

Environmental Charter High - Gardena
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 2818 Manhattan Beach Blvd.
Gardena, CA , 90249-4534

Principal: Cindy Guardado, Principal

Phone: (424) 295-9898

Grade Span: 9-12

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

About This School

Cindy Guardado, Principal

📍 Principal, Environmental Charter High - Gardena

About Our School

Contact

Environmental Charter High - Gardena
2818 Manhattan Beach Blvd.
Gardena, CA 90249-4534

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Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoedu
Website	www.lacoedu

School Contact Information (School Year 2021—2022)

School Name	Environmental Charter High - Gardena
Street	2818 Manhattan Beach Blvd.
City, State, Zip	Gardena, CA , 90249-4534
Phone Number	(424) 295-9898
Principal	Cindy Guardado, Principal
Email Address	cindy_guardado@ecsonline.org
Website	http://echsgardena.org/
County-District-School (CDS) Code	19101990140681

Last updated: 1/22/22

School Description and Mission Statement (School Year 2021–2022)

Environmental Charter High School – Gardena (ECHS-G) is a new high school serving the community in Gardena and the South Bay. Part of an award-winning, public school network of schools, we prepare students for 4-year college using the environment as a lens for real-life learning. Our school places an emphasis on experiential, project-based learning that engages students as it prepares them to become leaders in their communities.

Classes at Environmental Charter High School are demanding and place an emphasis on critical thinking and problem-solving.

- We offer a variety of enrichment and advanced placement classes.
- We encourage concurrent enrollment in community college.
- Students' schedules are designed to ensure each student meets A-G requirements for acceptance into California Universities.
- Students must earn a C or higher in their classes.
- In order to graduate, all seniors are expected to apply and gain acceptance into a 4-year university.
- All students are supported in organization, study skills, academic planning, and the college application process in their college-prep courses.
- Students complete college research projects, go on college visit trips, and enroll in SAT prep courses.

Our students are taught to solve real-world issues through the lens of different subjects and disciplines.

- Standards are linked between teachers and subjects making them relevant for students as they question, investigate, construct meaning, discover relationships, and solve problems.
- Math and college-prep courses focus on student loans and financial sustainability.
- Senior projects require students to call on all subjects and skills as they investigate, research, devise, and present a solution to social injustice in the community.

The ECHS campus is a living textbook, which makes it easy to design every course through a lens of sustainability. Beyond this, each year students have an opportunity to participate in a series of opportunities that strengthen their understanding and application of environmental practices:

- 9th: Environmental Science, interdisciplinary introduction
- 10th: Green Ambassadors environmental leadership and service learning
- 11th: Sustainability internship with a community partner
- 12th: Senior project related to a social or environmental issue in the community
- Students also take field trips to local landfills, water treatment plants, and sustainable buildings, strengthening their abilities to understand the depth and breadth of sustainability beyond our school walls.

Small Learning Communities

- The average class size at Environmental Charter High School – Gardena is 25 students.
- Group teamwork is incorporated across all disciplines, which strengthens student connections across campus and makes the campus safe and comfortable.
- Each student takes an advisory course each year with the same teacher that remains with her over the course of her high school experience, which facilitates strong parent-student-teacher relationships. Advisory teachers provide academic monitoring and support, incorporate team-building exercises and socio-emotional development, monitor community service, and hold parent-teacher conferences.

A. Conditions of Learning

State Priority: Basic

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

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Actively Learn Prentice Hall Literature: The American Experience Common Core Edition	Yes	0%
Mathematics	Nearpod McDougal Littell Algebra 1 by Larson Mc Dougal Littell Geometry by Larson Mc Dougal Littell Algebra 2 by Larson Houghton Mifflin Precalculus: for advanced high school students by Larson Calculus by Larson	Yes	0%
Science	McDougal Littell Biology by Stephen Nowicki Brooks/Cengage World of Chemistry by Zumdahl Holt Physics by Serway Living in the Environment by Miller	Yes	0%
History-Social Science	Cengage The American Pageant by Kennedy The Western Heritage: AP Edition Since 1300 Kagan	Yes	0%
Foreign Language	Reflexiones Introduccion a la literatura hispanica Rodriguez Prentice Hall Realidades by Boyles	Yes	0%
Health			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/22/22

School Facility Conditions and Planned Improvements

ECHS-Gardena currently leases a facility at 2818 Manhattan Beach Blvd., Gardena, CA and is anticipated to purchase the entire property at this address with approximately 40,000 square feet of buildings including a 24,000 square foot educational building, a 10,000 square foot sanctuary and office complex and 6,000 square foot 6 unit triplex. Renovation includes tenant improvements to the existing 24,228 square foot, 3-story classroom building and administration spaces. Possible future renovations include replacement of the sanctuary space with additional classrooms, tenant improvements of the triplex and landscaping that will support ECS' environmental design principles.

The renovation of the existing 24,228 square foot, 3-story classroom building will accommodate 9-12th grade students and administration spaces. This Education Building will become 11 classrooms, multiple small learning spaces and offices. Five of the 11 classrooms will be 950 to 1500 square feet stem classrooms to accommodate ECS' high school science and art programs. To reach this goal, 8 existing small classrooms on the first two floors will be converted into four large STEM classrooms. The two revised ground floor classrooms will open up into an outdoor learning space, extending the traditional classroom beyond the classroom doors. Amphitheater-style seating will be added just beyond the ground floor classrooms. The seating will slope downward toward the ground floor classrooms allowing natural light into the ground level. The two revised mid-level classrooms will spill out on the second floor exterior walkway similarly extending learning to the outside. One classroom on the third floor will be revised into an enlarged art classroom and the hallway will be opened up to provide a library/conference nook in order to add a flexible learning space to the previous design. In addition to the work outlined above, mechanical upgrades will be made to the HVAC system to accommodate the classroom changes. Electrical and plumbing will be revised to accommodate the lab and art spaces.

Last updated: 1/22/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: November 2021

Overall Rating	Exemplary
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Last updated: 1/22/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

- Coffee with the Principal - Upcoming events, upcoming parent conferences, information about after school program, updates on COVID data, NWEA data
- ELD Introduction - ELD expectations, ELD staff, ELD support services

Contact ECHS-G Front Office at (424) 295-9898 for more information

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

School Safety Plan (School Year 2021-2022)

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

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

To develop and revise the Safe Schools Plan, input is gathered from school and community stakeholders. Administrators consult with families, students, teachers and staff members to establish areas of concern, determine how procedures or policies can be improved and determine annual goals for improving school safety. Representatives from law enforcement, fire departments and emergency/disaster planning agencies are contacted and invited to provide feedback on the plan. ECS also offers to coordinate use of its facilities with regional emergency planning agencies. Plan development includes a meeting of Site Engineers from all ECS sites to share best practices and strategies.

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

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

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

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

D. Other SARC information

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

Professional Development

Measure	2019- 2020	2020- 2021	2021- 2022
Number of school days dedicated to Staff Development and Continuous Improvement			28