

Environmental Charter Middle - Inglewood

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.



Dr. Beth Bernstein-Yamashiro

Principal, Environmental Charter Middle - Inglewood

About Our School

ECMS-I offers a unique curricular program that sets it apart from other schools. The school 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 areas that they might not see when subjects are atomized within strongly demarcated disciplinary boundaries. The study of history or science or literature or math becomes a fully integrated intellectually rich experience for students, who then are challenged to make these connections independently. Overarching essential questions push students to draw connections and think more deeply and creatively about content. This type of understanding is consonant with the demands being introduced by Common Core.

The second driving premise of ECMS-Inglewood is that student engagement through environmental studies and practices helps students connect their learning to the outside world and develop a consciousness to act positively and thoughtfully within their environments. Environmental studies provides an intrinsically interesting lens through which students can view all of their studies, and also connect their 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 - Inglewood

3600 West Imperial Hwy.
Inglewood, CA 90303-2714

Phone: 310-793-0157
E-mail: beth_bemstein@ecsonline.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Environmental Charter Middle School- Inglewood
Phone Number	310-793-0157
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 - Inglewood
Street	3600 West Imperial Hwy.
City, State, Zip	Inglewood, Ca, 90303-2714
Phone Number	310-793-0157
Principal	Dr. Beth Bernstein-Yamashiro
E-mail Address	beth_bernstein@ecsonline.org
Web Site	http://www.ecmsinglewood.org
County-District-School (CDS) Code	19101990127498

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.

Our curriculum is a unique interdisciplinary and project-based exploration. In professional development training days, teachers create interdisciplinary units and benchmark projects that require students to perform in all four core subject areas (math, science, English, and history) at once. Projects include a silk road bazaar, a science fair based on Enlightenment inventors, and a CSI-type exploration of the genetic history of the Aztecs. Monitoring and coaching teachers is a major activity throughout the year. We use our Best Practices Rubric as a guide in our observations, goals conferences, and post-observation conferences. We emphasize differentiation and data analysis as school-wide goals and return to these topics in our regular professional development meetings. In addition, we use the Tribes curriculum which teaches our students character development and essential elements of effective collaborative learning.

Student engagement through environmental studies and practices helps students connect their learning to the outside world and develop a consciousness to act positively on their environments. Environmental studies (our Green Ambassadors program) provides an intrinsically interesting lens through which students can view all of their studies, and also connect their skills to immediate, local problems. Students can learn about problems of "food deserts" in urban areas in science, and learn about how to address those problems by planting and harvesting food at their own campus. Activities like this allow students to connect standards-based skills and concepts to the wider world in active and energizing lessons.

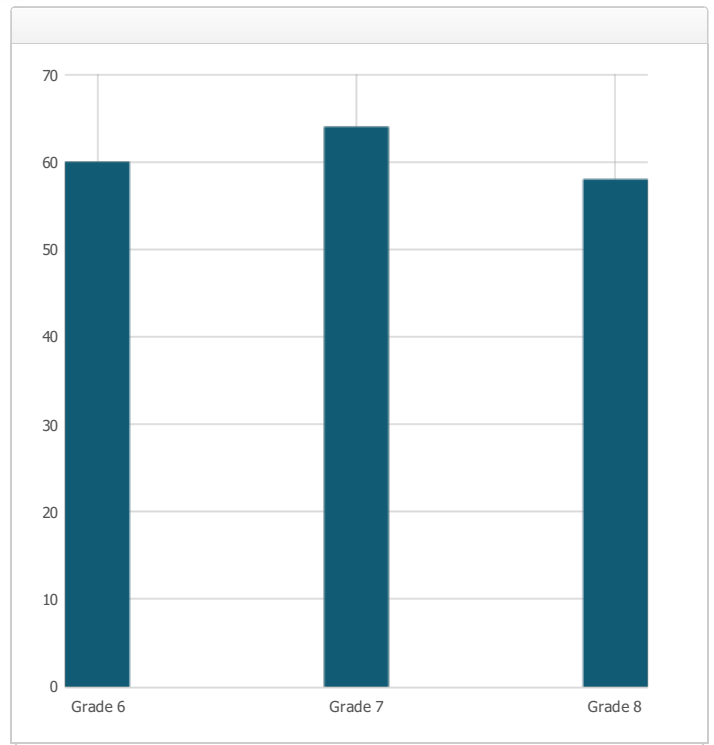
Serving a severely under-resourced population drives our approach to our parent community. In addition to educating students who come to us, we also aim to empower parents to understand their children's educational paths and choices and create a community wherein families feel safe and supported. In addition to the parent-teacher conferences parents attend with their children's teachers throughout the year, our parent events and trainings are designed to build community and to inform parents on important topics. After surveying parents, we build a year-long parent training program around the topics they requested. We paired this with social events that brought the community together and included students and teachers so that people could interact in a more informal setting.



Last updated: 1/26/2017

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

Grade Level	Number of Students
Grade 6	60
Grade 7	64
Grade 8	58
Total Enrollment	182



Last updated: 1/23/2017

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

Student Group	Percent of Total Enrollment
Black or African American	14.3 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	1.1 %
Hispanic or Latino	83.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.1 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.8 %
English Learners	28.6 %
Students with Disabilities	7.1 %
Foster Youth	0.0 %

Last updated: 1/17/2017

A. Conditions of Learning

State Priority: Basic

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

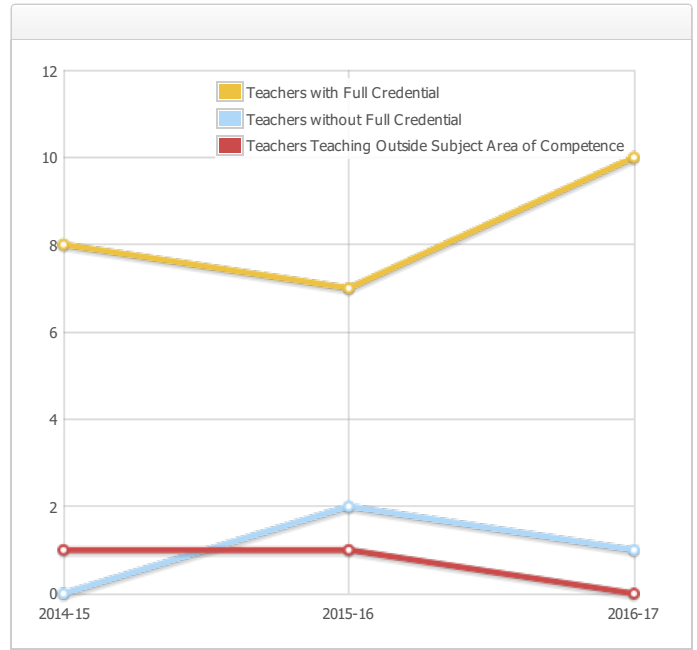
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

ECMS Inglewood opened in 2013-2014. Therefore, information for 2012-2013 is not available.

In 2013-2014, two teachers were finishing induction programs and received their full credential late in the school year.

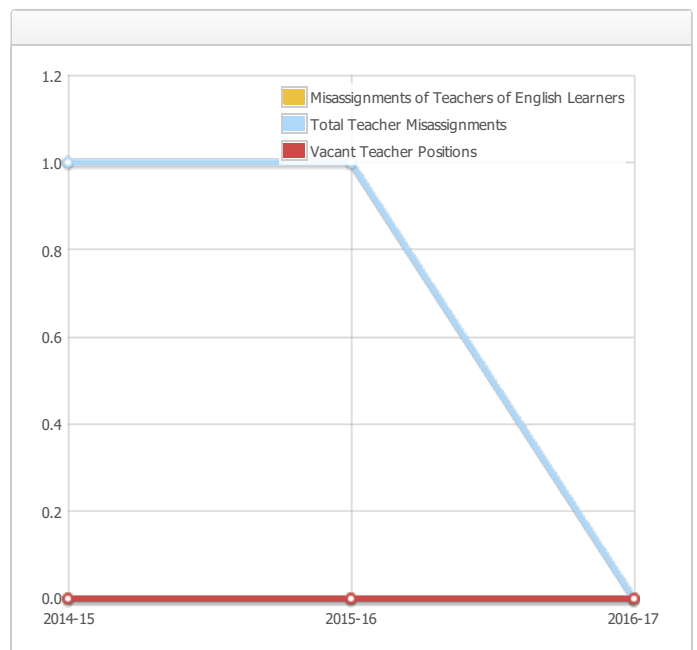
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	7	10	10
Without Full Credential	0	2	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	0
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: 1/17/2017

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	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
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: 1/17/2017

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

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	http://www.achieve3000.com/ (non-fiction text) Reading Apprenticeship materials (WestEd) Novels such as Hoot, Stella by Starlight, Home of the Brave etc.	Yes	0.0 %
Mathematics	Go Math!	Yes	0.0 %
Science	McDougal Littell Science California, 2014	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: 1/19/2017

School Facility Conditions and Planned Improvements

The school is safe and clean. It is cleaned nightly by a janitorial staff and daily by daytime campus engineers. The site is adequate for classes offered. Environmental Charter Schools takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, Environmental Charter Schools uses a facility survey instrument developed by ECS and based on the LACOE yearly facilities checklist. The facilities are checked by the head of campus engineering quarterly with the executive director and principal.

The results of this survey are available at the school office and at the ECS office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

In 2015-2016 our electricity was upgraded in order to enable us to use air conditioning and technology without overloading the circuits.

In the fall of 2016, we broke ground on our new buildings, which should be ready for occupancy by May, 2016. These two buildings will accommodate our expanded population and include classrooms for smaller classes.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 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	Electrical upgrade began in December, 2015.
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 2016

Overall Rating	Good
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Last updated: 1/17/2017

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)	38.0%	46.0%	38.0%	46.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	21.0%	24.0%	21.0%	24.0%	33.0%	37.0%

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: 1/17/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	59	100.0%	46.0%
Male	27	27	100.0%	37.0%
Female	32	32	100.0%	53.0%
Black or African American	2	2	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	46.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	47.0%
English Learners	21	21	100.0%	19.0%
Students with Disabilities	10	10	100.0%	--
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: 1/3/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	64	100.0%	47.0%
Male	33	33	100.0%	33.0%
Female	31	31	100.0%	61.0%
Black or African American	13	13	100.0%	31.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.0%	52.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.0%	45.0%
English Learners	18	18	100.0%	28.0%
Students with Disabilities	9	9	100.0%	--
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: 1/3/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	58	100.0%	45.0%
Male	29	29	100.0%	45.0%
Female	29	29	100.0%	45.0%
Black or African American	10	10	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	2	2	100.0%	--
Hispanic or Latino	46	46	100.0%	46.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	45.0%
English Learners	9	9	100.0%	--
Students with Disabilities	5	5	100.0%	--
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: 12/7/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	59	100.0%	29.0%
Male	27	27	100.0%	33.0%
Female	32	32	100.0%	25.0%
Black or African American	2	2	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	30.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	29.0%
English Learners	21	21	100.0%	10.0%
Students with Disabilities	10	10	100.0%	--
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: 12/7/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	64	100.0%	22.0%
Male	33	33	100.0%	15.0%
Female	31	31	100.0%	29.0%
Black or African American	13	13	100.0%	8.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.0%	26.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.0%	23.0%
English Learners	18	18	100.0%	0.0%
Students with Disabilities	9	9	100.0%	--
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: 1/3/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	58	100.0%	21.0%
Male	29	29	100.0%	24.0%
Female	29	29	100.0%	17.0%
Black or African American	10	10	100.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	2	2	100.0%	--
Hispanic or Latino	46	46	100.0%	22.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.0%	21.0%
English Learners	9	9	100.0%	--
Students with Disabilities	5	5	100.0%	--
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: 1/3/2017

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)	--	34.0%	41.0%	--	34.0%	41.0%	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: 1/26/2017

**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	58	53	91.0%	41.0%
Male	29	26	90.0%	42.0%
Female	29	27	93.0%	41.0%
Black or African American	10	9	90.0%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	2	2	100.0%	--
Hispanic or Latino	46	42	91.0%	43.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	53	91.0%	42.0%
English Learners	9	7	78.0%	--
Students with Disabilities	5	3	60.0%	--
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: 1/17/2017

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	39.1%	25.0%	15.6%

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: 1/3/2017

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)

1. Site Council/Parent Council: Our site and parent councils are the decision-making parent bodies for our school. The councils meet formally 4-6 times per year and come together informally as needed to plan events. At the beginning of each school year, parents are solicited to run for the site council and the council is established. All meetings are open to all parents, so that non-members can participate. The council discusses broader school-wide decisions (such as LCAP, budgetary issues, etc.) and makes other decisions as needed. In addition, site council members develop and approve our SPSA and Title I budget and report to the Board of Directors of Environmental Charter Schools.

2. Coffee with the Principal: These meetings occur quarterly and give all interested parents an opportunity to talk through issues relevant to the school program. Parents have discussed rigorous instruction and rigorous student work, grading, goals for the school, and in the coming year, will be discussing accreditation. These meetings have been well attended (30+).

3. Parent Surveys: Parents are surveyed yearly on their satisfaction with the school program, leadership, support staff, teaching staff, curriculum, and facilities. In 2015-2016 we used the California Healthy Kids Survey. This information helps to inform planning and report on climate. In addition, parents are surveyed in the beginning of the year regarding what parent programs parents would like to see presented. In 2015-2016 presenters included our school counselor, administrative staff, and outside trainers. Topics included "Tips for School Success," "Internet Safety," and "Teen Health and Safety Concerns."

4. LCAP Community Meetings: When the LCAP is being revised, 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.

5. In 2015-2016 our school sponsored a nine-week parent training session with a LACOE parent educator. We also ran seminars for African American parents on issues specific to the African American community.

State Priority: Pupil Engagement

Last updated: 1/17/2017

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

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

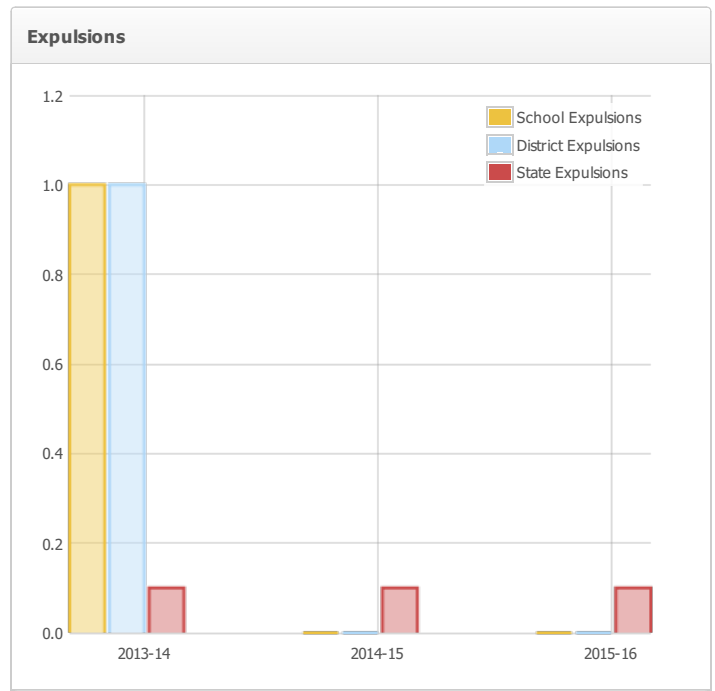
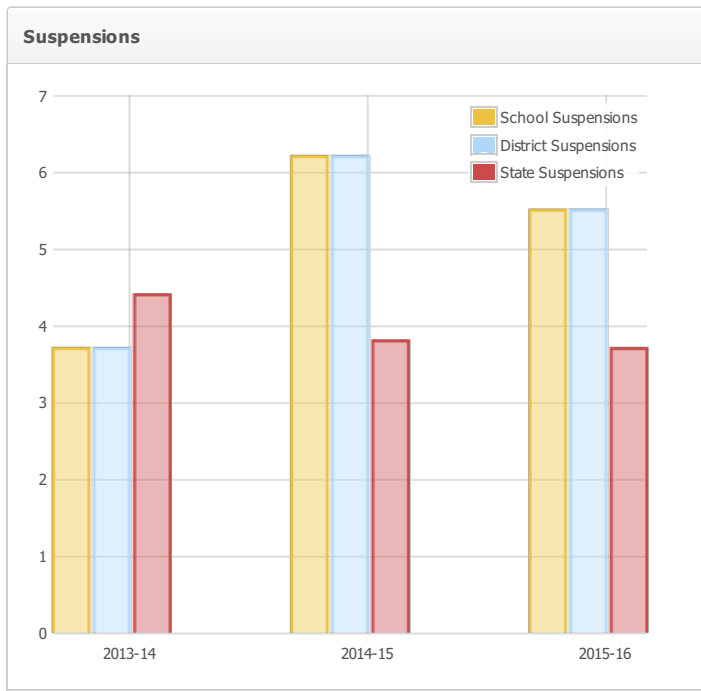
State Priority: School Climate

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	3.7	6.2	5.5	3.7	6.2	5.5	4.4	3.8	3.7
Expulsions	1.0	0.0	0.0	1.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

ECMS has a Comprehensive Safe Schools plan in place, which is reviewed annually, most recently during the summer of 2015. Teachers and staff review the plan during summer professional development and receive training on implementation. Earthquake, fire, lockdown, 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. Trainings are also held with our after-school staff.

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 that all staff and volunteers who work directly with students have a current negative T.B. 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 to 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 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 participate in mandated reporter training each summer.

Last updated: 1/17/2017

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	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		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												
1												
2												
3												
4												
5												
6	30.0		2	30.0		2	2	30.0		2		2
Other												

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

Last updated: 1/3/2017

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+		1-22	23-32	33+
English	30.0	6		30.0	6		30.0	6				
Mathematics	30.0	6		30.0	6		30.0	6				
Science	30.0	6		30.0	6		30.0	6				
Social Science	30.0	6		30.0	6		30.0	6				

* 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: 1/3/2017

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	1.0	180.0
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	0.4	N/A
Resource Specialist (non-teaching)		N/A
Other	0.5	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: 1/3/2017

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	\$10481.2	\$3603.2	\$6878.0	\$43980.0
District	N/A	N/A	\$6878.0	\$43980.0
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	--	--	16.0%	-39.0%

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

Last updated: 1/26/2017

Types of Services Funded (Fiscal Year 2015-16)

Environmental Charter Middle School works with a number of outside agencies and non-profits to supplement the curriculum provided to our students. EmpowHer, a local non-profit agency, works with our 7th and 8th grade girls on a weekly basis. The curriculum seeks to help students think about the media, body image, self-esteem, and emotional tools. 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. For example, after noticing a series of deaths in some of our families, our counselor initiated a grief group. We partner with Antioch University and National University whose programs provide additional counseling services and interns. An additional service provided to students struggling behaviorally and/or academically through the counseling office is the Student Success Team program that implements specific interventions created by the students, teachers and families.

Our counselor also creates opportunities during the school day to promote positive culture and build school spirit such as Spirit Week, Unity Day (anti-bullying), Red Ribbon Week. She also manages programs like yearbook, peer mediation and a weekly behavior lunch reflection opportunities. Finally, our counselor sponsors parenting workshops that help parents learn to more effectively support their children at home.

Our After School Education and Safety (ASES) program provides enrichment, remediation, and recreation for our students in an afterschool setting. Students have opportunities to work on increasing skills in math and literacy skills, practice athletics and arts, learn engineering skills, and study foreign language.

Last updated: 1/10/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

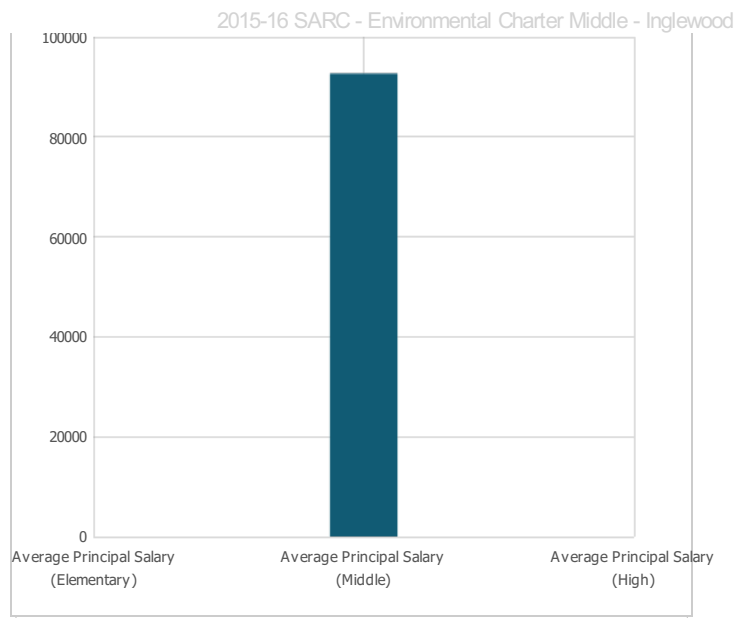
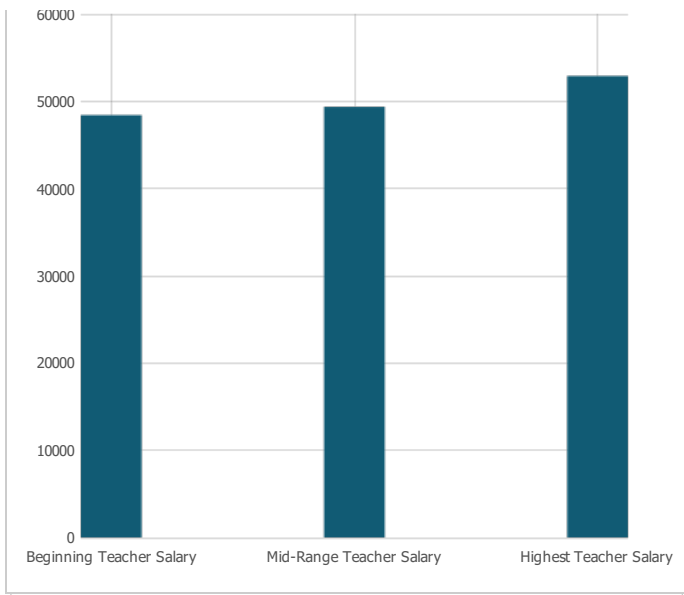
The SARC website would not accept data for this section.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,410	\$
Mid-Range Teacher Salary	\$49,358	\$
Highest Teacher Salary	\$52,899	\$
Average Principal Salary (Elementary)	--	\$
Average Principal Salary (Middle)	\$92,700	\$
Average Principal Salary (High)	--	\$
Superintendent Salary	\$126,787	\$
Percent of Budget for Teacher Salaries	27.5%	0.0%
Percent of Budget for Administrative Salaries	7.5%	0.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/30/2017

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 year, we analyze data to inform the direction of professional development.

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 summer training for returning staff and three weeks for new teachers. In each trimester there are three days devoted entirely to interdisciplinary benchmark assessment and unit planning, refining, and data analysis. Additionally, we have a weekly Monday morning meeting, which allows us to devote time to instructional practices, lesson and unit planning, and curriculum. There are also two days set aside for teacher field investigations and additional support 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's BTSA program, or we provide BTSA in-house through LACOE trained BTSA coaches. 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. 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.

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, identifies three growth goals. Resources and mentors are provided to support achieving the goals. Teachers are required to observe a colleague and provide feedback each trimester. Teachers are also accountable for two school wide goals. They identify what their current level of practice is on schoolwide improvement goals, identify strategies to facilitate their growth, and will provide evidence that will show they have met their goals.

Last updated: 1/18/2017