

2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Dr. Geneva Matthews, Principal

- Principal, Environmental Charter Middle - Inglewood



About Our School

Environmental Charter Middle School – Inglewood (ECMSI) 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. ECMSI is a part of the Environmental Charter Schools network of free public schools in Gardena, Lawndale, and Inglewood. Our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

During this unique academic year, ECMSI was able to quickly transition our students to distance learning in an effort to minimize learning loss and create a sense of normalcy during the pandemic. Additionally, we regularly sought feedback from all of our stakeholders – students, parents/ guardians, community partners, and fellow educators— as we continued to make decisions and adjustments to our new online academic program. Through the transition to distance learning, ECMSI was able to narrow our priorities for the 2020 – 2021 school year to focus on confronting anti-Blackness and racism, ensuring equitable access to instruction and to deepening our community's Reading Apprenticeship proficiency. We accomplished this while offering the key parts of our unique curricular program to our students that is guided by three overarching premises: interdisciplinary learning, student engagement, and adolescent development.

Our approach to our first premise - 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. This includes incorporating current events that encourage and nurture critical thinking skills. The second driving premise is that student engagement through environmental studies and practices help students connect their learning to the outside world and develop a

consciousness to act positively and thoughtfully within their environments. Environmental studies provide an essential lens through which students can view all of their studies, and also connect their skills to immediate, local problems. Due to the pandemic, students are unable to come to campus, therefore we have been able to provide supplies for students to participate in similar activities at home where our students are also encouraged to involve their families.

The final premise emphasizes deliberate attention to adolescent development and the facilitation of collaborative skills that are key aspects of preparing students for the next level of education. Our approach involves both a comprehensive counseling program outside of the classroom and the daily use of a character curriculum in their advisory classes 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.

ECMSI provides a special educational opportunity for students. With an active mission 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, ECMSI is dedicated to the cultivating the whole child.

Dr. Geneva Matthews, ECMS Inglewood Principal

Contact

Environmental Charter Middle - Inglewood
3600 West Imperial Hwy.
Inglewood, CA 90303-2714

Phone: 310-793-0157

Email: ecmsinglewoodinfo@ecsonline.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoed.edu
Website	http://www.lacoed.edu

School Contact Information (School Year 2020–2021)	
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, Principal
Email Address	ecmsinglewoodinfo@ecsonline.org
Website	http://www.ecmsinglewood.org
County-District-School (CDS) Code	19101990127498

School Description and Mission Statement (School Year 2020–2021)

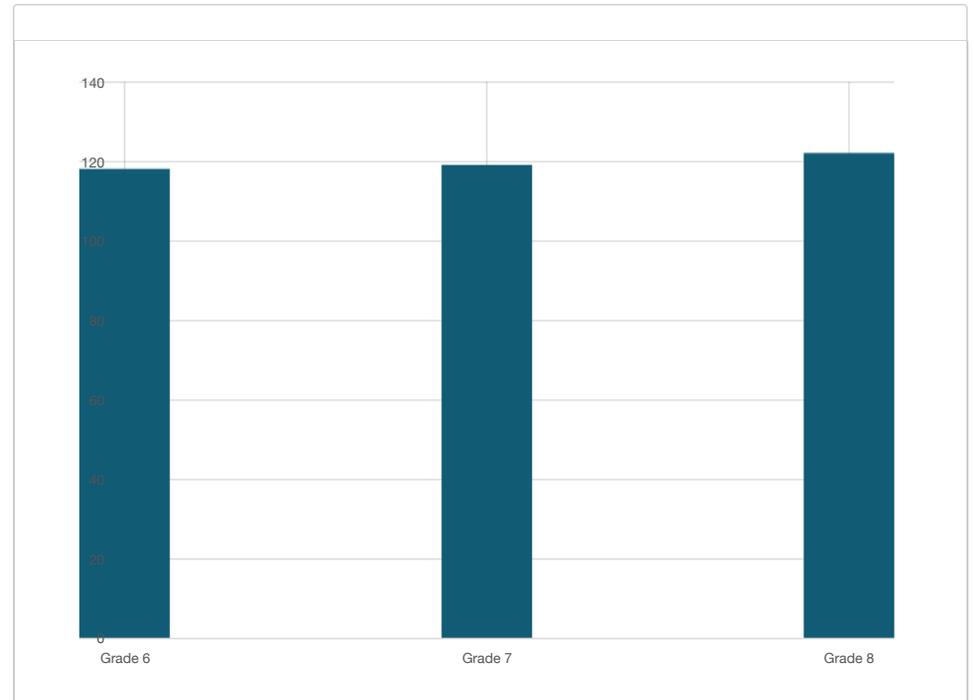
The mission of Environmental Charter Schools is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. Environmental Charter Middle School - Inglewood (ECMS-Inglewood) 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) inauthentic, 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.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 6	118
Grade 7	119
Grade 8	122
Total Enrollment	359



Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	12.30 %
American Indian or Alaska Native	0.30 %
Asian	%
Filipino	0.30 %
Hispanic or Latino	86.60 %
Native Hawaiian or Pacific Islander	0.30 %
White	%
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.80 %
English Learners	22.00 %
Students with Disabilities	6.10 %
Foster Youth	%
Homeless	%

State Priority: Basic

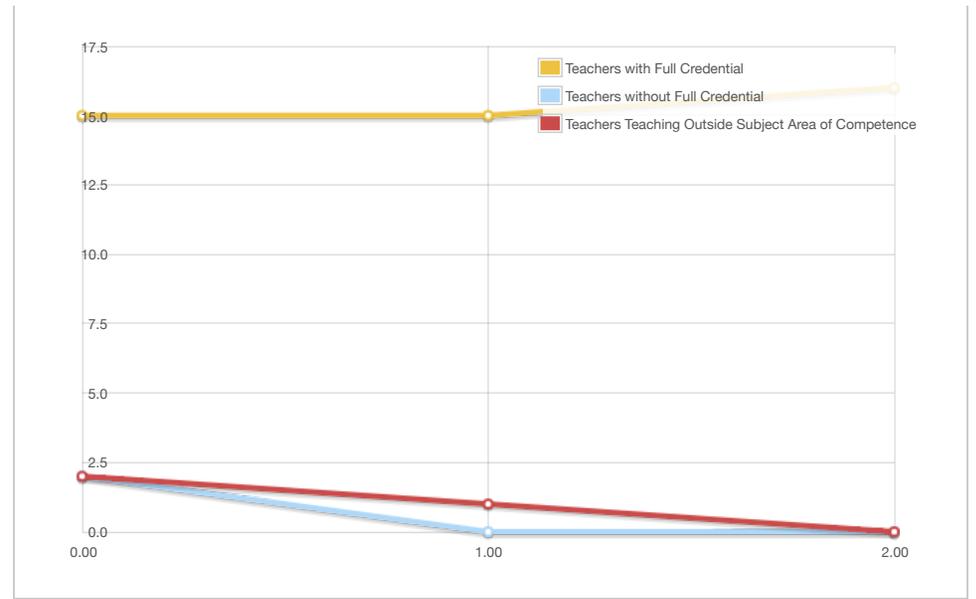
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	15	15	16	
Without Full Credential	2	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	1	0	

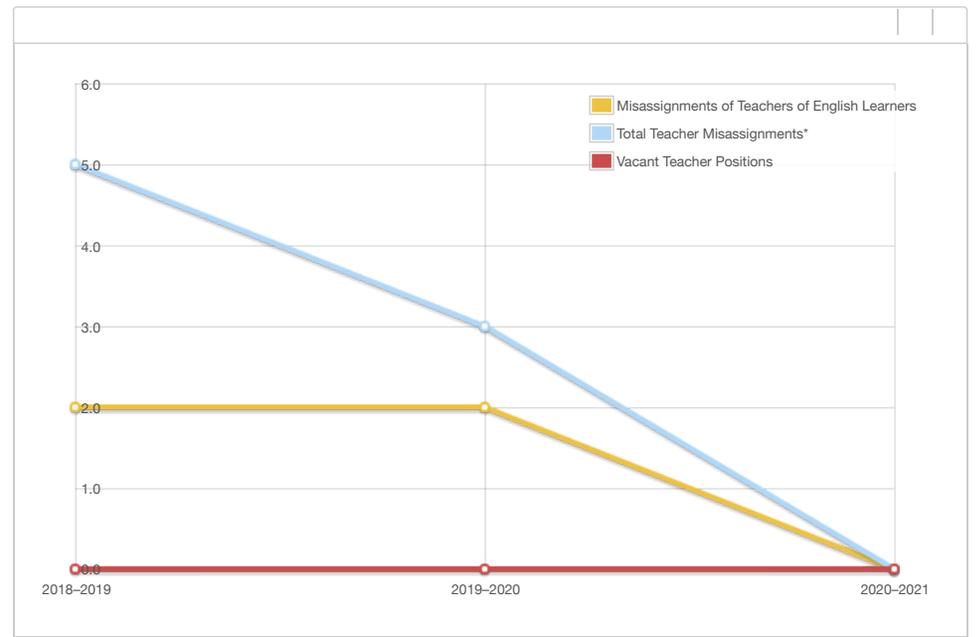
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Last updated: 1/22/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	2	2	0
Total Teacher Misassignments*	5	3	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/22/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> - Actively Learn - Nearpod - NewsELA - Scholastic Scope Magazine - Expeditionary Learning - Novels, including: Crossover, Stella by Starlight, Dar and the Spear Thrower, Chains, The Hate You Give, Wonder, Absolutely True Diary of a Part Time Indian, Refugee, Ghost Boys, Dear Martin 	Yes	0.00 %
Mathematics	<ul style="list-style-type: none"> - Open Up - Nearpod - Scholastic Math Magazine - Go Math - Reflex Math - Khan Academy 	Yes	0.00 %
Science	<ul style="list-style-type: none"> - TCI's Bring Science Alive! - Scholastic Science World Magazine - California Education and the Environment Initiative - Teacher-created NGSS materials www.nextgenscience.org 	Yes	0.00 %
History-Social Science	<ul style="list-style-type: none"> - Teachers Curriculum Institute's History Alive! - Teaching Tolerance - A Young People's History of the United States - A Different Morrior - Scholastic Upfront Magazine 	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: 1/24/2021

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, 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 and disinfects all used areas of the 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.

In 2019-20, a new science lab was built is currently being outfitted. Earlier this school year, a sports court and safety netting was added, in addition to a community garden in partnership with the Bay Foundation.

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: 1/12/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

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: December 2020

Overall Rating	Exemplary
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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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	N/A	42.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	32.3%	N/A	30.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/12/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/12/2021

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	24	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/12/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

State Priority: Other Pupil Outcomes

Last updated: 1/12/2021

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 2019–2020)

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/12/2021

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 2020–2021)

The pandemic and ensuing school closure created new challenges for our community whilst curtailing many traditional forms of communication. Informal conversations between stakeholders and leadership that might take place on campus could not occur. Because of the extraordinary circumstances created by the pandemic, we have expanded our efforts to solicit stakeholder input.

In addition to moving our traditional engagement practices, such as parent meetings, the English Learner Advisory Committee, Board & Committee meetings online, we regularly send families, staff and students online surveys designed to gather feedback on distance learning-- how it is working well and not working well. We ask families to provide input on schedule, synchronous vs asynchronous instruction, and safety. We ask students to share their biggest barriers to engagement in distance learning, how they learned best during distance learning, and to describe their social-emotional state.

These survey data sets are used to take action within working groups of ECMS-I teachers, classified staff and administrators. Each group is tasked with developing a different component of our plan ensuring learning continuity, attendance and safety.

Apart from analyzing this survey data, each working group also frequently seeks additional stakeholder feedback to refine planning through parent virtual interviews, roundtable discussions, and town halls. All interactive parent involvement opportunities can be found posted on our website calendar and event sections at <http://ecmsinglewood.org/> and are also messaged in our weekly communication to parents.

Last updated: 1/22/2021

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

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	1.60%	3.80%	9.60%	11.50%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	2.70%	--	2.50%
Expulsions	0.00%	--	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/22/2021***School Safety Plan (School Year 2020–2021)**

ECMS-I's Comprehensive School Safety Plan ("Safe Schools Plan") is distinct from the comprehensive COVID-19 safety protocols and training that ECMS-I has established and provided from the start of the pandemic to the present. To address the safety of staff and students, extensive COVID-19 safety measures have been implemented, including but not limited to:

- establishing safety policies for 6-feet physical distancing, face coverings, hand washing, disinfection, symptom screening upon campus entry, isolation rooms for individuals experiencing symptoms on-campus, and contact tracing.
- measuring classrooms and determining classroom capacity during social distancing,
- creating maps of campus to identify circulation patterns and facilitate social distancing,
- installing HVAC MERV 13 filters,
- installing plexiglass barriers, alternative door pulls, outdoor hand-washing stations,
- installing additional hand sanitizer and soap dispensers, and other protective devices.
- removing books and other shared items from classrooms and storing them for later use
- redesigning classrooms to facilitate ease of disinfection

ECMS-I's Comprehensive School Safety Plan ("Safe Schools Plan") was last reviewed, discussed and updated on 2/3/2020. This Safe Schools Plan is currently in a review process and will be updated by 3/1/2021.

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. Plan development includes 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: 1/22/2021

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 (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
5				
6	28.00	3	23	
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 (2018–2019)

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	27.00	4	22	
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 (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	24.00	7	28	

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
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: 1/22/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

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 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	1	8	
Mathematics	27.00	1	8	
Science	25.00	3	14	
Social Science	27.00	1	8	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00		8	
Mathematics	30.00		8	
Science	30.00		8	

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
Social Science	30.00		8	

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

Last updated: 1/22/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	359

*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: 1/22/2021

Student Support Services Staff (School Year 2019–2020)

	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	0.30
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: 1/22/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

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	--	--

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/22/2021

Types of Services Funded (Fiscal Year 2019–2020)

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: 1/22/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	28

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