

Environmental Charter High School

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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. Katherine C. Fabiero

Principal, Environmental Charter High School

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, 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. Fabiero, ECHS Principal

Contact

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

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Environmental Charter Schools
Phone Number	(310) 214-3408
Superintendent	Alison Diaz
E-mail Address	alison@ecsonline.org
Web Site	http://www.ecsonline.org

School Contact Information (School Year 2018—19)	
School Name	Environmental Charter High School
Street	16315 Grevillea Ave.
City, State, Zip	Lawndale, Ca, 90260-2858
Phone Number	310-214-3400
Principal	Ms. Katherine C. Fabiero
E-mail Address	kc_fabiero@ecsonline.org
Web Site	http://www.ecsonline.org
County-District-School (CDS) Code	19646911996438

Last updated: 1/21/2019

School Description and Mission Statement (School Year 2018—19)

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.

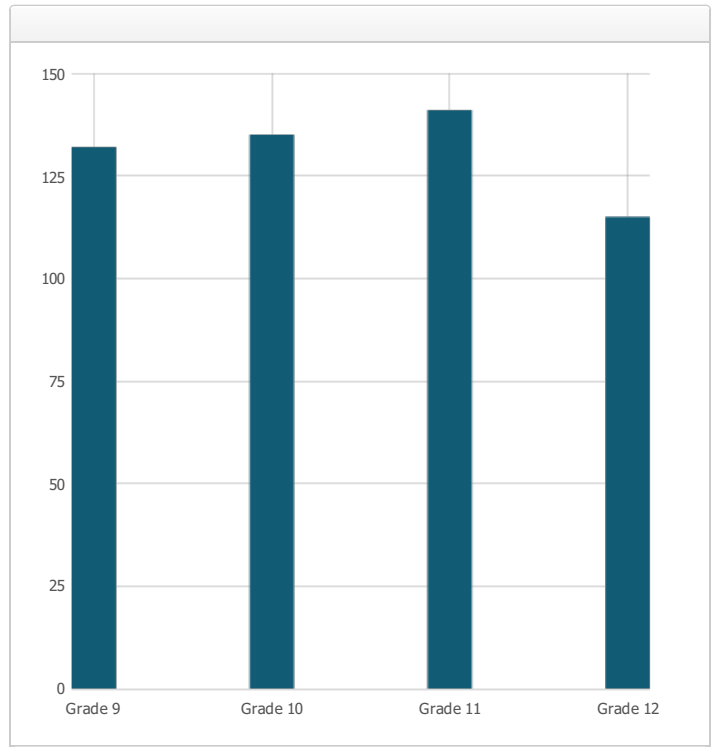
In 2017-18, ECHS continued partnerships with organizations, including Nature Conservancy's LEAF internship, College Match, and GetLit. Students also traveled to Washington DC with the Pacific Crest Trail Association for "Hike the Hill," where they lobbied Congress for The National Trail System. All grade 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 Joshua Tree, and seniors traveled to Yosemite for a five-day trip with NatureBridge.

Last updated: 1/21/2019

Student Enrollment by Grade Level (School Year 2017–18)

ECHS serves grades 9-12.

Grade Level	Number of Students
Grade 9	132
Grade 10	135
Grade 11	141
Grade 12	115
Total Enrollment	523



Last updated: 1/16/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	7.5 %
American Indian or Alaska Native	%
Asian	1.5 %
Filipino	1.7 %
Hispanic or Latino	83.0 %
Native Hawaiian or Pacific Islander	%
White	4.2 %
Two or More Races	0.2 %
Other	1.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.5 %
English Learners	8.8 %
Students with Disabilities	9.0 %
Foster Youth	%

A. Conditions of Learning

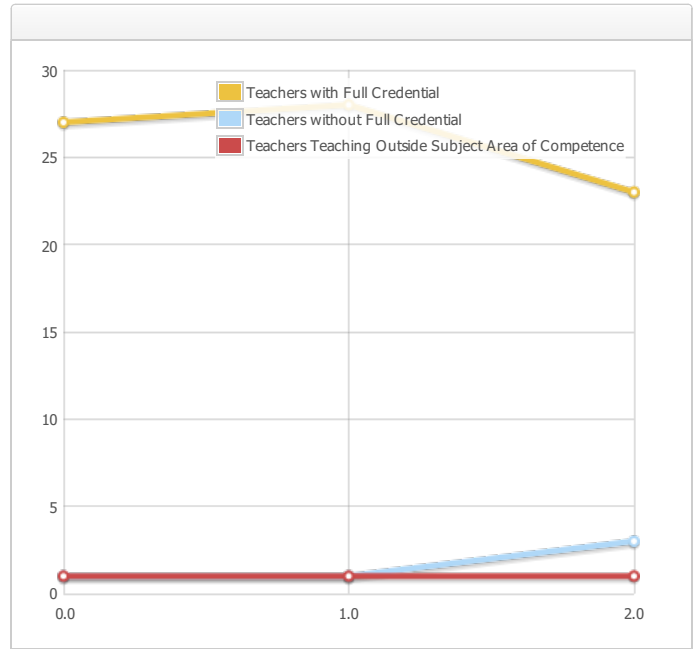
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	27	28	23	
Without Full Credential	1	1	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	



Last updated: 1/25/2019

Teacher Misassignments and Vacant Teacher Positions

Some of the misassigned teachers of English learners have passed one or more exams/taken classes to obtain their EL authorization and are still in the process of completing those exams/classes.

Many of the misassigned teachers are university interns currently working toward their credentials or who are waiting for their credential applications to be granted by CTC.

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	4	1	2
Total Teacher Misassignments*	5	1	3
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2018

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 2017 18th Edition	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: 1/21/2019

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, printers, 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 helps 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

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 the 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
- Replacing and repairing living stream system

Outstanding improvements in the works are:

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

Last updated: 1/22/2019

Year and month of the most recent FIT report: November 2018

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: November 2018

Overall Rating	Good
----------------	------

Last updated: 1/21/2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	70.0%	61.0%	70%	61%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	31.0%	31.0%	31%	31%	37.0%	38.0%

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/16/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	137	137	100.00%	61.31%
Male	66	66	100.00%	48.48%
Female	71	71	100.00%	73.24%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	117	117	100.00%	62.39%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	117	117	100.00%	62.39%
English Learners	--	--	--	
Students with Disabilities	12	12	100.00%	33.33%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/16/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	137	136	99.27%	30.88%
Male	66	66	100.00%	33.33%
Female	71	70	98.59%	28.57%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	117	117	100.00%	29.06%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	117	116	99.15%	31.03%
English Learners	--	--	--	
Students with Disabilities	12	12	100.00%	16.67%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/16/2019

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/16/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	23.0%	22.2%	15.9%

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: 1/16/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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 Roll recognition. 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, English Learner Advisory Committee, and Families of ECHS exist to enhance parent leadership at ECHS. Furthermore, we invite parents to our seasonal parent education series offered at various points each semester. Spanish translators are available for meetings; all parent mailings, phone system messages, and email messages are also offered in both English and Spanish.

State Priority: Pupil Engagement

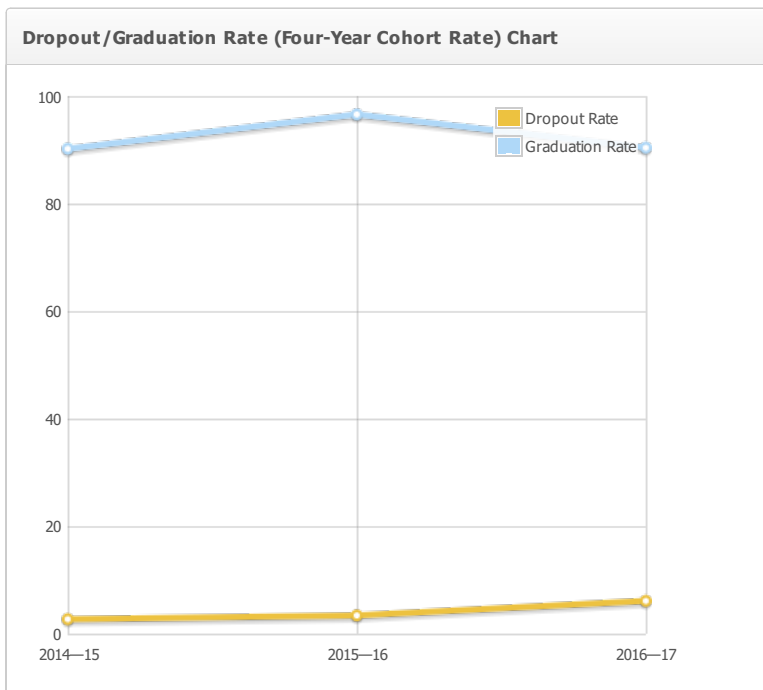
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	2.7%	3.4%	--	--	10.7%	9.7%
Graduation Rate	90.2%	96.6%	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	6.1%	--	9.1%
Graduation Rate	90.4%	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/25/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	88.0%	88.0%	88.7%
Black or African American	92.9%	92.9%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	90.8%	90.8%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	90.4%	90.4%	88.6%
English Learners	0.0%	0.0%	56.7%
Students with Disabilities	83.3%	83.3%	67.1%
Foster Youth	0.0%	0.0%	74.1%

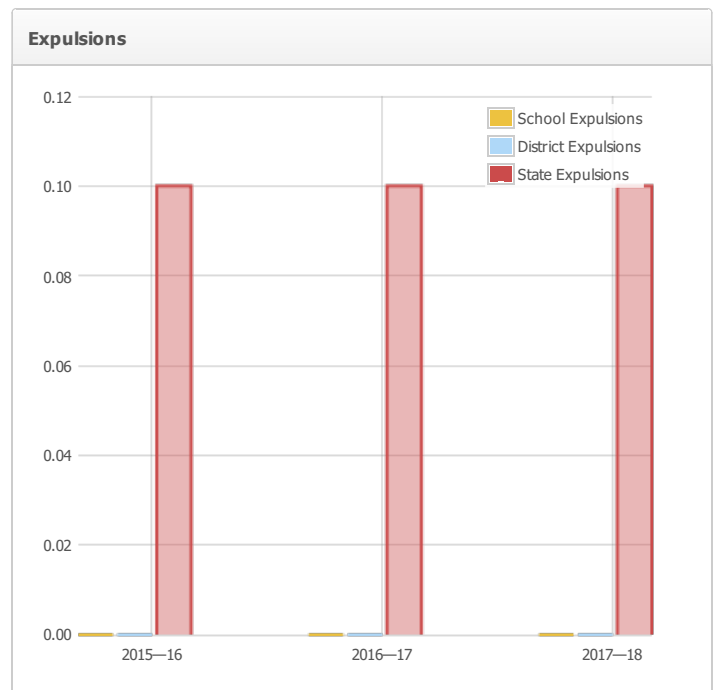
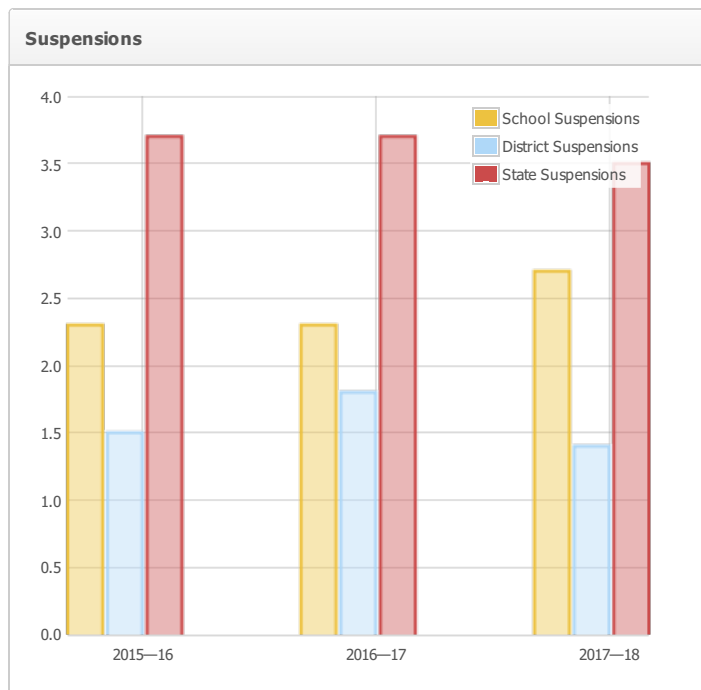
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.3%	2.3%	2.7%	1.5%	1.8%	1.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

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 Human Resources department and 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.

For the 2018-19 school year, the school safety plan was last reviewed and updated in January 2019.

Last updated: 1/22/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	5	18	
Mathematics	26.0	5	14	1
Science	26.0	3	20	2
Social Science	28.0	2	11	1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	7	14	1
Mathematics	26.0	4	14	2
Science	26.0	6	18	1
Social Science	28.0	1	11	2

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	8	14	2
Mathematics	25.0	6	14	1
Science	27.0	2	19	1
Social Science	28.0	1	16	2

* 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: 1/16/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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	174.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	14.0	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: 1/21/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11879.0	\$1134.0	\$10745.0	\$64920.0
District	N/A	N/A	\$10745.0	\$64920.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

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.

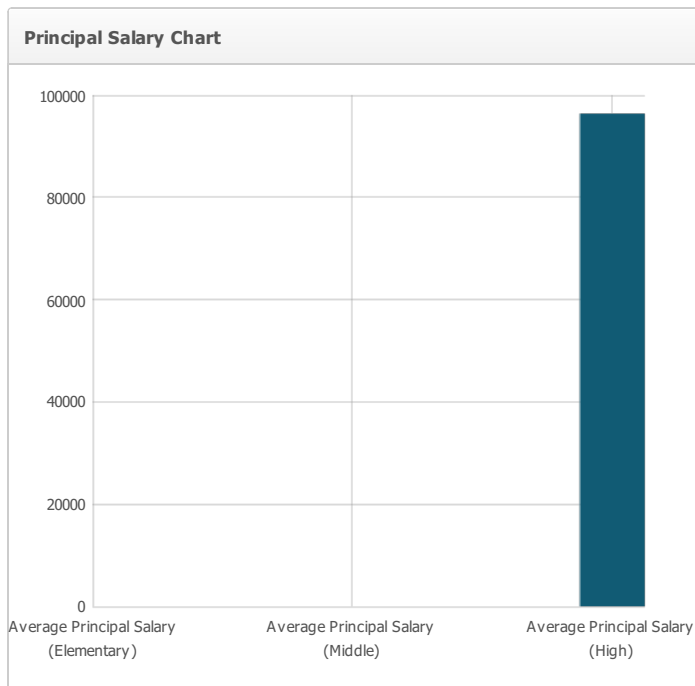
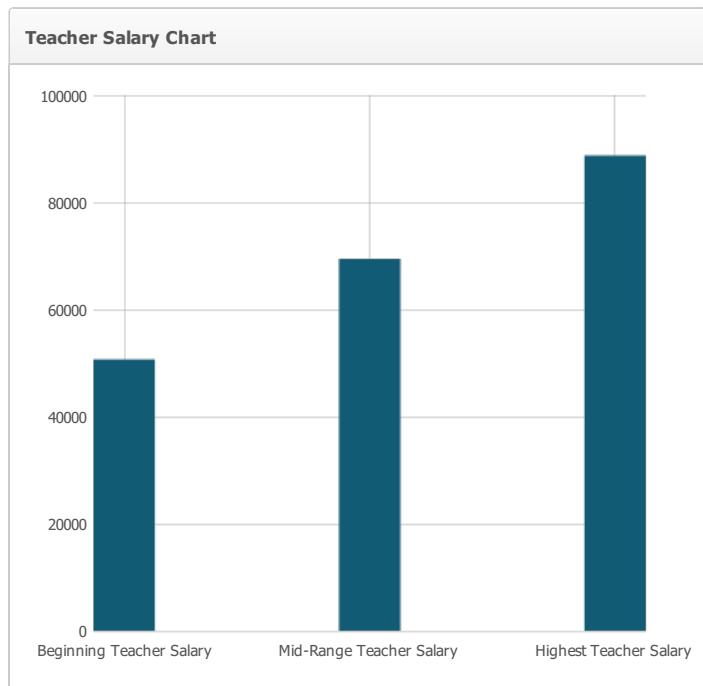
ECHS also supports student learning through various types of grant funding and donations. Our after-school program grant, initially awarded in 2007, ended in 2010-11 to provide our students with remediation and enrichment programs. We've picked up additional foundational grants to provide a new slate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

Last updated: 1/22/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,665	\$50,084
Mid-Range Teacher Salary	\$69,418	\$80,256
Highest Teacher Salary	\$88,723	\$100,154
Average Principal Salary (Elementary)	--	\$125,899
Average Principal Salary (Middle)	--	\$130,255
Average Principal Salary (High)	\$96,390	\$128,660
Superintendent Salary	--	\$222,447
Percent of Budget for Teacher Salaries	--	37.0%
Percent of Budget for Administrative Salaries	--	5.0%

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



Last updated: 1/25/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	5	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	12	42.3%

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

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

Last updated: 1/16/2019

Professional Development

ECHS'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 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 Schoolwide Learner Outcomes. 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: 1/22/2019