learning Management System (LMS); utilize best instructional strategies as identified in the Cycle of Inquiry process to increase student engagement and proficiency in courses by using data results to inform that instruction, especially strategies to support English Learners, Students with IEPs, and Students with 504 plans; and, as applicable, participate in district-level curriculum development meetings. By Spring 2022, all Classified staff will participate in training offered, as applicable, in areas such as: the use of new attendance/weekly engagement protocols; online registration, and the use of Google tools such as Sheets, Docs, and Drive management.

WASC Accreditation Visit March 14-16 [WASC Focus on Learning Report \(Spring 2022\)](#)

1) Improve organizational communication and collaboration among all stakeholders. (SPSA Goal 3)

Rationale: We have identified a need to develop a centralized communication system to streamline school purposes, resources, and decision makings (i.e. School Site Council notes to all stakeholders). The Counseling Department has identified a need to systematically collect data on students, particularly post-graduation. Although many opportunities for parent involvement have been offered, there is still a need to increase parent engagement in the school process through School Site Council (SSC), Parent/Teacher Association (PTA), English Learner Advisory Committee (ELAC), and booster organizations.

2) Increase College and Career Readiness (i.e. A-G requirements, Honors/AP courses, and CTE pathways) for students. (SPSA Goal 1)

Rationale: We have made great strides in expanding our CTE pathways with Culinary Arts and Biotech. We can further expand our academic programs by increasing course offerings in Honors and AP, add more CTE pathways and electives, and/or create additional resources and after school clubs to meet the needs of students toward College and Career readiness.

3) Increase academic and socio-emotional support for students. (SPSA Goal 3)

Rationale: We are proud to have some systems in place for socio-emotional support, such as a School Safety Advocate (SSA) counselor and a wellness counselor. We also have a Multi-tiered System of Supports (MTSS) in place; however, Focus Groups have identified a need for further professional development in MTSS, particularly for equity/underrepresented students: students with IEPs or 504s, English Learners, as well as Black and LatinX students. We have also determined that a clearer system of communication and collaboration among staff (teachers, counselors, case managers, administrators, guardians) is needed. There is a disproportionate Percent of Student Suspension (PSS) to Percent of Student Population (PSP) discipline rate that needs to be addressed to better support the academic and socio-emotional needs of our equity/underrepresented students.

4) Increase quality Professional Development opportunities. (SPSA Goal 2)

Rationale: Although the English and Math Departments have developed solid scope and sequence within their departments, other departments such as Social Studies and Science, have a need to develop and expand their focus on identified priority standards along with vertical and horizontal scope and sequence. Cycles of Inquiry have been in place but still need expansion and refinement to identify common research-based instructional practices to increase student engagement in all classes. Focus groups have identified a need for professional development particularly in MTSS. There is a need for consistent support and learning opportunities such as for new teachers, technological support, and research-based instructional practices.

Purpose/Direction of 2021-22 PLC Work

- [WASC Focus on Learning Report \(Spring 2022\)](#) “Consider the use of a protocol (Cycle of Inquiry) to identify common research-based effective instructional practices to increase student engagement in all classes.” (p. 31, [VC Report, April 2019](#))
- California Standards for the Teaching Profession (CSTPs)
 - 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
 - 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
 - 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

2021-22 PLC Expectations

- All PLCs will complete at least one cycle of inquiry during the Spring semester - [presentation template](#)
- PLC reporting will include the following:
 1. A description of agreed-upon instructional strategies used in common lessons
 2. Common formative assessments of standards taught in those lessons
 3. An analysis of the effectiveness of the agreed-upon instructional strategies
 4. An analysis of assessment data for at-risk students (Students with disabilities or 504 plans and English Learners)
 5. A description of how the assessment results led to the adapting of subsequent lessons and/or instructional strategies

Professional Learning Communities (PLCs) - Time

Week	Cycle of Inquiry	Faculty Meeting	Dept Meeting	Admin Council	Collaboration Days	Grade Reporting Period
Jan 4 - Jan 7	Cycle 1				Tch Wk Day 1/3	
Jan 10 - Jan 14		Jan 11, 2022			Jan 12, 2022	
Jan 18 - Jan 21				Jan 18, 2022	MLK B-Day 1/17	
Jan 24 - Jan 28			Jan 25, 2022		Jan 26, 2022	
Jan 31 - Feb 4					Staff Dev Day 2/1	2/4 QTR 3 Progress Report
Feb 7 - Feb 11		Feb 8, 2022			Feb 9, 2022	
Feb 14 - Feb 17			Feb 15, 2022		Presidents' Day Weekend 2/18-2/21	
Feb 22 - Feb 25				Feb 22, 2022		
Feb 28 - Mar 4		Mar 1, 2022			Mar 2, 2022	
Mar 7 - Mar 11			Mar 8, 2022		Mar 9, 2022	3/11 QTR 3 Ends

Faculty Meetings - Site Professional Development

Department Meetings - Chairs help facilitate the work of PLCs

Admin Council - Chairs present the progress of their PLCs and department goal completion

Collaboration Days - Site and District-level PLC meetings

PLC Cycle of Inquiry Planner - Department Goals

<p>Goal presented in September 2021 (Math)</p>	<p>By the October Department Meeting, we will use Think Pair Share at least 10 times and assess its effectiveness with student engagement. We need to be prepared to share out the effectiveness.</p>
<p>What is the target group of students?</p>	<p>Target groups include students in our classroom</p>
<p>What is the specific objective for those students?</p>	<p>To increase student engagement.</p>
<p>What is the specific metric (percentage, growth percentage, score, etc.?)</p>	<p>80% of students talk to each other. 80% of conversations relate to the think pair share's subject matter.</p>
<p>How will the action item be assessed?</p>	<p>Checking for understanding can be done:</p> <ul style="list-style-type: none"> • By students sharing out loud • Online at the end of class via different learning modules such as kahoot, nearpods, ixl or math xl. • Circulating and looking at their responses on their paper. • Eavesdrop on student conversation
<p>What is the time period for the assessment and monitoring of that objective?</p>	<p>Before December 2021</p>
<p>Revised Goal (if applicable)</p>	<p>By December, we will use Think Pair Share 1-3 times per week to assess its effectiveness with student engagement via the action items mentioned above.</p>

PLC Cycle of Inquiry Planner - Geometry

<p>What are the standards or skills that will be assessed?</p>	<p>CCSS.MATH.CONTENT.HSG.SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>
<p>What is the specific method of assessment to be used?</p>	<p>We will be using a district wide CFA</p>
<p>What is the specific metric (percentage, growth percentage, score, etc.?) for assessment?</p>	<p>The CFA is out of 8. We have decided that a score of 6 out of 8 will show proficiency in the standard. A score of 7 and 8 will exceed proficiency of the standard.</p>
<p>What instructional methods will be used to prepare students for assessment?</p>	<p>We have been working on proofs for the past four weeks and will continue for the rest of semester. Proofs build on prior knowledge and the proof on the CFA builds on prior knowledge from proving triangles congruence and continues into triangle similarity. The second part of the CFA uses prior knowledge from Algebra 1 as well as preparing the students for applying proportions to similar triangles.</p>
<p>CYCLE 1: What is the time period for the assessment and monitoring of that objective?</p>	<p>Cycle 1 will apply for Unit 3 of Geometry which ends at the beginning of December. The CFA will be used during the middle of the Unit so that we can use the data from the CFA to assist in preparing the students for the Unit 3 Test. We will therefore have time for reteaching if necessary. We are pleased with this timeline since it gives us plenty of time for reteaching.</p>
<p>CYCLE 2: What is the time period for the assessment and monitoring of that objective?</p>	<p>We will be completing Cycle 2 during Semester 2. We are proposing the cycle to occur during Unit 5 which is based on a modeling math standard.</p>

SECTION II: COMMON FORMATIVE ASSESSMENT DATA

TEACHER A	Number (%) of students who:			
	Did Not Meet Standard	Nearing Standard	Met Standard	Exceeded Standard
Rubric/Scale				
<i>Sample</i>	<i>10(11%)</i>	<i>25(27%)</i>	<i>45(49%)</i>	<i>12(13%)</i>
All Students				
EL				
SAI				

ECHS Single Plan for Student Achievement (Goal 3)

District Goal










LCAP Goal 3: Student, Parent & Community Engagement - Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.



Site Goal

Goal 3: Increased student, parent, and community engagement - During the 2021-22 school year, all members of the school community (students, staff, and community) report a 70% or higher favorable view of our school climate. 2020-21 sign in sheets for key parent organizations will show a 5% increase in participation by underrepresented parent groups. Staff will employ behavior interventions as part of the Multiple Tiers of Student Support (MTSS) for students to reduce the following behavioral issues and responses by 5%: truancy, suspensions, and tardies. Complete the Focus on Learning process by receiving a six year accreditation from the Western Association of Schools and Colleges (WASC) Visiting team.

Communication - Video Tutorials and Meeting Recordings

Videos		Live		
Filter				
<input type="checkbox"/> Video	Visibility	Restrictions	Date ↓	
<input type="checkbox"/> 	ECHS SSC 12 8 2021 Add description	Unlisted	Made for kids	Dec 9, 2021 Uploaded
<input type="checkbox"/> 	ECHS SSC Meeting 10 27 21 Add description	Unlisted	Made for kids	Nov 4, 2021 Uploaded
<input type="checkbox"/> 	ECHS Tutorial: Tardy Policy Add description	Unlisted	Copyright claim + 1 more	Sep 10, 2021 Uploaded
<input type="checkbox"/> 	ECHS 2021 BTSN Welcome Address (Part 3) Add description	Unlisted	Made for kids	Aug 30, 2021 Uploaded
<input type="checkbox"/> 	ECHS 2021 BTSN Welcome Address (Part 2) Add description	Unlisted	Made for kids	Aug 30, 2021 Uploaded
<input type="checkbox"/> 	ECHS 2021 BTSN Welcome Address (Part 1) Add description	Unlisted	Made for kids	Aug 30, 2021 Uploaded
<input type="checkbox"/> 	ECHS Tutorial: Student Behavior Expectations Add description	Unlisted	Made for kids	Aug 11, 2021 Uploaded
<input type="checkbox"/> 	ECHS Tutorial: Infinite Campus, Class Schedules, and Google Classroom Add description	Unlisted	Made for kids	Aug 7, 2021 Uploaded
<input type="checkbox"/> 	ECHS Tutorial: 2021-22 Bell Schedules Add description	Unlisted	Made for kids	Aug 5, 2021 Uploaded

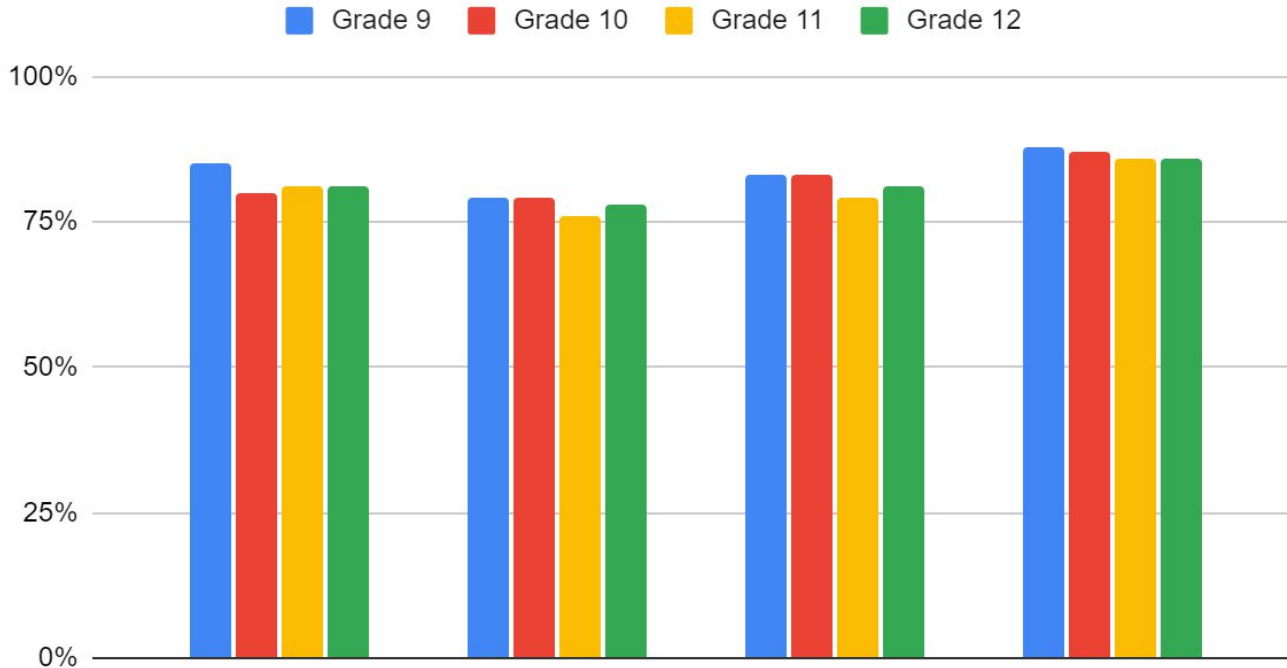
- [ECHS Tardy Policy](#)
- [BTSN Welcome Address](#)
- [ECHS Student Behavior Expectations Tutorial: Infinite Campus, Class Schedules, and Google Classroom](#)
- [Tutorial: Bell Schedules](#)
- [Health & Safety Guidelines](#)
- [Navigating School Campus](#)

2021-22 Average Daily Attendance



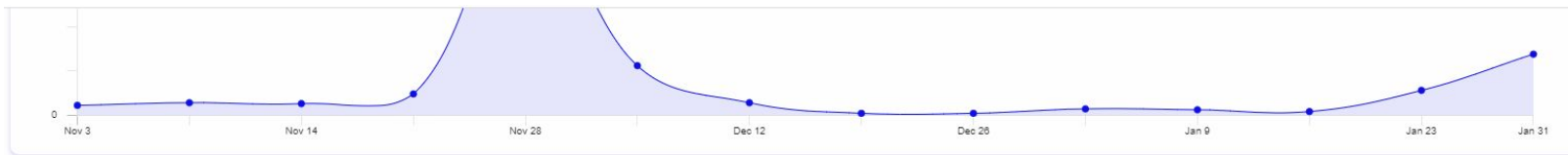
	August	September	October	November	December	January
Grade 9	98%	95%	96%	94%	91%	84%
Grade 10	97%	96%	96%	94%	97%	82%
Grade 11	95%	93%	94%	92%	90%	81%
Grade 12	95%	94%	94%	91%	90%	82%

Average Daily Attendance - January 2022

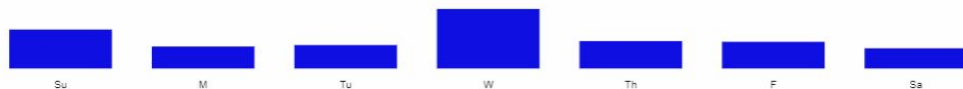


	Jan 4-7	Jan 10-14	Jan 18-21	Jan 24-31
Grade 9	85%	79%	83%	88%
Grade 10	80%	79%	83%	87%
Grade 11	81%	76%	79%	86%
Grade 12	81%	78%	81%	86%

Student Support - PAPER Online Tutoring



Average Usage by Day



Average Usage by Hour



Total Usage by Grade Level



Most Requested Topics



Tutoring Sessions



97

Essay Reviews



254

AREAS of SUCCESS - check out our [highlights presentation](#)



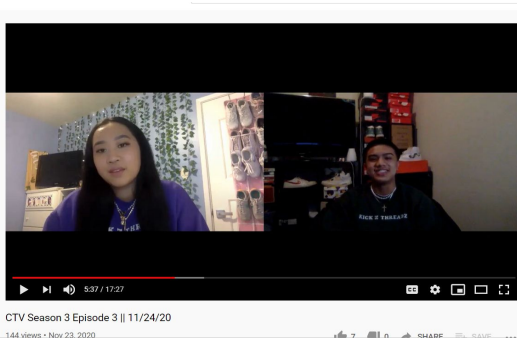
Increase in Counseling Resources



Increased School Spirit



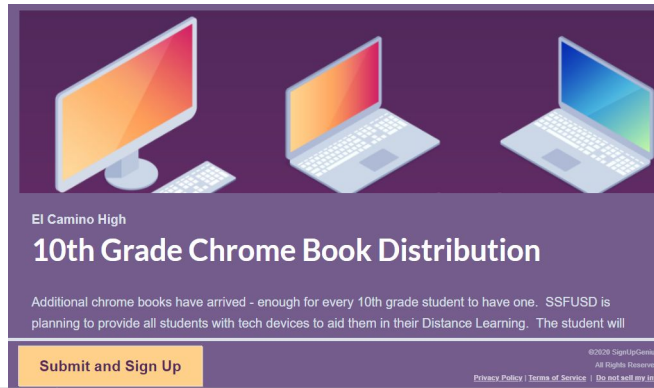
New Culinary Arts Classroom



CTV Season 3 Episode 3 || 11/24/20

1.64 Views - Nov 23, 2020

COLTureTV & Instagram - highlighting & connecting students



All Students have Laptops



Continuance of Performing Arts and Athletics

Addressing Challenges

CHALLENGES	ACTION PLAN
Student engagement/ Attendance	Multi-Tiered System of Support (MTSS) - communication, counseling
Student proficiency in key courses	Departments developing MTSS strategies for academic support; PLCs monitoring student progress
COVID Tracing & covering classes due to high level of absences	Increased communication with staff, families, and students; collaborate with district leadership and contracted services for follow up; a lot of teamwork
9th & 10th grade students feeling overwhelmed with transition to high school	Link Crew staff and student mentors will increase activities to support 9th grade students; additional support provided in Advisory/Flex-time classes for students to get support and take a break from classes
Providing in-person extra-curricular activities	Work within district guidelines for in-person activities and find creative ways to include more members of the community via digital resources
Student Mental Health & Social-Emotional Support	Counseling, Youth Services Bureau, and other resources available; workshops for parents and students; Admin continues to work with ASB on a campaign to educate students on sexual harassment issues and cultural awareness
Maintaining safe conditions for learning	Administrators, teachers, and support staff continue to find alternative forms of discipline to help all students comply with protocols







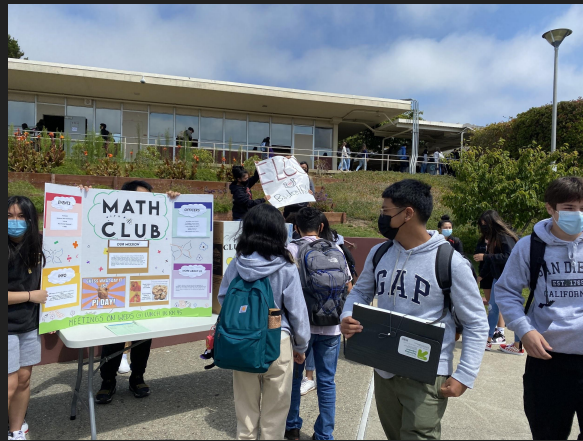
Physics Catapults



Ballet Folklórico

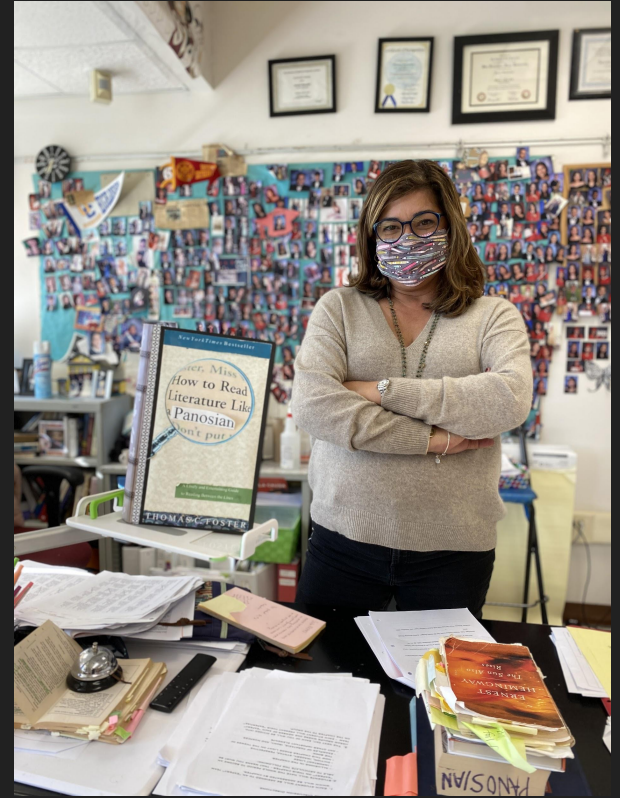


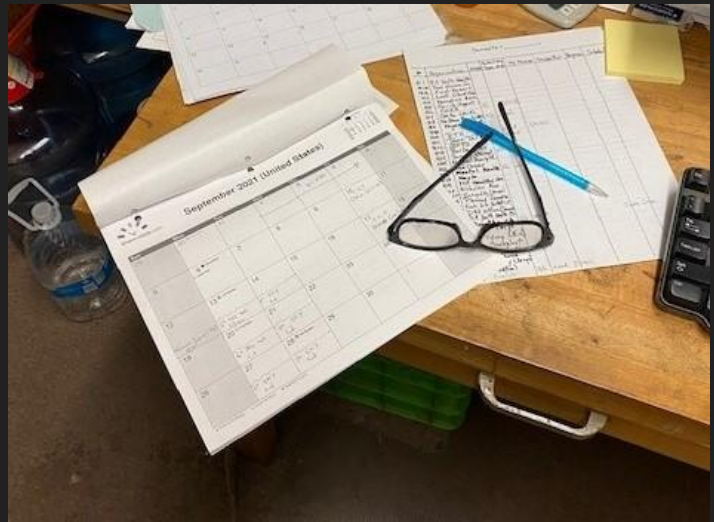
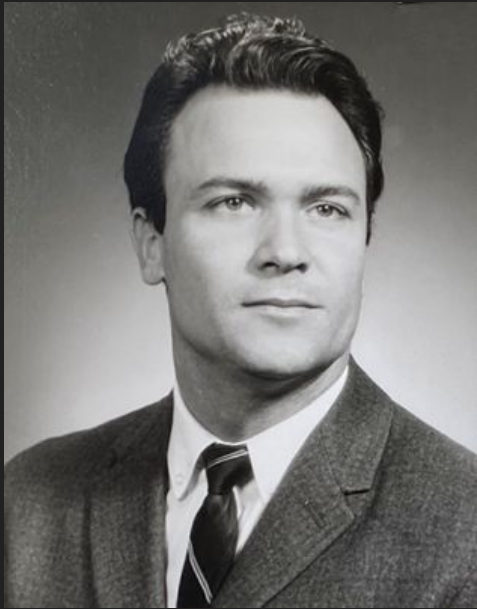




Club Rush







COLT



PRIDE!



