Environmental Charter Middle - Inglewood

School Accountability Report Card
Reported Using Data from the 2018—19 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. Geneva Matthews

 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

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About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoe.edu
Website	http://www.lacoe.edu

School Contact Information (School Year 2019—20)	
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. Geneva Matthews
Email Address	ecmsinglewoodinfo@ecsonline.org
Website	http://www.ecmsinglewood.org
County-District-School (CDS) Code	19101990127498

Last updated: 1/23/2020

School Description and Mission Statement (School Year 2019—20)

The mission of Environmental Charter Schools 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 Middle School - Inglewood (ECMS-Inglewood) is a free, public middle school offering students a small, caring environment that supports their transition from elementary school to high school. ECMS-Inglewood's teacher-created curriculum is interdisciplinary, project-based, arts-integrated and environmentally themed.

ECMS-I's unique program builds upon three overarching premises: 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 will enable students to succeed in any high school atmosphere.

The ECMS-I curriculum is interdisciplinary and project-based, requiring students to perform in all four core subject areas (math, science, English, and history) in authentic, interdisciplinary tasks. We emphasize equity, differentiation, backward planning, and data analysis as school-wide goals and return to these topics in our weekly professional development meetings. In addition, we use community-building curricula to teach our students' character development, conflict resolution, and collaborative learning. Environmental studies help students connect their learning to the outside world and develop a consciousness to act positively on their environment. It is our fervent belief that all children, given the opportunities and proper supports, can master the Common Core State Standards (CCSS) and achieve at high levels in high school, college, and beyond.

Last updated: 1/23/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	120
Grade 7	121
Grade 8	118
Total Enrollment	359
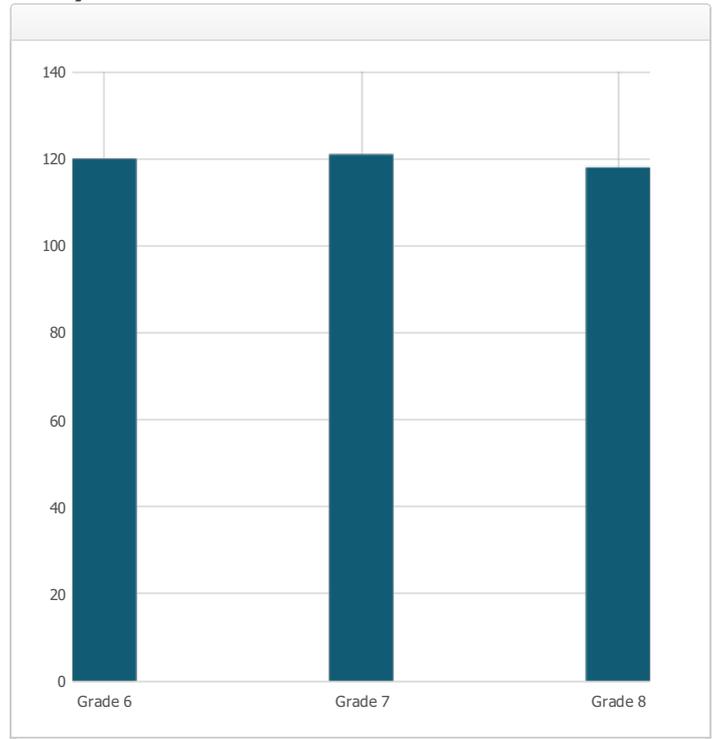
Last updated: 1/23/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	11.70 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	88.00 %
Native Hawaiian or Pacific Islander	0.30 %
White	%
Two or More Races	%

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.30 %
English Learners	31.80 %
Students with Disabilities	10.00 %
Foster Youth	%
Homeless	%

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	14	15	15	
Without Full Credential	1	2	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	1	
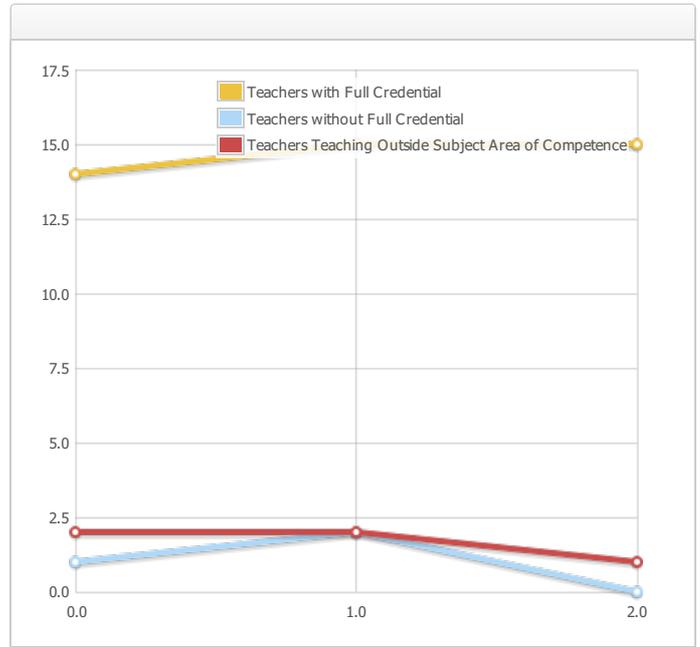
Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	2	2
Total Teacher Misassignments*	4	5	3
Vacant Teacher Positions	0	0	0
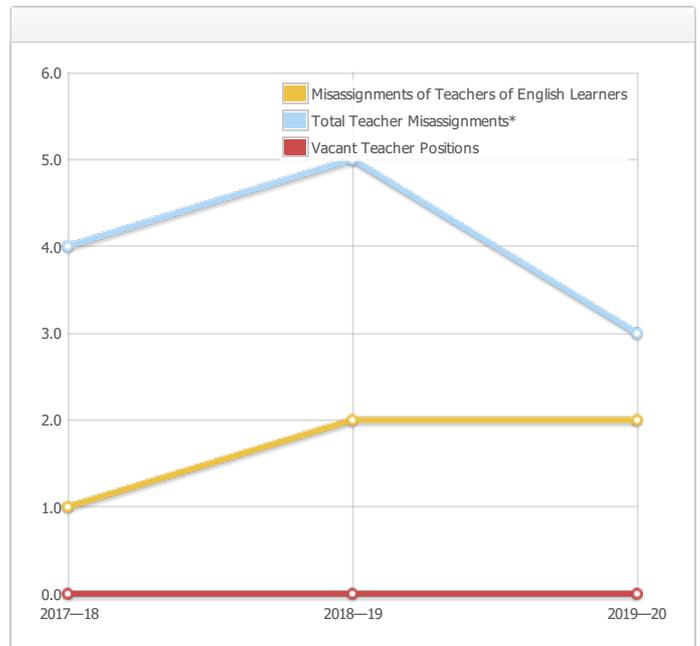
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other 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	0.00 %
Mathematics	Open Up Freckle	Yes	0.00 %
Science	Teacher-created NGSS materials. www.nextgenscience.org	Yes	0.00 %
History-Social Science	Teachers Curriculum Institute History Alive!	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
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: 1/23/2020

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 2019), 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. The buildings hold core classes, art, games, and special education classes. In 2018 and 2019, a new landscaping plan was implemented at the campus, bringing native plants and trees, and a "dry bed" which allows rainwater to return to the underground aquifer. We continue to 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: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

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 2019

Overall Rating	Exemplary

Last updated: 1/23/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	47.0%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	32.3%	31.0%	30.0%	38.0%	39.0%

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: 1/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	353	99.72%	0.28%	47.03%
Male	185	184	99.46%	0.54%	37.50%
Female	169	169	100.00%	0.00%	57.40%
Black or African American	40	40	100.00%	0.00%	37.50%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	313	312	99.68%	0.32%	48.40%
Native Hawaiian or Pacific Islander	--	--	--	--	
White					
Two or More Races					
Socioeconomically Disadvantaged	315	314	99.68%	0.32%	46.82%
English Learners	196	195	99.49%	0.51%	43.59%
Students with Disabilities	35	35	100.00%	0.00%	5.71%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/23/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	354	353	99.72%	0.28%	32.29%
Male	185	184	99.46%	0.54%	28.80%
Female	169	169	100.00%	0.00%	36.09%
Black or African American	40	40	100.00%	0.00%	30.00%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	313	312	99.68%	0.32%	32.69%
Native Hawaiian or Pacific Islander	--	--	--	--	
White					
Two or More Races					
Socioeconomically Disadvantaged	315	314	99.68%	0.32%	32.80%
English Learners	196	195	99.49%	0.51%	27.69%
Students with Disabilities	35	35	100.00%	0.00%	14.29%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/23/2020

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 2018—19)

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	26.20%	27.90%	35.20%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/23/2020

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 2019—20)

One of the ECS's five best practices is "Collaborating with Partners." Our Best Practices rubric describes effective collaboration with families, including open and professional communication that is positive, prompt and provides parents the tools they need to support their student. We emphasize consistent communication that empowers families to be active supporters of their students' learning. Teachers and staff are provided explicit feedback and professional development on this best practice. Site leaders meet weekly for professional development and also to share strategies they've implemented on their sites that have been most effective in improving staff collaboration with families. One of ECMS-I's goals is that parents will report a strong sense of community and satisfaction with school climate, as measured by an annual climate survey. Although our annual climate surveys indicate a 90%+ rate of satisfaction with school climate, staff response time, and overall atmosphere, we believe we can do better.

All new parents participate in orientation meetings at the beginning of the school year where the school's educational program, which is designed to equip all students to graduate from college by mastering the state standards, is explored. Parents are also taught how to access students' course grades and assignments through our online portal and to review the progress reports sent home weekly. Families also learn about our wide range of communication methods, such as newsletters, signboards, automated calls and texts, and workshops. At the start of each school year, new and returning families and students attend meetings led by teachers and administrators that support their understanding of the standards, state and local assessments. This support continues during workshops, parent conferences, committee meetings and paper and digital communications, where parents learn more about our unique program, how to monitor and support their student's learning and how to collaborate with school staff. We notify families about programs such as Medi-Cal and ensure our eligible families know about discounted utilities. We partner with organizations like the Vision to Learn, NatureBridge and EmpowHer to provide additional resources to families. Families also have opportunities to participate in focus groups as part of program evaluation. Our school does not typically have a migratory student population, however any migratory students are provided with supports in their native language, as are non-migratory students. Written materials are translated into families' native language. We also partner with immigrants rights organizations who provide educational workshops on campus.

Development of school policies, procedures, budget allocations and strategic plans, including the Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement, include the input of parents. Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) review academic and climate data and provide input on planned actions and related expenditures. As part of the Equity and Diversity Committee (EDC), families analyze data and identify, ameliorate, and/or eliminate educational and cultural inequities within the educational program. In addition, parent input on surveys is reviewed and considered by SSC, ELAC and the EDC and informs the development of the LCAP and other school plans and policies. Data on parent attendance to conferences, workshops and events is also reviewed and informs LCAP development.

State Priority: Pupil Engagement

Last updated: 1/23/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.60%	1.60%	3.80%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/23/2020

School Safety Plan (School Year 2019—20)

ECMS-I's Comprehensive School Safety Plan ("Safe Schools Plan") was last reviewed, discussed and updated on 2/28/2019. This Safe Schools Plan is currently in a review process and will be updated by 3/1/2020.

To develop and revise the Safe Schools Plan, input is gathered from school and community stakeholders. Administrators consult with families, students, teachers and staff members to establish areas of concern, determine how procedures or policies can be improved and determine annual goals for improving school safety. Representatives from law enforcement, fire departments and emergency/disaster planning agencies are contacted and invited to provide feedback on the plan. ECS also offers to coordinate use of its facilities with regional emergency planning agencies. For the 2018-19 Plan, the Home Office of Environmental Charter Schools, sought input from the Emergency Management Department of Los Angeles, the Red Cross, the Emergency Network of Los Angeles, the Los Angeles County Office of Emergency Management and the Strategic Integration division of the Los Angeles County Office of the Chief Executive Officer. ECS expressed a willingness to participate in regional emergency plans and offered use of ECS facilities. Plan development included a meeting of Site Engineers from all ECS sites to share best practices and strategies.

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

- Section 2: the way the plan is developed and revised.

- Section 3: policies, procedures and practices that are preventative.

- Section 4: emergency preparedness practices

- Section 5: emergency procedures

- Section 6: Incident Command Systems

- Appendix: Surveys, checklists and other resources

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

- Protection of life

- Protection of the environment

- Protection of property

- Restoration of services

Last updated: 1/23/2020

D. Other SARC Information

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	1	4	
Mathematics	5.00	1		
Science	25.00	1	4	
Social Science	25.00	1	4	

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	1	6	
Mathematics	26.00	1	6	
Science	26.00	1	6	
Social Science	26.00	1	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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	1	12	
Mathematics	27.00	1	12	
Science	25.00	0	11	
Social Science	27.00	1	12	

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

Last updated: 1/31/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	359.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/23/2020

Student Support Services Staff (School Year 2018—19)

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

*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: 1/24/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13282.36	$3531.50	$9750.87	$59008.76
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/24/2020

Types of Services Funded (Fiscal Year 2018—19)

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.
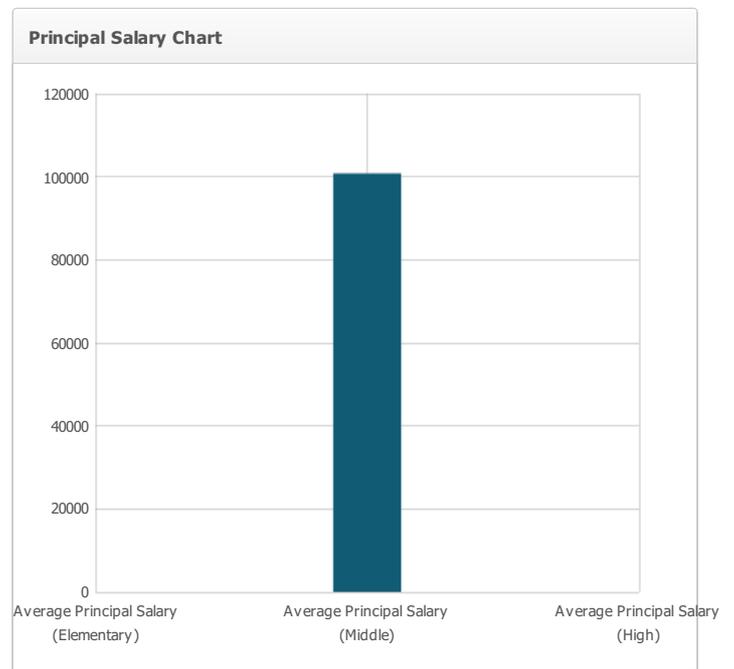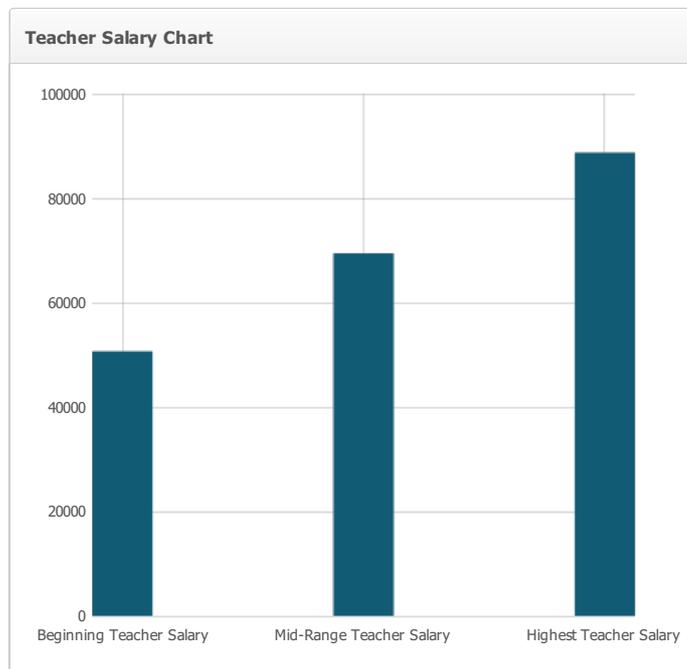
Last updated: 1/24/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

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)	$100,786	--
Average Principal Salary (High)	--	--
Superintendent Salary	$146,440	--
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: 1/24/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	28