

Environmental Charter Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Mr. Robert Gloria

 Principal, Environmental Charter Middle

About Our School

Contact

*Environmental Charter Middle
812 West 165th Pl.
Gardena, CA 90247-5105*

*Phone: 310-425-1605
E-mail: robert_gloria@ecsonline.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Environmental Charter Middle School-Gardena
Phone Number	(310) 425-1605
Superintendent	Alison Suffet-Diaz
E-mail Address	Alison@ecsonline.org
Web Site	http://www.ecsonline.org

School Contact Information (School Year 2016-17)	
School Name	Environmental Charter Middle
Street	812 West 165th Pl.
City, State, Zip	Gardena, Ca, 90247-5105
Phone Number	310-425-1605
Principal	Mr. Robert Gloria
E-mail Address	robert_gloria@ecsonline.org
Web Site	http://www.ecmsgardena.org
County-District-School (CDS) Code	19101990121772

Last updated: 1/26/2017

School Description and Mission Statement (School Year 2016-17)

Environmental Charter Middle School offers students a small, caring school environment that supports students' transition from elementary school, prepares them for success in a college preparatory high school and empowers them to become leaders in their community and world. ECMS is part of the Environmental Charter Schools network of free, public schools in south Los Angeles. Our mission is to create and deliver vibrant, innovative, interdisciplinary learning opportunities using the environment to engage students and connect them to the wider world.

ECMS has operated since 2010, locating temporarily in Inglewood, and moving to its permanent facility in Gardena/Harbor-Gateway in 2013. Our school is small, with only 360 students in grades 6-8, and we value a strong school community. Our sixth graders have only two core teachers-- one for math and science and one for English and history. These core teachers loop to 7th grade with their students, promoting strong relationships between teachers and families. To prepare them for high school, our eighth graders have four core teachers. Students also take specialty subject courses to support their academic, social, and physical development including College Readiness, Games and Movement, Handwork, and Green Ambassadors, an environmental education and leadership sequence. We also use the Tribes Learning Community process to teach students the social and emotional skills they need to be resilient and successful in a rapidly changing world.

Our curriculum is inter-disciplinary and project-based. Each semester students participate in an interdisciplinary benchmark project, integrating knowledge and skills from English, history, math and science into a performance assessment, which allows students to demonstrate their mastery of standards at a high level. They must apply their learning and use cross-curricular skills and concepts in concert with one another to solve problems in real-world and historical settings. For example, when 8th graders were studying buoyancy, the American Revolution and rate, they built cardboard boats large enough to support a student, calculated their buoyancy, determined their cargo, raced the laden boats and calculated their rate of travel, and then wrote about their experiences from the point of view of a ship's captain in 18th Century New England. The tasks are challenging and result in a deeper understanding of skills and concepts. In 16-17 we were awarded the gold ribbon award and title I academic achievement award from the state of California in recognition of our innovative curriculum and student achievement results.

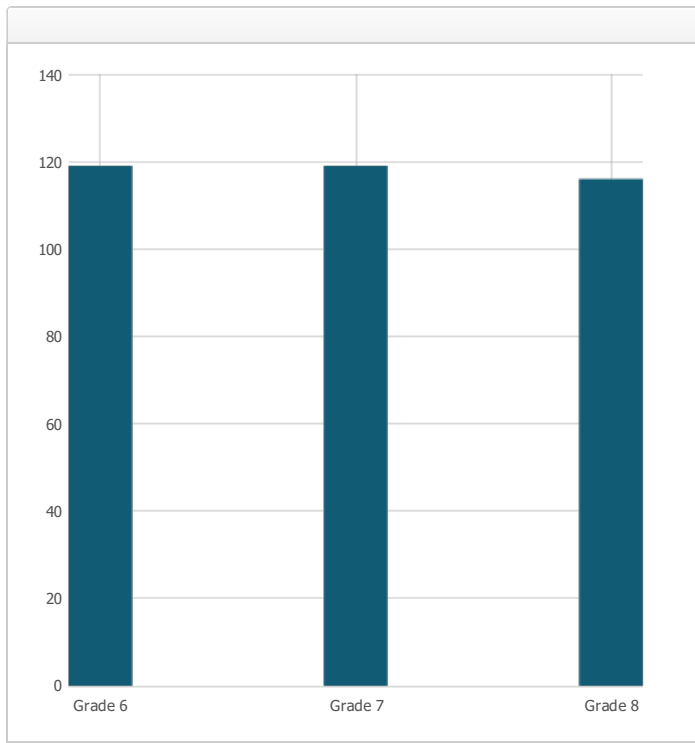
ECMS also values partnerships with the larger community. Our After School program partners with the Gardena/Carson YMCA, enabling students to compete in a basketball league and swim after school. Each year, our 7th graders spend the night in at the Ocean Institute in Dana Point, after a day of marine research and fish dissection. In addition, our 6th graders spend the night at Camp Shalom and our 8th graders spend the night at Circle X at the Nature Bridge outdoor school in the Santa Monica Mountains.

ECMS is open to any middle school student regardless of where they live. Applications are available on our website www.ecmsgardena.org

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	119
Grade 7	119
Grade 8	116
Total Enrollment	354



Last updated: 11/21/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13.8 %
American Indian or Alaska Native	0.3 %
Asian	1.4 %
Filipino	0.8 %
Hispanic or Latino	80.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.7 %
Two or More Races	1.1 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.9 %
English Learners	17.2 %
Students with Disabilities	12.2 %
Foster Youth	0.0 %

Last updated: 11/21/2016

A. Conditions of Learning

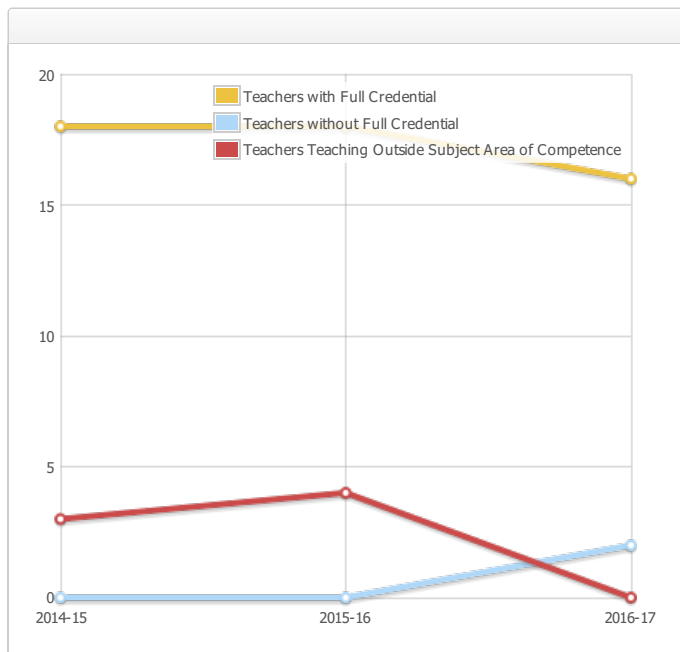
State Priority: Basic

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

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

Teacher Credentials

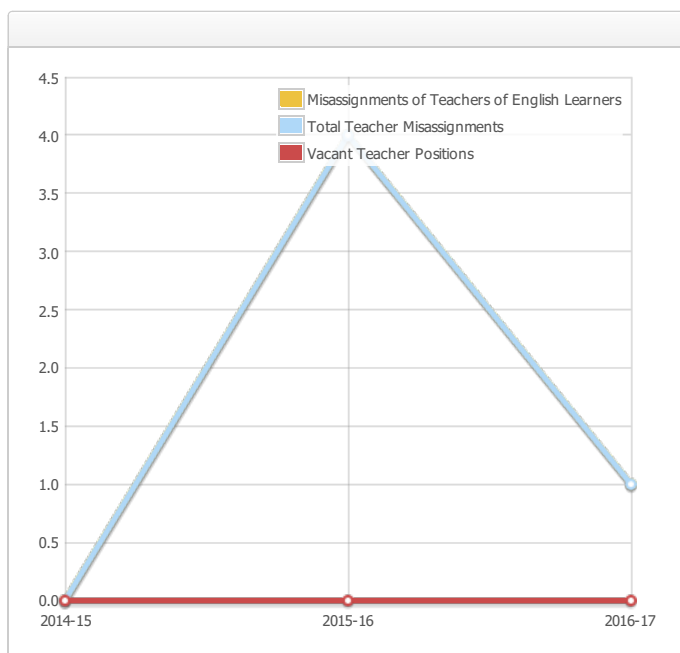
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	18	16	16
Without Full Credential	0	0	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	4	0	0



Last updated: 11/23/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	4	1
Total Teacher Misassignments*	0	4	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 11/23/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	83.0%	17.0%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/1/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Write Source	Yes	0.0 %
Mathematics	Go Math	Yes	0.0 %
Science	Integrated Science	Yes	0.0 %
History-Social Science	Teachers' Curriculum Institute	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2017

School Facility Conditions and Planned Improvements

ECMS-Gardena campus is comprised of three separate buildings, a playground area, and a parking lot which are enclosed with a gated fence. The education building was renovated from an existing two-story building, and now contains 14 classrooms on two floors. The classrooms are bright and open with large windows and skylights. Four classrooms on the ground floor have garage-style glass doors to provide outdoor access for environmental-focused project-based learning. Three classrooms on the second floor open to patios that allow students to create and maintain a hydroponic watering system and other long-term projects. The center atrium supports several indoor plants, continuing the school-wide focus on the environment.

The one-story office complex contains restrooms for staff and students and office space for administrative offices. The third building is a two-story, former Baptist church that was built in 1950, and was renovated to provide an additional 8,000 square feet for classrooms and office space, including a large multipurpose room on the 2nd floor and office space for Environmental Charter Schools support staff. The second floor is accessed by a handicapped-accessible wheelchair lift and provides space for large group meetings of students, parents, and community partnerships.

A facilities site inspection was conducted by Denise Fay, Facilities Planning Specialist for Facilities Planning Services at the Los Angeles County Office of Education on November 9th, 2016. There were no required corrections or recommendations.

Last updated: 2/1/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: 2016

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: 2016

Overall Rating	Exemplary
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Last updated: 12/22/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	25.0%	36.0%	25.0%	36.0%	45.0%	48.0%
Mathematics (grades 3-8 and 11)	19.0%	27.0%	19.0%	19.0%	33.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	115	98.0%	33.0%
Male	57	55	96.0%	27.0%
Female	60	60	100.0%	38.0%
Black or African American	13	13	100.0%	23.0%
American Indian or Alaska Native	1	1	100.0%	--
Asian	1	1	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	98	96	98.0%	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	--
Two or More Races	2	2	100.0%	--
Socioeconomically Disadvantaged	115	113	98.0%	34.0%
English Learners	24	23	96.0%	9.0%
Students with Disabilities	13	13	100.0%	15.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/26/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	119	99.0%	35.0%
Male	56	55	98.0%	33.0%
Female	64	64	100.0%	38.0%
Black or African American	16	16	100.0%	31.0%
American Indian or Alaska Native	1	1	100.0%	--
Asian	4	4	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	95	94	99.0%	37.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	2	2	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	117	116	99.0%	35.0%
English Learners	21	20	95.0%	5.0%
Students with Disabilities	15	15	100.0%	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/26/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	111	110	99.0%	36.0%
Male	56	56	100.0%	27.0%
Female	55	54	98.0%	46.0%
Black or African American	19	19	100.0%	53.0%
American Indian or Alaska Native	--	--	--	--
Asian	1	1	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	86	85	99.0%	33.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	3	3	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	106	105	99.0%	36.0%
English Learners	12	11	92.0%	0.0%
Students with Disabilities	17	17	100.0%	6.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/26/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	115	99.0%	20.0%
Male	57	55	96.0%	22.0%
Female	60	60	100.0%	18.0%
Black or African American	13	13	100.0%	15.0%
American Indian or Alaska Native	1	1	100.0%	--
Asian	1	1	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	98	96	98.0%	19.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	--
Two or More Races	2	2	100.0%	--
Socioeconomically Disadvantaged	115	113	--	20.0%
English Learners	24	23	--	0.0%
Students with Disabilities	13	13	100.0%	15.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/26/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	120	100.0%	35.0%
Male	56	56	100.0%	32.0%
Female	64	64	100.0%	38.0%
Black or African American	16	16	100.0%	25.0%
American Indian or Alaska Native	1	1	100.0%	--
Asian	4	4	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	95	95	100.0%	36.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	2	2	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	117	117	100.0%	35.0%
English Learners	21	21	100.0%	10.0%
Students with Disabilities	15	15	100.0%	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/26/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	111	110	99.0%	26.0%
Male	56	56	100.0%	18.0%
Female	55	54	98.0%	35.0%
Black or African American	19	19	100.0%	37.0%
American Indian or Alaska Native	--	--	--	--
Asian	1	1	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	86	85	99.0%	24.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	3	3	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	106	105	99.0%	28.0%
English Learners	12	11	92.0%	0.0%
Students with Disabilities	17	17	100.0%	12.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	50.0%	49.0%	--	50.0%	49.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	111	107	96.0%	49.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	19	19	100.0%	58.0%
American Indian or Alaska Native	--	--	--	--
Asian	1	1	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	86	82	95.0%	46.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	3	3	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	106	102	96.0%	48.0%
English Learners	12	8	67.0%	--
Students with Disabilities	5	4	80.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.2%	24.5%	41.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

When parents first enroll, we share with them a range of ways they can participate at ECMS. Every ECMS-G parent signs our parent/school contract. In this contract the parents promise to send their child to school consistently, to create a space for homework, to sign weekly reading logs and progress reports, to attend parent-teacher conferences, to ensure students get enough sleep and don't bring sugary food to campus, and to read communication from school. The school promises to provide a safe and clean learning environment, to monitor student dress, to assign meaningful homework, to update grades weekly, to communicate frequently via email, website and a Friday newsletter, to provide remediation and enrichment opportunities, to provide healthy food and snacks and to provide explanations for policies and opportunities for parents to give feedback and participate in policy development.

Parents meet with teachers two times each year and participation rates are extremely high. Parents are also encouraged to attend students' presentations and performances. The 6th grade Olympic games and the 7th grade Columbian exchange feast are both well attended by parents, as are the monthly appreciation assemblies and honor breakfasts.

Parent education workshops are offered monthly on topics including adolescent sexual development, preparing healthy meals, and preventing substance abuse. Food and free babysitting is offered to make it easier for busy parents to attend. ECMS has an elected parent council which includes representatives from each grade level. Parent council meets each month to fundraise and to give feedback to help to improve our school program. ECMS also has an elected school site council and english language advisory committee which meet to help develop our Single Plan for Student Achievement and our EL program and goals.

Many parents volunteer to help ECMS with outreach, passing out and posting flyers and helping present during parent information meetings. Parents also help to chaperone field trips.

State Priority: Pupil Engagement

Last updated: 2/1/2017

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

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

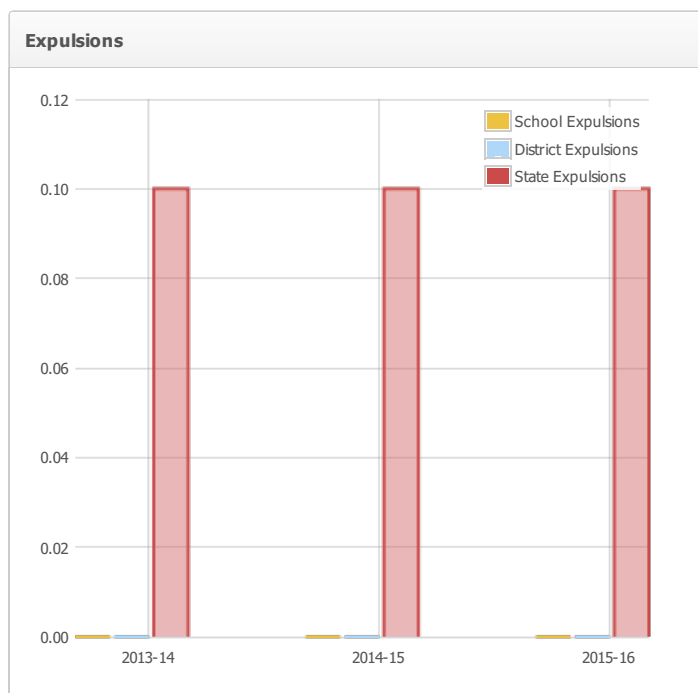
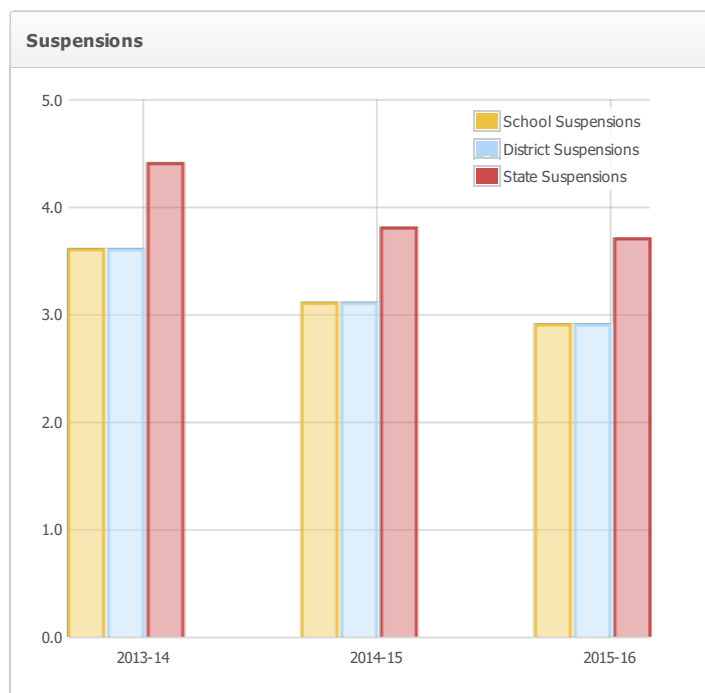
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.6	3.1	2.9	3.6	3.1	2.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/26/2017

School Safety Plan (School Year 2016-17)

Safety is a priority at ECMS, as we believe students cannot learn when they feel unsafe. Based on climate survey, most parents and students strongly agree ECMS is a safe community, and safety is one reason parents frequently cite for choosing ECMS.

Student safety is supported first through our Tribes social-emotional learning program that explicitly teaches students the skills they need to be an effective community. ECMS practices and teaches the values of Mutual Respect, Attentive Listening, Mindfulness, Right to Pass/Participate, and No Put Downs. We also have a full time counselor who provides support to students and their families. As a small school, fully enrolled at 360 students, we are able to establish a community where students, parents, and teachers work together to foster a positive school atmosphere.

During school hours, access to the ECMS campus is limited to a buzz-in security gate. Two campus safety supervisors oversee our grounds and other staff members provide additional supervision during drop off, pick up, recess and lunch.

ECMS has a Comprehensive Safe Schools plan in place, which is reviewed annually, most recently during the summer of 2016. Teachers and staff review the plan during summer professional development and receive follow up training on implementation throughout the school year. Fire and evacuation drills are held regularly. Evacuation maps are posted in each classroom and substitutes are provided with a copy of emergency procedures when they arrive on campus. Safety related policies have been incorporated into the employee handbook and the parent handbook.

ECMS's health and safety policies and procedures include, but are not limited to:

- A requirement that all enrolling students provide immunization documents to the extent required for enrollment in a public school.
- A requirement for all staff and volunteers who work directly with students to have a current negative TB result in accordance with Education Code Section 49406.
- Policies and procedures for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires, earthquakes and related seismic safety.
- Training for staff related to preventing contact with blood-borne pathogens.
- Identification of specific staff that will be trained in the administration of prescription drugs and other medicines.
- A policy establishing that the school is a drug, alcohol and tobacco free workplace.
- Staff trainings in safety provisions for auxiliary services such as food services and transportation.
- Fingerprinting and criminal background check shall be conducted prior to employment of every employee as required by Education Code Section 44237. Fingerprinting and criminal background checks may also be conducted on volunteers who work directly with students out of the direct supervision of a credentialed employee.
- Child Abuse and Neglect Reporting: ECMS administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal Code Section 11164 Et. Seq. and all staff participated in a mandated reporter training during summer 2015

Last updated: 2/1/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	47.2%

Note: Cells with NA values do not require data.

Last updated: 1/26/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	26.0	2	16	0	30.0	1	30	0	27.0	3	13	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-22	23-32		33+	1-22		23-32	33+
English	28.0	7	1	26.0	2	5	30.0		12
Mathematics	29.0	5	1	26.0	1	5	29.0		12
Science	29.0	5	1	26.0		5	29.8		12
Social Science	28.0	7	1	26.0		5	29.7		12

* 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: 11/22/2016

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9835.5	\$2788.0	\$7047.4	\$49633.0
District	N/A	N/A	\$7047.4	\$49633.0
Percent Difference – School Site and District	--	--	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	8.0%	-32.0%

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

Last updated: 1/26/2017

Types of Services Funded (Fiscal Year 2015-16)

Programs and services that support and assist students include our Tribes Social Emotional Learning program, after school enrichment program, in-home tutoring and a full time counselor.

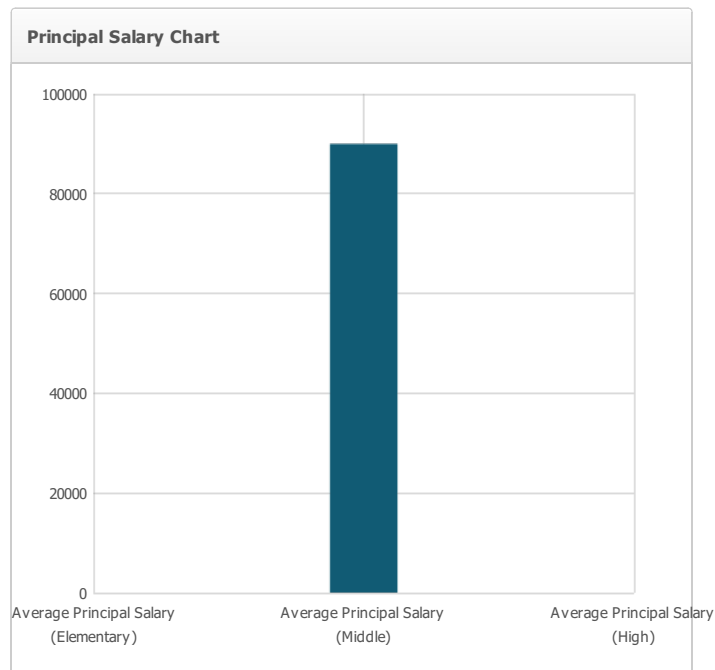
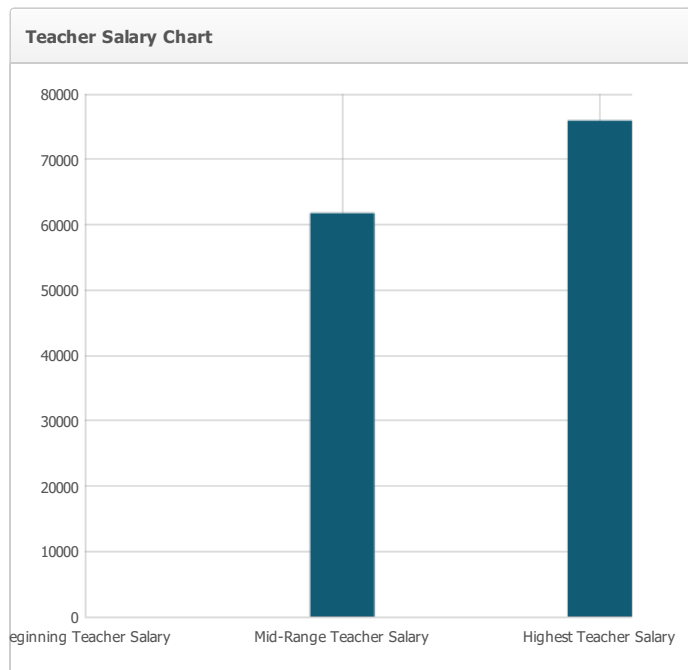
Our teachers all use the Tribes program to support students' social and emotional development. During a daily advisory period students participate in Tribes activities that provide explicit instruction in expected behaviors, develop students' capacity to collaborate and manage differences, and build classroom community. Our full time counselor creates opportunities during the school day to build school spirit and manages programs like yearbook, peer mediation and student council. We have individual and group counseling available and in class workshops. We partner with LMU and Antioch, who provide additional counseling services. Our after school program offers homework help, MESA, performing arts, visual arts, and athletics. Professional Tutors of America provides supplemental educational services to our students who are in need of after school in-home tutoring support.

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$
Mid-Range Teacher Salary	\$61,777	\$
Highest Teacher Salary	\$75,935	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$90,000	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$126,787	\$
Percent of Budget for Teacher Salaries	27.2%	0.0%
Percent of Budget for Administrative Salaries	5.8%	0.0%

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



Last updated: 2/1/2017

Professional Development

ECMS firmly believes improving teachers' practice through professional development is a key component of improving student achievement. The majority of our professional development time is spent on assessment: designing, refining and reflecting upon our interdisciplinary benchmark projects; exploring our standards based grading system and the new Common Core and Next Generation Science Standards and examining how to best communicate to students and parents students' proficiency; and strategies to improve academic achievement. In addition to our time on assessment, we work on developing other best practices, such as arts integration, integrating the environment into instruction, and developmentally appropriate curriculum.

ECMS offers extensive professional development for the increase in content and pedagogical knowledge related to the Best Practices upon which our teachers are evaluated. Our academic calendar provides two weeks of training for returning staff and three weeks for new teachers. In each semester there are four days devoted entirely to interdisciplinary benchmark assessment and unit planning, refining, and data analysis. Additionally, we have a weekly Monday morning meeting, which alternates between all staff, grade level team, and department time. There are also two days set aside for teacher department investigations and teams of teachers may request sub days to further develop curriculum.

While many districts have cut funding for new teacher induction, ECMS has chosen to pay for teachers to go through LACOE's BTSA program. Through BTSA three teachers are receiving intensive coaching and opportunities to reflect on their teaching. Teams meet more than an hour per week and are constantly engaged in coaching, observing, and reflecting on practice. At the time of the midyear check in, all teachers involved report using a wider range of instructional strategies because of the time to plan and debrief with colleagues, as well as increased use of formative data to guide instruction.

At ECMS we value collaboration and providing our teachers with time to collaborate each week builds content knowledge and collegiality that will make our changes sustainable. In addition to the professional development time described above, each teacher has been scheduled to have a common prep period with the other teacher of the same course. This allows for joint planning, analysis of student work, the creation of common assessments, and for joint coaching and collaboration with the principals.

Our teachers attend an hour and forty-five minute professional development/curriculum development/data analysis meeting every Monday morning during the school year. Before the school year begins, returning teachers participate in two weeks of professional development each summer and new teachers attend an additional week of professional development. In addition to ten days in summer, during the 2015-16 instructional year we had ten professional development days.

All teachers participate in the ECMS evaluation process. Each teacher self-evaluates, using our best practices rubric and, in collaboration with an administrator, identifies three growth goals. Resources and mentors to support achieving the goals are identified, as well as a range of evidence that will demonstrate the goals are met. Teachers are required to observe a colleague and provide feedback each semester. Teachers are also accountable for two school wide goals. They identify what their current level of practice is on school wide improvement goals, identify strategies to facilitate their growth and evidence that will show they have met their goals.

Teachers also participate in professional development by attending conferences and trainings facilitated by organizations such as the California Association for Bilingual Education, the National Council of Teachers of Mathematics, and Los Angeles County of Education.

Last updated: 2/1/2017