

ECHS Teaching and Learning Presentation

May 7, 2026



Our Strategic Plan describes our **Core Values** & the **Strategic Priorities** we will focus on to bring our **Portrait of a Graduate** to life

Core Values



Strategic
Priorities /
LCAP Goals



Portrait of a
Graduate

C

Community is our strength

A

Authentic relationships matter

R

Resilience propels us forward

E

Equity is our north star



Exceptional Instruction



Engaged Students



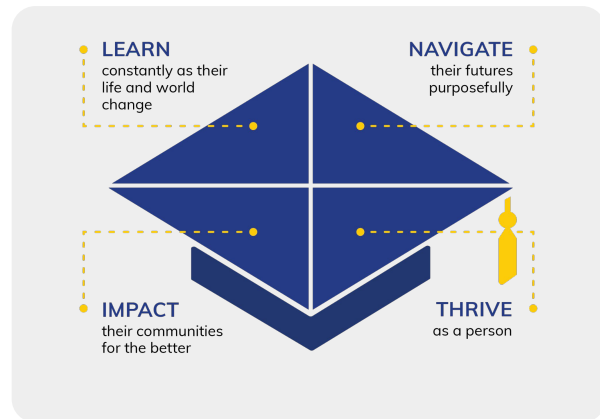
Purposeful Partnerships



Empowered Educators



Equity-Centered Systems



Board Presentation Agenda

1

El Camino High School Overview

2

Achievement Data Review

3

School Plan for Student Achievement | Goals
& Action Plans

4

School Culture & Portrait of a Graduate

5

Closing



1. ECHS Overview



El Camino High School 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.



Student Demographics 2025-2026



Fall Musical | November 2025

Total School Enrollment	1043	
Ethnicity:		
Hispanic/Latino	380	36%
American Indian	2	—
Asian	515	49%
Black or African American	4	—
Hawaiian or Pacific Islanders	14	1%
White	60	6%
Two or More races	68	7%
Foster Youth	4	—
Homeless Youth	25	2%
Migrant Education	3	—
Students with Disabilities (IEP)	148	14%
Socioeconomically Disadvantaged	339	33%
English Learners	60	6%

Enrollment has declined by 183 students in five years

2. Data Review



Attendance & Chronic Absenteeism

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	YEAR
Attendance Rate											
23-24 Att. Rate	95.3	93.8	94.3	92.2	92.5	92.3	91.0	92.2	90.0	91.9	92.6%
24-25 Att. Rate	97.1	95.4	94.6	93.1	93.9	92.6	92.0	91.9	92.9	93.2	93.6%
25-26 Att. Rate	96.6	95.7	94.9	93.6	93.0	93.1	93.5	93.2	91.5		93.9%
Chronic Absenteeism											
23-24 C.A. Rate	17.0	26.7	15.8	30.8	23.7	25.7	30.4	30.8	33.1	19.6	22.6%
24-25 C.A. Rate	7.5	20.6	15.1	23.8	21.0	26.5	30.9	31.8	25.6	17.4	18.6%
25-26 C.A. Rate	8.9	10.3	14.8	23.4	25.7	25.7	24.7	27.1	26.2		17.1%



Chronic Absenteeism Snapshot: Target Student Groups

Student Group	March 25 YTD	March 26 YTD	Annual Change
Hispanic/Latinx	24.4%	18.4%	-6% 
Pacific Islander	33.3%	28.6%	-5.9% 
English Learner (LEP)	23.7%	19.1%	-4.6% 
Students w/ Disabilities	27.1%	24.1%	-3% 

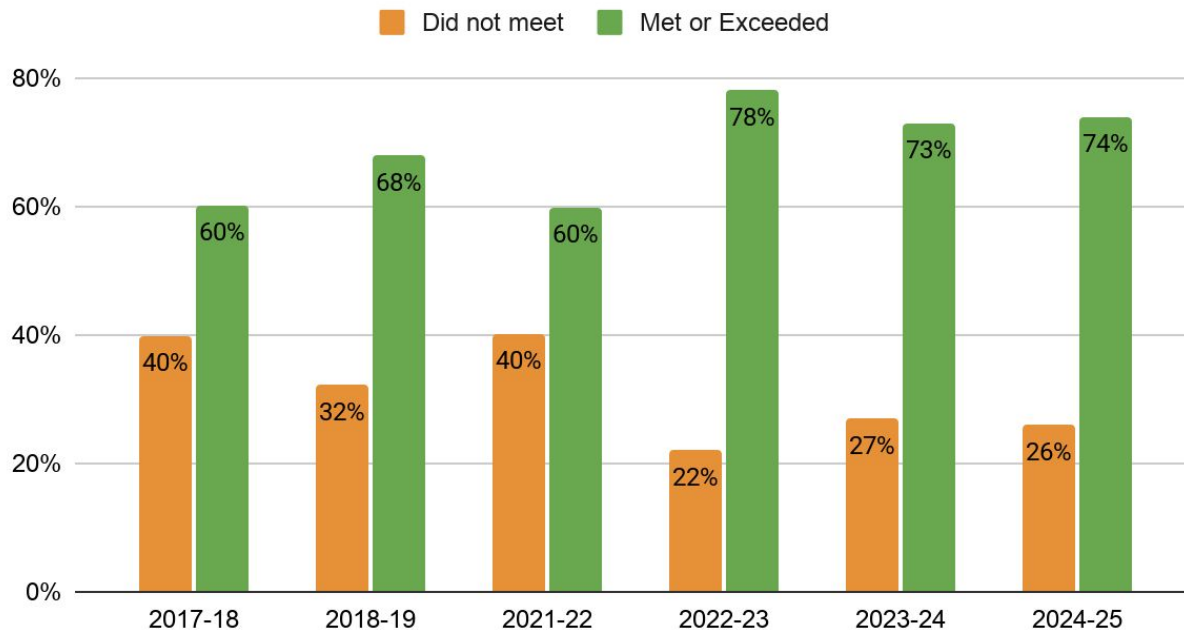


Priority 2: Engaged Students



SBAC ELA Performance Trends

SBAC English Growth

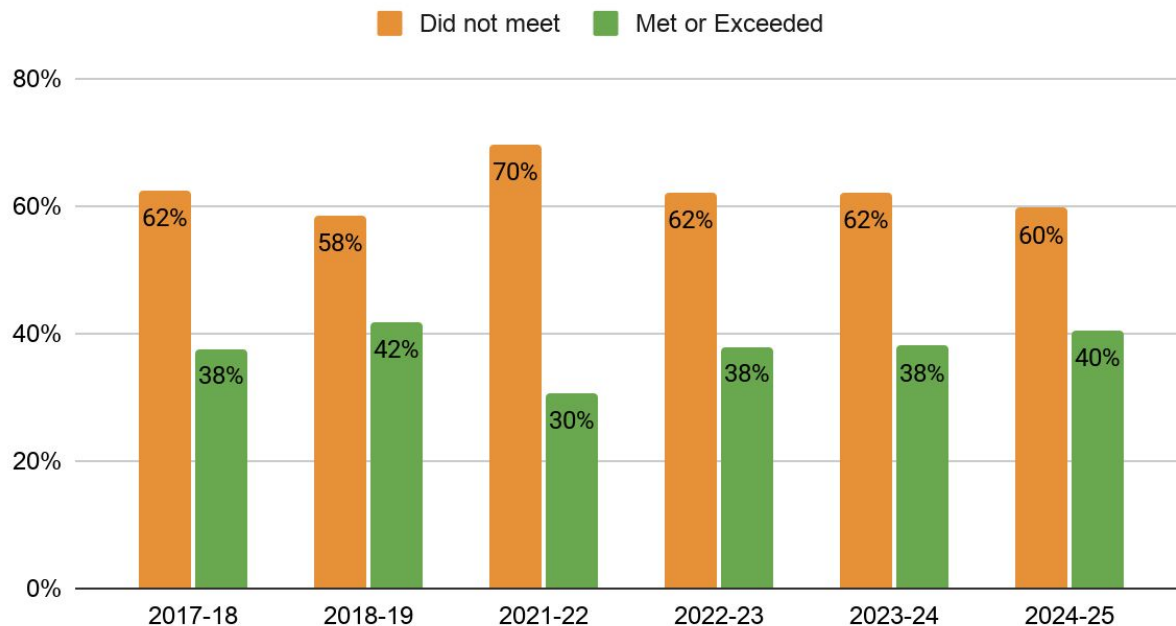


Priority 1: Exceptional Instruction



SBAC Math Performance Trends

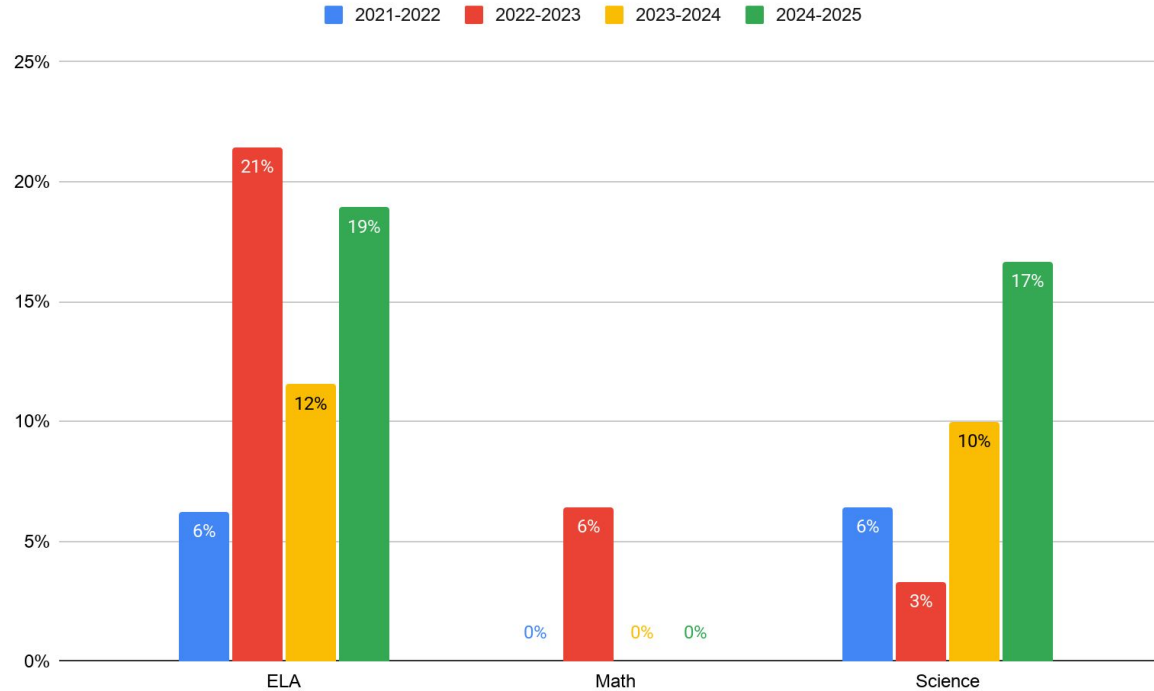
SBAC Math Comparison



Priority 1: Exceptional Instruction



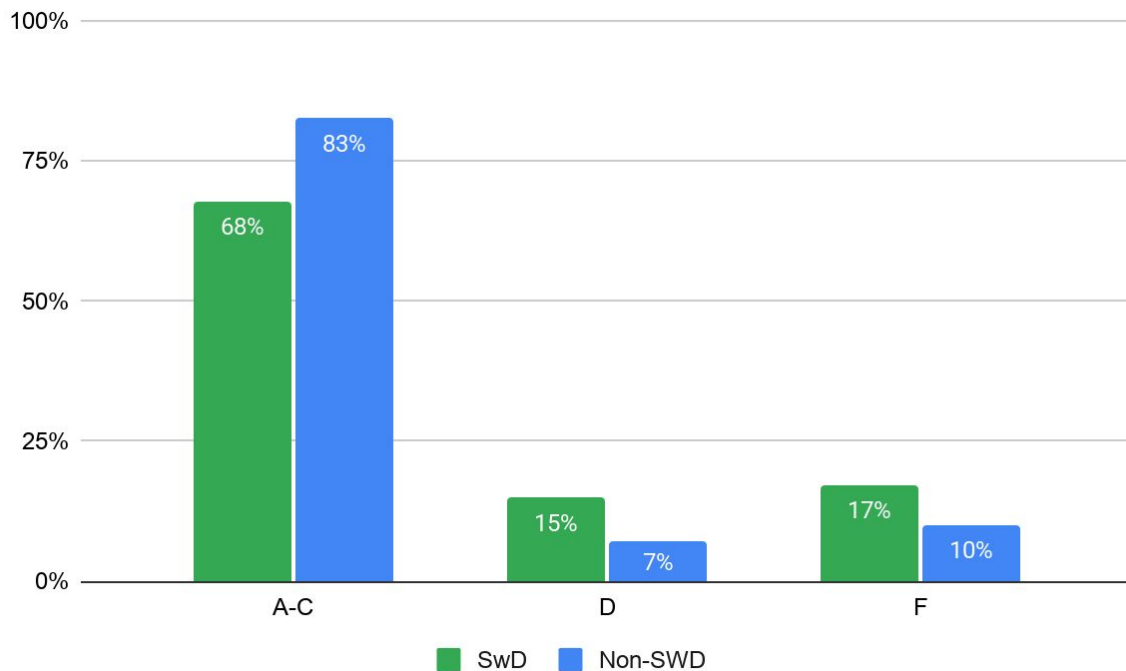
Students with Disabilities Meeting Standards



Priority 5: Equity-Centered Systems



Co-Taught Class Achievement Comparison



Focus area: Improving outcomes for Students with Disabilities

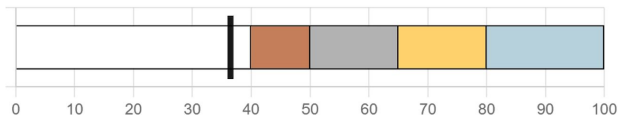
Priority 5: Equity-Centered Systems



Advanced Placement | Honor School 3-Year Progression

College Culture

37%



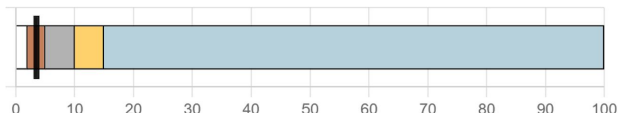
College Credit | BRONZE

25%



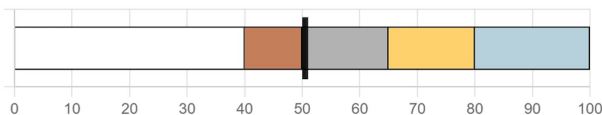
College Optimization | BRONZE

4%



College Culture | SILVER

51%



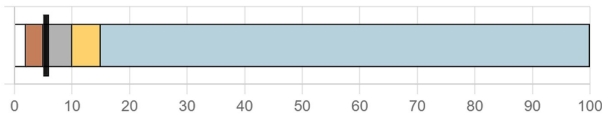
College Credit | SILVER

32%



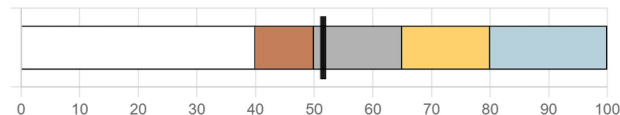
College Optimization | SILVER

6%



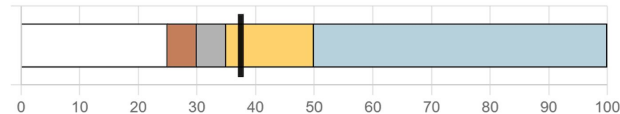
College Culture | SILVER

52%



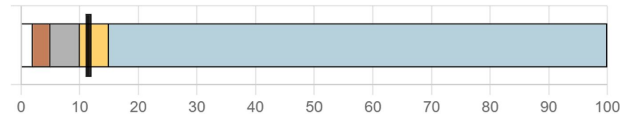
College Credit | GOLD

38%



College Optimization | GOLD

12%



Class of 2023

Class of 2024



Class of 2025



3. SPSA Goals & Action Plans Aligned to the LPAC



SPSA Goal #1: Exceptional Instruction

Actions

1. High-Quality Instruction & Academic Discourse
 - a. Certificated staff engage in PLC Cycles of Inquiry focused on Academic Discourse using common formative assessments, student work analysis, and data-driven decision-making
 - b. Algebra 1, Geometry, and Algebra 2 instructors focus on Illustrative Mathematics curriculum implementation and Math Language Routines
2. Advanced Placement, Dual Enrollment & CTE Access
 - a. Expand equitable access to AP, Dual Enrollment, and CTE pathways through targeted recruitment and improved course placement
 - b. Provide AP tutoring, exam preparation, and instructional supports to increase student success and pass rates
3. MTSS & Course Performance (D/F Reduction)
 - a. Monitor D/F rates each grading period and coordinate timely interventions across counselors, teachers, and support staff
 - b. Strengthen use of Flex/Advisory time for targeted academic support in core courses



Priority 1: Exceptional Instruction

SPSA Goal #2: Engaged Students

Actions

1. Attendance & On-Time Arrival
 - a. Strengthen attendance monitoring and early outreach using Minga, EveryDay Labs, and Infinite Campus data to identify and respond to patterns
 - b. Reinforce classroom and schoolwide routines that support consistent on-time arrival through professional development
2. Student Engagement, Belonging & School Climate
 - a. Increase wellness supports and student voice through CHKS, Daybreak, and Fall/Spring Impact Survey data analysis, Peer Counseling, and student roundtable listening sessions
3. Systems for Engagement & Accountability
 - a. Implement consistent use of Minga for hall passes and Advisory/Flex to improve supervision and accountability, and support varied enrichment activities
 - b. Utilize Minga check-ins at school events to track and increase student participation



Priority 2: Engaged Students

SPSA Goal #3: Equity-Centered Systems

Actions

1. Strengthen MTSS Structures & Data Use
 - a. Develop and implement a clear MTSS framework with defined Tier 1, 2, and 3 supports and consistent referral pathways
 - b. Use attendance, course performance, and behavior data for early identification and ongoing progress monitoring
2. Improve Consistency of Student Support Systems
 - a. Standardize SST and 504 processes, including timelines, documentation, and family communication
 - b. Define and implement clear expectations for Flex time as a structured intervention and support period
3. Collaboration & Role Clarity
 - a. Establish shared protocols across counselors, administrators, and support staff
 - b. Strengthen coordination through regular data review meetings and documented follow-up



Priority 5: Equity-Centered Systems

4. School Culture & Portrait of Graduate Initiatives



Honoring Our Past, Connecting to Our Future

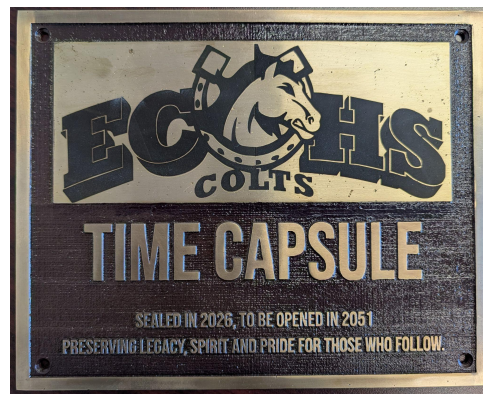
- 25-year-old time capsule opened with students and community
- Artifacts reflected past student experiences, values, and aspirations
- Students engaged in reflection on how ECHS has changed, and what remains constant
- Reinforces identity, belonging, and connection across generations



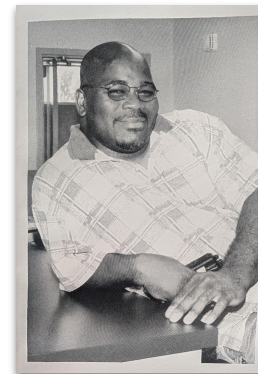
ECHS Alumni



2001 - 2026



2026 - 2051



Ron Haynes



Priority 2: Engaged Students

California Distinguished School 2026



Ms Tam and Ms Chan



This recognition reflects the systems and instructional work you saw earlier.



5. Closing



