Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Environmental Charter Middle:
Federal funds are used to support our achievement of three LCAP goals:

1. Ensure operations and facilities are mission-aligned, meet needs of educational program, and facilitate achievement of student learning outcomes
2. Improve outcomes for all students by improving instruction and programs
3. Develop a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability

Key strategic actions to improve outcomes for English Learners and low-income students include:
Continued implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of students who are socioeconomically disadvantaged and English Learners. Studies indicate teacher quality is one of the most important factors in student learning, especially for students with additional needs, like English Learners and low-income students. Therefore ECS will continue to focus on teacher development. ECMS-G's data indicates that teachers who are implementing our Best Practices at a higher level have better student learning outcomes. Additionally, in 2018-19, ECMS-G will be onboarding seven new teachers, making effective development in our Best Practices a priority. All teachers will participate in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECMS-G will also use TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes will drive improvements in instruction and programs for English Learners and low-income students.

Redesign our ELD program to increase the amount of push-in instruction and reduce the amount of time English Learners spend away from their peers. Designated ELD instruction will take place in specialty classes. A new schedule will also facilitate collaboration between teachers and the ELD coordinator. Oversight will be provided to ensure teachers are regularly assessing ELD standards, and continued Professional Development will be provided on Universal Design for Learning and Reading Apprenticeship to ensure teachers are designing instruction to support English Learners. In addition, targeted professional development on ELD strategies will be a focus of site-level professional development.

Title I funds will be used to provide students with a full-time academic counselor and a full-time English language development coordinator. Slightly more than 10% of Title I costs will provide for professional development.

Title II funds will be used for Math professional development, supporting our implementation of Open Up Resources and for our partnership with Antioch University, providing induction for teachers based up the ECS Best Practices, which were developed with teachers and are designed to support English Learners and low-income students.

Title III monies will fund the support our leadership provides to help identify, plan and deliver ELD professional development to ECMS-G. This includes attending Instructional Leadership Team meetings, our two weeks of teacher training before school starts, multiple full days for the interdisciplinary project process, weekly professional development on topics including ELD standards and ELD strategies.

ECMS-G's leadership team consults with stakeholders to identify priority needs and the actions to address those needs. This includes formal parent and staff input through School Site Council and ELAC and feedback received through Parent Council, California Schools Survey, faculty meetings, staff surveys, and department conversations. Our Board of Directors also provides input, via board and committee meetings, including our Academic Excellence Committee. Our Equity and Diversity Committee also reviews data and makes recommendations.

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Alignment

Response from Environmental Charter Middle:
ECMS-G aligns the use of federal funds with our vision and mission. This mission is communicated throughout our LEA through PD, parent orientation, and printed materials. Our strategic plan and LCAP goals are rooted in our mission/vision. As a single school LEA coherence in funding use is easier to achieve than at a large district. Home office leadership meets regularly with site leadership to ensure site-level work remains focused on goals. Our Board utilizes a dashboard to ensure resource allocation and leadership actions stays focused on strategic priorities. Interim Benchmarks are set for goals and disaggregated data is visualized and analyzed to evaluate efficacy of actions. This analysis takes place at all levels of the organization, Board members review data with our Executive Director, ECS Directors review data with site administrators and teacher leaders. Site administrators and teacher leaders review data with teachers at professional development workshops and in department meetings. Site administrators and teacher leaders review data with families and staff via our School Site Council, English Learners Committee and our Equity and Diversity Committee. Our Single Plan for Student Achievement is developed in concert with our LCAP.

Our LCAP development process is part of this data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research and analyze actions and share feedback on the efficacy of actions. Budget development is synched with the LCAP development, so the analytical work of the LCAP drives the development of the budget.
APPROVED BY CDE

Title I, Part A

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Environmental Charter Middle:
N/A
APPROVED BY CDE

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Environmental Charter Middle:
Community Partnerships is one of our five ECS Best Practices, and families are our most important partner. Our Best Practices rubric describes effective collaboration with families, including open and professional communication that is positive, prompt and prodes 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 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.

Communication between school and home is emphasized during a families' orientation at ECMS-G. Every Friday, we send home a school newsletter and student progress report, so families are kept abreast of school events and announcements and can review their students' progress on academic standards, collaborative skills, and other standards assessed. Parents and guardians also have access to PowerSchool. Many teachers use Class Dojo or Google Classroom to further facilitate families' access to information about their students' progress. Families are encouraged to provide feedback via surveys, meetings with administrators or staff, parent/teacher conferences. In addition to the School Site Council and English Learners Advisory Council, ECMS-G has an Equity & Diversity Committee, where parents, staff, teachers, community members, board members and administrators analyze data, looking for signs of inequity, research ways to improve equitable outcomes for all students and recommend changes. Focus groups of parents/guardians, such as parents/guardians of students with disabilities or parents/guardians of African-American/Black students are arranged to get feedback on school actions targeting student subgroups.

Our parent and family engagement policy was developed jointly with stakeholders, including families of our students. The policy aligns with the parent engagement described in our charter petition. Each year our School Site Council reviews indicators of parent and family engagement and identifies strategies for increasing participation. The Council's analysis of the effectiveness of these strategies will be used to further

refine our parent and family engagement policy. In 2019-20 we will be revising the policy with input from families gathered at committee meetings and through surveys. The SSC will approve the policy before it is submitted to our Board of Directors for final approval in a public meeting. Work on the revision will be publicized via our newsletter, website, emails and automated phone calls. The revised policy will be posted on our website, available in our office, and summarized in our parent handbook.

Families learn more about how to support their students' learning from a range of events and resources. Events like the Greek Olympics, Boston Harbor Blockade Boat Races, Aztec Ulama Tournament engage parents in content-rooted celebrations. The Literacy Festival, Math Night, High School Fair and regular parent education workshops provide guidance on how to best support students' academic success. All events are translated into Spanish and evening English as a Second Language classes include content that is relevant to their students' learning. Families also have opportunities to participate in focus groups as part of program evaluation. Audits of special education program and English Language Development programs include interviews with families whose students have exceptionalities and/or are English learners. 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.

As a single school LEA, our LCAP only reflects a single school, making it easier to align the LCAP with our SPSA. Since most of our students are English Learners or low-income students, it is easier to align Title I Parent Engagement with the LCAP stakeholder engagement process. Analysis of data that indicates progress on our goals takes place at all levels of the organization, Site administrators and teacher leaders review data with families and staff via our School Site Council, English Learners Committee and our Equity and Diversity Committee. Our Single Plan for Student Achievement and our LCAP development process is part of this data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research and analyze actions and share feedback on the efficacy of actions. Budget development is synched with the LCAP development, so the analytical work of the LCAP drives the development of the budget.

APPROVED BY CDE

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)
Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Environmental Charter Middle:
SWP: ECMS-G's schoolwide program includes effective methods and instructional strategies that are based on scientifically based research to strengthen the core academic program in the school; increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. Our educational program is designed to meet the needs of the students who live in or around the Gardena/Harbor-Gateway neighborhoods-- students who belong to groups who have been historically underserved. Our school program includes a full-time counselor, summer bridge for all new students, a free after-school program, and College Readiness classes. We collaborate with EmpowHer and Male Success Alliance to provide mentors for our students and an empowerment curriculum.

Our innovative 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. We engage students in their learning by helping them identify problems in their community, research solutions and teach those solutions to their families and community.

Our teacher-created 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, Universal Design for Learning, backward planning, and data analysis and return to these topics in our weekly professional development meetings. In addition, we use a community-building curriculum to teach our students character development, conflict resolution, and collaborative learning. 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. Our mission derives from concurrent

and ongoing processes of reflection, research, discussion and revision on the part of stakeholders, board members, administrators, parents, teachers, and students.

Title I funding provides a full-time counselor to ensure students at risk of not meeting state standards receive additional supports, such as tutoring, small group intervention, and counseling. Title ! also supports our full-time ELD coordinator who provides professional development and classroom support. Students are monitored throughout the school year on performance and areas of concern and time is provided for Core teachers to collaborate with each other, ELD coordinator, counselor, and other support staff.

Student needs are assessed using grades, CAASPP, ELPAC, NWEA MAP, Interdisciplinary Benchmark scores and climate data, such as attendance, disciplinary data, and survey data. This data is analyzed at all levels of the organization. Site administrators and teacher leaders review data with families and staff via our School Site Council, English Learners Committee and our Equity and Diversity Committee. Our Single Plan for Student Achievement and our LCAP development process is part of this data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research and analyze actions and share feedback on the efficacy of actions. Each year, the School Site Council reviews the SPSA goals and data and the current needs of the students and then determines the objectives and funding allocation for the following year.

TAS: N/A

Neglected or delinquent: N/A
APPROVED BY CDE

Address the ESSA provision:

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Environmental Charter Middle:

N/A
APPROVED BY CDE

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)
Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Environmental Charter Middle:
ECMS-G ensures that children who are homeless have access and receive prompt additional supports to ensure they have access to the ECMS-I program. We immediately enroll these children, even if records used to enroll are not available, and we support families with locating records and transportation. If needed, we provide students with bus passes. As needed, we provide homeless students with dress code compliant clothing and school supplies. We also work with partners who are providing the family with additional services to be sure that services are coordinated and as consistent as possible. Our Homeless Liaison coordinates additional services for the student, such as counseling or access to health services. We also coordinate with community partners to offer health services on our campus, such as Vision to Learn, which performs vision testing and provides free glasses.

One of our ECS Best Practices is "Small Learning Communities". Our program design creates multiple opportunities for teachers, counselors, and administrators to get to know families over time, which supports our identification of students who might have instability in their housing. Title 1 funds help support our counselor, who is our homeless liaison. We also offer make up days for testing, to ensure we are capturing the academic data of students who may be absent on testing days.
APPROVED BY CDE

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)
Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or

individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Environmental Charter Middle:

N/A

APPROVED BY CDE

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

1. through coordination with institutions of higher education, employers, and other local partners; and
2. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Environmental Charter Middle:

ECMS-G provides services to ensure a smooth transition from elementary to middle school and from middle school to high school. Our program is designed to support these transitions. Incoming 6th graders attend a weeklong Summer Bridge where they meet their 8th grade or high school mentors, meet teachers and classmates and learn about our campus, program and Tribes Agreements. Tribes, our social-emotional learning program, is designed to support middle school students as they learn the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively.

ECMS-G sixth graders have two core teachers, one for math/science and one for English/history, and these teachers loop with them to seventh grade. Core teaching teams share 60 students for two years, facilitating strong relationships between students, teachers, and families during the turbulent middle school years. Students take College Readiness each year, where they learn key competencies of being a successful student, including study, research, and organizational skills, as well as collaborative skills. In eighth grade, students move to four core teachers, in preparation for high school, and every eighth grader's high school selection is supported. Students are required to apply to multiple high schools and we host a high school fair for families and provide assistance with the application process.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

1. assist schools in identifying and serving gifted and talented students; and
2. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Environmental Charter Middle:

N/A--ECMS-G does not have a Gifted and Talented program, a school library program for digital literacy skills, or other relevant programs.

APPROVED BY CDE

Title I, Part A, Educator Equity

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Environmental Charter Middle:

Yes, N/A as Environmental Charter Middle School-Gardena is a single school direct funded charter school.

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Title II, Part A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Environmental Charter Middle:
ECMS-G 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. It is our belief that better trained teachers make a marked impact on student achievement. We therefore strive to hire, train, and continue to develop all of our teachers, regardless of years of experience. 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.

All newly hired teachers are oriented to the school's goals and best practices for achieving those goals during 1-week professional development prior to their participation in the all staff professional development (PD) at the beginning of the school year. At the end of the week, new staff members provide feedback about what they learned, evaluate the orientation, and identify areas for ongoing support and training. New staff members continue to be supported via ongoing PD, individual meetings, and needs-based support with leadership, instructional coaches, team leaders, Special Education team, Student Services Department, and department colleagues. In addition, induction is provided at no cost via a collaboration with Antioch. All teachers have two weeks of professional development each summer. In addition to 11 full days of professional development throughout the year, weekly PD meetings are held for 2 hours. ECS staff, ECMS administrators and teachers provide the majority of

professional development, but strategically chosen professional development led by outside trainers and off-site conferences occur several times each year. A substantial portion of the academic calendar is designed around the Unit Design Cycle, which provides grade-level teaching teams four structured days each semester 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. As part of our ongoing math initiative, in 2018-19, we will increase our math coach from half to full time. Title II funds will be primarily used to bring in outside professional development to improve math instruction. A portion will support professional development provided by ECS administrators.

All staff members set yearly professional growth goals, as part of the teacher evaluation/coaching process. When teachers or other staff are interested in growing into specific roles, the leadership team works to foster opportunities for these staff to develop themselves in new areas. Nearly all of the staff in leadership roles at ECMS-G started at ECMS-G as teachers or aides. This is an example of how ECMS-G builds leadership capacity from within the organization and helps interested employees grow into new positions.

To further support student learning and implementation of state standards, all teachers participate in the ECS Teacher Development System (TDS) system, which provides extensive professional development on the ECS Teaching Best Practices and includes progress monitoring, coaching, and evaluation of teacher's performance throughout the year. ECMS-G has implemented TeachBoost, a customizable instructional leadership platform for improving feedback quality, developing educator capacity and increasing student achievement. The Instructional Leadership Platform includes Observations and Evaluations, Coaching and Mentorship, Professional Development. TeachBoost incorporates ECS' Best Practices Rubric that streamlines the teacher observation and coaching process to deliver actionable data to improve instructional practices. The TeachBoost platform is a valuable resource for creating coherence between classroom/teacher observations and professional goals, in order to communicate with teachers and track schoolwide goals for improving instructional practice. Each year, we conduct a longer, more in-depth survey that enables us to see how well teachers understand our entire Teacher Development System (TDS) and allows us to make changes to the TDS in response to their feedback. In addition, we look to our California Healthy Kids Survey, administered yearly, for prompts that allow us to see whether teachers feel prepared by professional development and adjust our TDS accordingly.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Environmental Charter Middle:

Not applicable as Environmental Charter Middle School-Gardena is a single school Local Education Agency.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Environmental Charter Middle:

ECMS-G is highly effective in using multiple types of data to drive ongoing schoolwide improvement. Our data-driven culture includes the collection, disaggregation, and analysis of professional development sessions coupled with student data. Schoolzilla, our online data platform, and visualization software, has enabled us to disaggregate and visualize data and to build tailored visualizations to answer questions about school improvement as they emerge. Data is reviewed at our weekly Instructional Leadership Team meetings for trends, and recommended next steps are shared with departments, grade level teams and individual teachers. Individual teachers review their student assessment data and student work samples with their instructional coach, as part of our Teacher Development System (TDS). Teacher scores on our Best Practices Rubric are analyzed and inform our professional development planning. Additionally, ECMS-G uses input from surveys and informal conversations with staff members to mold professional development. Data analysis, including a math audit, led to our ECS-wide

math initiative, which stems from our students' consistently performing lower on state math assessments than ELA assessments. As part of our ongoing math initiative, in 2018-19, we increased our math coach from half to full time. Title II funds will be primarily used to bring in outside professional development to improve math instruction. A portion will support professional development provided by ECS administrators

Site administrators and teacher leaders review data with families and staff via our School Site Council, English Learners Advisory Committee and our Equity and Diversity Committee. Our Single Plan for Student Achievement and our LCAP development process is part of this data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research and analyze actions and share feedback on the efficacy of actions. Each year the School Site Council reviews the SPSA goals and data and the current needs of the students and then determines the objectives and funding allocation for the following year. The Equity and Diversity Task Force, comprised of parents, teachers and staff members, meets to identify areas of inequity and provide feedback to the administration to ensure that our educational program and school structures are equitable for all students. The collection, disaggregation and analysis of various types of data take place with the Cabinet (Directors, Principals and Assistant Principals), Instructional Leadership Team and instructional consultants from DirectEd Educational Services and other organizations. These two teams along with independent consultants analyze data to inform decision-making including the allocation of resources (human, material, physical), professional development planning, identifying the types of academic interventions to implement, new initiatives (i.e. math initiative, equity and diversity task force) and master schedule planning.

While it can be difficult to draw a causal link between Title II professional development activities and student outcomes, we continue to believe that improving teachers' instructional skills, their ability to analyze and plan using assessment data, and their command of content will lead to better student understanding and improved student achievement outcomes. We plan our professional development activities based on our assessment of teacher strengths and weaknesses, student outcome data, and teacher feedback. Throughout the year, we seek feedback from teachers on their experiences in PD and their ability to apply what they learn in PD to their classrooms. This data analysis cycle is already a routine practice throughout our organization, and has led to several recent initiatives, including a three-year Math Initiative and the adoption of the Reading Apprenticeship Initiative. The cycle is as follows: 1) Collect teacher feedback at the end of every PD, document/analyze/track results; 2) Identify intended student outcomes, potential student learning metrics and plan for evaluation of effectiveness during PD planning process - create a new column on PD calendar; 3) Schedule

recurring opportunities to evaluate effectiveness of PD based on teacher feedback and student learning metric; 4) Communicate data/trends to key stakeholders; 5) Adjust PD planning/implementation; 6) Repeat cycle. Recent initiatives that require this level of evaluation include our new partnership with the UCLA Math Project, and the Harvard Graduate School of Education, WestEd's Reading Apprenticeship program, the revision of the Senior Thesis, our induction program led by Antioch University, ELD training and SPED professional development. Evaluating and improving these programs will continue to be central to our administrative efforts and we look forward to seeing improvements in student outcomes as a result.

APPROVED BY CDE

Title III, Part A

Title III Professional Development

ESSA SECTION 3115(c)(2)
Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Environmental Charter Middle:
ECMS-G 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. We 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.

All teachers are expected to teach and assess the ELD standards. Professional development will be provided to all teachers on the ELD standards and their implementation will be measured through gradebook checks and classroom observations. Individual teachers will receive coaching, which targets effective instruction of English Learner through our student-centered coaching cycles. During

each cycle, instructional coaches will review student group data with teachers, and when the data indicates English Learners are not meeting the unit or lesson objectives, instructional coaches will provide professional development, unpacking ELD standards and supporting teachers in implementing research-based ELD instructional strategies. Coaches, administrators and ECS Director of Curriculum meet to review teacher effectiveness in teaching English Learners and identify shared areas of need. This informs and weekly professional development and which teachers participate in professional development such as LACOE's Universal Design For Learning workshops or CAASA.

In 2019-20 ECS is implementing Reading Apprenticeship across all of its campuses. This initiative is led by our Director of Curriculum and Instruction. Reading Apprenticeship (RA) is a research-validated approach for improving subject area literacy in middle school, high school, and community college. The approach supports English Learners with instruction that builds students' language and content knowledge, dispositions to grapple with complex texts, and text-based problem solving strategies. RA supports English Learners oral language development because in RA classrooms discussion is central and routine, scaffolded, and text-based, which fosters use of target language and content. RA supports English Learners' reading and writing development because it ensures extensive in-class reading opportunities, a range of text structures and language inputs linked to content, modeling and guided practice of comprehension strategies, writing to connect ideas across texts, experiences, and classroom and social resources for learning.

In addition, in 2019-20 ECMS-G is implementing a new ELD curriculum, English 3D, and teachers will be participating in professional development provided by HMH. Last year we contracted with ELD experts to audit our EL program and this year we are beginning to implement changes proposed in the audit. Title III funds are being used to support the additional time the Director of Curriculum has spent supporting the curriculum pilot, evaluating the efficacy of the ELD professional development and providing professional development to administrators and teachers to ensure changes proposed in last year's audit are implemented with fidelity and improve instruction for English Learners.
APPROVED BY CDE

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Environmental Charter Middle:
N/A
APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)
Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Environmental Charter Middle:
ECMS-G's English Language Development program includes both designated and integrated English language instruction. Core teachers (Math/Science and English/History) implement ELD standards and strategies in their classrooms., Our full-time ELD coordinator provides professional development and classroom support. Students are monitored throughout the school year on performance and areas of concern. ELD and core teachers examine, CAASPP, ELPAC, grades, NWEA MAP and climate data. Next year a new schedule will create more shared time for core teachers to work with the ELD coordinator on developing English Learners language proficiency in all core content classes.

Next year, ECMS-G is revamping our ELD program to increase the amount of push-in instruction and reduce the amount of time English Learners spend away from their peers. Designated ELD instruction will take place in specialty classes, with our ELD teacher co-teaching Green Ambassadors and implementing STELLAR. In addition, oversight will be provided to ensure teachers are regularly assessing ELD standards, and continued Professional Development will be provided on Universal Design for Learning to ensure teachers are designing instruction to support English Learners. Targeted professional development on ELD strategies will be a focus of site-level PD and department PD.

In 2019-20 the ECS Director of Curriculum & Instruction and the ECS Director of Strategic initiatives will be working with the site to upgrade the program objectives and

instructional strategies. Using the results of the ELD Program Audit, performed by external experts in spring 2019, we plan to identify new curricula, instructional materials and assessments for use with EL students. The desired outcome of the audit was to address the following focus questions:

1) Do the current program and services align with the mission and vision of the organization?
2) Do the current program and services result in increased student achievement and/or improved student outcomes?
3) How can we leverage current programmatic features (Tribes, Specialty classes, project-based learning, etc.) to better meet the needs of English learners and LTELs with disabilities?
4) What strategies can we use to ensure effective implementation of EL curriculum and the features of Open Up Resources math that develop English language?
5) What reliable formative assessments exist to measure the domains on the ELPAC?

The audit revealed the ECMS-Gardena English Learner program has a number of strengths and assets, including that the school environment is safe, clean, orderly, and conducive to learning the school has many hard working, dedicated educators, teachers and administration have been trained or exposed to high-quality EL evidence-based strategies, the system for identification of ELs matriculating from nearby elementary schools and enrolling at ECMS-Gardena is effective and the school provides parent training on various topics, promotes celebrations for student reclassification, and offers support to the English Learner Advisory Committee (ELAC). The audit identified areas of need, which we will address in 2019-20, including, enhancing collaboration between EL/SPED instructional staff in light of new
state guidance, ensuring EL/SPED staff continually progress-monitor the academic progress
of dually-identified students, using English 3D routines more systematically across content areas, providing additional English 3D professional development for Designated ELD
teachers.
APPROVED BY CDE

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)
Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:
1. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
2. meeting the challenging State academic standards.

Response from Environmental Charter Middle:
There will be an on-going evaluation of EL student progress:

- In 6th and 7th grades the core teachers will collect data such as student work, anecdotal records or monitoring notes, grades, and assessment scores. At their weekly meetings the core teachers will communicate about the data.
- In 8th grade, the English Language Arts teacher will collect data such as student work, anecdotal records or monitoring notes, grades, and assessment scores. The ELA teacher will share the data with the other core teachers and specialty teachers on a regular basis.
- Together the teachers will determine the next instructional steps to be taken.
- Support will be available for teachers from the Principal and the EL Coordinator.
- Assessments used by the state to evaluate student progress will also be used to measure progression or regression (annually).
- EL students' performance on the NWEA Measure of Academic Progress will be evaluated three times a year and CAASPP data will be reviewed yearly.
- Student performance data will be reviewed at least three times a year (or more often upon teacher, administrator, or parent request) to determine the appropriateness of the services provided to each EL student and initial eligibility for reclassification.

Each quarter, teachers will be responsible for examining their instructional plan for the standards to be covered and identifying the relevant ELD standards to be taught and assessed during the trimester. The ELD teacher and the ELA/Humanities teacher will teach and assess the majority of ELD standards. However, when grade level teams identify key reading comprehension, writing, and listening/speaking standards to be taught throughout all content areas, ELD standards matching these ELA standards will be identified, taught and assessed by the whole team.

At the end of each quarter, core and/or ELD teachers will summarize students' mastery of standards for their current ELD level by looking at assessment material collected

throughout the trimester. EL students will receive ELD grades in addition to humanities grades in reading, writing, listening, and speaking. These grades will be numerical from 1-4, with 3 signifying proficiency in the standards for the current level. At the end of the trimester teachers will also go through the list of standards for a student's current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Principal and/or EL Coordinator, who will work with teachers to make the final decision regarding progression to the next ELD level.

Instructional leadership evaluates the EL program after each major assessment in order to make mid-stream changes to the program if and when necessary. Scores on CAASPP, IABs, and NWEA will add to the information we observe each summer when our ELPAC scores are analyzed. Our data analyst will provide a comprehensive picture of EL progress. The academic data at the end of each trimester above are consolidated and summarized for the year, and the additional feedback is received from the ELAC, School Site Council, and parent survey results.

Program Evaluation
ECMS will convene a panel to evaluate the EL Program every year to determine the effectiveness of the program, identify areas of concerns, propose program modifications, and set new program goals. The panel members will include administrator(s), EL coordinator(s), classroom teacher(s), ELL student(s), parent(s) of EL students, and an external member such as administrative leadership from across the organization's three schools.

The Teacher Development System at ECMS is focused on helping teachers implement our Best Practices, which have been carefully chosen as effective research-based strategies leading to multi-faceted student achievement. Teacher learning is the foundation of student learning and our system is designed to create a supportive and challenging environment for professional development. Our evaluation system measures both teacher input and student output, using varied metrics. A critical focus of this system is to determine whether or not there is, in fact, a strong correlation between our Best Practices and student achievement on local, state, and national assessments for all subgroups of students, including English Learners. We will compare the data sets and adjust our Best Practices as needed in light of their relationship to students' success. We want to fully implement these research-based strategies to determine their efficacy for our students in South Los Angeles communities. It is important that we strive

for fidelity in implementing our programs as they are described in our charter and related documents.
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Title IV, Part A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)
Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:
1. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
2. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
3. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
4. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
5. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Environmental Charter Middle:
ECMS-G developed its application in consultation with ECMS-G families, teachers, administrators, staff, community partners and families, teachers, administrators, staff, and community partners. Input from stakeholders was garnered through committee meetings, focus groups and surveys. Committees examined survey data, anecdotal data, climate data, and charter and LCAP measurable pupil outcome data. Survey data indicated that while 83% of 6th graders perceived school as safe or very safe, the percentage fell to 68% for 7th graders and 43% for 8th graders. A similar trend was seen in student perception of school connectedness, which fell from 77 % in 6th grade to 45% in 8th grade. Though student reports of harassment or bullying declined from 41% to 30% from 6th to 8th grade, in meetings parents expressed concerns about

teasing, harassment and bullying. Teachers and staff also supported allocating resources to improve how students interacted with each other.

In order to ensure safe and healthy students, ECMS-G will use Title money to fund a counselor, who will facilitate its social-emotional program. The ECMS-G counselor's activities include training teachers to lead activities like community circles, which help students surface and resolve conflict and develop socially and emotionally, supporting their mental health. The counselor will also also coordinate students' Comprehensive Sexual Education, working with non-profit partners like Peer Health Exchange, Planned Parenthood and More Than Sex Ed to ensure the implementation of new requirements through CHYA.

The objectives of our social emotional learning program are to achieve high rates of student attendance, above 95% average daily attendance, to reduce chronic absenteeism rates, and maintain low suspension and expulsion rates. Disciplinary referral rates are tracked as leading indicators, and the counselor coordinates additional resources to teachers with high rates of disciplinary referrals and students who receive repeated referrals. Additionally, we will review survey data from CAL-SCHLS and local surveys to track the percentage of students who find ECMS-G to be a safe place to learn and the percentage of students who agree or strongly agree that they feel connected to ECMS-G.
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