Environmental Charter High

School Accountability Report Card
Reported Using Data from the 2018—19 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/fg/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 Fabiero

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 reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. 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 students develop themselves to think critically, communicate collaboratively and contribute creatively to their world. Our unique educational model has earned recognition locally and nationally, and in 2018-2019, ECHS was recognized as a Top Los Angeles School for its work in improving student achievement for LatinX students. 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
16315 Grevillea Ave.
Lawndale, CA 90260-2858

Phone: 310-214-3400
Email: kc_fabiero@ecsonline.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Lawndale Elementary
Phone Number	(310) 973-1300
Superintendent	Betsy Hamilton
Email Address	betsy_hamilton@lawndalesd.net
Website	www.lawndalesd.net

School Contact Information (School Year 2019—20)	
School Name	Environmental Charter High
Street	16315 Grevillea Ave.
City, State, Zip	Lawndale, Ca, 90260-2858
Phone Number	310-214-3400
Principal	Ms. Katherine Fabiero
Email Address	kc_fabiero@ecsonline.org
Website	http://www.ecsonline.org
County-District-School (CDS) Code	19646911996438

Last updated: 1/24/2020

School Description and Mission Statement (School Year 2019—20)

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 2018-19, 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 Idyllwild. 11th graders backpacked in Joshua Tree, and seniors traveled to Yosemite for a five-day trip with NatureBridge.

Last updated: 1/24/2020

Student Enrollment by Grade Level (School Year 2018—19)

ECHS serves grades 9-12.

Grade Level	Number of Students
Grade 9	135
Grade 10	131
Grade 11	131
Grade 12	126
Total Enrollment	523
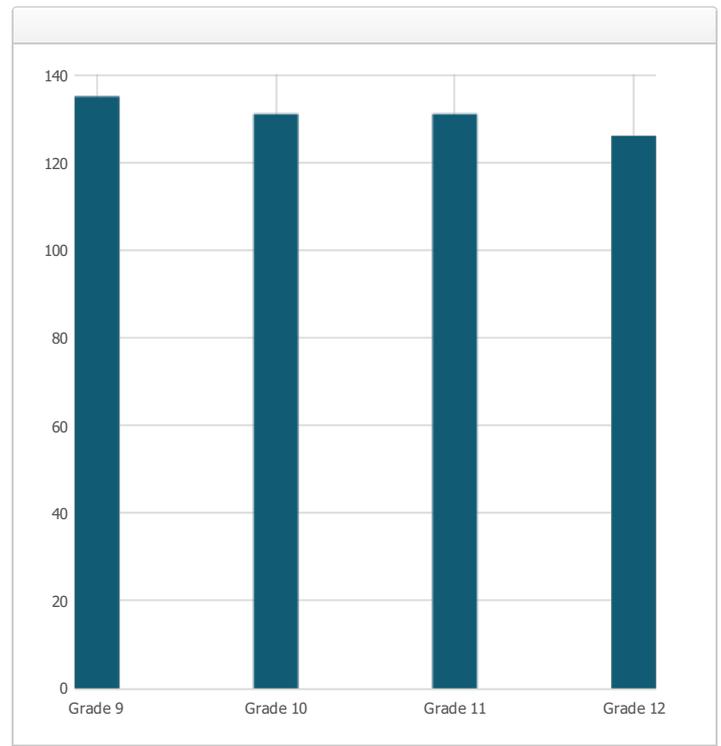
Last updated: 1/24/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	6.50 %
American Indian or Alaska Native	%
Asian	2.50 %
Filipino	1.50 %
Hispanic or Latino	83.90 %
Native Hawaiian or Pacific Islander	%
White	3.80 %
Two or More Races	0.20 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.40 %
English Learners	7.60 %
Students with Disabilities	8.80 %
Foster Youth	%
Homeless	%

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	28	23	30	
Without Full Credential	1	3	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	
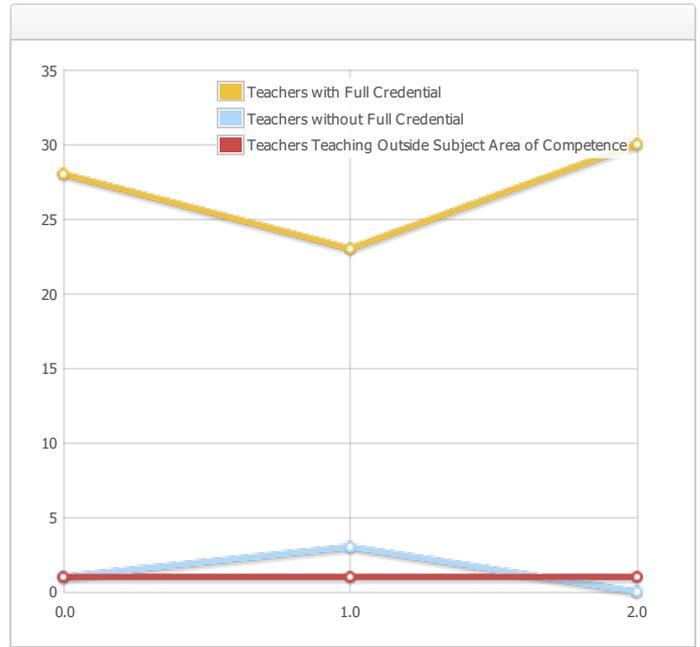
Last updated: 1/31/2020

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	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	4	1	0
Total Teacher Misassignments*	5	1	1
Vacant Teacher Positions	0	0	0
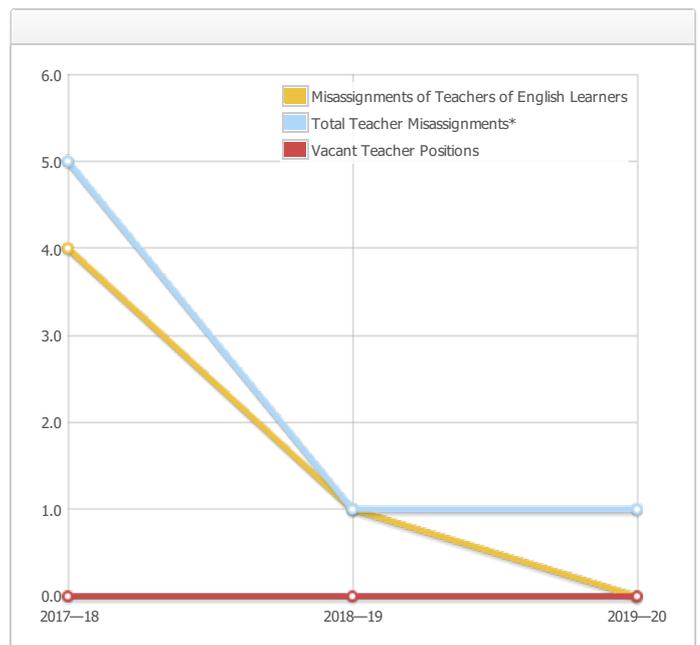
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other 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	0.00 %
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	0.00 %
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	0.00 %
History-Social Science	Cengage The American Pageant.by Kennedy c 2008 The Western Heritage : AP Edition Since 1300 Kagan c2007	Yes	0.00 %
Foreign Language	Reflexiones Introduccion a la literatura hispanica Rodriguez c2013 Prentice Hall Realidades by Boyles 2008	Yes	0.00 %
Health	N/A		0.00 %
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: 1/24/2020

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 an 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:

- Installed innovative, high-quality student desks, science tables, science stools, cabinets, and other classroom furniture

- Outfitted high-end short throw projectors in 12+ classrooms

- Implemented cool roof, insulation, and energy-efficient classroom and outdoor lights through Prop 39 energy efficiency grant

- Repaired water pump for cistern

- Equipped AC units with lockboxes and timers

- Devised drainage system by rerouting rainwater into the river-bed to reduce flooding along pathways

Last updated: 1/24/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

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 2019

Overall Rating	Exemplary

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	71.31%	50.0%	51.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	31.0%	36.44%	36.0%	39.0%	38.0%	39.0%

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: 1/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	129	98.47%	1.53%	71.32%
Male	64	63	98.44%	1.56%	73.02%
Female	67	66	98.51%	1.49%	69.70%
Black or African American	12	11	91.67%	8.33%	45.45%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	107	107	100.00%	0.00%	71.96%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	107	106	99.07%	0.93%	70.75%
English Learners	19	19	100.00%	0.00%	42.11%
Students with Disabilities	13	11	84.62%	15.38%	18.18%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/24/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	129	98.47%	1.53%	36.43%
Male	64	63	98.44%	1.56%	41.27%
Female	67	66	98.51%	1.49%	31.82%
Black or African American	12	11	91.67%	8.33%	18.18%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	107	107	100.00%	0.00%	34.58%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	107	106	99.07%	0.93%	37.74%
English Learners	19	19	100.00%	0.00%	5.26%
Students with Disabilities	13	11	84.62%	15.38%	0.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/24/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	98.18%

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 2018—19)

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	27.90%	23.80%	12.30%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/24/2020

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 2019—20)

One of the ECS's five best practices is "Collaborating with Partners." Our Best Practices rubric describes effective collaboration with families, including open and professional communication that is positive, prompt and provides parents the tools they need to support their student. We emphasize consistent communication that empowers families to be active supporters of their students' learning. Teachers and staff are provided explicit feedback and professional development on this best practice. Site leaders meet weekly for professional development and also to share strategies they've implemented on their sites that have been most effective in improving staff collaboration with families.

All new parents participate in orientation meetings at the beginning of the school year where the school's educational program, which is designed to equip all students to graduate from college by mastering the state standards, is explored. Parents are also taught how to access students' course grades and assignments through our online portal and to review the progress reports sent home weekly. Families also learn about our wide range of communication methods, such as newsletters, signboards, automated calls and texts, and workshops. At the start of each school year, new and returning families and students attend meetings led by teachers and administrators that support their understanding of the standards, state and local assessments. This support continues during workshops, parent conferences, committee meetings and paper and digital communications, where parents learn more about our unique program, how to monitor and support their student's learning and how to collaborate with school staff. We notify families about programs such as Medi-Cal and ensure our eligible families know about discounted utilities. We partner with organizations like the YMCA, College Match to provide additional resources to families.

Throughout the year, ECHS holds events to involve parents and families and the larger community in our students' education. These events allow parents, community members, partners and other stakeholders to interact and communicate with teachers and staff on a regular basis, and these events also allow students to showcase their learning. Parent and Family Conferences were used at ECHS to present test scores such as NWEA and PSAT growth as well.

ECHS has two parent groups in charge of decision-making, the School Site Council (SSC), English Learner Advisory Council (ELAC). Parents asked that conferences be presented in separate rooms because translating from English to Spanish for each slide takes more time and deters parents from wanting to attend a meeting that is longer than it needs to be. Families also have opportunities to participate in focus groups as part of program evaluation. Audits of special education program and English Language Development programs include interviews with families whose students have exceptionalities and/or are English learners. Our school does not typically have a migratory student population, however any migratory students are provided with supports in their native language, as are non-migratory students. We also partner with immigrants rights organizations who provide educational workshops on campus. ECHS provides workshops for parents to share strategies for supporting their students' achievement, including support using technology, loaner laptops, and extensive support applying to colleges, filling in the FAFSA and navigating scholarship and aid offers from schools.

Development of school policies, procedures, budget allocations and strategic plans, including the LCAP and SPSA, include the input of parents. Our SSC and ELAC review academic and climate data and provide input on planned actions and related expenditures. As part of the Equity and Diversity Committee (EDC), families analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program. In addition, parent input on surveys is reviewed and considered by SSC, ELAC and the EDC and informs the development of the LCAP and other school plans and policies. Data on parent attendance to conferences, workshops and events is also reviewed and informs LCAP development.

State Priority: Pupil Engagement

Last updated: 1/24/2020

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 2015—16	District 2015—16	State 2015—16
Dropout Rate	3.40%	--	9.70%
Graduation Rate	96.60%	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	6.10%	2.50%	6.10%	2.50%	9.10%	9.60%

| Graduation Rate | 90.40% | 92.40% | 90.40% | 92.40% | 82.70% | 83.00% |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
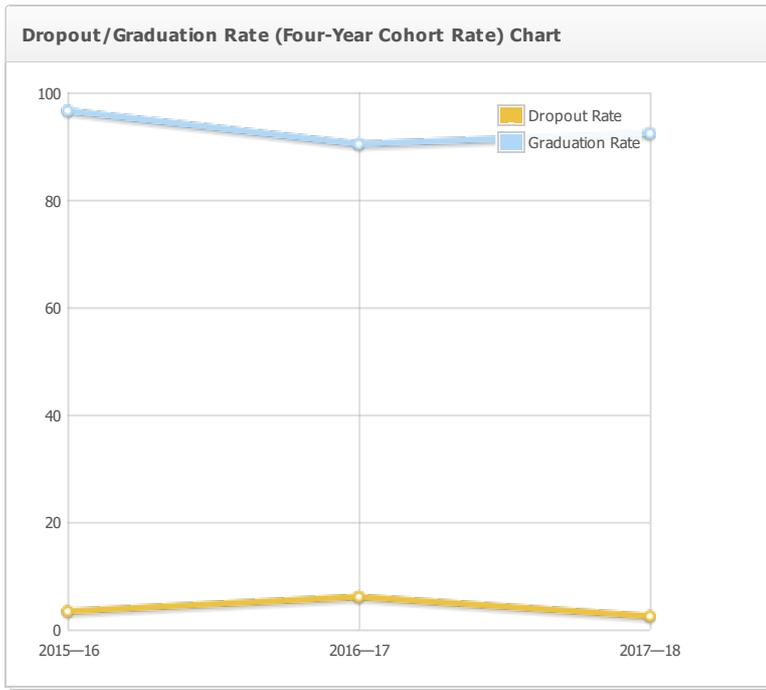
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/24/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.30%	2.70%	2.60%	1.80%	1.40%	1.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/24/2020

School Safety Plan (School Year 2019—20)

ECHS's Comprehensive School Safety Plan ("Safe Schools Plan") was last reviewed, discussed and updated on 2/28/2019. This Safe Schools Plan is currently in a review process and will be updated by 3/1/2020.

To develop and revise the Safe Schools Plan, input is gathered from school and community stakeholders. Administrators consult with families, students, teachers and staff members to establish areas of concern, determine how procedures or policies can be improved and determine annual goals for improving school safety. Representatives from law enforcement, fire departments and emergency/disaster planning agencies are contacted and invited to provide feedback on the plan. ECS also offers to coordinate use of its facilities with regional emergency planning agencies. For the 2018-19 Plan, the Home Office of Environmental Charter Schools, sought input from the Emergency Management Department of Los Angeles, the Red Cross, the Emergency Network of Los Angeles, the Los Angeles County Office of Emergency Management and the Strategic Integration division of the Los Angeles County Office of the Chief Executive Officer. ECS expressed a willingness to participate in regional emergency plans and offered use of ECS facilities. Plan development included a meeting of Site Engineers from all ECS sites to share best practices and strategies.

The Safe Schools Plan is designed for use during the planning, response, and recovery phases of an emergency or disaster that affects ECS' operations and facilities. The plan includes:

Section 2: the way the plan is developed and revised.
Section 3: policies, procedures and practices that are preventative.
Section 4: emergency preparedness practices
Section 5: emergency procedures
Section 6: Incident Command Systems
Appendix: Surveys, checklists and other resources

All emergency actions will be taken according to the following priorities:

Protection of life
Protection of the environment
Protection of property
Restoration of services

Last updated: 1/24/2020

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	7	14	1
Mathematics	26.00	4	14	2
Science	26.00	6	18	1
Social Science	28.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	8	14	2
Mathematics	25.00	6	14	1
Science	27.00	2	19	1
Social Science	28.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	4	16	
Mathematics	24.00	6	16	
Science	27.00	4	11	
Social Science	27.00	3	11	

* 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: 1/31/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	149.40

*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.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

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
Counselor (Academic, Social/Behavioral or Career Development)	3.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12746.90	$1789.72	$10957.18	$73306.17
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/24/2020

Types of Services Funded (Fiscal Year 2018—19)

ECHS receives federal and state funds to support programs and supplemental services for our students. In order to ensure safe and healthy students, ECHS uses Title money to fund a counselor, who will facilitate its social-emotional program. The ECHS counselor's activities include training teachers to lead activities like community circles, which help students surface and resolve conflict and develop socially and emotionally, supporting their mental health. The counselor will also coordinate students' Comprehensive Sexual Education, working with non-profit partners like Peer Health Exchange, Planned Parenthood and More Than Sex Ed to ensure the implementation of new requirements through CHYA.

The objectives of our social-emotional learning program are to achieve high rates of student attendance, above 95% average daily attendance, to reduce chronic absenteeism rates, and maintain low suspension and expulsion rates. Disciplinary referral rates are tracked as leading indicators, and the counselor coordinates additional resources to teachers with high rates of disciplinary referrals and students who receive repeated referrals. Additionally, we will review survey data from CAL-SCHLS and local surveys to track the percentage of students who find ECHS to be a safe place to learn and the percentage of students who agree or strongly agree that they feel connected to ECHS. The ECHS administrators, ECHS counselors, ELD Coordinator, and Special Education Coordinator meet regularly to review student progress, troubleshoot school issues and scheduling challenges, review and coordinate outside services providers, and evaluate programs, such as counseling, Speech & Language, ELD and Special Education services and behavior supports.

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: 1/24/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,665	--
Mid-Range Teacher Salary	$69,418	--
Highest Teacher Salary	$88,723	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	$97,850	--
Superintendent Salary	$146,440	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart

Principal Salary Chart
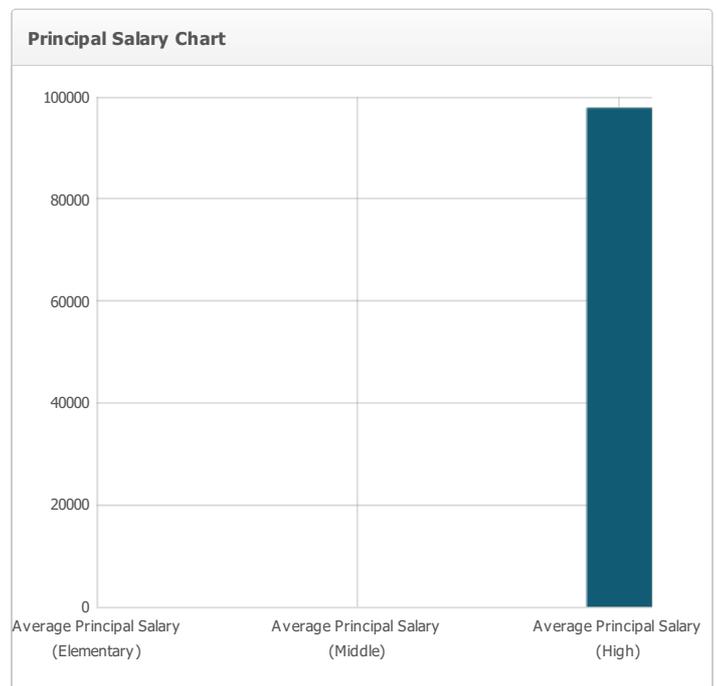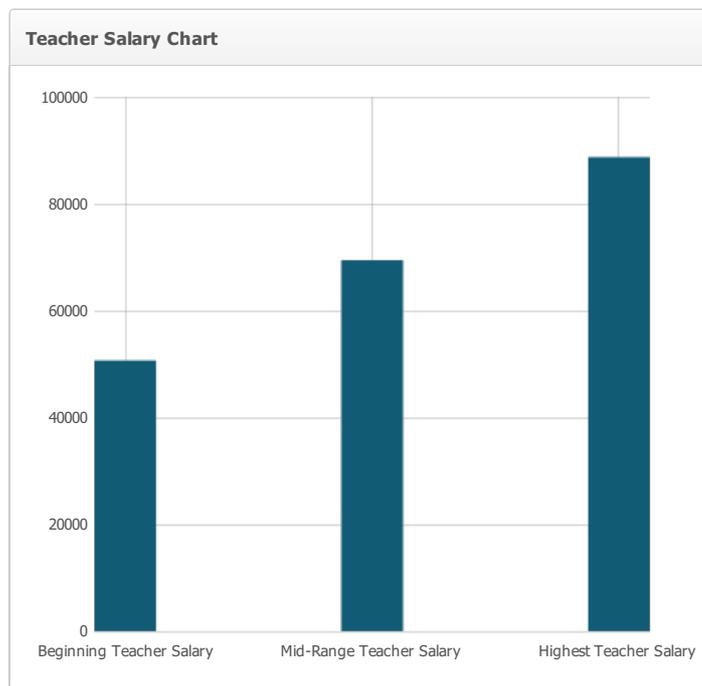
Last updated: 1/24/2020

Advanced Placement (AP) Courses (School Year 2018—19)

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	42.30%

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

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

Last updated: 1/24/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	28