

## 2019–2020 School Accountability Report Card

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# School Accountability Report Card

## Reported Using Data from the 2019–2020 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**Ms. Katherine Fabiero, Administrator**

- 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](mailto:kc_fabiero@ecsonline.org)

**About This School**

**Contact Information (School Year 2020–2021)**

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Lawndale Elementary
<b>Phone Number</b>	(310) 973-1300
<b>Superintendent</b>	Betsy Hamilton
<b>Email Address</b>	<a href="mailto:betsy_hamilton@lawndalesd.net">betsy_hamilton@lawndalesd.net</a>

School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Environmental Charter High
<b>Street</b>	16315 Grevillea Ave.
<b>City, State, Zip</b>	Lawndale, Ca, 90260-2858
<b>Phone Number</b>	310-214-3400

Website [www.lawndalesd.net](http://www.lawndalesd.net)

Principal Ms. Katherine Fabiero, Administrator

Email Address [kc\\_fabiero@ecsonline.org](mailto:kc_fabiero@ecsonline.org)

Website <http://echslawndale.org/>

County-District-School (CDS) Code 19646911996438

Last updated: 1/22/2021

### School Description and Mission Statement (School Year 2020–2021)

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.

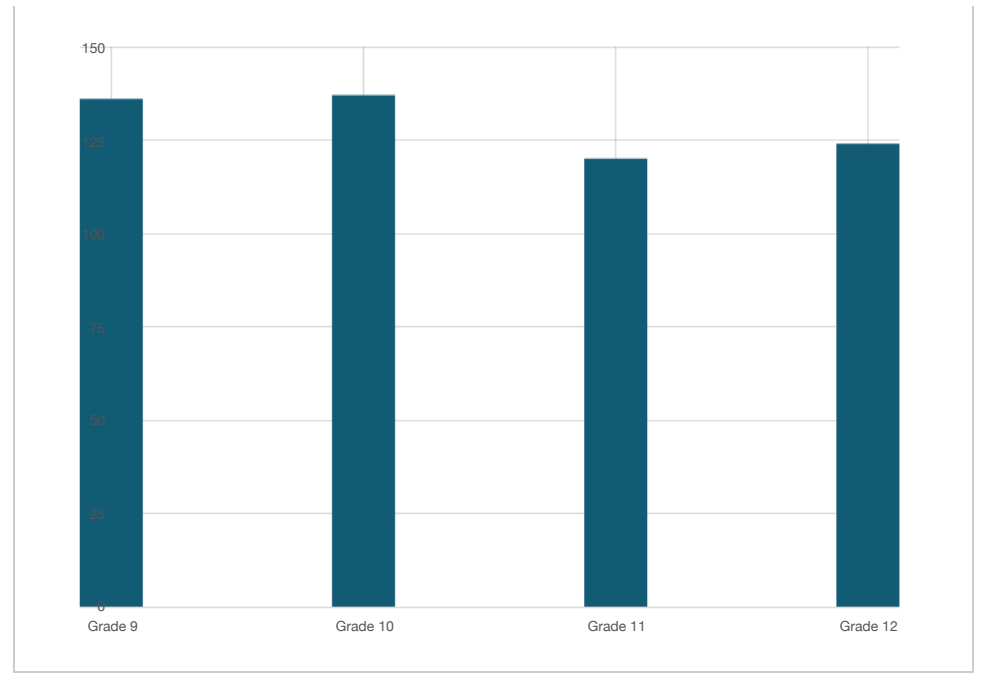
Environmental Charter Schools place an emphasis on experiential, project-based learning that engages students as it prepares them to become leaders in their communities. ECHS design principles include a small learning community; a challenging, interdisciplinary core academic curriculum; authentic challenges 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 can not 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.

Last updated: 1/22/2021

### Student Enrollment by Grade Level (School Year 2019–2020)

ECHS serves grades 9-12.

Grade Level	Number of Students
Grade 9	136
Grade 10	137
Grade 11	120
Grade 12	124
Total Enrollment	517



Last updated: 1/22/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Percent of Total Enrollment
Black or African American	6.20 %
American Indian or Alaska Native	%
Asian	2.90 %
Filipino	1.20 %
Hispanic or Latino	85.10 %
Native Hawaiian or Pacific Islander	0.20 %
White	3.10 %
Two or More Races	1.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.20 %
English Learners	8.10 %
Students with Disabilities	9.50 %
Foster Youth	%

Student Group (Other)	Percent of Total Enrollment
Homeless	%

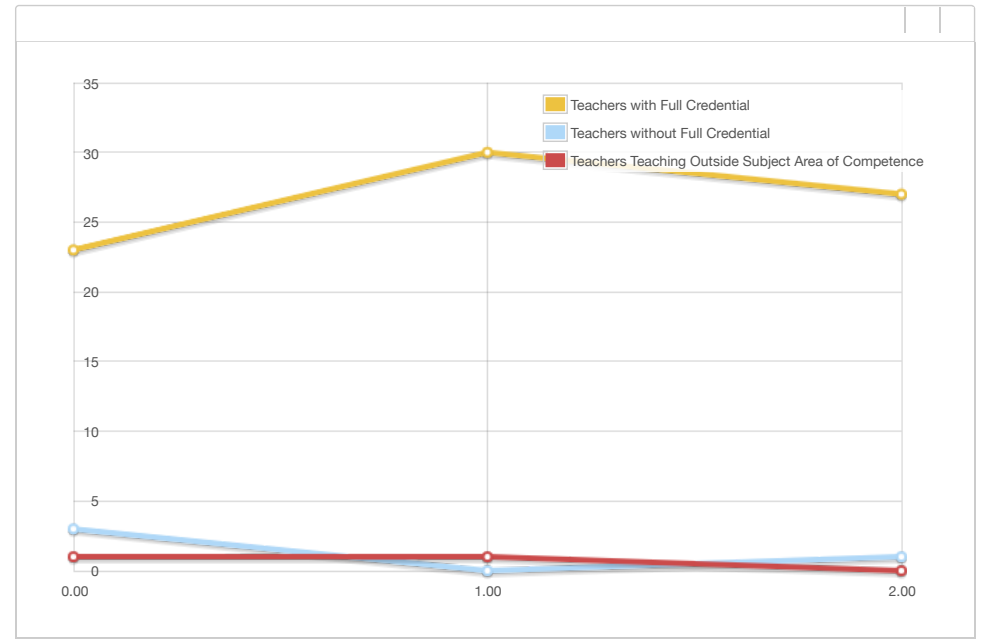
### State Priority: Basic

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	23	30	27	
Without Full Credential	3	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	



Last updated: 1/22/2021

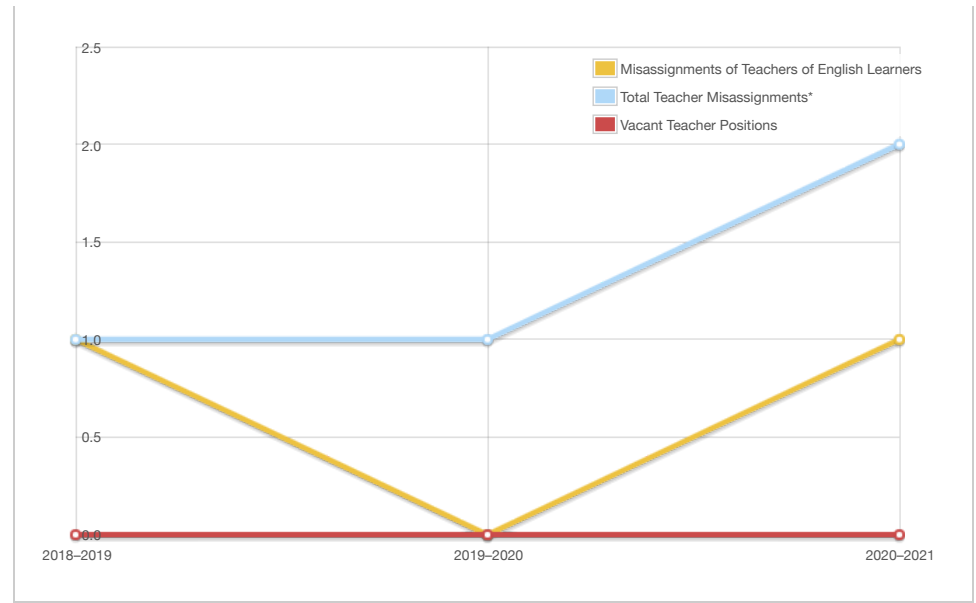
### Teacher Misassignments and Vacant Teacher Positions

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	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments*	1	1	2
Vacant Teacher Positions	0	0	0

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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: 1/22/2021

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Actively Learn Prentice Hall Literature: The American Experience Common Core Edition	Yes	0.00 %
Mathematics	Nearpod 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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Cengage The American Pageant.by Kennedy c 2008	Yes	0.00 %
	The Western Heritage : AP Edition Since 1300 Kagan c2007		
Foreign Language	Reflexiones Introduccion a la literatura hispanica Rodriguez c2013	Yes	0.00 %
	Prentice Hall Realidades by Boyles 2008		
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: 1/22/2021*

### 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 recently been completed:

- Equipped existing upper campus AC units with lockboxes and timers
- Installed AC units in all classrooms of ECHS's lower campus with air circulating at more than 15 times an hour.
- Devised drainage system by rerouting rainwater into the river-bed to reduce flooding along pathways
- Added bathrooms foot pulls to decrease the need to touch door handles and occupancy locks installed on bathrooms to support single use occupancy access.
- Created additional outdoor seating areas outside upper campus classrooms
- Installed wireless doorbell to ensure visitors are properly screened before entering

*Last updated: 1/22/2021*

### School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> 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
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*Last updated: 1/22/2021*



## 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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	71.31%	N/A	51.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	36.44%	N/A	39.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/22/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/22/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/22/2021*

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	14	N/A	27	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/22/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	97.37%

**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 2019–2020)**

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020–2021)**

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.

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 parent stakeholder groups 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 our parent stakeholder groups 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.

The pandemic and ensuing school closure created new challenges for our community whilst curtailing many traditional forms of communication. Informal conversations between stakeholders and leadership that might take place on campus could not occur. Because of the extraordinary circumstances created by the pandemic, we have expanded our efforts to solicit stakeholder input. In addition to moving our traditional engagement practices, such as parent meetings, the English Learner Advisory Committee, Board & Committee meetings online, we regularly send families, staff and students online surveys designed to gather feedback on distance learning-- how it is working well and not working well. We ask families to provide input on schedule, synchronous vs asynchronous instruction, and safety. We ask students to share their biggest barriers to engagement in distance learning, how they learned best during distance learning, and to describe their social-emotional state.

These survey data sets are used to take action within working groups of ECHS teachers, classified staff and administrators. Each group is tasked with developing a different component of our plan ensuring learning continuity, attendance and safety. Apart from analyzing this survey data, each working group also frequently seeks additional stakeholder feedback to refine planning through parent virtual interviews, roundtable discussions, and town halls. All interactive parent involvement opportunities can be found posted on our website calendar and event sections at [www.echslawndale.org](http://www.echslawndale.org) and are also messaged in our weekly communication to parents.

Last updated: 1/22/2021

## State Priority: Pupil Engagement

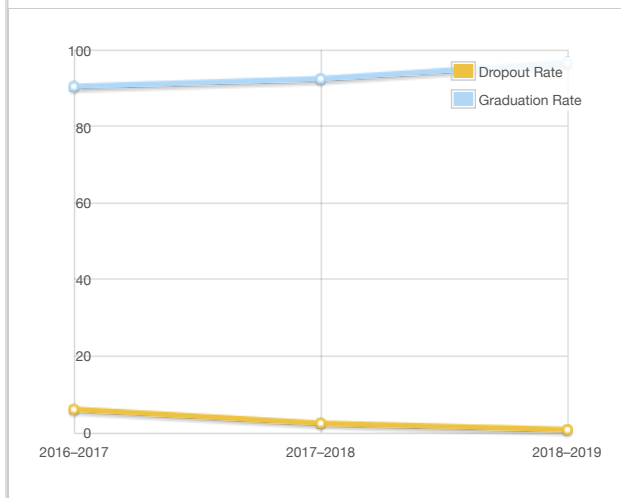
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	6.10%	2.50%	0.80%	6.10%	2.50%	0.80%	9.10%	9.60%	9.00%
Graduation Rate	90.40%	92.40%	96.60%	90.40%	92.40%	96.60%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/22/2021

## 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**

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	2.70%	2.60%	1.40%	1.40%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

**Suspensions and Expulsions for School Year 2019–2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.20%	--	2.50%
Expulsions	0.00%	--	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/22/2021*

**School Safety Plan (School Year 2020–2021)**

ECHS's Comprehensive School Safety Plan ("Safe Schools Plan") is distinct from the comprehensive COVID-19 safety protocols and training that ECHS has established and provided from the start of the pandemic to the present. To address the safety of staff and students, extensive COVID-19 safety measures have been implemented, including but not limited to:

- establishing safety policies for 6-feet physical distancing, face coverings, hand washing, disinfection, symptom screening upon campus entry, isolation rooms for individuals experiencing symptoms on-campus, and contact tracing
- measuring classrooms and determining classroom capacity during social distancing
- creating maps of campus to identify circulation patterns and facilitate social distancing
- installing HVAC MERV 13 filters
- installing plexiglass barriers, alternative door pulls, outdoor hand-washing stations, installing additional hand
- sanitizer and soap dispensers, and other protective devices
- removing books and other shared items from classrooms and storing them for later use
- redesigning classrooms to facilitate ease of disinfection

ECHS's Comprehensive School Safety Plan ("Safe Schools Plan") was last reviewed, discussed and updated on 2/18/2020. This Safe Schools Plan is currently in a review process and will be updated by 3/1/2021.

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. Plan development includes 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: 1/22/2021*

**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 2017–2018)**

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 2018–2019)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	8	16	
Mathematics	24.00	6	16	
Science	27.00	4	16	
Social Science	27.00	4	15	

\* 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 2019–2020)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	7	16	
Mathematics	22.00	10	13	1
Science	26.00	4	13	3
Social Science	26.00	3	16	

\* 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: 1/22/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	172.3

\*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: 1/22/2021*

**Student Support Services Staff (School Year 2019–2020)**

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.

<b>Number of FTE* Assigned to School</b>
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	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
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.

*Last updated: 1/22/2021*

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

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	--	\$91826.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/22/2021*

#### Types of Services Funded (Fiscal Year 2019–2020)

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: 1/22/2021*

## Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 40.20%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	5
Mathematics	1
Science	2
Social Science	4
Total AP Courses Offered*	12

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

Last updated: 1/22/2021

## Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	28

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