Environmental Charter Middle - Inglewood

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/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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 are fully integrated intellectually rich experiences for students, who are challenged to make connections in teacher-created interdisciplinary benchmark projects, and ultimately, independently. Overarching essential questions push students to think more deeply and creatively about content. This type of understanding is consonant with the demands of the California 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. Students participate in gardening, harvesting, composting, recycling, and beautifying the campus; at the same time, they study problems of environmental justice, sustainability, shrinking resources, and climate change. Each year, students spend several nights in a national park, learning about the wilderness, open space, and conservation. As a result, they become stewards of the community, the environment, and the world.

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 teach students to understand themselves in relation to others, work together, and learn to be positive contributors to their learning environments. Our counselor and teachers work together to create positive responses to student affective challenges.

Contact

Environmental Charter Middle - Inglewood
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Inglewood, CA 90303-2714

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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 - 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: 1/24/2019

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

Environmental Charter Middle School-Inglewood 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-Inglewood is part of the Environmental Charter Schools network of free, public schools in south Los Angeles. 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.

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, 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: 1/24/2019

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

Grade Level	Number of Students
Grade 6	122
Grade 7	119
Grade 8	62
Total Enrollment	303
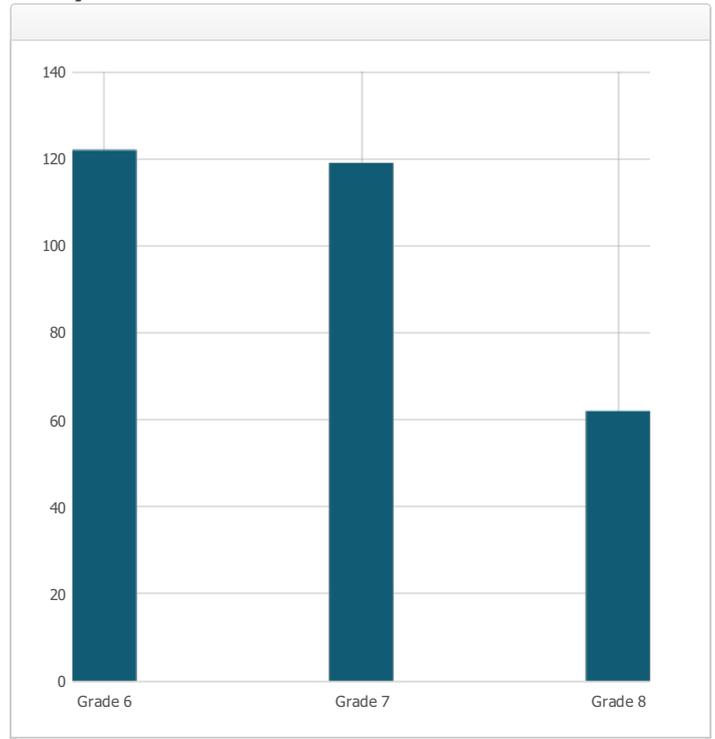
Last updated: 1/24/2019

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

Student Group	Percent of Total Enrollment
Black or African American	7.6 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	91.1 %
Native Hawaiian or Pacific Islander	%
White	0.3 %
Two or More Races	%
Other	1.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.1 %
English Learners	34.7 %
Students with Disabilities	10.6 %
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	10	14	15	
Without Full Credential	1	1	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	2	
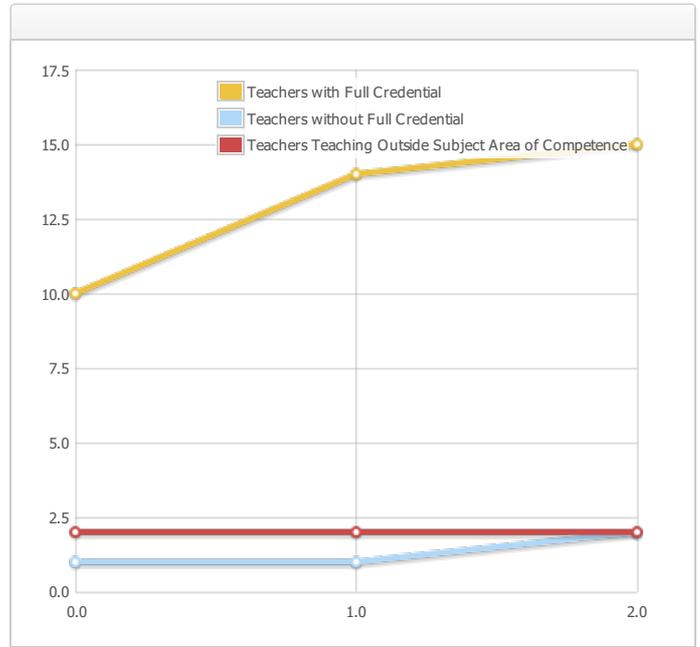
Last updated: 1/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	2	1	2
Total Teacher Misassignments*	3	4	5
Vacant Teacher Positions	0	0	0
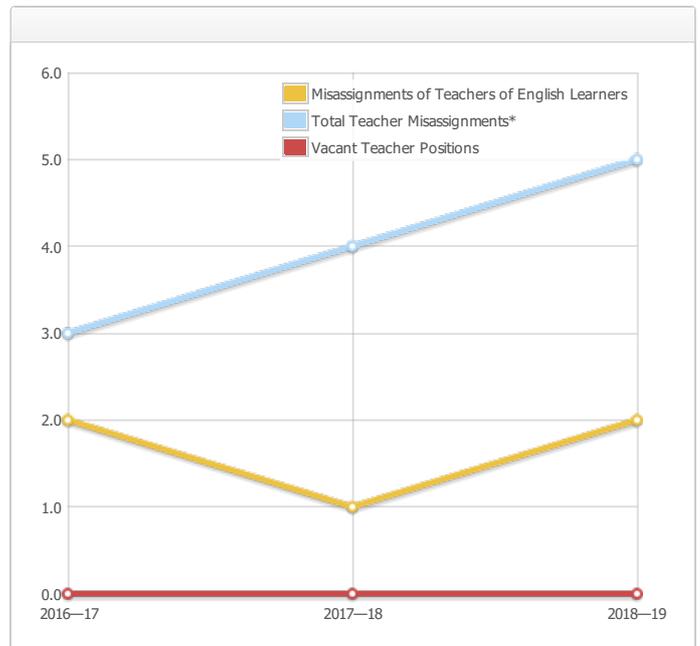
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Freckle. Novels, including: Crossover, Stella by Starlight, Dar and the Spear Thrower, A Wrinkle in Time, Chains, The Hate You Give, Wonder.	Yes	0.0 %
Mathematics	Open Up Freckle	Yes	0.0 %
Science	Teacher-created NGSS materials. www.nextgenscience.org.	Yes	0.0 %
History-Social Science	Teachers Curriculum Institute, History Alive!	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: 1/24/2019

School Facility Conditions and Planned Improvements

The school, including two new buildings added in 2017, is safe, clean, and adequate for instruction. According to our most recent safety report (November 2017), the LA County Office of Education found our school generally "compliant" with all required regulations. Our new buildings continue to be updated with additional safety items (such as fire extinguishers in all rooms and traction strips on stairs). Our cleaning contractor cleans the entire campus nightly and also conducts bi-annual cleanings including powerwash, carpet cleaning, and other floor cleaning.

In 2017, we opened two brand-new, state of the art buildings housing 10 additional classrooms. These new buildings were under construction throughout 2016-2017. The buildings hold core classes, art, games, and special education classes. In addition, a new landscaping plan was created at the campus, bringing native plants and trees, and a "dry bed" which allows rainwater to return to the underground aquifer.

We monitor our facilities regularly for repairs or problems with such issues as electricity, leaks, or simple overuse and respond to problems as immediately as possible.

Last updated: 1/24/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

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	Roof was recently replaced.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Good

Last updated: 1/30/2019

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)	49.0%	54.0%	49%	54%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	27.0%	34.0%	27%	34%	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: 1/30/2019

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	298	297	99.66%	53.87%
Male	153	152	99.35%	43.42%
Female	145	145	100.00%	64.83%
Black or African American	23	22	95.65%	36.36%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	271	271	100.00%	55.35%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	239	238	99.58%	55.04%
English Learners	83	83	100.00%	21.69%
Students with Disabilities	30	30	100.00%	26.67%
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: 1/30/2019

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	298	297	99.66%	34.34%
Male	153	152	99.35%	32.89%
Female	145	145	100.00%	35.86%
Black or African American	23	22	95.65%	18.18%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	271	271	100.00%	35.42%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	239	238	99.58%	33.19%
English Learners	83	83	100.00%	7.23%
Students with Disabilities	30	30	100.00%	13.33%
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: 1/30/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

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: 1/30/2019

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	20.0%	33.9%	29.6%

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: 1/30/2019

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)

Parents have many opportunities to be involved in ECMS-I activities and governance. We have Site Council, PTA, and ELAC committees that meet regularly to plan events, review data, and weigh in on important decisions facing the school regarding LCAP, budget, SPSA, and other important issues. In addition to formal committee meetings, we also host "Coffee with the Principal" meetings in order to allow any parents who wish to interface with the principal to do so with other interested parents.

When students engage in their Interdisciplinary Benchmark Projects, parents are asked to come to school to watch presentations, judge projects, and interact with students around their learning. Additionally, we host community building events throughout the year including Back to School Night, Harvest Festival, Earth Day, and Open House. 8th-grade parents attend a yearly "High School Awareness Night" in which they hear from local charters and other high schools regarding offerings and application processes.

Throughout the year, we provide parent workshops on a variety of topics, including internet safety, teen emotional and physical health, dating and sexual behavior, helping children become academically successful, understanding the path to college etc.

Parent-teacher-student conferences occur twice a year for all students, and three times a year for students who teachers feel need an additional meeting mid-year. These meetings last 20-30 minutes, and allow students and teachers to discuss student data, classroom progress and academic goals with families.

Parents are also encouraged to volunteer in the classroom, at events, on field trips, and on our overnight camping trips. Parents can contact our parent coordinator to initiate the process of becoming chaperones.

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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	7.1%	1.6%	1.6%	7.1%	1.6%	1.6%	3.7%	3.7%	3.5%
Expulsions	0.6%	0.0%	0.0%	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
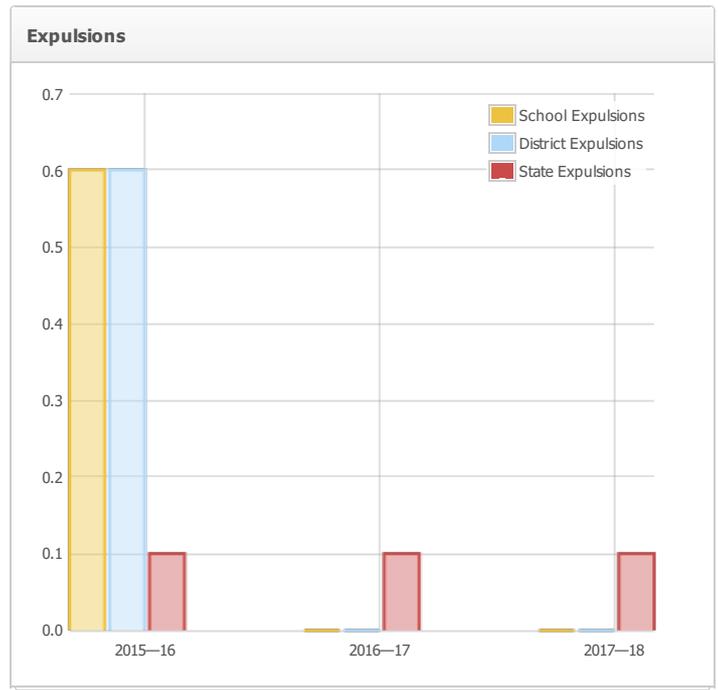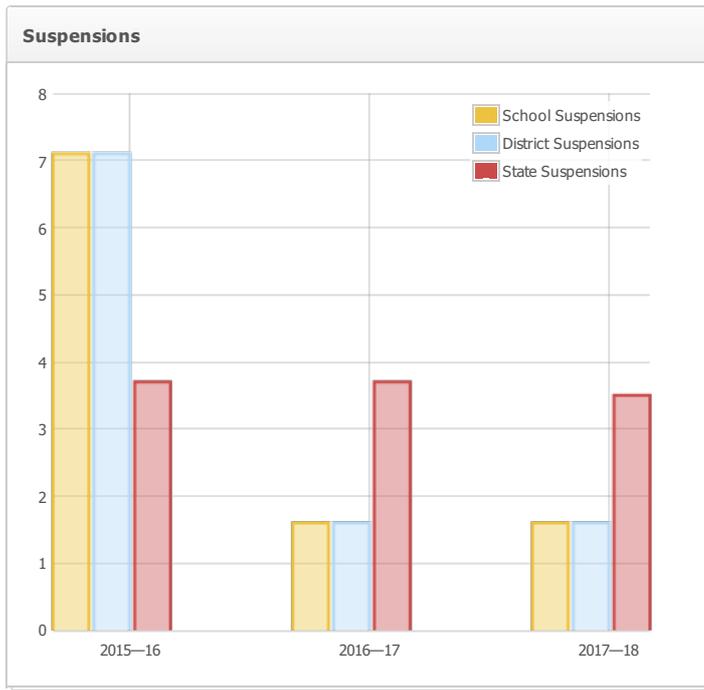
Last updated: 1/30/2019

School Safety Plan (School Year 2018—19)

Our school safety and emergency plan is reviewed and revised every year (last revised September, 2018). The plan is submitted to our authorizer, LA County Office of Education, on a yearly basis for review. The plan is comprehensive and covers all types of emergencies. It outlines our school organization chart regarding incident command and control, and assigns teachers to jobs and tasks should emergencies arise. Key elements include regular day-to-day safety operations (such as parking lot routes, gate closures, and out-of-classroom school rules designed to preclude injury and unnecessary campus exposure); we outline emergency response plans for earthquake, fire, active shooter, and other environmental problems (gas leaks etc.). We train all staff and faculty at the beginning of the school year and conduct emergency drills with students monthly. In addition, our after-school program staff is trained each year in case any such problem arises during those hours.

Last updated: 1/30/2019

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	25.0	0	2	
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	28.0	4	4	
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			4	
1				
2				
3				
4				
5				
6	28.0	0	4	
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: 1/30/2019

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	28.0		6	
Mathematics	28.0		6	
Science	28.0		6	
Social Science	28.0		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.

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	28.0	1	8	0
Mathematics	28.0	1	8	0
Science	28.0	1	8	0
Social Science	28.0	1	8	0

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

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	28.0	1	10	0
Mathematics	28.0	1	10	0
Science	28.0	1	10	0
Social Science	28.0	1	10	0

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

Last updated: 1/30/2019

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	302.0
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		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: 1/30/2019

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	$13700.0	$4628.0	$9072.0	$64232.0
District	N/A	N/A	$9072.0	$64232.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
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: 1/30/2019

Types of Services Funded (Fiscal Year 2017—18)

1. English Language Development: We have created a program designed to meet EL students where they are, support their growth, and ultimately move them to success. Students receive push-in support in their general education classes, and when necessary, spend between one and four hours per week working with our ELD teacher to enhance their language skills. In order to support ELs in regular classrooms, we require all of our teachers to teach and assess EL standards. Our ELD teacher coordinates professional development and support for teachers as they strive to reach out to EL students in their classrooms. We examine data (derived from multiple sources) constantly in order to chart the progress of our English Learners, and when necessary, make adjustments to schedule or program. In addition, we meet with EL parents in order to help them support their children at home.

2. Special Education Services: Our Special Education program provides students with special needs a unique environment in which they can meet goals in a supportive circumstance. We offer SAI (Specialized Academic Instruction) classes in core content areas (ELA, Math, Science, History) for students who require a Special Day Class in some or all of those subject areas. We offer RSP support for students who are in General Education but still require support. We offer speech and language, occupational therapy, and behavioral services for those students whose IEPs require these services. All of our teachers consult regularly with our Special Education teachers to understand and enact IEP accommodations and work toward achieving IEP goals.

3. Counseling Program: Since our inception in 2013-2014, our counseling staff has built a robust program to respond to the many socio-emotional needs of our students and to provide support to all of the adults who work with them. Our entire school is dedicated to seeing students through the lens of adolescent development and we train teachers and staff to understand student behavior and emotional needs in this context. Our counselor provides professional development on a variety of subjects, from the more common to the more extreme behaviors, and suggests ways teachers/staff can respond. When issues arise that are clearly beyond the scope of the classroom -- or challenge the learning environment of the classroom -- our counselor steps in to work with students on resolving challenging emotional issues. In some circumstances, our counselor sees students weekly, in others, she creates a small group surrounding a specific topic (e.g. grief, divorce, anger management) for short six-week cycles as the need arises. When necessary, our counselor works with families to access outside services to address a host of psychological issues and challenges. As in all areas of our program, our counselor avails herself of local and statewide counselor training, including up-to-date information about the impact of social media, suicide prevention, gender identification, abuse counseling, and trauma surrounding immigration experiences and family separation.

4. Community Building: ECMS-I uses what we refer to as the "Tribes" approach, inspired by Jeanne Gibbs' Discovering Gifts in Middle School: Learning and Caring in a Caring Culture Called Tribes. This curriculum, in addition to teaching educators to deeply understand early adolescence and its impact on learning, includes community-building activities and community agreements designed to engender community commitment, positive socio-cultural behavior, and emotional growth. All teachers are expected to use activities outlined within this resource or create their own activities to respond to a variety of issues that come up throughout the year (e.g. a community member's loss of a parent, a bullying incident between students within a class). Students participate in these activities and learn to communicate, respect peers and teachers, be mindful, and listen attentively to speakers.

5. Restorative Justice Approach to Discipline: Our students come in as young as 10 years old. We expect that they will make many mistakes along the way as they navigate their way to high school. In our discipline program, we try and balance an effort to be consistent and fair, with attention to helping students repair broken relationships and restore broken community agreements. And, while we enforce our discipline plan thoroughly, we are creative in providing experiences that help students learn from their transgressions. Some students are required to present to their class about why and how students should not engage in particular behaviors, sometimes they have a conflict resolution session with other students whom they have wronged somehow, sometimes they write letters to someone, and other times they spend time during lunch repairing a relationship with an adult.

6. Single-gender weekly classes: Our 7th and 8th graders participate in single-gender classes for one hour each week. In small groups of 15 students, boys and girls discuss subjects that might be more difficult to discuss in a mixed group. Students tackle issues such as family pressures, dating, gender identity, body image, and self- esteem. They learn about career pathways and interact with adults from outside of the school who mentor them monthly. They take single-gender field trips to colleges and other experiences and learn various skills, including presentation, conflict resolution, and communication.

7. Tutoring and Academic Interventions: In addition to tutoring offered by all teachers after school once a week, our school engages in during-the-day interventions with students who are below the 25th percentile on the NWEA MAP test. Teachers pull students from specialty classes weekly in order to shore up critical math and ELA skills and clarify questions still eluding students that they might not ask in the larger classroom context. Teachers use pre- and post-assessments to be sure that the interventions are paying off.

8. After School Program: Our afterschool program, Izone, offers enrichment for students in a number of areas, including music, dance, science, robotics, graphic design, gardening, sports teams, and drama. In addition, all students spend at least 30 minutes per day in physical activities, are able to access tutoring support, and are served nightly dinner.
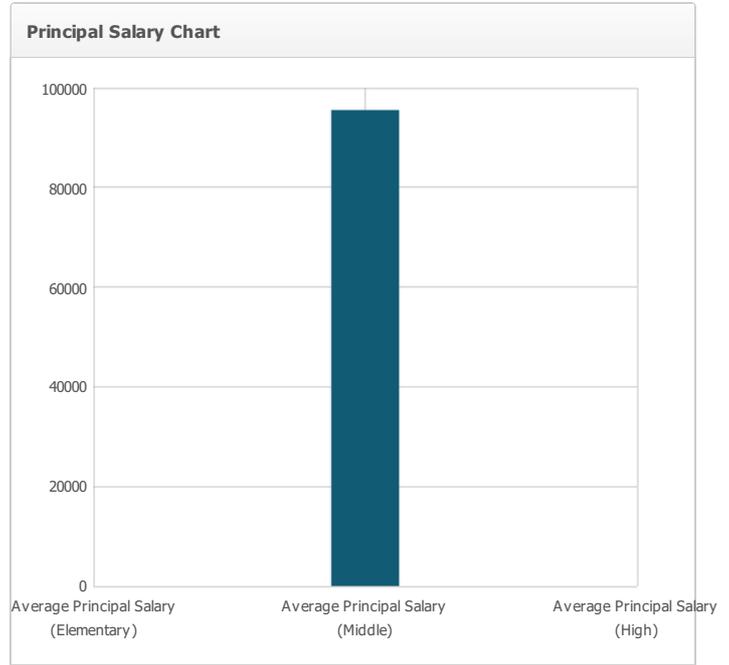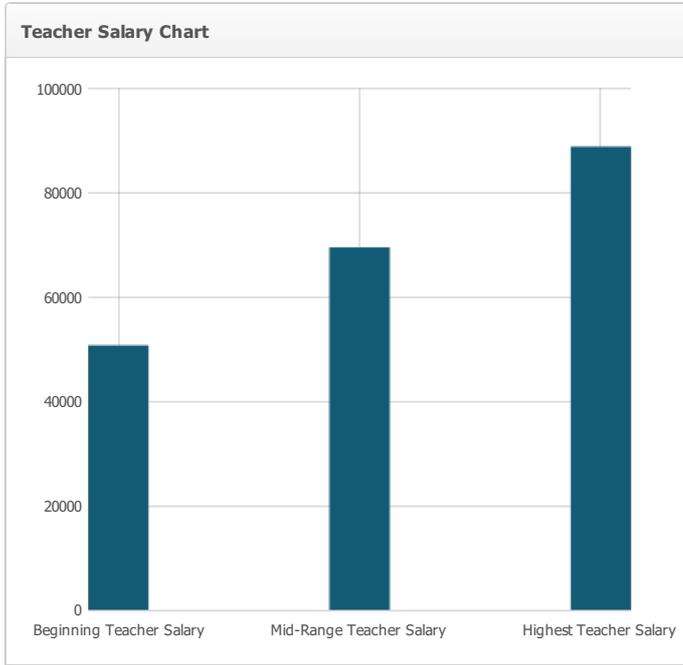
Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

The SARC website would not accept data for this section.

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/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/30/2019

Professional Development

ECMS offers extensive professional development opportunities for its teachers and staff focused on helping teachers implement our Best Practices -- carefully chosen, effective research-based strategies that will lead to multi-faceted student achievement as well as increasingly sustainable schools and communities. Teacher learning is the foundation of student learning and our system is designed to create a supportive and challenging environment for professional development. In addition to training teachers on how to implement and refine our Unit Design Cycle, we also pursue critical topics in instruction, for example, how to implement ELD standards, how to use data to drive instruction, how to plan cohesive lessons, and how to manage classroom behavior.

New teachers participate in a week of training in August, and all teachers have two additional weeks each summer. In addition to 11 full days of professional development throughout the year, weekly PD meetings are held for 2 hours. ECMS administrators and teachers provide the majority of professional development, but strategically chosen professional development led by outside trainers and off-site conferences are noted below. Teachers participate in overnight camping and outdoor field trips in order to increase their use of the environment as an integrating context for instruction.

A substantial portion of the academic calendar is designed around the Unit Design Cycle, which provides grade-level teaching teams three structured days each trimester to work on their IBMs, interdisciplinary benchmark performance assessment projects. There is a continuous cycle of improvement, including a day to plan projects, a day to refine projects and assessments, based on formative standards-based data, and a day to work with colleagues to analyze student achievement of standards assessed by the benchmark.

In addition to full-faculty PD, we also provide small group and individual coaching by content-area coaches. In addition to our ELA Instructional Coach, we added a math coach . Both worked individually with teachers on the goals they selected to pursue throughout the year. In addition, these coaches led department meetings during Monday PD in order to zero in on approaches to instruction and data analysis. Coaches are trained monthly in an "Instructional Coaches Training," led by our organization's Curriculum/Instruction Director. Teacher-leaders calibrate their responses to instructional videos, discuss how to support teachers' growth, and plan coaching and observation sessions. ECMS Inglewood now has four instructional coaches among the faculty ranks, one outside science coach, and two administrators who coach teachers.

Finally, we support teachers' pursuit of outside PD opportunities in content areas or other areas of instruction. When large meetings (such as National Science Teachers' Association) occur in the Los Angeles area, we send teachers from departments to participate together so that they can share and debrief on new curriculum and instructional strategies. Teachers who are still clearing their credentials participate in an induction program presented by Antioch College of Los Angeles.

Last updated: 1/30/2019