

Environmental Charter High - Gardena
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

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

Principal: Cindy Guardado, Principal

Phone: (310) 214-3408

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

Phone: [\(310\) 214-3408](tel:3102143408)

Email: cindy_guardado@ecsonline.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

School Name	Environmental Charter High - Gardena
Street	2818 Manhattan Beach Blvd.
City, State, Zip	Gardena, CA , 90249-4534
Phone Number	(310) 214-3408
Principal	Cindy Guardado, Principal
Email Address	cindy_guardado@ecsonline.org
Website	www.ecsonline.org
County-District-School (CDS) Code	19101990140681

Last updated: 1/19/24

School Description and Mission Statement (School Year 2023–24)

Environmental Charter High School – Gardena (ECHS-G) is a high school opened in 2021 that serves 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:

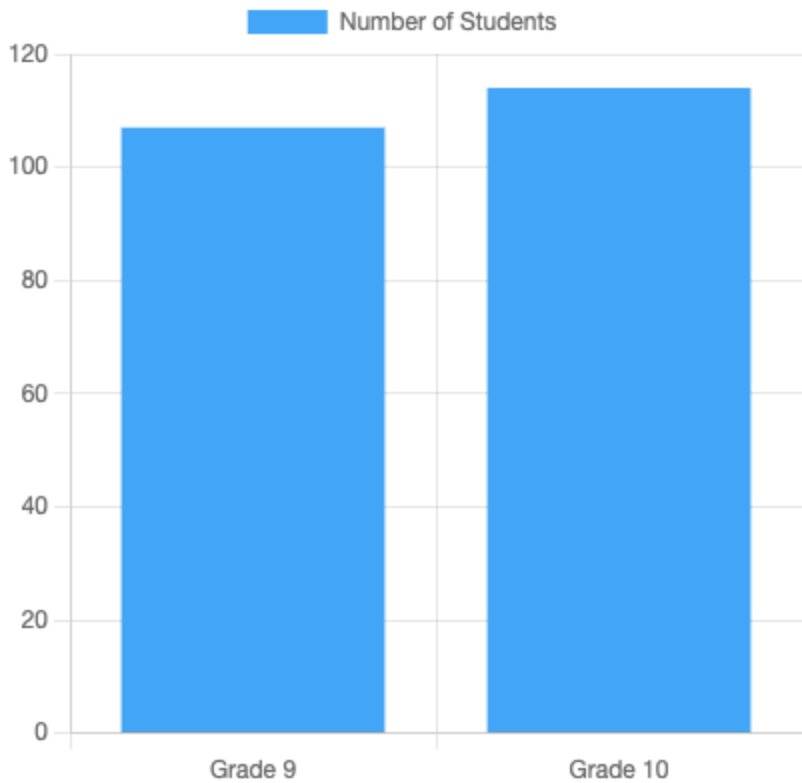
- 9th: Environmental Science, interdisciplinary introduction
- 10th: Green Ambassadors environmental leadership and service learning
- 11th: Sustainability internship with a community partner
- 12th: Senior project related to a social or environmental issue in the community
- Students also take field 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.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	107
Grade 10	114
Total Enrollment	221



Last updated: 1/19/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.20%
Male	49.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	0.90%
Black or African American	17.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	87.30%
Students with Disabilities	16.70%

Student Group	Percent of Total Enrollment
Filipino	0.00%
Hispanic or Latino	74.70%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	2.30%
White	0.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			314.10	59.37%	228366.10	83.12%
Intern Credential Holders Properly Assigned			13.10	2.48%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			42.50	8.05%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			139.00	26.27%	12115.80	4.41%
Unknown/Incomplete/NA			20.20	3.82%	18854.30	6.86%
Total Teaching Positions			529.00	100.00%	274759.10	100.00%

Environmental Charter High School - Gardena did not open until the 2021-22 school year and therefore does not list any relevant data for 2020-21.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/29/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00%	327.80	57.81%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	27.10	4.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	40.80	7.21%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	137.00	24.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	34.10	6.03%	15831.90	5.67%
Total Teaching Positions	6.00	100.00%	567.10	100.00%	279044.80	100.00%

Environmental Charter High School - Gardena did not open until the 2021-22 school year and therefore does not list any relevant data for 2020-21.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/29/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers		0.00
Misassignments		0.00
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		0.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver		0.00
Local Assignment Options		0.00
Total Out-of-Field Teachers		0.00

Environmental Charter High School - Gardena did not open until the 2021-22 school year and therefore does not list any relevant data for 2020-21.

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0%

Environmental Charter High School - Gardena did not open until the 2021-22 school year and therefore does not list any relevant data for 2020-21.

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

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		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		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		0
History-Social Science	Cengage The American Pageant by Kennedy The Western Heritage: AP Edition Since 1300 Kagan		0
Foreign Language	Reflexiones Introduccion a la literatura hispanica Rodriguez		0

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

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

Last updated: 1/29/24

School Facility Conditions and Planned Improvements

ECBS-Gardena purchased the entire property at the 2818 Manhattan Beach Blvd., Gardena, CA 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. The first phase of renovation recently concluded with 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 completed renovation of the existing 24,228 square foot, 3-story classroom building accommodates 9-12th grade students and administration spaces. This Education Building now has 11 classrooms, multiple small learning spaces and offices. Five of the 11 classrooms are 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 were converted into four large STEM classrooms. The two revised ground floor classrooms open up into an outdoor learning space, extending the traditional classroom beyond the classroom doors. Amphitheater-style seating was added just beyond the ground-floor classrooms. The seating slopes downward toward the ground floor classrooms allowing natural light into the ground level. The two revised mid-level classrooms spill out on the second-floor exterior walkway similarly extending learning to the outside. One classroom on the third floor was revised into an enlarged art classroom and the hallway was 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 were made to the HVAC system to accommodate the classroom changes. Finally, electrical and plumbing was revised to accommodate the lab and art spaces.

Last updated: 1/19/24

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: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Exemplary
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Last updated: 1/19/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

CAASPP Test Results in ELA and Mathematics for All Students**Grades Three through Eight and Grade Eleven taking and completed state-administered assessment****Percentage of Students Meeting or Exceeding the State Standard****Environmental Charter High School - Gardena opened in the 2021-2022 school year with grade 9 only and therefore does not list CAASPP Test Results in ELA and Mathematics for grade 11.**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)						46%
Mathematics (grades 3-8 and 11)						34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/19/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment**Grades Three through Eight and Grade Eleven (School Year 2022–23)****Environmental Charter High School - Gardena opened in the 2021-2022 school year with grade 9 only and therefore does not list CAASPP Test Results in ELA and Mathematics for grade 11.**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Environmental Charter High School - Gardena opened in the 2021-2022 school year with grade 9 only and therefore does not list CAASPP Test Results in ELA and Mathematics for grade 11.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/24

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

Environmental Charter High School - Gardena opened in the 2021-2022 school year with grade 9 only and therefore does not list CAASPP Test Results in Science.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)			27.78%	35.14%	29.47%	30.29%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Environmental Charter High School - Gardena opened in the 2021-2022 school year with grade 9 only and therefore does not list CAASPP Test Results in Science.

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/19/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Environmental Charter High School - Gardena did not open until the 2021-22 school year and therefore does not list any relevant data for 2020-21.

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/19/24

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	95%	95%	95%	95%	95%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/19/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Since opening our campus in August 2021, ECHS-Gardena has provided multiple in-person and virtual opportunities for parents to review and discuss upcoming school decisions, provide suggestions and feedback to administration, and debrief processes and procedures. Throughout the year, input is actively sought both formally and informally, data is shared, and recommendations are made. Parents’ perspectives and insights inform the identification of critical priorities and decision-making around resource allocation, program implementation, and accountability for actionable goals.

The process to engage our parents and solicit feedback includes:

- Coffee with the Principal
- Parent Town Halls
- English Learner Advisory Committee (Note: at ELAC meetings parents of English Learners are invited to provide feedback on the English Language Development program and strategize on ways to improve attendance)
- School Site Council (Note: the SSC meets three times a year. SSC members review data, identify student needs, develop the School Plan for Student Achievement, and provide input on the LCAP)
- Parent/Teacher conferences

-Annual Climate of Care survey (Note: ECHS-Gardena participates in the California School Climate, Health, and Learning Surveys. Each year our parents take the California School Parent Survey)

Finally, ECHS-Gardena utilizes informal opportunities including Founders Day, Back to School Night, Parent Workshops, and Career Day to enhance community relationships and improve communication between families and school staff.

State Priority: Pupil Engagement

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

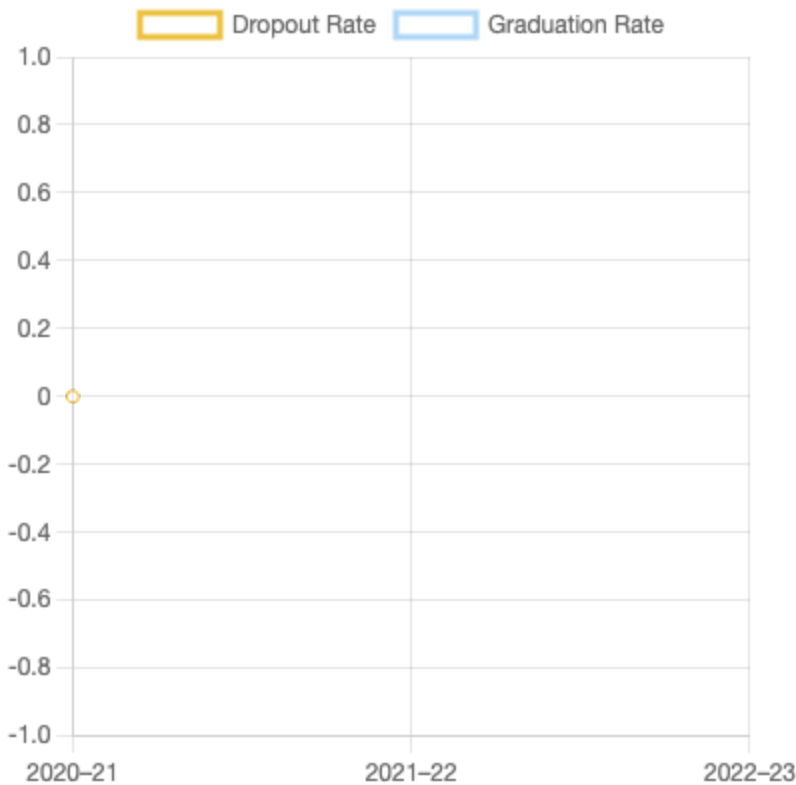
- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Environmental Charter High School - Gardena did not open until the 2021-2022 school year and therefore does not list any relevant data for this section.

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate				14.3%	13.4%	13.8%	9.4%	7.8%	8.2%
Graduation Rate				72.7%	72.7%	77.2%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Environmental Charter High School - Gardena did not open until the 2021-2022 school year and therefore does not list any relevant data for this section.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/19/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	234	225	49	21.8%
Female	120	113	27	23.9%
Male	114	112	22	19.6%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	2	2	0	0.0%
Black or African American	46	44	10	22.7%
Filipino	0	0	0	0.0%
Hispanic or Latino	173	167	36	21.6%
Native Hawaiian or Pacific Islander	2	2	1	50.0%
Two or More Races	5	5	0	0.0%
White	1	1	1	100.0%
English Learners	23	23	5	21.7%
Foster Youth	2	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	205	197	42	21.3%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	39	37	12	32.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/19/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Environmental Charter High School - Gardena did not open until the 2021-22 school year and therefore does not list any relevant data for 2019-20 or 2020-21.

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	5.26%	1.71%	1.87%	4.48%	5.74%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.03%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/19/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.71%	0.00%
Female	0.83%	0.00%
Male	2.63%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	2.17%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.73%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	4.35%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.95%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.56%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/19/24

School Safety Plan (School Year 2023–24)

ECHS-G's Comprehensive School Safety Plan ("Safe Schools Plan") was last reviewed, discussed and updated on 8/3/2023. This Safe Schools Plan is currently in a review process and will be updated by 3/1/2024. To develop and revise the Safe Schools Plan, input is gathered from school and community stakeholders. Administrators consult with families, students, teachers and staff members to establish areas of concern, determine how procedures or policies can be improved and determine annual goals for improving school safety. Representatives from law enforcement, fire departments and emergency/disaster planning agencies are contacted and invited to provide feedback on the plan. ECS also offers to coordinate use of its facilities with regional emergency planning agencies. Plan development includes a meeting of Site Engineers from all ECS sites to share best practices and strategies.

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

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

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

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

Last updated: 1/19/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Environmental Charter High School - Gardena did not open until the 2021-22 school year and therefore does not list any relevant data for 2019-20 or 2020-21.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00		4	
Mathematics	29.00		4	
Science	29.00		4	
Social Science	29.00		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	6	4	0
Mathematics	20.00	7	4	0
Science	22.00	7	3	0
Social Science	22.00	7	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/19/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	221

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/19/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	1.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	1.00
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/19/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23746.00	\$7709.00	\$16037.00	\$71966.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/19/24

Types of Services Funded (Fiscal Year 2022–23)

ECHS-Gardena receives federal and state funds to support programs and supplemental services for our students. In order to ensure safe and healthy students, ECHS-G provides a comprehensive social-emotional program including activities like community circles, which help students surface and resolve conflict and develop socially and emotionally, supporting their mental health.

The objectives of our social-emotional learning program are to achieve high rates of student attendance, above 95% average daily attendance, to reduce chronic absenteeism rates, and maintain low suspension and expulsion rates. Disciplinary referral

rates are tracked as leading indicators, and additional resources are provided to teachers with high rates of disciplinary referrals and students who receive repeated referrals. Additionally, we will review survey data from CAL-SCHLS and local surveys to track the percentage of students who find ECHS-G to be a safe place to learn and the percentage of students who agree or strongly agree that they feel connected to ECHS-G. The ECHS-G administrators, counselor, ELD Coordinator, and Special Education Coordinator meet regularly to review student progress, troubleshoot school issues and scheduling challenges, review and coordinate outside services providers, and evaluate programs, such as counseling, Speech & Language, ELD and Special Education services and behavior supports.

ECHS-G also supports student learning through various types of grant funding and donations, including grants to provide a new slate of specific projects and programs such as facilities expenditures, instructional materials and technology, professional development, and specific programming.

Last updated: 1/19/24

Advanced Placement (AP) Courses (School Year 2022–23)

Environmental Charter High School - Gardena did not open until the 2021-2022 school year and therefore does not list any relevant data for this section.

Percent of Students in AP Courses 11.3 %

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

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

Last updated: 1/19/24

Professional Development

Environmental Charter High School - Gardena did not open until the 2021-22 school year and therefore does not list any relevant data for 2020-21.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	28	27	22

Last updated: 1/19/24