

Environmental Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Ms. KC Villoria

Principal, Environmental Charter High

About Our School

Environmental Charter High School is part of a growing network of free public schools in South Los Angeles driven to prepare college-bound leaders who care about their communities. Our mission is to create and deliver vibrant, innovative, interdisciplinary learning opportunities using the environment to engage students and connect them to the wider world. Our students are equipped with the knowledge and skills to graduate from college, inspired to discover their own sense of purpose and empowered to become quality stewards of their communities. Although our campus is just steps from one of the busiest freeways, our campuses are alive with more than 100 varieties of fruits and vegetables, a living stream, school-wide composting, a solar-powered greenhouse and more campus-wide solutions to current environmental challenges—all of these offering students and teachers real world examples for their teaching and learning.

Through our best practices of small learning communities, interdisciplinary curriculum and assessment, authentic and relevant instruction, environmental and project-based learning and collaboration with partners our ECHS students develop themselves to think critically, communicate collaboratively and contribute creatively to his/her world. Our unique educational model has earned recognition locally and nationally – ranging from Los Angeles County Office of Education to the President of the United States, who chose ECHS as one of only six schools as a Race to the Top Commencement Challenge finalist. Most importantly, ECHS is transforming and revitalizing the communities it serves through its high-quality education and its commitment to service and positive youth empowerment.

I look forward to continuing ECHS' amazing work and collaborating with you and your family. Come on a campus tour and let's begin opening all the possibilities and opportunities that can be afforded to you as an ECHS student.

Respectfully,

K.C. Villoria, ECHS Principal

Contact

*Environmental Charter High
16315 Grevillea Ave.
Lawndale, CA 90260-2858*

*Phone: 310-214-3400
E-mail: kc_villoria@ecsonline.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Environmental Charter High School
Phone Number	(310) 214-3400
Superintendent	Alison Suffet-Diaz
E-mail Address	Alison@ecsonline.org
Web Site	http://www.ecsonline.org

School Contact Information (School Year 2016-17)	
School Name	Environmental Charter High
Street	16315 Grevillea Ave.
City, State, Zip	Lawndale, Ca, 90260-2858
Phone Number	310-214-3400
Principal	Ms. KC Villoria
E-mail Address	kc_villoria@ecsonline.org
Web Site	www.echslawndale.org
County-District-School (CDS) Code	19646911996438

Last updated: 1/30/2017

School Description and Mission Statement (School Year 2016-17)

Steps from one of the busiest freeways in the world, the award-winning, free public Environmental Charter High School (ECHS) works preparing students for 4-year colleges by equipping all students with the knowledge and skills to graduate from college while inspiring them to discover their own sense of purpose. ECHS hopes to empower them to become quality stewards of their community and world.

Since its inception in 2000, ECHS has provided students with a unique learning experience that utilizes environmental service learning to inspire students to find authentic meaning in their studies. ECHS is part of a growing network of schools--spanning 6th to 12th grades--and serves students from South Los Angeles neighborhoods that have crime rates twice the national average, low levels of educational attainment, and high levels of poverty. Our results are students who are resilient, prepared for college, motivated to continue their learning, and desire to positively contribute to their community.

Environmental Charter Schools place an emphasis on experiential, project-based learning that engages students as it prepares them to become leaders in their communities. ECHS design principles include a small learning community; a challenging, interdisciplinary core academic curriculum; authentic challenges culminating in service learning projects; and partnerships with the local community. We believe that students learn better in smaller environments, where there is much support from teachers, parents, and the community. We hold students to high expectations by providing only a college prep path. This means that students cannot receive Ds and that they always take the most rigorous course load available, including four years of math, history, and other core subjects, as well as Advanced Placement (AP) courses for many of our students. Not only will all of our students graduate with the A-G requirements needed for admission into the California State University (CSU) and University of California (UC) systems, but they will apply and be admitted to a four-year college as a requirement for graduation. Our teachers use learning expeditions, problem-based learning, thematic interdisciplinary instruction, and service learning instructional strategies to make connections, so students can apply content standards to real-world problems in the local community. The instructional pedagogy is consistent with the development of students' higher order thinking skills.

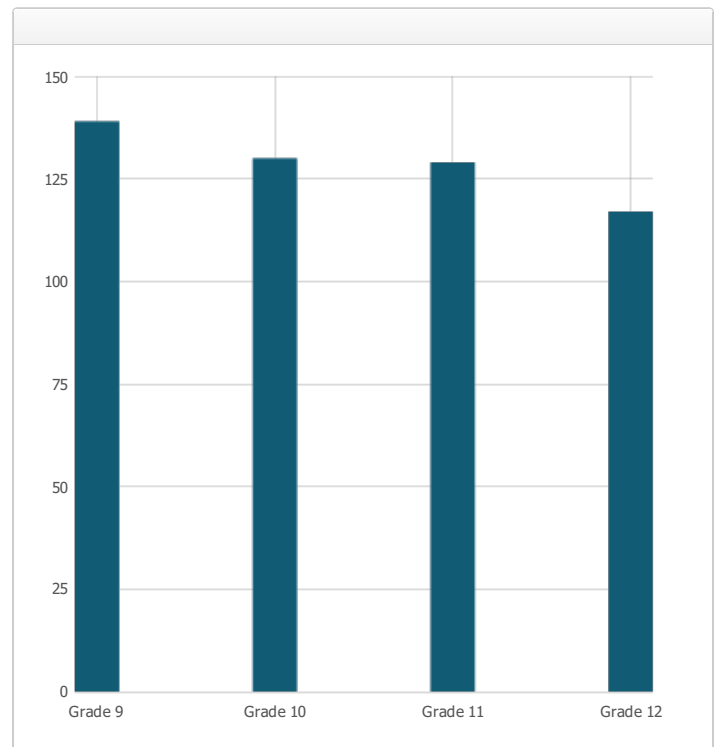
In 2015-16 ECHS continued partnership with organizations, including Nature Conservancy's LEAF internship, College Match, and PEN and the Community. Students also traveled to Washington DC with the Pacific Crest Trail Association for "Hike the Hill," where they advocated to legislators in congress for The National Trail System. All grade levels participated in outdoor education field trips. 9th graders traveled to Catalina to snorkel, kayak, and compost. 10th graders went base camping in Joshua Tree. 11th graders backpacked in San Rafael Wilderness and Los Padres National Forest, and seniors engaged in a three-day urban adventure exploring the resources of Los Angeles using public transportation.

Last updated: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

ECHS serves grades 9-12.

Grade Level	Number of Students
Grade 9	139
Grade 10	130
Grade 11	129
Grade 12	117
Total Enrollment	515



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	10.8 %
American Indian or Alaska Native	0.0 %
Asian	4.6 %
Filipino	0.0 %
Hispanic or Latino	75.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	4.3 %
Two or More Races	0.0 %
Other	4.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.9 %
English Learners	7.9 %
Students with Disabilities	7.1 %
Foster Youth	0.0 %

Last updated: 1/19/2017

A. Conditions of Learning

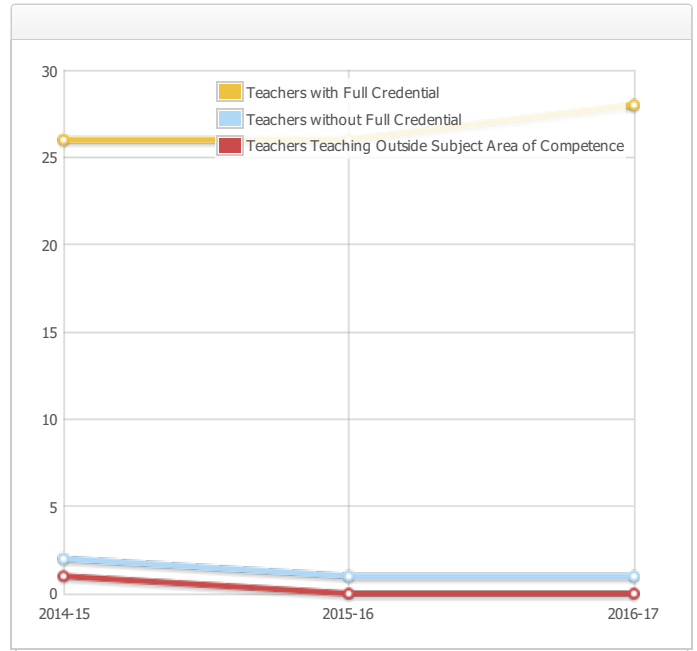
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

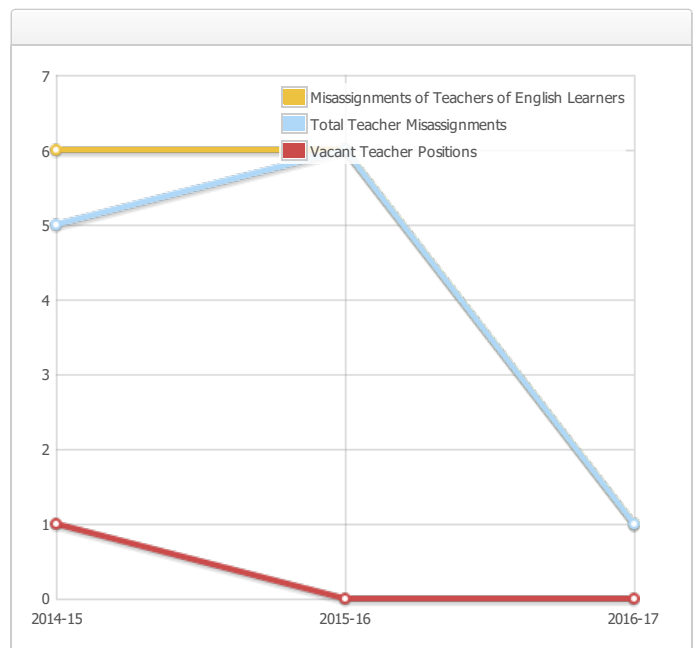
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	26	28	28
Without Full Credential	2	1	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	6	6	1
Total Teacher Misassignments*	5	6	1
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	90.0%	10.0%
All Schools in District	90.0%	10.0%
High-Poverty Schools in District	90.0%	10.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: The American Experience Common Core Edition	Yes	0.0 %
Mathematics	McDougal Littell Algebra 1 by Larson c 2007 Mc Dougal Littell Geometry by Larson c 2007 Mc Dougal Littell Algebra 2 by Larson c 2007 Houghton Mifflin Precalculus : for advanced high school students by Larson c 2006 Calculus by Larson c 2005	Yes	0.0 %
Science	McDougal Littell Biology by Stephen Nowicki c 2008 Brooks/Cengage World of Chemistry by Zumdahl c 2007 Holt Physics by Serway c 2002 Living in the Environment by Miller c 2004	Yes	0.0 %
History-Social Science	Cengage The American Pageant.by Kennedy c 2008 The Western Heritage : AP Edition Since 1300 Kagan c2007	Yes	0.0 %
Foreign Language	Reflexiones Introduccion a la literatura hispanica Rodriguez c 2013 Prentice Hall Realidades by Boyles 2008	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/30/2017

School Facility Conditions and Planned Improvements

ECHS leases a two-acre site owned by Lawndale Elementary School District (LESD). The classrooms are located in buildings established in 1942 and 1952, as well as in portable classrooms that have been added to the campus. ECHS and LESD have made many significant safety updates and renovations to the facility, leaving the buildings in adequate condition overall. The ECHS campus is equipped with wireless Internet for all staff, students and guests and all classrooms have digital LCD projectors and document cameras. Some classrooms also have SMARTBoard technology. Students and teachers also have access to a full library, computer lab, and a laptop cart in every classroom.

What is most notable about our unique learning environment, however, is the intentional design of our facility to further our school's mission. The environment is an integral part of what we do. Our inspiring and interactive living campus brings learning to life while also serving as a model of sustainable living and ecological design for the entire community. Some examples of our unique facilities design include:

- A living stream and arroyo riverbed which help to minimize urban runoff and provide many hands-on science lab lessons
- Outdoor classrooms and an outside amphitheater, used for performances, presentations and classroom lessons
- Edible gardens throughout campus where we grow our own organic food
- Over 75 fruit trees, which serve as "free vending machines"
- A solar-powered greenhouse used for horticulture labs and to demonstrate closed-loop systems and sustainability
- Composting and recycling systems to divert much our waste from the landfill
- Rain barrels and a cistern to collect and harvest over 1,000 gallons of rainwater
- Energy-efficient technology, including timers and sensors on our lights
- On-campus bike-shop where students learn how to build and fix their own bikes, learn bike safety and host community workshops
- On-campus student-run store which specializes in sustainable snacks, school supplies, lifestyle products and clothing

ECHS employs a full time facilities engineer and a part-time gardening specialist both of whom help to maintain a safe and clean campus on a daily basis. Walkthroughs and informal inspections of campus are conducted regularly in order to continually maintain a safe and secure campus. As we continue to develop our indoor and outdoor learning spaces, we are constantly seeking ways to keep up with technology, make campus as secure as possible, and further our mission through creative campus design.

The following school improvements have been completed:

- Increased bandwidth across campus to support technology in learning
- Replace doors to the library
- Replace two SMARTBoard projectors in two classrooms
- Removed carpet and switched to polished concrete flooring in offices and classrooms
- Installed timers on outdoor lights to conserve energy
- Replaced induction lights and installed LEDs
- Asbestos removal in classrooms
- Upgraded science facilities and counters

- Repair drinking water filtration system in upper campus
- Added LED lights in hallways

Outstanding improvements in the works are:

- Replace and repair aquaponics system in solar-powered greenhouse
- Upgrade lower campus buildings with central air conditioning
- Replacing and repairing living stream system

Last updated: 2/1/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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Last updated: 1/17/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	70.0%	68.0%	70.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	36.0%	33.0%	36.0%	33.0%	33.0%	37.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	134	132	98.5%	70.0%
Male	65	64	98.5%	66.0%
Female	69	68	98.5%	75.0%
Black or African American	19	18	94.7%	72.0%
American Indian or Alaska Native	--	--	--	--
Asian	6	6	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	97	97	100.0%	68.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	4	4	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	113	112	99.1%	70.0%
English Learners	5	5	100.0%	--
Students with Disabilities	7	7	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	134	132	98.5%	33.0%
Male	65	64	98.5%	23.0%
Female	69	68	98.5%	41.0%
Black or African American	19	18	94.7%	33.0%
American Indian or Alaska Native	--	--	--	--
Asian	6	6	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	97	97	100.0%	28.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	4	4	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	113	112	99.1%	27.0%
English Learners	5	5	100.0%	--
Students with Disabilities	7	7	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	35.0%	53.0%	40.0%	35.0%	53.0%	40.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	130	125	96.1%	40.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	16	16	100.0%	38.0%
American Indian or Alaska Native	--	--	--	--
Asian	1	1	100.0%	--
Filipino	3	3	100.0%	--
Hispanic or Latino	99	94	95.0%	37.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	9	8	89.0%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	102	100	98.0%	41.0%
English Learners	15	14	93.0%	7.0%
Students with Disabilities	12	11	92.0%	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	93.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.6%	24.1%	32.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We believe that parent involvement is critical for student success. Parents are invited to school for many events, including Back to School Night, student presentations, Earth Carnival, and Honor Breakfasts. We ask parents to attend parent conferences three times a year, and they are also encouraged to attend special meetings for discipline, attendance, enrollment, grade-level overnight field trips, college admissions and financial aid. There is also an open-door invitation for parents to visit classrooms. Board meetings are publicized, and parents are continually invited. Additionally, School Site Council and Families of ECHS exist to enhance parent leadership at ECHS. Family counseling sessions are available for families who request it or who are referred through our discipline process. Furthermore, we invite parents to our seasonal parent education series offered at various points each semester. Spanish translators are available for all meetings; all parent mailings, phone system messages and email messages are also offered in both English and Spanish.

State Priority: Pupil Engagement

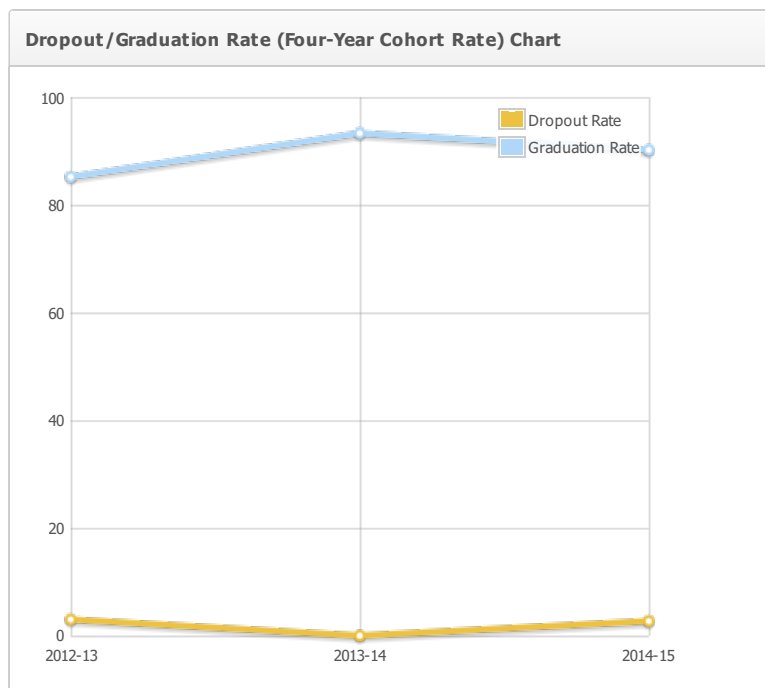
Last updated: 1/17/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.0%	0.0%	2.7%	3.0%	0.0%	2.7%	11.4%	11.5%	10.7%
Graduation Rate	85.20	93.30	90.20	85.20	93.30	90.20	80.44	80.95	82.27



Last updated: 1/17/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	90	90	85
Black or African American	91	91	77
American Indian or Alaska Native	0	0	75
Asian	100	100	99
Filipino	0	0	97
Hispanic or Latino	87	87	84
Native Hawaiian or Pacific Islander	100	100	85
White	100	100	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	89	89	77
English Learners	44	44	51
Students with Disabilities	100	100	68
Foster Youth	--	--	--

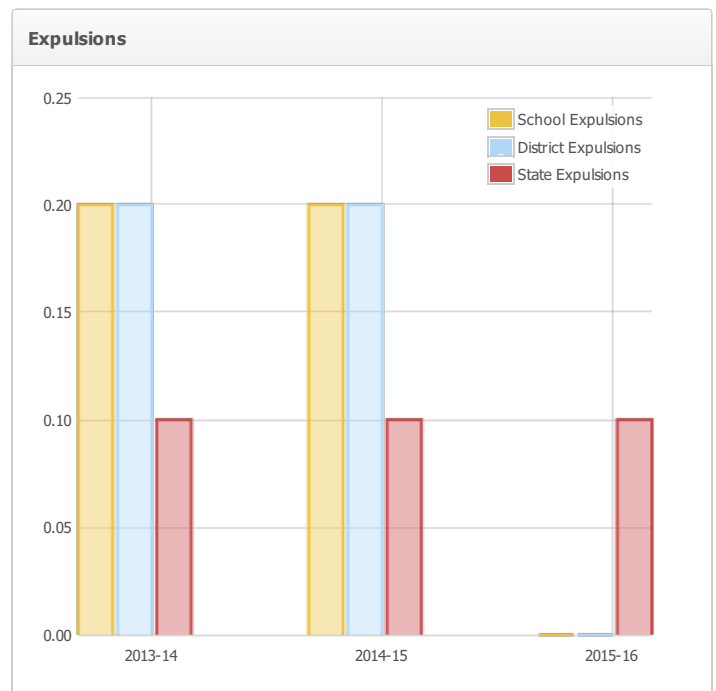
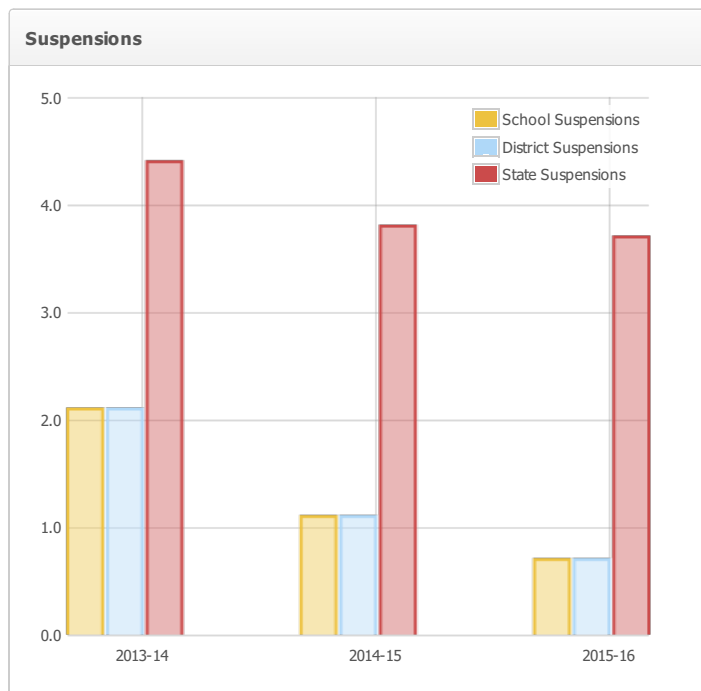
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.1	1.1	0.7	2.1	1.1	0.7	4.4	3.8	3.7
Expulsions	0.2	0.2	0.0	0.2	0.2	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Consistently, students and parents widely report that ECHS is a safe place. In fact, safety is one of the primary reasons that parents cite for choosing ECHS. ECHS has a board-approved [emergency plan](#) in place, which is reviewed annually by the Principal and Director of Operations, followed by ongoing training of all staff members. Fire, earthquake, and lockdown drills are held regularly to provide students and staff practice opportunities in the case of a real emergency. Our facilities engineer does an excellent job of maintaining a clean campus, free of safety hazards. Our team of four campus safety officers provides a high level of campus security and is able to prevent most potential problems before they occur. ECHS faculty and staff also work diligently to prevent bullying and harassment to create a safe and positive learning environment. Staff members are trained annually by our Student Services Team (counselors and therapist) on preventing and reporting incidences of bullying, child abuse, or other mandatory reporting requirements. The school counselor and outside agencies are available for ongoing counseling needs and for consultation in the event of a student crisis.

Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	88.9%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	3	16	2	28.0	2	18		26.0	1	19	0
Mathematics	28.0	4	12	3	27.0	4	13	2	27.0	5	11	4
Science	28.0	2	21	2	25.0	9	15	1	27.0	2	16	2
Social Science	31.0	2	9	3	28.0	2	10	2	29.0	1	9	4

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

ECHS receives outside services to provide students with speech services and mental health services. ECHS also has a regular school psychologist, who is employed through SELPA.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	171.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)		N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9535.7	\$1185.1	\$8350.5	\$54224.0
District	N/A	N/A	\$8350.5	\$54224.0
Percent Difference – School Site and District	--	--	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	5.0%	-25.0%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

ECHS receives federal and state funds to support programs and supplemental services for our students. Specifically, each year we receive Title 1 funding. This year, money funded salaries for a data coach and an English Learner Coordinator to better track and serve underperforming students. Federal and state funding also supports students with identified needs. Each year we use this money to provide additional services for students with identified needs.

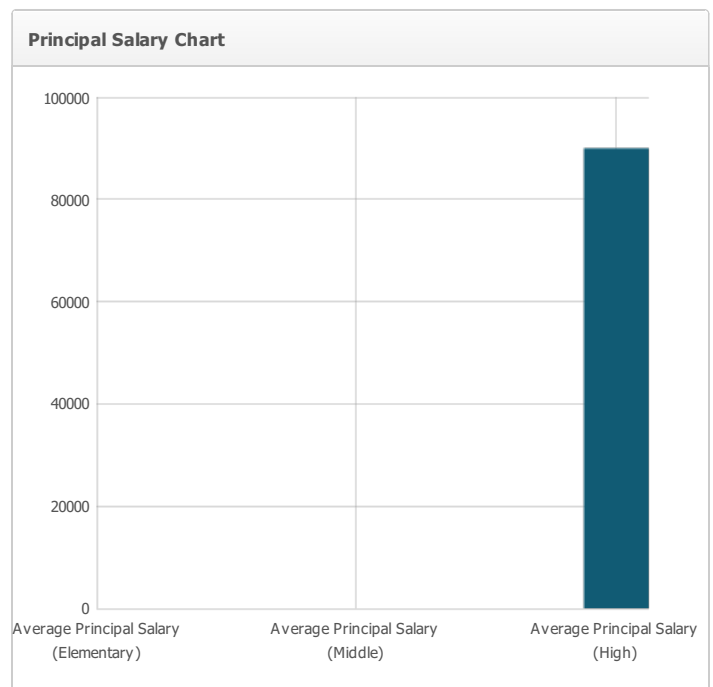
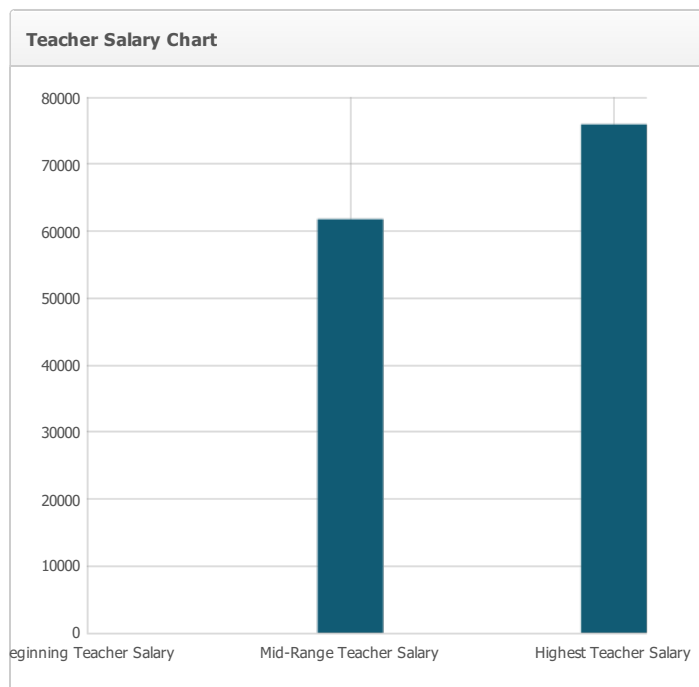
ECHS also supports student learning through various types of grant funding and donations. Our after-school program grant, initially awarded in 2007, ended in 2010-11 to provide our students with remediation and enrichment programs. We've picked up additional foundational grants to provide a new slate of specific projects and programs, including facilities expenditures, instructional materials and technology, professional development, and specific programming.

Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$44,573
Mid-Range Teacher Salary	\$61,777	\$72,868
Highest Teacher Salary	\$75,935	\$92,972
Average Principal Salary (Elementary)	--	\$116,229
Average Principal Salary (Middle)	--	\$119,596
Average Principal Salary (High)	\$90,000	\$121,883
Superintendent Salary	\$126,787	\$201,784
Percent of Budget for Teacher Salaries	35.0%	39.0%
Percent of Budget for Administrative Salaries	8.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	6	41.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/17/2017

Professional Development

ECCHS's professional staff spends an extraordinary amount of time and effort in professional development. All professional staff members participate in a ten- or fifteen-day professional development program prior to the start of the school year, where new and continuing faculty members are oriented on the school's goals and best practices and spend time analyzing student performance data, scope and sequencing curriculum, planning interdisciplinary curriculum, exploring best instructional practices, and ensuring progress towards annual school goals.

Professional development continues throughout the year with eight additional professional development days, and weekly professional development and collaboration sessions each Tuesday and Thursday morning. School-wide professional development initiatives are aligned to students' achievement of the standards and our Expected Schoolwide Learning Results. Some of our ongoing staff training activities include student achievement data analysis, collaborative benchmark analysis, videotape analysis, project-based learning, interdisciplinary instruction, reading/writing strategies across the curriculum, instructional differentiation, service learning, and career and college counseling.

Additionally, each teacher is professionally supported by an instructional coach with regular ongoing observations and videotape analysis.

Last updated: 1/17/2017