

Environmental Charter High School

School Accountability Report Card, 2007–2008

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Environmental Charter High School

School Accountability Report Card, 2007–2008

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2008_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

16315 Grevillea Ave.
Lawndale, CA 90260
Principal: Alison Suffet-Diaz
Phone: (310) 214-3400

How to Contact Our District

4161 West 147th St.
Lawndale, CA 90260
Phone: (310) 973-1300
<http://www.lawndale.k12.ca.us>

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» Principal's Message

Environmental Charter High School (ECHS) is a college-preparatory high school that uses unique instructional strategies to help close the achievement gap and prepare our students for success beyond the classroom, particularly in college. ECHS's 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 and so that 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.

Alison Suffet-Diaz, PRINCIPAL

Grade range and calendar

9–12

TRADITIONAL

Academic Performance Index

713

County Average: 692

State Average: 710

Student enrollment

459

County Average: 1,686

State Average: 1,246

Teachers

28

County Average: 72

State Average: 54

Students per teacher

17

County Average: 24

State Average: 23

Students per computer

7

County Average: 4

State Average: 4

Major Achievements

- In 2007–2008 we reached our maximum growth and we moved into our new facility, a former Lawndale Elementary School District facility. We opened 18 classrooms, including a computer lab with 30 computers and the start of our school library.
- Along with the campus move, ECHS received a five-year \$350,000 grant to support afterschool programming. This grant secured funding to revive our sports program and to provide enriching elective and intervention programs for struggling students. We also received a \$200,000 library grant to open a school library during the 2008–2009 school year.
- We continued to follow our Action Plan after earning our six-year accreditation from the Western Association of Schools and Colleges. Our Action Plan will help improve test scores and student progress to meet our Expected Schoolwide Learning Results. We also refined our local schoolwide benchmarks, which are local assessments used to monitor student progress.
- In 2007–2008 we started our Green Ambassadors elective program, which is offered as a college-credit elective. Green Ambassadors is an environmental education program that empowers youth to be agents of change in their communities and world. Through service learning, community partnerships, and cross-cultural and global exchange, the program fosters personal growth and leadership skills. In July the Green Ambassadors traveled to Costa Rica to learn about sustainable living and share their best practices.

Focus for Improvement

- Our goals for the 2008–2009 school year are to increase overall performance on the California Standards Tests, NWEA (national standardized test in math, language, and reading), the California High School Exit Exam (CAHSEE), and the ACT and SAT college entrance exams, particularly in math. Our plan to increase performance is multifaceted and includes professional development strategies, structural changes, refinement of standards-based grading practices, and afterschool programming support.
- We are bringing a math coach onboard for the 2008–2009 school year who will work with our math and science teachers to improve grading and instruction practices. We also approved a computer-based intervention and enrichment program called Compass Learning, which will allow teachers to provide individualized support for students during and after class in math, reading, and language arts. In 2007–2008 we started an afterschool math literacy program that makes math teachers, tutors, and technology resources available to further support struggling students and to enrich other students. We also started a math enrichment course for new ninth graders in the summer of 2008 to help prepare incoming students for our rigorous math curriculum. Students who are struggling academically are enrolled in an afterschool homework lab class that provides peer and teacher support with academics. Students who are at risk of failing the CAHSEE are placed in intervention classes to improve skills and prepare for the exam.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

ECHS’s API was 713 (out of 1000). This is an increase of 37 points compared to last year’s API. About 98 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 676. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all high schools in California, our school ranked 4 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

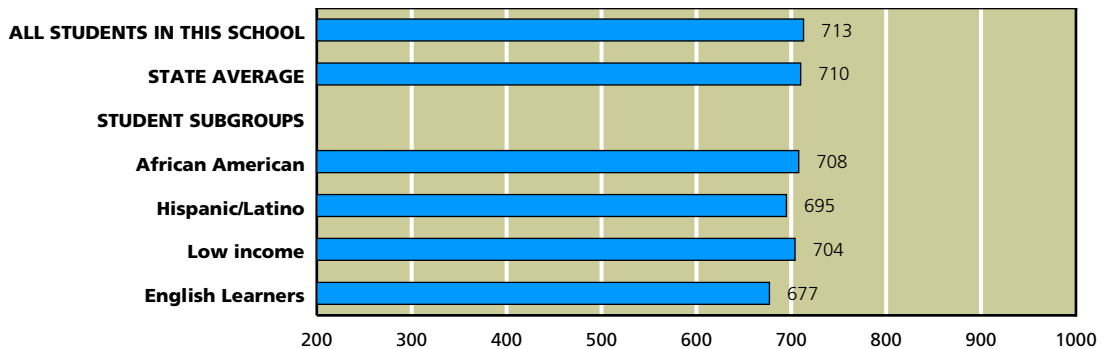
We met our assigned growth targets during the 2007–2008 school year. Just for reference, 40 percent of high schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	713
Growth attained from prior year	+37
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2008 test cycle. Growth scores alone are displayed and are current as of November 2008.

*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2008



SOURCE: API based on spring 2008 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met all 14 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 33.4 percent on the English/language arts test and 32.2 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2007 must be higher than 83 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement school in 2008	No

SOURCE: AYP is based on the Accountability Progress Report of November 2008. A school can be in Program Improvement based on students’ test results in the 2007–2008 school year or earlier.

*Ethnic groups, English Learners, special ed students or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 33.4% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 32.2% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

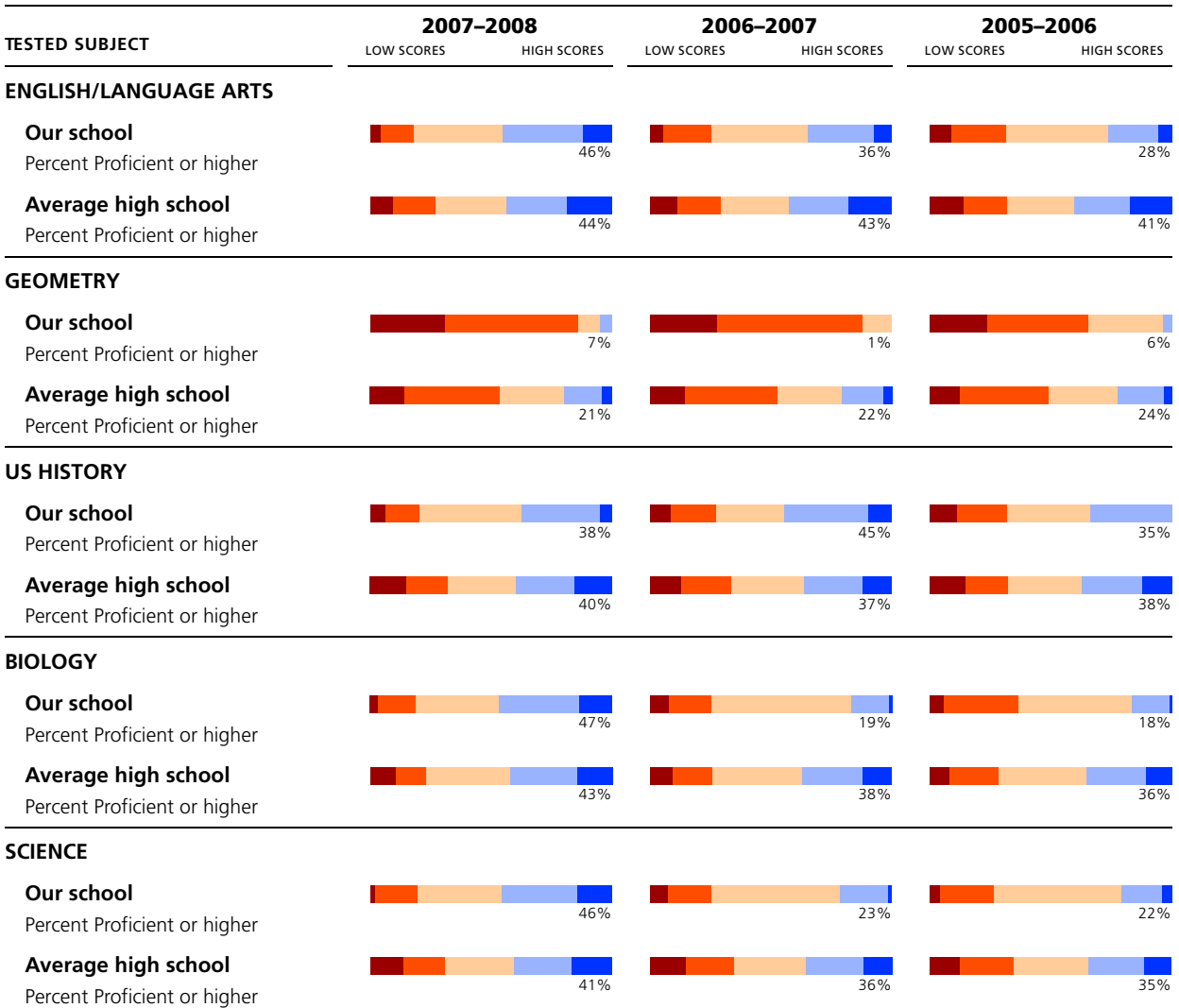
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California’s test program includes many tests not mentioned in this report. For brevity’s sake, we’re reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we’ve selected biology (an elective) and the tenth grade life science test. For math, we’ve selected two courses, both of them electives: Algebra I, which students take if they haven’t studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we’ve selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			46%	99%	SCHOOLWIDE AVERAGE: About two percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			40%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			44%	97%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

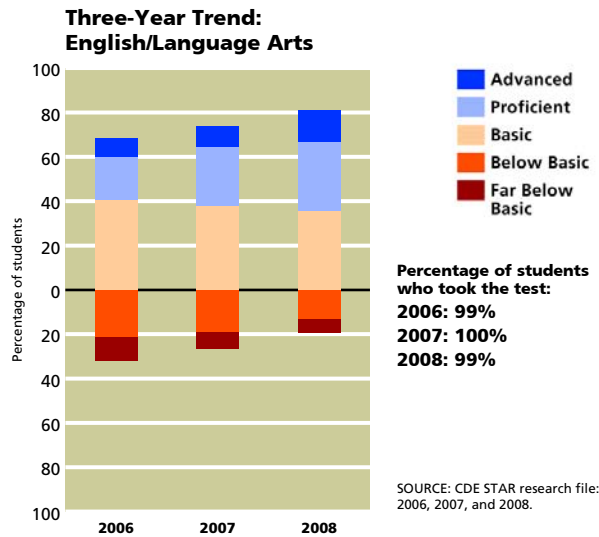
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			46%	172	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			45%	177	
English proficient			51%	295	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			20%	54	
Low income			42%	240	INCOME: About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			53%	109	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	27	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			49%	322	
African American			41%	75	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			42%	238	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			13%	40%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			13%	31%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			15%	32%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

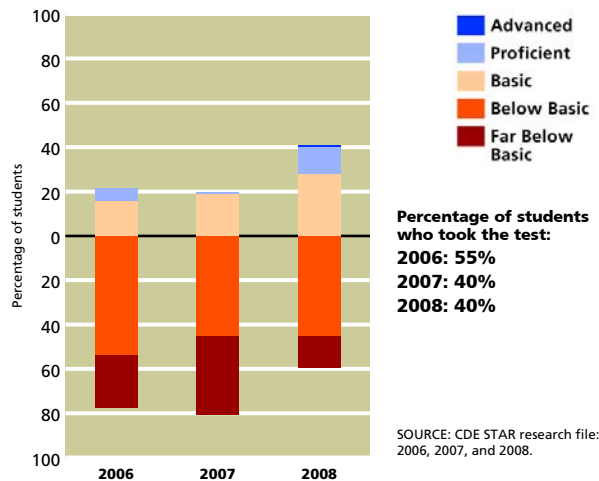
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			19%	73	GENDER: About 13 percent more boys than girls at our school scored Proficient or Advanced.
Girls			6%	69	
English proficient			14%	102	ENGLISH PROFICIENCY: English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			10%	40	
Low income			13%	104	INCOME: About two percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income			11%	38	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			13%	131	
African American	DATA STATISTICALLY UNRELIABLE		N/S	22	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			10%	110	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that [progress](#) can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 40 percent of our students took the algebra CST, compared to 32 percent of all high school students statewide. To read more about the [math standards for grades eight through twelve](#), as well as the California standards for [algebra](#), visit the CDE's Web site.

Three-Year Trend: Algebra I



Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			7%	29%	SCHOOLWIDE AVERAGE: About 14 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			17%	25%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			21%	25%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

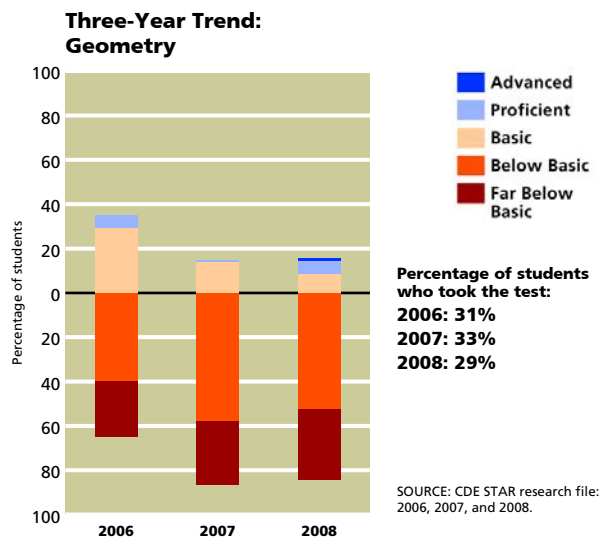
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			8%	51	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			6%	50	
English proficient			8%	90	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	11	
Low income			9%	70	INCOME: About six percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income			3%	31	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	13	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			8%	88	
African American	DATA STATISTICALLY UNRELIABLE		N/S	23	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			4%	70	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 29 percent of our students took the geometry CST, compared to 25 percent of all high school students statewide. To read more about the **math standards for all grades**, as well as the California standards for **geometry**, visit the CDE's Web site.



US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			38%	93%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			37%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			40%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

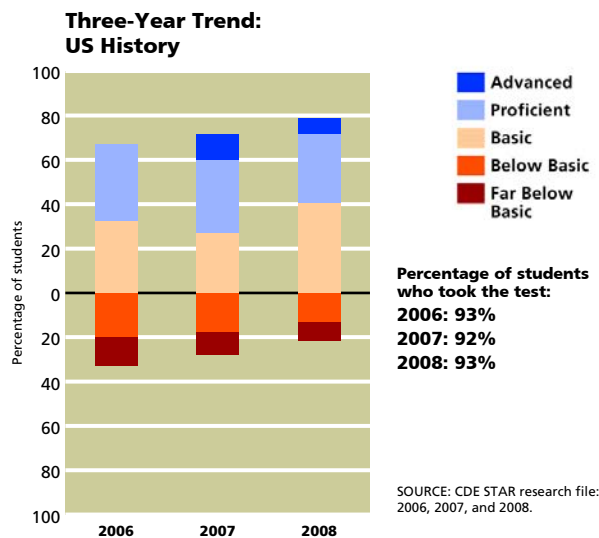
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			46%	39	GENDER: About 15 percent more boys than girls at our school scored Proficient or Advanced.
Girls			31%	45	
English proficient			40%	80	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE		N/A	4	
Low income			32%	57	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	27	
Learning disabled	NO DATA AVAILABLE		N/A	9	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			43%	75	
African American	DATA STATISTICALLY UNRELIABLE		N/S	23	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			30%	53	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade [US history standards](#), visit the CDE’s Web site.



Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			47%	34%	SCHOOLWIDE AVERAGE: About four percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			37%	36%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			43%	36%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

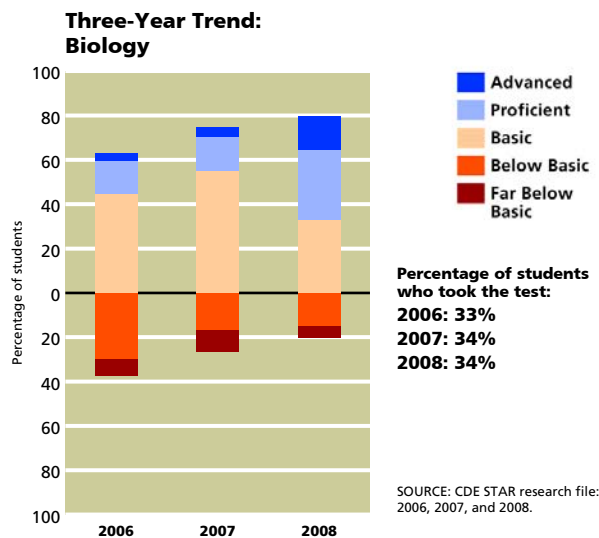
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			46%	57	GENDER: About two percent more girls than boys at our school scored Proficient or Advanced.
Girls			48%	62	
English proficient			52%	104	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	15	
Low income			47%	75	INCOME: About the same percentage of students from lower-income families scored Proficient or Advanced as our other students.
Not low income			48%	44	
Learning disabled	NO DATA AVAILABLE		N/A	7	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			50%	112	
African American			34%	32	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			44%	72	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 34 percent of our students took the biology CST, compared to 36 percent of all high school students statewide. To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.



Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			46%	100%	SCHOOLWIDE AVERAGE: About five percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			37%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			41%	95%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

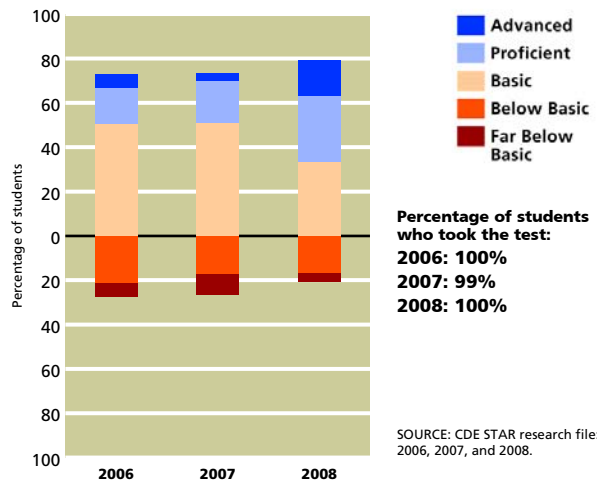
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			45%	58	GENDER: About two percent more girls than boys at our school scored Proficient or Advanced.
Girls			47%	68	
English proficient			48%	109	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English Learners tested was too small to be statistically significant.
English Learners	DATA STATISTICALLY UNRELIABLE		N/S	17	
Low income			44%	81	INCOME: About five percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			49%	45	
Learning disabled	NO DATA AVAILABLE		N/A	9	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			50%	117	
African American			35%	34	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			44%	79	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students’ scores on the mandatory life science test have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that [progress](#) can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [science standards](#) on the CDE’s Web site and find more information about the standards for [chemistry](#), [earth science](#), and [physics](#). Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Three-Year Trend: Science



Other Measures of Student Achievement

We use many means to assess student progress, including homework, tests, research papers, essays, multimedia projects, and oral presentations. Parents receive informal progress reports weekly and formal progress reports during parent conferences (once a semester) and after each semester.

In addition to state tests, we use NWEA national standardized tests to track progress and alter instruction to ensure that all students are learning. Results are reviewed at parent/teacher conferences. Subject departments use benchmark assessments based on the California Content Standards to provide feedback on each student's progress towards mastery of the standards. ECHS uses a Portfolio Assessment that measures students' achievement of the Expected Schoolwide Learning Results. The portfolio includes work samples that demonstrate mastery of our school's learning goals. Students reflect on their learning and show evidence of meeting our community service requirement of 20 hours per year. To graduate, all seniors must complete a rigorous senior project, which includes a written report and an oral presentation to a panel.

PREPARATION FOR COLLEGE AND THE WORKFORCE

All students must take and pass a rigorous course of study to graduate from ECHS. Our graduation requirements exceed the University of California’s A-G requirements. Our core classes have all been approved by the UC as meeting college preparatory standards and are aligned to the California Content Standards. In addition, all students must take other academic electives, including College Prep or Advancement Via Individual Determination.

ECHS hired a college counselor to help guide students through the college application and financial aid process. There are parent meetings and afterschool support sessions to help families with these processes. ECHS sponsors several trips to visit colleges each year, including Loyola Marymount University, University of San Diego, San Diego State University, UC Irvine, UCLA, University of Southern California, UC Santa Barbara, Cal State LA, and Claremont College. Starting with the class of 2011, students need to apply and be admitted to a four-year college in order to graduate from ECHS.

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	91%	46%	41%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	373	472	493
SAT math	Average score of juniors and seniors who took the SAT math test	365	492	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	373	474	491

SOURCE: SAT test data provided by the College Board for the 2006–2007 school year. County and state averages represent high schools only.

In the 2006–2007 academic year, 91 percent of ECHS students took the SAT, compared to 41 percent of high school students in California.

ECHS students’ average score was 373 on the verbal portion of the SAT, compared to 493 for students throughout the state. ECHS students’ average score was 365 on the math portion of the SAT, compared to 513 for students throughout the state. ECHS students’ average score was 373 on the writing portion of the SAT, compared to 491 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	53%	42%	38%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	24%	9%	8%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	26%	13%	13%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	12%	35%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2007. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2007. County and state averages represent high schools only.

In the 2006–2007 school year, 53 percent of ECHS’s graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared to 38 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU’s official Web site. The [University of California](#) has a similar set of courses required.

Our [college attendance](#) data is limited to public colleges in California. Out of ECHS’s 2007 graduating class, about 50 percent went on to enroll in some part of the California public college system, compared to 52 percent of students throughout the state. Here’s the detail: 24 percent of the graduating class went to UC campuses; 26 percent went to CSU campuses; and zero percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years. These include **honors** and **Advanced Placement (AP)** courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate (IB)** Diploma Programme. IB courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	5%	4%	4%

SOURCE: CBEDS PAIF, October 2007.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school’s commitment to prepare its students for college, but students’ participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers five different courses that you’ll see listed in the table.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	1	1	31
Mathematics	1	1	12
Science	1	1	31
Social Science	2	3	82
Total	5	6	156

SOURCE: CBEDS PAIF, October 2007.

AP Exam Results, 2006–2007

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for possible college credit	35%	28%	25%
Number of AP exams taken	Average number of AP exams each of these students took in 2006–2007	1.4	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	11%	53%	57%

SOURCE: AP exam data provided by the College Board for the 2006–2007 school year.

Here at Environmental Charter, 35 percent of juniors and seniors took AP exams. In California, 25 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.4 AP exams, compared to 1.8 for students in the average high school in California.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) is also available there. The table to the right shows how specific groups of

tenth grade students scored on the exit exam in the 2007–2008 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2007–2008	42%	N/A	53%
2006–2007	56%	N/A	49%
2005–2006	39%	N/A	51%
Math			
2007–2008	37%	N/A	51%
2006–2007	42%	N/A	50%
2005–2006	33%	N/A	47%

SOURCE: California Department of Education, SARC research file.

CAHSEE Results by Subgroup

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	58%	41%	1%	63%	30%	8%
African American	55%	41%	3%	83%	14%	3%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	62%	39%	0%	63%	31%	6%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Male	65%	35%	0%	63%	28%	9%
Female	52%	46%	2%	63%	31%	7%
Socioeconomically disadvantaged	63%	35%	1%	62%	32%	6%
English Learners	67%	33%	0%	61%	27%	12%
Students with disabilities	N/A	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	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

High School Completion

This table shows the percentage of seniors in the graduating class of 2008 who met our district’s graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE three times in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about [CAHSEE results for the classes of 2007 and 2008](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2008)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	71%	N/A
African American	90%	N/A
American Indian or Alaska Native	N/A	N/A
Asian	100%	N/A
Filipino	67%	N/A
Hispanic or Latino	68%	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	50%	N/A
Socioeconomically Disadvantaged	74%	N/A
English Learners	100%	N/A
Students with Disabilities	25%	N/A

SOURCE: This data comes from the school district office.

Dropouts and Graduates

There are many support structures at our school that prevent students from dropping out of school, including the Advisory program; counseling, parent contact; and the small learning community, which allows students to develop strong relationships with many of their teachers. We also hold an afterschool homework lab to intervene directly when students are failing classes. Due to the small, intimate setting of our school, teachers and staff generally intervene quickly with students and families who are struggling at ECHS. Our counselor also meets with students individually and in groups to help them with personal problems. We often connect students with further counseling through community mental health agencies as well.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2006–2007	3%	5%	4%
2005–2006	3%	4%	3%
2004–2005	0%	3%	2%
Graduation rate (four year)			
2006–2007	85%	81%	86%
2005–2006	76%	80%	87%
2004–2005	97%	82%	88%

SOURCE: Dropout data comes from the CBED5 census of October 2007. County and state averages represent high schools only.

Since our school only offers a college-preparatory curriculum, occasionally students find that they cannot succeed at our school. However, if a student stops coming to school, we contact the parents, hold a conference with them and the student, and occasionally visit the home to assist the family as much as we can. Most often we can devise a plan that will keep the student in school.

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2006–2007 school year or a student who hasn’t re-enrolled in our school for the 2007–2008 year by October 2007.

Identifying dropouts is difficult because many students who leave school unexpectedly don’t let us know why they’re leaving or where they’re going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise at best.

GRADUATION RATE: The **graduation rate** is an estimate of our school’s success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is part of California’s way of determining a high school’s Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

ECCHS hosts an annual Career Day event. We invited organizations, professionals, and schools from throughout the state to bring information to our students. Many teachers incorporate the professionals into classroom learning, followed by large group presentations and an exhibit hall where employers and professionals shared information with the students.

All of our students are required to perform 20 hours per year of community service work. Many of our students participate in internships and ongoing volunteer opportunities with local community partners. ECCHS also participates in an Annual Job Shadow Day event, during which our juniors and seniors get to experience a diverse range of “real” professions throughout the local community.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The table above shows the percentage of our students who enrolled in a CTE course at any time during the school year.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	N/A
Percentage of students completing a CTE program and earning a high school diploma	N/A
Percentage of CTE courses coordinated with colleges	N/A

SOURCE: Information provided by the school district.

You can find information about our school’s CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about [career technical education](#) policy is available on the CDE Web site.

STUDENTS

Students’ English Language Skills

At ECHS, 86 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	86%	82%	85%
English Learners	14%	18%	15%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 63 students classified as English Learners. At ECHS, the language these students most often speak at home is Spanish. In California it’s common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	95%	88%	84%
Vietnamese	2%	1%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	2%
Filipino/Tagalog	2%	1%	2%
Korean	0%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	1%	6%	7%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

Ethnicity

Most students at ECHS identify themselves as Hispanic/Latino. In fact, there are about three times as many Hispanic/Latino students as African American students, the second-largest ethnic group at ECHS. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	22%	10%	8%
Asian American/Pacific Islander	5%	12%	12%
Hispanic/Latino	66%	59%	44%
White/European American/Other	7%	19%	35%

SOURCE: CBEDS census of October 2007. County and state averages represent high schools only.

Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$38,203 a year (based on a family of four) in the 2007–2008 school year. At ECHS, 71 percent of the students qualified for this program, compared to 42 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	71%	52%	42%
Parents with some college	47%	48%	56%
Parents with college degree	23%	28%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 47 percent of the students at ECHS have attended college, and 23 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 62 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at ECHS varies from a low of 24 students to a high of 26. Our average class size schoolwide is 25 students. The average class size for high schools in the state is 28 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	24	25	25
History	26	30	29
Math	24	28	27
Science	26	30	29

SOURCE: CBEDS census, October 2007. County and state averages represent high schools only.

Safety

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. Our facilities engineer does an excellent job of maintaining a clean campus, free of safety hazards. Our team of three campus safety officers provides a high level of campus security and is able to prevent most potential problems with “outsiders” before they occur.

ECHS has an emergency plan in place, and it is reviewed annually by the executive director. Fire and evacuation drills are held regularly to provide students and staff practice of what to do in case of a real emergency. ECHS staff is also trained annually by the school counselor in the procedure for reporting suspected child abuse. The school counselor and outside agencies are also available for consultation in the event of a student crisis.

Discipline

We promote a positive school climate by encouraging students to become involved in our many school activities. We also have safety nets in place such as counselors and mediation groups.

ECHS has a structured system to respond to behavior that disrupts our learning environment. This system is described in detail in the Student/Parent Handbook (available on the school’s Web site) and is reviewed in student/parent orientation meetings. Teachers and staff members record their

attempts to apply interventions to influence a change in students’

behavior. If the interventions prove ineffective, the student receives a Student Responsibility Center (SRC) referral. With each referral, more severe consequences and interventions result. Ultimately, a student could be recommended to the board for expulsion if disruptive behavior continues. Students who exhibit behavior that is severely detrimental to the safety of other students may be suspended without the intervention steps mentioned above or recommended to the board for expulsion. These behaviors are outlined in the Education Code.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Homework

The amount of homework students are assigned varies, depending on the level of courses taken. Our students are on an alternating block schedule, so that they have each class on alternating days for longer periods. On average students can expect to receive 45 minutes of homework per class. Students in AP or honors classes should expect more homework. We also expect students to complete long-range projects and assignments throughout the year.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2007–2008	N/A	N/A	17
2006–2007	N/A	N/A	17
2005–2006	N/A	N/A	16
Expulsions per 100 students			
2007–2008	N/A	N/A	1
2006–2007	N/A	N/A	1
2005–2006	N/A	N/A	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

Our students log their homework assignments in school agenda books on a daily basis. Students' grades are available for parents and students to check online through our Power School system. Parents should check Power School and the agenda books regularly, so that they can help monitor their students' work and ensure that assignments are turned in complete and on time.

Schedule

Our school year includes 178 instructional days, from September through mid-June. Summer school is six weeks, beginning in July. On Mondays classes begin at 9:50 a.m. and end at 4:10 p.m. On Tuesdays through Fridays, classes begin at 8 a.m. and end at 3:40 or 3:20 p.m. Extracurricular classes and sports teams meet after school. Clubs meet at lunch and after school. Teachers are available for at least an hour of tutoring weekly. The teacher tutoring schedule is available in the main office.

Parent Involvement

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 Day, and Honor Breakfasts. Parents are required to attend parent conferences and discipline, attendance, and re-enrollment meetings. There is also an open-door invitation for parents to visit classrooms. Board meetings are publicized and parents are continually invited. Family counseling sessions are available for families who request it or who are referred through our discipline process. Most importantly, we invite parents to our nine-week parent education series offered twice a year through the Parent Institute for Quality Education.

Spanish translators are available for meetings, and all parent mailings and the phone system provide messages in both English and Spanish.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

In 2007 we welcomed the return of our founder and former director/principal, Alison Suffet-Diaz. She is now Instructional Leader of Environmental Charter. Ms. Suffet-Diaz started her career as an education attorney after graduating from State University of New York, Albany, in 1988 with a BS in business and getting her Juris Doctorate from Temple University Law School, where she participated in a program called LEAP, teaching inner city youth about their constitutional rights. After just two years of legal practice representing school districts in labor negotiations and with personnel concerns and student issues, she remembered the feeling she got when she looked into her LEAP students’ eyes and saw that they “got it” and decided to pursue her passion for education. After getting her teaching credentials at Cal State Dominguez Hills, she taught social science for eight years. During this time, she created a school within a school called Environmental Careers Academy in response to poor student behavior. Student performance soared and in 1999 she began her path toward opening a charter school. With the support of a team of parents, teachers, and business partners, Ms. Suffet-Diaz got the charter petition approved by the Lawndale Elementary School District in December 2000 and Environmental Charter High School was born.

In her current role as Instructional Leader, Ms. Suffet-Diaz works with the administrative team, including Kennedy Hilario, Executive Director, and Jenni Taylor, Assistant Principal, to set the yearly goals and objectives to ensure the academic success of the students, the professional growth and development of the teachers, and the overall quality of the school culture. The ECHS Board of Directors governs and oversees this process. Faculty members play a large role in shaping the direction of the school and meet regularly to help shape our curricular program and solve problems collaboratively. Teams of teachers, staff, board members, students, and parents often form committees and provide input toward specified curriculum or policy decisions.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	5	12	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	34%	16%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	38%	42%	39%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	62%	58%	61%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About 34 percent of our teachers have fewer than three years of teaching experience, which is above the average for new teachers in other high schools in California. Our teachers have, on average, five years of experience. About 62 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 38 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	52%	88%	93%
Trainee credential holders	Percentage of staff holding an internship credential	34%	8%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	14%	9%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	3%	0%	1%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 52 percent of the faculty at ECHS hold a full credential. This number is lower than the average for all high schools in the state. About 34 percent of the faculty at ECHS hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About 14 percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at ECHS hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	4%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	13%	13%	13%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	48%	12%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 13 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 13 percent of core courses taught by such high school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 48 percent of our teachers were working without full credentials, compared to seven percent of teachers in high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	10%	11%	11%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	25%	11%	11%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	12%	13%	15%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	17%	16%	15%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	3%	8%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	3%	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	11%

SOURCE: Data is from the California Department of Education, SARC research file.

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is three percent, compared to eight percent statewide. For schools with the highest percentage of low-income students, this factor is three percent, compared to five percent statewide.

Staff Development

ECCHS’s professional staff spends an extraordinary amount of time and effort in professional development. All professional staff members participate in a ten-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. Professional development continues throughout the year with weekly sessions each Monday morning. Additionally, all team members must engage in an additional ten hours of professional development during each school year, outside of the school’s professional development time. Schoolwide professional development initiatives are aligned to students’ achievement of the standards and our Expected Schoolwide Learning Results. All professional staff members must also engage in 80 hours of relevant professional development over each summer and present their work to the staff at the end of the summer. Some of our ongoing staff training activities include student achievement data analysis, project-based learning, interdisciplinary instruction, reading/writing strategies across the curriculum, service learning, and career and college counseling.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	33.0
2006–2007	33.0
2005–2006	32.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

The principal works collaboratively with teachers to ensure that they are meeting the needs of our students and continually improving professionally. Every fall she meets with teachers to develop objectives for the school year. The principal conducts two formal observations and several informal, spontaneous observations during the year. The overall evaluation is in accordance with the teacher’s contract and the guidelines of the California Commission on Teacher Credentialing. During observations the principal notes student engagement and the effectiveness of the lesson in helping students meet the standards as well as the teacher’s knowledge, skills, and attitude goals. The teacher also reflects on the effectiveness of the lesson. These factors, in addition to test scores, determine whether a teacher needs support, which may include specific training or collaborative and strategic work with colleagues. New teachers also participate in the Beginning Teacher Support and Assessment program.

Substitute Teachers

Since our school is small, it can be difficult to provide our substitute teachers enough work, occasionally resulting in a shortage of external substitutes. Often our full-time teachers will cover each others’ classes during their prep periods. Since our teachers know most of the student body, this helps prevent classroom management from becoming an issue when a teacher is out of the classroom. Teachers leave detailed lesson plans for substitutes to follow to help prevent lost learning time.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2007.

ACADEMIC GUIDANCE COUNSELORS: Our school has one full-time equivalent academic counselor, which is equivalent to one counselor for every 459 students. Just for reference, California districts employed about one academic counselor for every 489 high school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

ECCHS has an in-house counselor to address the social and emotional needs of our students and a college counselor/assistant principal to help guide students with the college application and financial aid process. ECCHS has an advisory program that supports students' academic and personal success. Advisors communicate regularly with parents via weekly progress reports and meetings at least three times a year. Each teacher has weekly tutoring hours, and ECCHS provides test prep electives and afterschool California High School Exit Exam preparation classes for students who have not yet passed the exam.

ECCHS has added several enriching activities and organizations for students, including sports teams, clubs, leadership opportunities, and opportunities outside of school, including internships, leadership summits, and community college classes. ECCHS sponsors several trips to visit colleges each year. Eleventh and twelfth grade students also participate in an annual Job Shadow Day.

GIFTED AND TALENTED EDUCATION (GATE): Although we have no formal GATE program, all ECCHS students take the most rigorous course load, including four years of math, for example. ECCHS offers AP and honors classes and encourages students to take classes at local community colleges. ECCHS also encourages students to advance in math by taking summer classes. Several of our teachers have participated in AP trainings, which help them prepare our students to pass the demanding tests.

SPECIAL EDUCATION PROGRAM: We have two credentialed special education teachers and two full-time assistants who work with our special education students in a small-group setting once a day for an hour or more (placements are determined according to need). Teachers and aides provide general support for the special education students in their core classes. Special education students have learning disabilities, autism, physical handicaps, language disorders, and/or learning deficits.

Resource teachers communicate with regular classroom teachers about student progress and keep them aware of any modifications or accommodations the resource student needs, such as more time to complete assignments or a lighter reading load. The resource teacher holds a meeting with the student, another teacher, an administrator, and the student's parents once a year to update the student's Individualized Education Program (IEP). Our special education staff works with students and their families to devise a plan for the student after he leaves our school.

ENGLISH LEARNER PROGRAM: Our English Learners take the California English Language Development Test (CELDT) once a year in October, which determines the level of English proficiency that each student has reached. The CELDT test, along with a teacher recommendation and the California Standards Tests results in English, determines the amount of support each student receives. Students at beginning levels of fluency meet as a group every day for one class period and study verbal and comprehension skills in English intensively. Many of these students also meet at lunch and after school to receive support with their coursework.

We place our English Learners in regular classrooms as soon as they achieve a basic level of comprehension. Since our school serves a large percentage of English Learners, most of our classes are taught in English, but the curriculum and presentation are designed for children who are learning the language, which helps to engage all students.

RESOURCES

Buildings

ECCHS moved onto a two-acre site owned by Lawndale Elementary School District during the 2007–2008 school year. The classrooms are located in buildings established in 1942 and 1952, as well as in portable classrooms that were recently added to the campus. ECCHS and LESD have made many necessary safety upgrades and renovations to the facilities, leaving the buildings in fair to adequate condition overall. Upcoming projects that were deferred this year include roof maintenance and parking lot lighting.

ECCHS employs a full-time facilities engineer who helps to maintain a safe and clean campus on a daily basis. There is a small amount of trash in the rest rooms and on campus grounds due to student litter.

The entire campus was recently painted, and we are working on several projects to improve the aesthetic appeal of our school. Our staff and students have been dedicated to establishing and maintaining a school garden, building organic cob benches, painting murals, and establishing plans for building a library.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC) and were brought about by the Williams legislation. You can look at the six-page [survey form](#) used for the assessment on the Web site of the OPSC.

Library

ECCHS received a \$200,000 grant to construct a school library during the 2008–2009 school year. During 2007–2008, the collection of donated books grew and we were able to provide informal library resources for our students. As the resource collections grow and the collaboration between students, teachers, and administration continues, we look forward to the opening of our library very soon.

Computers

We have 65 computers available for student use, which means that, on average, there is one computer for every seven students. There are 19 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	7	4	4
Internet-connected classrooms	19	67	61

SOURCE: CBEDS census of October 2007. County and state averages represent high schools only.

Our computer lab is available for students to conduct research, type reports, and complete homework. The lab is open during lunch and after school on a daily basis. Our teachers use computers to keep attendance, track grades, and design materials for their students. Many teachers have Web sites where students can check due dates for homework and keep track of upcoming tests. All teachers use email to communicate with students, parents, and colleagues.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state’s standards to be among the most rigorous and challenging in the nation.

You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

SCHOOL EXPENDITURES

Federal Title I funding pays for our remedial language arts and math programs for students whose skills are below grade level. We also receive money from fund-raisers, business partners, and grants. Fund-raisers support extracurricular clubs, sports, dances, graduation, and our extensive multiday outdoor programs, which provide hands-on learning opportunities and support our students' emotional growth.

Grants help support our professional development program, instructional materials, and counseling services. Last year we secured \$350,000 per year to establish our After School Program, which began during the 2007–2008 school year. This funding allows us to better serve our underperforming students with remedial support and to further develop our afterschool enrichment program, including AP courses, sports teams, clubs, and other electives. This year we received a \$200,000 library grant which will enable us to open our official campus library in the spring semester of 2009. This year we also received various small grants to help support the creation of an Outdoor Learning Center on our new campus, which will house a demonstration garden, energy lab, native plant meadow, and rainwater capturing system. It will afford teachers an outdoor space where students can participate in authentic challenges with real-world application.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

» Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



STUDENTS AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	459
African American	22%
American Indian or Alaska Native	0%
Asian	3%
Filipino	2%
Hispanic or Latino	66%
Pacific Islander	0%
White (not Hispanic)	5%
Multiple or no response	2%
Socioeconomically disadvantaged	64%
English Learners	16%
Students with disabilities	8%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	150
Grade 10	130
Grade 11	102
Grade 12	77

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2005–2006	2006–2007	2007–2008
English	25	27	24
History	26	26	26
Math	24	24	24
Science	27	26	26

SOURCE: CBEDS, October 2007.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2005–2006			2006–2007			2007–2008		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	3	14	0	3	14	0	6	14	1
History	3	13	0	4	12	2	4	12	2
Math	5	11	0	7	10	1	5	13	2
Science	2	12	0	3	12	1	6	10	1

SOURCE: CBEDS, October 2007.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2005–2006	2006–2007	2007–2008	2007–2008
With Full Credential	16	19	15	15
Without Full Credential	4	5	14	14

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our 2007–2008 results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	10%	34%	37%
Girls in Fitness Zone	8%	32%	35%
Fifth graders in Fitness Zone	N/A	26%	29%
Seventh graders in Fitness Zone	N/A	28%	30%
Ninth graders in Fitness Zone	9%	33%	36%
All students in Fitness Zone	9%	33%	36%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent high schools only.

STUDENT PERFORMANCE

California Standards Tests

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/ language arts	27%	36%	46%	N/A	N/A	N/A	42%	43%	46%
History/social science	34%	38%	42%	N/A	N/A	N/A	33%	33%	36%
Mathematics	6%	1%	9%	N/A	N/A	N/A	40%	40%	43%
Science	22%	23%	46%	N/A	N/A	N/A	35%	38%	46%

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2007–2008	HISTORY/ SOCIAL SCIENCE 2007–2008	MATHEMATICS 2007–2008	SCIENCE 2007–2008
African American	41%	37%	4%	35%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	80%	75%	33%	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	42%	38%	7%	44%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	86%	N/A	29%	N/A
Boys	46%	50%	13%	45%
Girls	45%	35%	5%	47%
Economically disadvantaged	42%	N/A	10%	44%
English Learners	19%	17%	7%	35%
Students with disabilities	4%	N/A	4%	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2008 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2005–2006	2006–2007	2007–2008
Statewide rank	3	4	4
Similar-schools rank	10	9	8

SOURCE: The API Base Report from August 2008.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2005–2006	2006–2007	2007–2008	2007–2008
All students at the school	+35	+16	+37	713
African American	N/A	+31	+39	708
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+38	-3	+34	695
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	+46	+0	+39	704
English Learners	+13	N/A	N/A	677
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests;
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests;
- (c) an API of at least 590 or growth of at least one point; and
- (d) the graduation rate for the graduating class must be higher than 82.9 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	N/A
Graduation rate	N/A
Participation rate in English/language arts	N/A
Participation rate in mathematics	N/A
Percent Proficient in English/language arts	N/A
Percent Proficient in mathematics	N/A
Met Academic Performance Index (API)	N/A

SOURCE: The AYP Report as released in the Accountability Progress Report in November 2008.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	N/A
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in October 2008.

DISTRICT EXPENDITURES

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2006–2007			
Total expenses	\$47,530,293	N/A	N/A
Expenses per student	\$8,219	\$7,789	\$8,117
FISCAL YEAR 2005–2006			
Total expenses	\$45,245,342	N/A	N/A
Expenses per student	\$7,575	\$7,229	\$7,521

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2006–2007

This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE’s SARC Data Definitions, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09.” This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$46,156	\$40,667
Midrange teacher’s salary	\$72,771	\$66,167
Highest-paid teacher’s salary	\$84,888	\$84,142
Average principal’s salary (high school)	\$0	N/A
Superintendent’s salary	\$178,775	\$167,564
Percentage of budget for teachers’ salaries	43%	42%
Percentage of budget for administrators’ salaries	6%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one-year)			
2006–2007	3%	3%	4%
2005–2006	3%	3%	3%
2004–2005	0%	0%	2%
Graduation rate (four-year)			
2006–2007	85%	85%	86%
2005–2006	76%	76%	87%
2004–2005	97%	97%	88%

SOURCE: CBEDS October 2005–2007.

Courses Required for Admission to the University of California or California State University Systems

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	67%	67%	66%
Percentage of graduates from class of 2007 who completed all courses required for UC/CSU admission	53%	53%	38%

SOURCE: CBEDS, October 2007, for the class of 2007.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2004–2005	2005–2006	2006–2007
Percentage of seniors taking the SAT	59%	71%	91%
Average verbal score	405	376	373
Average math score	415	376	365
Average writing score	N/A	382	373

SOURCE: Original data from the College Board, for the class of 2007, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.

TEXTBOOKS

Textbook Adoption List

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Larson Algebra 1	Algebra 1	2007	
Larson Algebra 2	Algebra 2	2007	
Miller: Living in the Environment	AP Environ. Science	2005	
Western Heritage (AP Edition)	AP European History	2007	
Abriendo puertas 1 (McDougal Littell)	AP Spanish	2003	
Abriendo puertas 2 (McDougal Littell)	AP Spanish	2003	
Biology (Miller / Levine)	Biology	2002	
Biology/Community Context (Lenoard and Penick)	Biology	1998	
Larson Calculus	Calculus	1996	
Chemistry in the Community	Chemistry	2002	
Economics	Economics	1988	
Junior Achievement Economics	Economics	2000	
Holt Environmental Science	Environmental Science	2002	
Larson Geometry	Geometry	2007	
Holt Physics	Physics	2004	
Larson PreCalculus	Pre-Calculus	2007	
En Espanol 1 (McDougal Littell)	Spanish 1-(non-natives)	2000	
Realidades (Prentice Hall)	Spanish 2 and 3 (non-nat)	2004	
Mundo 21 (Houghton Mifflin)	Spanish 1 for Natives	2001	
Entre mundos: An Integrated Approach/Native Speaker (Pearson)	Spanish 2 for Natives	2004	
Manual de gramática y ortografía para hispanos (Pearson)	Spanish 2 for Natives	2004	
Modern World History: Patterns of Interaction	World History	2003	

