

Environmental Charter Middle
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 812 West 165th Pl.
Gardena, CA , 90247-5105

Principal: Mr. Dave Trejo, principal

Phone: (310) 425-1605

Grade Span: 6-8

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).

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.

About This School

Mr. Dave Trejo, principal

Principal, Environmental Charter Middle

About Our School

Environmental Charter Middle School offers students a small, caring school environment that supports students' transition from elementary school, prepares them for success in a college preparatory high school and empowers them to become leaders in their community and world. ECMS is part of the Environmental Charter Schools network of free public schools in 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. Environmental Charter Schools is a 501(c)(3) non-profit organization governed by a volunteer board of directors. Board meetings and board committee meetings are open to the public and agendas are posted at ECMS-G and on the ECS website.

ECMS-G has worked diligently during the pandemic to ensure flexibility while remaining true to our core values and our primary objectives. During the 20-21 school year ECMS-G has committed to confronting anti-Blackness and racism, ensuring equitable access to instruction and to deepening our community's Reading Apprenticeship proficiency. ECMS-G believes that public education is an endeavor best served when the school works with the community and stakeholders to ensure decisions are in the best interest of our students.

ECMS-G remains dedicated to three overarching premises, enacted 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 subject matter. History, science, literature and math become richer experiences for students when they are interconnected, much like they are in the world outside of school. Projects and essential questions lead students to think more deeply and creatively about what they are learning.

Through our best practices of small learning communities, interdisciplinary curriculum and assessment, authentic and relevant instruction, environmental and project-based learning and collaboration with partners our students develop themselves to think critically, communicate collaboratively and contribute creatively to their world. Most importantly, ECMS-G is transforming and revitalizing the communities it serves through its high-quality education and its commitment to service and positive youth empowerment. We look forward to continuing amazing work taking place at ECMS-G and collaborating with you and your family. Come on a campus tour, and let's begin opening all the possibilities and opportunities that can be afforded to you at ECMS-G.

Respectfully,

Dave Trejo, ECMS Gardena Principal

Contact

Environmental Charter Middle
812 West 165th Pl.
Gardena, CA 90247-5105

Phone: (310) 425-1605

Email: info@ecsonline.org

Contact Information (School Year 2021–2022)

District Contact Information (School Year 2021–2022)

District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Duardo, Debra
Email Address	duardo_debra@lacoedu
Website	www.lacoedu

School Contact Information (School Year 2021–2022)

School Name	Environmental Charter Middle
Street	812 West 165th Pl.
City, State, Zip	Gardena, CA , 90247-5105
Phone Number	(310) 425-1605
Principal	Mr. Dave Trejo, principal
Email Address	info@ecsonline.org
Website	http://www.ecmsgardena.org

County-District-School (CDS) Code

19101990121772

Last updated: 1/25/22

School Description and Mission Statement (School Year 2021—2022)

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 - Gardena (ECMS-G) is a free, public middle school offering students a small, caring environment that supports their transition from elementary school to high school. ECMS-Gardena's teacher-created curriculum is interdisciplinary, project-based, arts-integrated and environmentally themed.

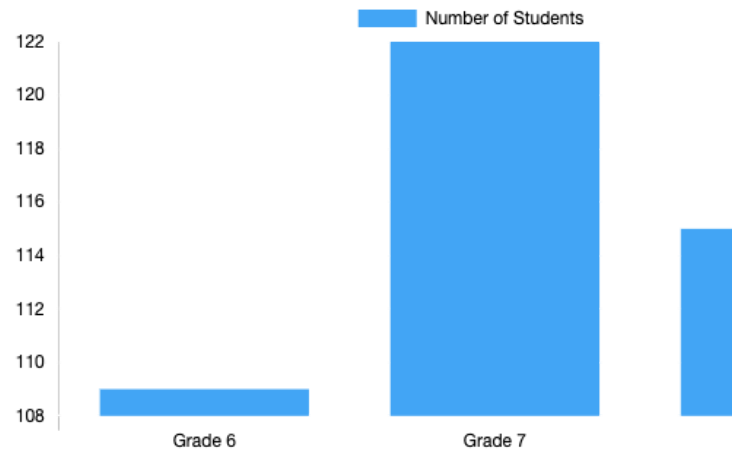
ECMS-G's unique program builds upon three overarching premises: first, that interdisciplinary learning best prepares students for higher levels of academic challenge; second, that the environment provides a ready lens for the application of academic concepts; and third, that attending to adolescent development will enable students to succeed in any high school atmosphere. The ECMS-G 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.

ECMS-G uses a small school design, a focus on social-emotional learning to engage students in project-based, environmentally-themed, interdisciplinary learning. Our approach to interdisciplinary learning and project-based instruction asks students to draw connections that they might not see when subjects are atomized within strongly demarcated disciplinary boundaries. We emphasize equity, differentiation, backward planning, and data analysis as school-wide practices and return to these topics in our weekly professional development meetings. In addition, we use a social-emotional learning program and restorative approach to discipline. 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: 1/25/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	109
Grade 7	122
Grade 8	115
Total Enrollment	346



Last updated: 1/20/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	47.10%
Male	52.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.20%
Black or African American	13.30%
Filipino	0.30%
Hispanic or Latino	81.50%
Native Hawaiian or Pacific Islander	1.20%
Two or More Races	1.20%
White	1.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.30%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	91.00%
Students with Disabilities	14.50%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Actively Learn Write Source Adopted 2010 Reading Apprenticeship materials (WestEd) Adopted 2016 Novels such as Hoot, The Giver, etc. (New novels added annually) Achieve 3000	Yes	0%
Mathematics	Nearpod Eureka (7th & 8th Grades) College Preparatory Math (6th Grade) Go Math! Zeal	Yes	0%
Science	Integrated Science	Yes	0%
History-Social Science	Teachers' Curriculum Institute	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/25/22

School Facility Conditions and Planned Improvements

Our facility consists of three buildings, a parking lot, yard and garden patio. The buildings were renovated in 2015 and are in excellent repair. Environmental Charter Schools takes great efforts to ensure that all schools are clean, safe, and functional. ECMS-G is cleaned nightly by janitorial staff and maintained during the day by campus engineers. The site includes sufficient classrooms for our educational program.

Recent improvement to facilities include: added a new counseling office, revitalized their front office, added sound absorption panels, leased the former church across the street, furnished their decks, added a water bottle filling station, and installed additional shade structures.

In addition, each year our facilities are inspected by a Facilities Planning Specialist from the Los Angeles County Office of Education. In March 2021, the facilities inspection report indicated all aspects of our facilities were in compliance.

Last updated: 1/25/22

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: March 2021

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: March 2021

Overall Rating	Exemplary
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Last updated: 1/25/22

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** 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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP - Reading
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	346	333	96	4	30
Female	163	156	96	4	39
Male	183	177	97	3	22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	46	43	93	7	26
Filipino	--	--	--	--	--
Hispanic or Latino	282	273	97	3	30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	53	88	12	4
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	315	294	93	7	30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	47	94	6	6

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): NWEA MAP - Mathematics

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	346	334	97	3	19
Female	163	157	96	4	20
Male	183	177	97	3	19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	46	43	93	7	16
Filipino	--	--	--	--	--
Hispanic or Latino	282	274	97	3	17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	53	88	12	2
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	315	295	94	6	20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	48	96	4	4

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/20/22

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	31.21	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/20/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	N/T	N/T	N/T	N/T
Female	53	N/T	N/T	N/T	N/T
Male	59	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	--	N/T	N/T	N/T	N/T
Black or African American	14	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	90	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	--	N/T	N/T	N/T	N/T
Two or More Races	--	N/T	N/T	N/T	N/T
White	0	0	0	0	0
English Learners	11	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/20/22

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 2020–2021)

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
5	N/A	N/A	N/A
7	--	--	--
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/20/22

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 2021-2022)

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-G 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 www.ecmsgardena.org and are also messaged in our weekly communication to parents.

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
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	351	346	43	12.4
Female	165	163	17	10.4
Male	186	183	26	14.2
American Indian or Alaska Native	4	4	0	14.2
Asian	0	0	0	0.0
Black or African American	46	46	7	15.2
Filipino	1	1	0	0.0
Hispanic or Latino	286	283	34	12.0
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	5	4	0	0.0
White	5	4	0	0.0
English Learners	64	63	7	11.1
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	316	315	39	12.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	50	10	20.0

Last updated:

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 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	3.34%		11.54%		3.47%	
Expulsions	0.00%		0.07%		0.08%	

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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	1.38%	7.95%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 1/20/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

ECMS-G's Comprehensive School Safety Plan ("Safe Schools Plan") is distinct from the comprehensive COVID-19 safety protocols and training that ECMS-G 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-foot 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-G's Comprehensive School Safety Plan ("Safe Schools Plan") was last reviewed, discussed and updated on 2/3/2021. This Safe Schools Plan is currently in a review process and will be updated by 3/1/2022. 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

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 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	29.00		32	
Other**				0

* 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	30.00		28	
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 2020–2021

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		24	
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 (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	29.00		8	
Math	29.00		8	
Science	29.00		16	
Social Science	29.00		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.

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	29.00		8	
Math	29.00		8	
Science	29.00		12	
Social Science	29.00		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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	30.00		8	
Math	30.00		8	
Science	30.00		12	
Social Science	30.00		8	

Last updated: 1/20/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	346.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.30
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019–2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13687.00	\$3754.00	\$9933.00	\$65260.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	14.99%	--

Last updated: 1/25/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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 provides parents the tools they need to support their students. 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 Monday, we send home a school newsletter and student progress report so families are kept abreast of school events, announcements and can review their students' progress on academic standards, collaborative skills, and other standards assessed. Parents and guardians also have access to the PowerSchool platform so that they can access their child's progress at any point in time. Many teachers use other digital communication tools designed for educators in addition to 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. Each year, parent engagement meetings are held to review indicators of parent and family engagement and identify strategies for increasing participation. In addition, 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.

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 interdisciplinary project 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 the Special Education 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 high percentage of 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.

Last updated: 1/25/22

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	28