

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

<b>Address:</b>	3600 West Imperial Hwy. Inglewood, CA , 90303-2714	<b>Principal:</b>	Dr. Geneva Matthews, Principal
<b>Phone:</b>	(310) 793-0157	<b>Grade Span:</b>	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.

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## About This School

### 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.

Our approach to interdisciplinary learning and project-based instruction asks students to draw connections between areas that they might not see when subjects are atomized within strongly demarcated disciplinary boundaries. This includes incorporating current events that encourage and nurture critical thinking skills. Furthermore, our 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.

Our school also 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 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: [geneva\\_matthews@ecsonline.org](mailto:geneva_matthews@ecsonline.org)

## Contact Information (School Year 2021–2022)

### District Contact Information (School Year 2021–2022)

<b>District Name</b>	Los Angeles County Office of Education
<b>Phone Number</b>	(562) 922-6111
<b>Superintendent</b>	Duardo, Debra
<b>Email Address</b>	<a href="mailto:duardo_debra@lacoedu">duardo_debra@lacoedu</a>
<b>Website</b>	<a href="http://www.lacoedu">www.lacoedu</a>

### School Contact Information (School Year 2021–2022)

<b>School Name</b>	Environmental Charter Middle - Inglewood
<b>Street</b>	3600 West Imperial Hwy.
<b>City, State, Zip</b>	Inglewood, CA , 90303-2714
<b>Phone Number</b>	(310) 793-0157
<b>Principal</b>	Dr. Geneva Matthews, Principal
<b>Email Address</b>	<a href="mailto:geneva_matthews@ecsonline.org">geneva_matthews@ecsonline.org</a>
<b>Website</b>	<a href="http://ecmsinglewood.org/">http://ecmsinglewood.org/</a>
<b>County-District-School (CDS) Code</b>	19101990127498

## 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 - 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.

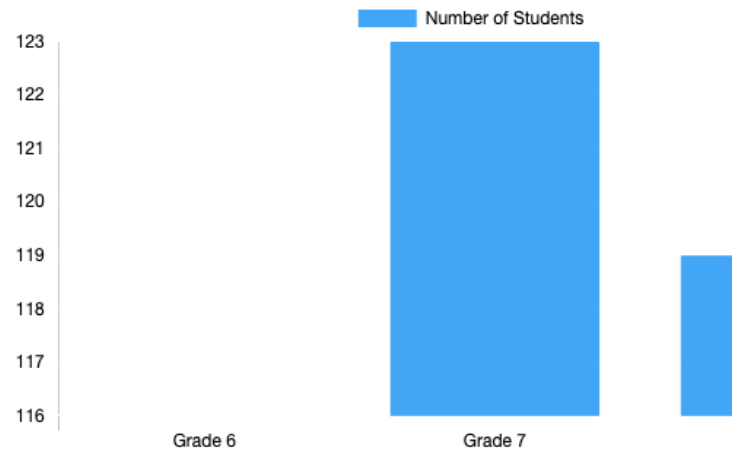
ECMS-I's unique program builds upon three overarching premises: first, that interdisciplinary learning best prepares students for higher levels of academic challenge; second, that the environment provides a ready lens for the application of academic concepts; and third, that attending to adolescent development 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.

*Last updated: 1/25/22*

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

Grade Level	Number of Students
Grade 6	116
Grade 7	123
Grade 8	119
Total Enrollment	358



Last updated: 1/19/22

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

Student Group	Percent of Total Enrollment
Female	50.60%
Male	49.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.00%
Black or African American	14.50%
Filipino	0.30%
Hispanic or Latino	83.20%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.30%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	93.00%
Students with Disabilities	11.20%

## **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	<ul style="list-style-type: none"> <li>- Actively Learn</li> <li>- Nearpod</li> <li>- NewsELA</li> <li>- Scholastic Scope Magazine</li> <li>- Expeditionary Learning</li> <li>- 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</li> </ul>	Yes	0%
Mathematics	<ul style="list-style-type: none"> <li>- Open Up</li> <li>- Nearpod</li> <li>- Scholastic Math Magazine</li> <li>- Go Math</li> <li>- Reflex Math</li> <li>- Khan Academy</li> </ul>	Yes	0%
Science	<ul style="list-style-type: none"> <li>- TCI's Bring Science Alive!</li> <li>- Scholastic Science World Magazine</li> <li>- California Education and the Environment Initiative</li> <li>- Teacher-created NGSS materials www.nextgenscience.org</li> </ul>	Yes	0%
History-Social Science	<ul style="list-style-type: none"> <li>- Teachers Curriculum Institute's History Alive!</li> <li>- Teaching Tolerance</li> <li>- A Young People's History of the United States</li> <li>- A Different Morrior</li> <li>- Scholastic Upfront Magazine</li> </ul>	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

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. Recent improvements include: expanding by one classroom, adding mulch to their playground, building a community garden along the exterior of campus, adding a water filling station, and adding welcoming signage.

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: 1/25/22*

## 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: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> 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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*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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### 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
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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 test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/19/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	364	N/T	N/T	N/T	N/T
Female	182	N/T	N/T	N/T	N/T
Male	182	N/T	N/T	N/T	N/T
American Indian or Alaska Native	--	N/T	N/T	N/T	N/T
Asian	0	0	0	0	0
Black or African American	53	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	302	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	63	N/T	N/T	N/T	N/T
Foster Youth	--	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	333	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	N/T	N/T	N/T	N/T

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/19/22*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	364	N/T	N/T	N/T	N/T
Female	182	N/T	N/T	N/T	N/T
Male	182	N/T	N/T	N/T	N/T
American Indian or Alaska Native	--	N/T	N/T	N/T	N/T
Asian	0	0	0	0	0
Black or African American	53	N/T	N/T	N/T	N/T
Filipino	--	N/T	N/T	N/T	N/T
Hispanic or Latino	302	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	63	N/T	N/T	N/T	N/T
Foster Youth	--	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	333	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	N/T	N/T	N/T	N/T

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/19/22*

**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	358	320	89	11	39
Female	181	159	88	12	45
Male	177	161	91	9	34
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	52	50	96	4	33
Filipino	--	--	--	--	--
Hispanic or Latino	298	268	90	10	40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	69	55	80	20	4
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	333	289	87	13	39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	38	95	5	13

\*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

**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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	358	330	92	8	36
Female	181	162	90	10	41
Male	177	168	95	5	31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	52	50	96	4	32
Filipino	--	--	--	--	--
Hispanic or Latino	298	276	93	7	36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	68	57	83	17	5
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	333	299	90	10	38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	39	98	3	0

\*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**

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020–2021</b>	<b>District 2019-2020</b>	<b>District 2020–2021</b>	<b>State 2019-2020</b>	<b>State 2020–2021</b>
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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	119	N/T	N/T	N/T	N/T
Female	51	N/T	N/T	N/T	N/T
Male	68	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	19	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	100	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	21	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless	N/T	N/T	N/T	N/T	N/T
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	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-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.

## **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)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	365	365	20	5.5
Female	183	183	11	6.0
Male	182	182	9	4.9
American Indian or Alaska Native	0	0	0	4.9
Asian	1	1	1	100.0
Black or African American	53	53	7	13.2
Filipino	1	1	0	0.0
Hispanic or Latino	303	303	11	3.6
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	1	1	0	0.0
White	0	0	0	0.0
English Learners	72	72	1	1.4
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	338	338	16	4.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	42	42	1	2.4

*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	3.80%		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	3.00%	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-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-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-I'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	27.00	4	22	
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	24.00	7	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	20.00	10	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	27.00	1	8	
Math	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	
Math	30.00		8	
Science	30.00		8	
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.

**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	29.00		8	
Math	29.00		8	
Science	30.00		8	
Social Science	29.00		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*	358.0

*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	\$13529.00	\$3317.00	\$10212.00	\$67911.00
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	17.31%	--

*Last updated: 1/25/22*

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

## Types of Services Funded (Fiscal Year 2020–2021)

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: 1/25/22*

## Professional Development

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