

Environmental Charter Middle School - Gardena

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

DataQuest

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

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.



Dr. Qiana O'Leary

Principal, Environmental Charter Middle School - Gardena

About Our School

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 Gardena, Lawndale, and Inglewood. Our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. Environmental Charter Schools is a 501(c)(3) non-profit organization governed by a volunteer board of directors. Board meetings and board committee meetings are open to the public and agendas are posted at ECMS-G and on the ECS website.

ECMS-G is dedicated to three overarching premises, enacted daily in every curricular area – first, that interdisciplinary learning best prepares students for higher levels of academic challenge; second, that the environment provides a ready lens for the application of academic concepts; and third, that attending to adolescent development and developing collaborative skills are key aspects of preparing students for the next level of education. Our approach to interdisciplinary learning and project-based instruction asks students to draw connections between subject matter. History, science, literature or math becomes a richer experience for students when they are interconnected, much like they are in the world outside of school. Projects and essential questions lead students to think more deeply and creatively about what they are learning.

The second driving premise of ECMS is that environmental studies and practices help students connect their learning to the outside world and to the people around them. Students consider how their actions impact others and grow to feel empowered to improve their community and world. Environmental studies enable students to connect their newly learned skills to immediate, local problems. Finally, our developmental approach involves both a comprehensive counseling program outside of the classroom and the daily use of a character curriculum to teach students the skills of building a strong classroom and school community. Teachers challenge students to understand themselves in relation to others, work together, and learn to be positive contributors to their learning environments.

Contact

Environmental Charter Middle School - Gardena
812 West 165th Pl.

Gardena, CA 90247-5105

Phone: 310-425-1605

E-mail: giana_oleary@ecsonline.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Environmental Charter Schools
Phone Number	(310) 214-3408
Superintendent	Alison Diaz
E-mail Address	alison@ecsonline.org
Web Site	http://www.ecsonline.org

School Contact Information (School Year 2018—19)	
School Name	Environmental Charter Middle School - Gardena
Street	812 West 165th Pl.
City, State, Zip	Gardena, Ca, 90247-5105
Phone Number	310-425-1605
Principal	Dr. Qiana O'Leary
E-mail Address	qiana_oleary@ecsonline.org
Web Site	http://www.ecmsgardena.org
County-District-School (CDS) Code	19101990121772

Last updated: 1/21/2019

School Description and Mission Statement (School Year 2018—19)

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. The Environmental Charter Schools' vision is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

ECMS-G is small, with only 360 students in grades 6-8, and we value a strong school community. Our sixth graders have 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 (environmental education and leadership class). We 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, and allowing students to demonstrate their mastery of standards at a high level. They apply their learning and solve problems in real-world and historical settings. For example, when 6th graders study Ancient Egypt, they act as water ministers to the Pharaoh, using 21st Century science equipment to analyze the water quality of the Nile River, and then design, test and redesign water filtration systems. They demonstrate their math and science skills when they gather water quality data and analyze it. Their English and history skills and knowledge are employed when they present their analysis of the causes of ancient Egyptian water pollution and attempt to convince the Pharaoh that their water filtration solution is best. These challenging interdisciplinary tasks result in a deeper understanding of skills and concepts. In 2016-17 ECMS was awarded the Gold Ribbon and Title I academic achievement award from the state of California in recognition of our innovative curriculum and student achievement results.

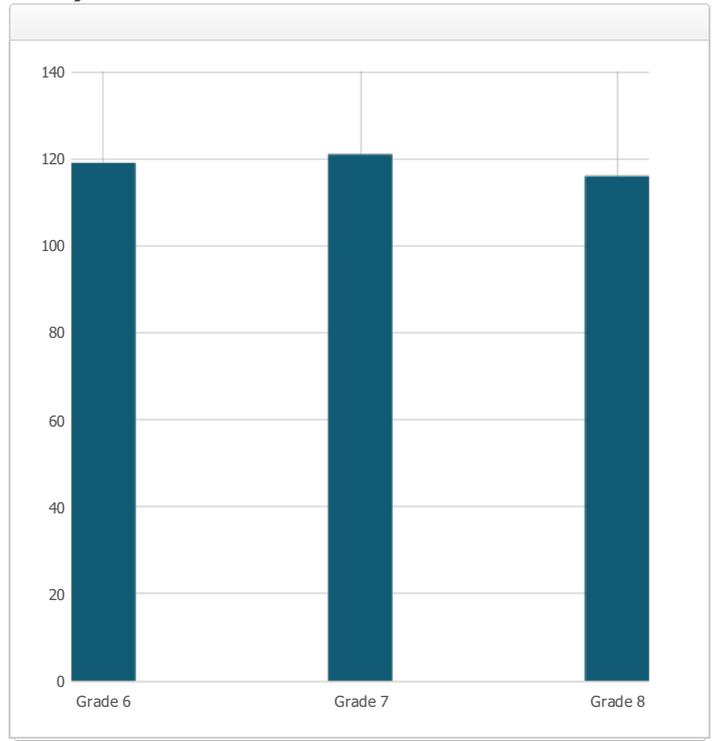
ECMS also values partnerships with the larger community. Each year, our 7th graders spend the night at the Ocean Institute in Dana Point, investigate shark adaptations, pilot remotely-operated vehicles, and dissect a cow's eye. We partner with Nature Bridge to send our 6th graders on an overnight camping trip in the Santa Monica Mountains, where they measure the evidence of human impact on our watersheds. Our 8th graders become field scientists, while tent camping and hiking at Circle X. ECMS also partners with the EmpowHer Institute, which provides our girls with a program designed to build character, confidence, and career-readiness. Professional and business women serve as mentors; they expose EmpowHer girls to careers in a multitude of industries and build positive relationships. Cal State University at Dominguez Hill's Male Success Alliance is also a partner. They support the college and career success of boys and men of color by utilizing a holistic approach to promote brotherhood and community through cultural awareness and identity development. Partnerships bring our students additional resources and experiences, helping prepare them for academic and career success.

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

Last updated: 1/21/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	119
Grade 7	121
Grade 8	116
Total Enrollment	356



Last updated: 1/16/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	15.2 %
American Indian or Alaska Native	%
Asian	2.8 %
Filipino	2.0 %
Hispanic or Latino	78.7 %
Native Hawaiian or Pacific Islander	%
White	1.4 %
Two or More Races	%
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.9 %
English Learners	21.1 %
Students with Disabilities	15.4 %
Foster Youth	%

A. Conditions of Learning

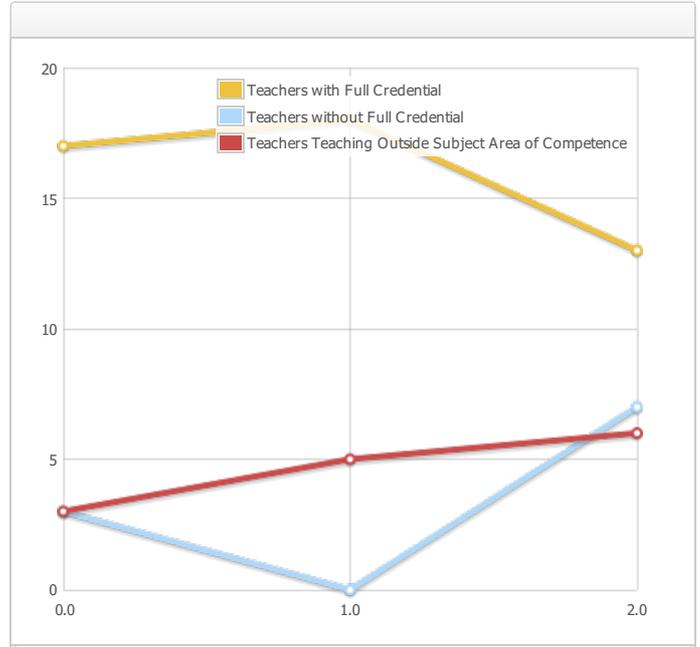
State Priority: Basic

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

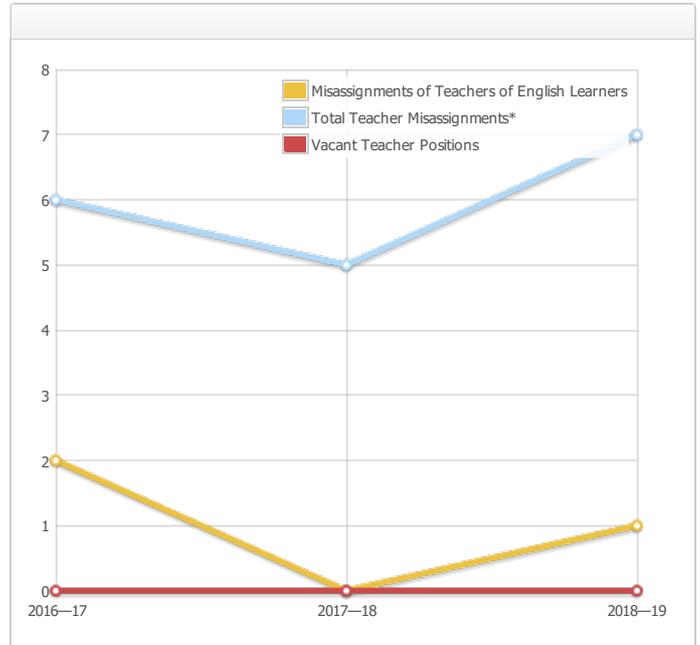
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	17	18	13	
Without Full Credential	3	0	7	
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	5	6	



Last updated: 1/25/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	2	0	1
Total Teacher Misassignments*	6	5	7
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: 1/25/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Write Source Adopted 2010 Reading Apprenticeship materials (WestEd) Adopted 2016 Novels such as Hoot, The Giver, etc. (New novels added annually) Achieve 3000	Yes	0.0 %
Mathematics	Eureka (7th & 8th Grades) College Preparatory Math (6th Grade) Go Math! Zeal	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 Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

School Facility Conditions and Planned Improvements

Our facility consists of three buildings, a parking lot, yard and garden patio. The buildings were renovated in 2015 and are in excellent repair. We made grant-funded sustainability improvements in 2017-18-- upgrading our light sensors and adding solar panels. We used Prop K funding to install a permeable artificial sports surface in the yard and a pond/creekbed and cistern to capture rainwater. This work was completed in the summer of 2018.

Environmental Charter Schools takes great efforts to ensure that all schools are clean, safe, and functional. ECMS-G is cleaned nightly by janitorial staff and maintained during the day by campus engineers. The site includes sufficient classrooms for our educational program. In addition, each year our facilities are inspected by a Facilities Planning Specialist from the Los Angeles County Office of Education. In November 2018, the facilities inspection report indicated all aspects of our facilities were in compliance.

Last updated: 1/21/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

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: November 2018

Overall Rating	Exemplary
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Last updated: 1/21/2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	37.0%	32%	37%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	25.0%	21%	25%	37.0%	38.0%

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.

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

Last updated: 1/16/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	341	99.71%	37.24%
Male	166	166	100.00%	29.52%
Female	176	175	99.43%	44.57%
Black or African American	52	52	100.00%	38.46%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	269	268	99.63%	34.70%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	255	254	99.61%	35.43%
English Learners	56	57	98.25%	3.57%
Students with Disabilities	50	50	100.00%	--
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/16/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	341	99.71%	24.93%
Male	166	166	100.00%	26.51%
Female	176	175	99.43%	23.43%
Black or African American	52	52	100.00%	13.46%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	269	268	99.63%	25.37%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	255	254	99.61%	23.23%
English Learners	57	56	98.25%	1.79%
Students with Disabilities	50	50	100.00%	8.00%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/16/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated on both assessments.

Last updated: 1/16/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	24.6%	31.6%	26.3%

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: 1/16/2019

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 2018—19)

Collaborating with partners, including families, is one of Environmental Charter Schools' five best practices. When parents first enroll at ECMS, they learn about the many ways they can participate in their child's education. Every ECMS-G parent signs a parent/school contract. In this contract, families promise to send their child to school consistently, to create a space for homework, to review and sign weekly progress reports, to attend parent-teacher conferences, to ensure students get enough sleep and don't bring sugary food to campus, and to read communications 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.

Parent participation in conferences is very high, 92% attended in 2017-18. Parents are also encouraged to attend students' presentations and performances. Events relating to interdisciplinary projects, such as the 6th grade Olympic games, are well attended by parents, as are the monthly appreciation assemblies and honor breakfasts. Parents both attend and help run events like our Heritage Festival, Green Up Days, and Math & Literacy Nights. Parent volunteers staff our Safe Passage program.

Parents also participate in our Equity & Diversity Committee. The Equity & Diversity Committee examines data on topics such as student achievement, school discipline, school climate, and enrollment trends/retention; addresses the roots of bias; shares insights and suggests possible resources or actions to ECS leadership. The Committee membership also includes student, teacher, staff, administration and Board representation.

ECMS has a Parent Council, which includes elected representatives from each grade level, and an elected School Site Council. All meetings are open to the public so that non-members can participate. The Site Council discusses broader school-wide decisions, such as LCAP development, and makes other decisions as needed. In addition, Site Council members develop and approve our SPSA and Title I budget. The Parent Council reports to the Board of Directors of Environmental Charter Schools. Parent Council meets monthly to fundraise and to provide feedback on schools practices and policies. Our English Language Advisory Committee/District Language Advisory Committee evaluates our EL program and develops our program goals. Many parents volunteer to help ECMS with outreach, passing out and posting flyers and helping present during parent information meetings.

Parent Surveys: Parents are surveyed yearly on their satisfaction with the school program, leadership, support staff, teaching staff, curriculum, and facilities. Since 2015-2016, we've annually administered the California School Parent Survey (CSPS). This information helps to inform strategic planning and resource allocation. In addition, parents are surveyed to gather feedback on individual programs or events, like student-led parent conferences.

LCAP Community Meetings: When the LCAP is being revised or updated, the site council facilitates larger parent-community meetings to respond to changes or data related to LCAP revisions. In those meetings, parents learn about educational priorities and how LCAP can respond to data from state assessments. These meetings, held yearly, give parents an opportunity to reflect on the school year and participate in goal-setting for the year to come.

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

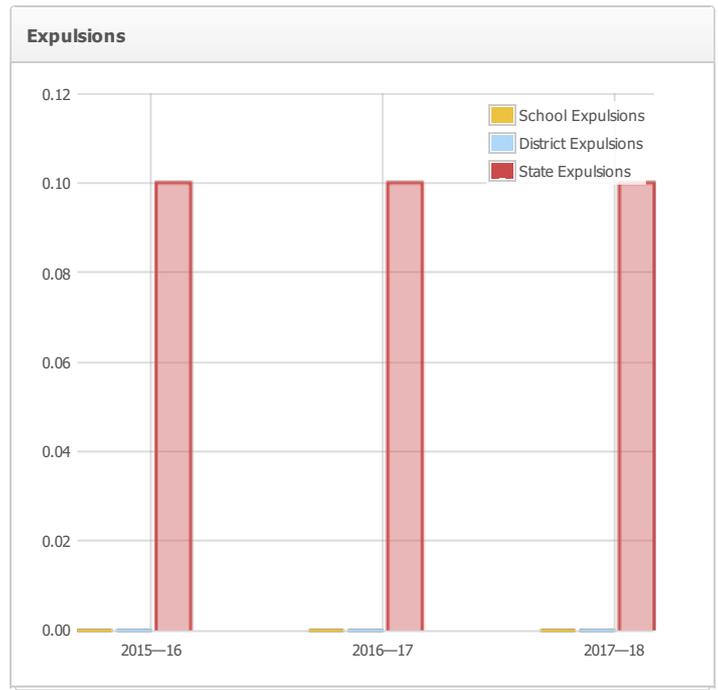
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.2%	3.6%	0.5%	4.2%	3.6%	0.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

Safety is a priority at ECMS, as we believe students cannot learn when they feel unsafe. Climate survey data indicates that most parents, students, and teachers agree ECMS-G 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 in January 2019. 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 who 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 2018

Last updated: 1/22/2019

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 (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	24.0	9	28	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	24.0	7	30	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	22.0	11	28	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/16/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	15.0	11	8	
Mathematics	4.0	3		
Science	29.0		8	
Social Science	29.0		8	

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	6	8	
Mathematics				
Science	28.0		8	
Social Science	28.0		8	

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	8	8	
Mathematics	23.0	3	8	
Science	29.0		12	
Social Science	28.0		8	

* 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: 1/25/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	356.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)		N/A
Other	7.6	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: 1/21/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11839.0	\$2509.0	\$9330.0	\$58267.0
District	N/A	N/A	\$9330.0	\$58267.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017–18)

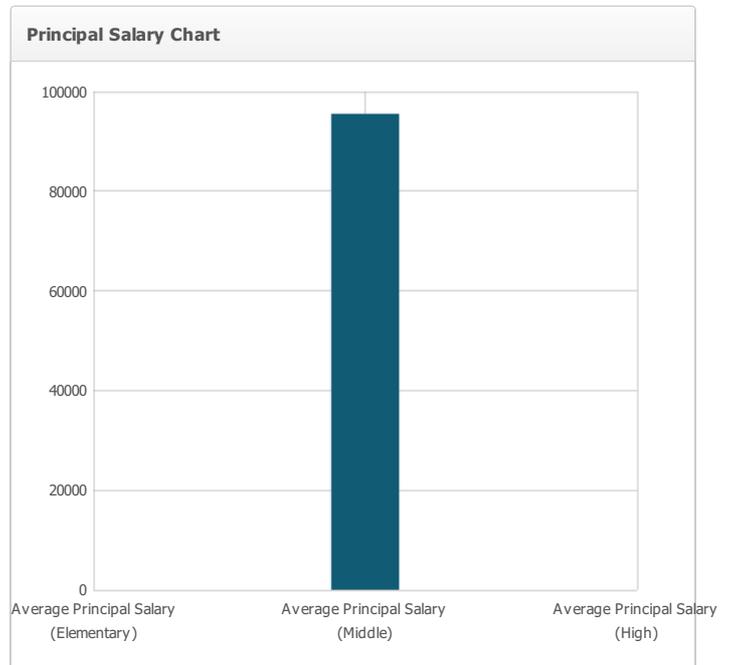
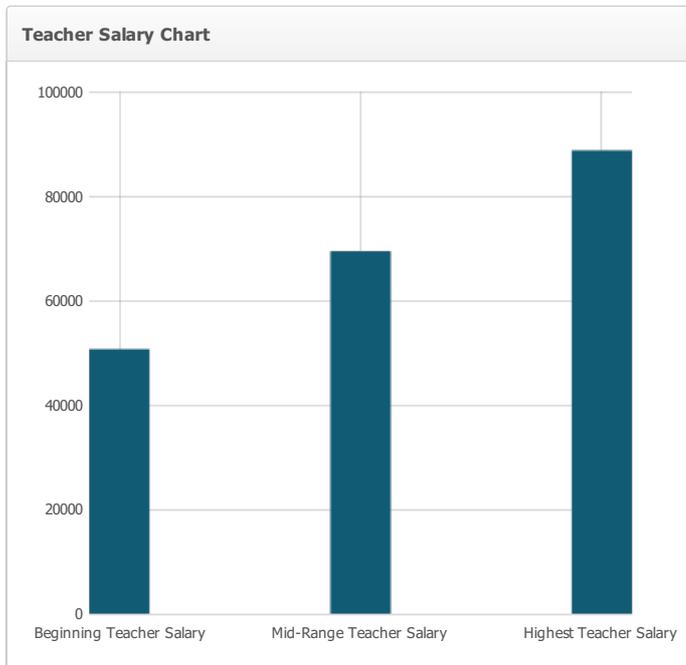
Supportive services provided at ECMS-G include special education, English Language Development, and academic interventions. In addition, Environmental Charter Middle School works with a number of outside agencies and non-profits to supplement the curriculum provided to our students. EmpowHer Institute, a local non-profit agency, works with our 7th and 8th-grade girls on a weekly basis. EmpowHer teachers and mentors explore topics such as the media, body image, self-esteem, and emotional resilience. Naturebridge, a national non-profit, works with our students on outdoor education experiences. 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' capacities to collaborate and manage differences, and build classroom community. Our full-time counselor actively supports students with individual and group counseling sessions. Groups are formed after careful observation of students' behavior needs and home circumstances. We partner with Loyola Marymount University whose programs provide additional counseling services and interns. Our Response to Intervention Program includes a math and literacy lab class and a credentialed intervention teacher, who provides targeted supports to small groups. Our counselor also creates opportunities during the school day to promote a positive culture and build school spirit, such as Spirit Week and Anti-Bullying Week. Our After School Education and Safety (ASES) funding provides enrichment, academics, and recreation for our students in an afterschool setting.

Last updated: 1/21/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,665	--
Mid-Range Teacher Salary	\$69,418	--
Highest Teacher Salary	\$88,723	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	\$95,541	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$133,127	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 1/25/2019

Professional Development

ECMS firmly believes that 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 Standards; examining how to best communicate to students and parents students' proficiency; learning and refining instructional strategies; incorporating ELD strategies into the classroom; and implementing 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. Each summer, we analyze data to inform the direction of professional development and administrators and teacher analyze a range of data through the school year. Student outcome data and teacher performance data inform how we allocate professional development time and resources.

ECMS offers extensive professional development for the increase in content and pedagogical know edge related to the Best Practices upon which our teachers are evaluated. Our academic calendar provides two weeks of summer training for returning staff and three weeks for new teachers. Each year we devote three days devoted to each interdisciplinary benchmark assessment for unit planning, refining instruction based upon formative data, and data analysis. Additionally, we have a weekly Monday afternoon meeting, which allows us to devote time to instructional practices, lesson and unit planning, and curriculum. There are also three days set aside for teacher field investigations and professional development, as well as release time for teachers attending local conferences in their subject areas.

While many districts have cut funding for new teacher induction, ECMS has chosen to pay for teachers to go through LACOE or Antioch's BTSA program. Through BTSA, our teachers receive 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. In addition to the professional development time described above, each teacher has a common prep period with the other teacher of the same students. This allows for joint planning, analysis of student work, the creation of common assessments, and for joint coaching and collaboration with the administration. All teachers participate in the ECMS evaluation process. Each teacher self-evaluates, using our best practices rubric and, in collaboration with an administrator or coach identifies three growth goals. Resources and mentors are provided to support achieving the goals. Teachers identify their current level of practice is on each improvement goals, identify strategies to facilitate their growth, and provide evidence that will show they have met their goals. Teachers meet weekly with their coach to support implementation.

In 2017-18, primary areas of focus are math and literacy instruction. During the summer, teachers received 3 days of content-specific professional development with a focus on pedagogy. We collaborated with the UCLA math project to provide content specific professional development for our math teachers and worked with WestEd's Reading Apprenticeship for our ELA, history, science, and college readiness teachers. Workshops with the UCLA Math Project continued for math teachers during the school year.

Mandated trainings occur during professional development and also upon hiring. All new hires take the online "Child Abuse Mandated Reporter Training California" and the online "Preventing Sexual Harassment" training. Supervisors take the online two-hour "AB 1825: Sexual Harassment Prevention for Managers." Supervisors retake this training every two years. During summer professional development, we provide refresher training on mandated reporting and bloodborne pathogens.

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