

# **Environmental Charter Middle School - Gardena (ECMS--G)**



## **Charter Renewal Petition**

**Submitted to Los Angeles County Office of Education**

**Five Year Term**

**July 1, 2019 – June 30, 2024**

# Table of Contents

<b>CHARTER SCHOOL COMPLIANCE WITH LEGAL REQUIREMENT</b>	5
<b>CHARTER RENEWAL CRITERIA</b>	16
I. Analysis of Comparison Schools Data	17
II. Summary of 2014-19 Actions in Response to Analysis	24
III. Summary of Next Five Years	26
<b>SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2014-2019</b>	27
<b>INTRODUCTION</b>	28
I. Mission	28
II. History of Environmental Charter Middle School-Gardena	29
III. Location and Facility	30
IV. Students Served	30
V. Financial Status	33
VI. Analysis of Academic Data	33
A. CAASPP Data 2015-2018, Analysis and Actions	35
B. CELDT/ELPAC Data, English Learner Progress and Actions	59
C. NWEA Measure of Academic Progress (MAP)	66
D. Interdisciplinary Benchmark Data	78
E. Special Education Data and Achievement	86
F. California Physical Fitness Test	87
G. Charter & LCAP Measurable Pupil Outcomes	89
X. Next Five Years	121
XI. Actions Taken in Response to LACOE Oversight Reports	123
<b>ELEMENT 1 – EDUCATIONAL PROGRAM</b>	129
I. Vision & Mission	129
II. Charter School Annual Goals and Actions to Achieve State Priorities	131
III. Students to be Served	135
IV. An Educated Person in the 21st Century – Our Student Learning Outcomes	137
V. How Learning Occurs at ECMS-G	139
VI. Curriculum & Instructional Design	145
A. Course Sequence	145
B. Interdisciplinary Projects & The Unit Design Cycle	146
C. Core Classes	148
D. Specialty Classes	157
VII. Schedule and Instructional Time	159
A. Typical Day at ECMS-G	159
B. Key Features of the Schedule	160
C. Allocation of Instructional Minutes	161

D. Rationale of Allocation of Instructional Time	162
VIII. Plans for Diverse Learners	163
A. Student Support Services Team	163
B. English Language Learners	164
IX. Professional Development	186
<b>ELEMENTS 2 and 3- MEASURABLE PUPIL OUTCOMES and METHODS OF ASSESSING STUDENT OUTCOMES</b>	196
I. Measurable Pupil Outcomes and Actions to Achieve State Priorities	196
II. Methods of Assessing Student Outcomes	213
III. Use and Reporting of Data	216
<b>ELEMENT 4 - GOVERNANCE</b>	220
I. Public Operating Principles	220
II. ECS Board of Directors	221
III. Parent Engagement	222
IV. Organizational Charts	225
<b>ELEMENT 5 - SCHOOL EMPLOYEE QUALIFICATIONS</b>	228
I. Hiring and Selection Process of all Employees	228
II. Job Descriptions and Qualifications of School Leadership	232
III. Teacher Recruitment Process	232
IV. Qualifications of Support Teachers and Staff	243
<b>ELEMENT 6 – HEALTH AND SAFETY</b>	243
I. Health and Safety Policies	243
II. Emergency Situations	245
III. Child Abuse Reporting	245
<b>ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE</b>	247
I. Annual Efforts to Achieve/Maintain Racial and Ethnic Balance	249
II. Federal Compliance	251
<b>ELEMENT 8 – ADMISSION POLICIES &amp; PROCEDURES</b>	252
I. Application Process	252
II. Public Random Drawing	253
<b>ELEMENT 9 – ANNUAL FINANCIAL AUDITS</b>	257
<b>ELEMENT 10 – SUSPENSIONS AND EXPULSIONS</b>	259
I. Progressive Discipline Policy	259
II. Suspension/Expulsion Procedures	261
<b>ELEMENT 11 - RETIREMENT SYSTEM AND EMPLOYEE MATTERS</b>	280
<b>ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES</b>	281

<b>ELEMENT 13 – EMPLOYEE RETURN RIGHTS</b>	282
<b>ELEMENT 14 – DISPUTE RESOLUTION PROCESS</b>	283
I. Overview of Dispute Resolution Process	283
II. Disputes between ECS or ECMS-G and LACOE	283
III. Disputes Arising Within Environmental Charter Middle School-Gardena	285
IV. Uniform Complaint Policy (UCP)	287
<b>ELEMENT 15 – CHARTER SCHOOL CLOSURE</b>	294
I. Revocation	294
II. Amendments and Severability	294
III. Closing Procedures	295
<b>Other Operational Issues</b>	298
I. Business and Operations Management	298
II. Inquiries and Notifications	298
III. Grievance Procedure for Parents and Students	299
IV. Audit and Inspection of Records	299
V. Charter Term	300
VI. Charter School Revolving Loan Fund	300
VII. Food Service Program	301
VIII. Financial Plan	301
IX. Facilities	302
X. Transportation	307
XI. Insurance	307

# CHARTER SCHOOL COMPLIANCE WITH LEGAL REQUIREMENT

*Governing Law: “Renewals ... are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” (Education Code Section 47607(a)(2)).*

*Governing Law: “[A] reasonably comprehensive description of how the charter school has met all new charter requirements enacted into law after the charter was originally granted or last renewed.” (5 CCR 11966.4(a)(2))*

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
<p><b>January 1, 2018</b></p>	<p>AB 1360 Education Code Section 47605(d)(2)(B)(i)-(iv) requires admission preferences to be: approved by the chartering authority; consistent with all applicable law; to not limit enrollment access; and to not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.</p> <p>Education Code Section 47605(b)(5)(H) requires a description of admission policies and procedures in charter petitions.</p> <p>Education Code Section 47605(b)(5)(J) requires due process for suspension, expulsion, and involuntary dismissal procedures.</p>	<p>The Charter School has ensured all admission preferences comply with this requirement.</p> <p>The Charter School has provided additional detail in its charter petition that complies with this requirement.</p> <p>The Charter School has provided additional detail in its charter petition that complies with this requirement.</p>

<b>January 1, 2018</b>	AB 699 Education Code Section 200, 220 and 234.1 expressly include immigration status in the specified characteristics.	The Charter School has revised its charter petition accordingly.
<b>January 1, 2018</b>	AB 10 Education Code Section 35292.6 requires public schools that serve grades 6 through 12 that meets the federal 40% pupil poverty threshold shall stock at least 50% of the school's restrooms with feminine hygiene products.	The Charter School will provide feminine hygiene products pursuant to this section, if applicable.
<b>January 1, 2018</b>	AB 841 Education Code Section 49431.9 prohibits charter schools that participate in the federal National School Lunch Program or School Breakfast Program from advertising for foods that it is not allowed to sell.	The Charter School will not advertise any foods that it is not allowed to sell pursuant to these federal programs.
<b>January 1, 2018</b>	SB 138 Education Code Sections 49562, 49564, and 49564.5 require data sharing to facilitate student qualification for school meal programs, and require "very high poverty schools" to provide a universal free meal service if it participates in the National School Lunch Program or School Breakfast Program and is eligible to receive reimbursement under the Community Eligibility Provision.	The Charter School will comply with these requirements through internal policies and procedures.

<b>January 1, 2018</b>	SB 233 Education Code Sections 49069.3 and 49076 and Welfare and Institutions Code Sections 361, 361.5, 366.1, 366.21, 366.22, and 16010 require foster parents, foster family agencies, and group homes the right to review pupil records.	The Charter School will comply with these requirements through internal policies and procedures.
<b>January 1, 2018</b>	SB 250 Education Code Section 49557.5 requires charter schools that receive funding under the National School Lunch Program or School Breakfast Program to ensure that students who have unpaid school meal fees are not treated differently, and that student discipline does not include denial or delay of meals.	The Charter School will comply with these requirements through internal policies and procedures, and any necessary training of Charter School staff.
<b>January 1, 2018</b>	SB 455 Education Code Section 48204.3 establishes a student's residence in a school district if the student's parent is transferred or is pending transfer on active military duty.	The Charter School will comply with this requirement through internal policies and procedures, particularly as it relates to lottery procedures.
<b>July 1, 2017</b>	AB 2246 Education Code Section 215 requires charter schools that serve grades 7 through 12 adopt a policy on pupil suicide prevention by July 1, 2017.	The Charter School's governing board will adopt a pupil suicide prevention policy that complies with this requirement.
<b>July 1, 2017</b>	SB 1375 Education Code Section 221.61 requires posting information regarding Title IX on its website by July 1, 2017.	The Charter School will post the required information on its website by July 1, 2017.

<b>January 1, 2017</b>	SB 1436 Government Code Section 54953(c)(3) requires entities to, prior to taking final action, orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive.	The Charter School will follow this mandate when approving its education executive's contract.
<b>January 1, 2017</b>	AB 2845 Education Code Section 234.1 requires local educational agencies serving grades 7 through 12 to provide certificated employees information on school site and community resources related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation.	The Charter School will provide this information to certificated employees during professional development.
<b>January 1, 2017</b>	AB 1639 Education Code Section 33479 et seq. requires providing information to athletes regarding sudden cardiac arrest and removing an athlete from participation under certain circumstances.	The Charter School will comply with these requirements through internal policies and procedures.
<b>January 1, 2017</b>	SB 1072 Education Code Section 39831.3 requires adoption of a transportation safety plan if a charter school provides transportation to or from school or a school activity.	If the Charter School provides transportation, it will develop a transportation safety plan to comply with this requirement.



<b>January 1, 2017</b>	AB 2536 Expands the definition of “bullying by electronic act” in Education Code Section 48900 to include “cyber sexual bullying.”	The Charter School’s suspension and expulsion policy reflects this updated definition.
<b>January 1, 2017</b>	AB 2212 Expands the definition of “bullying by electronic act” in Education Code Section 48900 to include “video.”	The Charter School’s suspension and expulsion policy reflects this updated definition.
<b>January 1, 2016</b>	Education Code Section 313.1 contains new definitions for “long-term English learner” and “English learner at risk of becoming a long-term English learner.”	The Charter School will utilize these definitions in internal procedures regarding English Learners.
<b>January 1, 2016</b>	SB 445 Education Code Section 48852.7 requires various services for homeless and foster children.	The Charter School will comply with this requirement through internal policies and procedures.
<b>January 1, 2016</b>	SB 416 Education Code Section 41422: charter schools that operate for fewer than 175 days must prove to the superintendent that the reason for falling short is fire, flood, earthquake, or epidemic. Upon such showing the charter school shall receive the same apportionment of funding.	The Charter School will comply with this requirement by direct communication to the Superintendent, if necessary.

<p><b>January 1, 2016</b></p>	<p>SB 277 The Health and Safety Code removes an exemption from immunization requirements based upon personal beliefs, but exempts students enrolled in an independent study program who do not receive classroom-based instruction. Pupils who, prior to January 1, 2016, have an affidavit on file with the school stating beliefs opposed the immunization may remain enrolled until the pupil enrolled in the next grade-span.</p>	<p>The Charter School will comply with this requirement through internal procedures. The charter petition includes a statement of compliance with the Health and Safety Code Sections revised by SB 277.</p>
<p><b>January 1, 2016</b></p>	<p>AB 1452 Education Code Section 44939.5 contains requirements for charter schools regarding the reporting of egregious misconduct, expunging an employee's personnel file, disclosure of egregious misconduct reports, and false reports.</p>	<p>The Charter School complies with this requirement through its employment handbook and/or internal procedures.</p>
<p><b>January 1, 2016</b></p>	<p>AB 1058 Education Code Section 44691 states charter schools must provide annual training to employees and other persons working on their behalf who are mandated reporters. Charter Schools also must develop a process for providing proof of completing training within the first six weeks of each school year or beginning employment.</p>	<p>The Charter Schools' renewal petition provides for mandated reporter training in accordance with State mandated training.</p>

<b>January 1, 2016</b>	AB 827 Education Code Section 234.1 requires local educational agencies serving grades 7 – 12 to provide certificated employees information on school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning pupils.	The Charter School provides this information to certificated employees during professional development.
<b>January 1, 2016</b>	AB 302 Education Code Section 222 requires charter schools to provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breastfeeding.	The Charter School complies with this requirement through internal policies.
<b>July 1, 2015</b>	Education Code Section 51747 et seq., charter schools may offer “course based” independent study options.	If the Charter School offers the applicable program, it will revise its governing board policy as appropriate.
<b>January 1, 2015</b>	Education Code Section 49414 requires school districts, county offices of education, and charter schools to provide emergency epinephrine auto-injectors (“Epi Pen”) to nurses and trained personnel to aid students having an anaphylactic reaction.	The Charter School provides Epi Pen(s) to authorized personnel.

<b>January 1, 2015</b>	Education Code Section 44691, requires public schools, including charter schools, to provide annual mandated reporter training via the training module provided by the State Department of Social Services, and provide proof of training within 6 weeks of each school year or 6 weeks of person's employment.	The Charter School's petition and policies already commit to complying with Education Code Section 44691.
<b>January 1, 2015</b>	Education Code Section 49406, allows the option of a person submitting to a TB risk assessment.	The Charter School's petition and policies already commit to complying with Education Code Section 49406.
<b>January 1, 2015</b>	Education Code Section 49073.6, requires charter schools considering a program to gather or maintain records obtained from social media to comply with notification and other requirements.	This program is voluntary. If the Charter School adopts a program for social media it will comply with the requirements of this statute.
<b>January 1, 2015</b>	Education Code Section 48900 et seq., limits authority for school district administrators to suspend or expel students for "willful defiance."	Not applicable as this is not a requirement of charter schools. The Charter School has not chosen to voluntarily comply with this requirement.
<b>January 1, 2014</b>	SB 751 Government Code Section 54953 requires that the legislative body of a local agency must publicly report any action taken and the vote or abstention on that action of each member present for the action.	ECS, the non profit, that operates the Charter School complies with the Brown Act, thus follows this requirement during Board meetings.

<b>January 1, 2014</b>	AB 449 Education Code 44030.5 requires that charter school administrators must report a change in employment status of credential holders to the CTC under certain circumstances.	The Charter School addresses this requirement through its employment handbook and/or internal procedures.
<b>January 1, 2014</b>	AB 588 Education Code Section 49475 requires charter schools that offer athletics programs to follow concussion protocols and prepare an annual concussion and head injury sheet to be signed by the athlete and athlete's parent.	The Charter School complies with this requirement through internal policies.
<b>January 1, 2014</b>	AB 308 Education Code Section 17462.3 requires a charter school that sells real property purchased or modernized with money from a state school facilities funding program to return the proceeds of sale under certain conditions.	Not applicable. The Charter School has not sold real property purchased or modernized with money from a state school facilities funding program.
<b>January 1, 2014</b>	AB 1266 Education Code Section 221.5 states that a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.	The Charter School complies with this requirement through internal policies.

<b>January 1, 2014</b>	SB 379 Education Code Section 46146.5 requires that a charter school that operates an early college high school or middle college high school must offer at least 80% of instructional time at the school site.	Not applicable. The Charter School does not operate an early college high school or middle college high school.
<b>July 1, 2013</b>	Education Code Section 47605(b)(5)(A), charter must contain a description of annual goals to be achieved in the state priorities, and specific annual actions to achieve those goals	Element Two refers to the Charter School's LCAP, which is attached as an Appendix A and describes goals and annual actions in the state priorities
<b>July 1, 2013</b>	Education Code Section 47605(b)(5)(B), pupil outcomes must align with the state priorities that apply for the grade levels served or the nature of the program	Element Two refers to the Charter School's LCAP, which is attached as an Appendix A and demonstrates pupil outcomes aligned to the applicable state priorities.
<b>July 1, 2013</b>	Education Code Section 47605(b)(5)(C), the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported in the SARC	Methods for measuring pupil outcomes are measured consistent with the SARC. Also, addresses the SARC in Element Three.
<b>July 1, 2013</b>	Education Code Section 47606.5 requires that charter schools must annually update its goals and annual actions to achieve the goals, in the state priorities, by submitting an LCAP.	The Charter School will continue to utilize the SBE-created LCAP reporting form and will submit reports annually, as required

<b>July 1, 2013</b>	Education Code Section 47604.32(c), authorizer must ensure that charter schools submit an LCAP annually	The Charter School will continue to utilize the SBE-created LCAP reporting form and will submit reports annually, as required
<b>July 1, 2013</b>	Education Code Section 47604.33(a)(2) requires charter schools to submit an LCAP annually.	The Charter School will continue to utilize the SBE-created LCAP reporting form and will submit reports annually, as required.

## CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming the Charter School has met one of the four statutory criteria required for renewal set forth in Education Code Section 47607(b)(5 CCR 11966.4(a)(1)).

The Charter School has met three of the statutory criteria required for renewal set forth in Education Code Section 47607(b). (5 CCR 11966.4(a)(1)). The manner by which ECMS-Gardena has met these criteria is explained below. Documentation confirming criteria 47607(b)(2) and 47607(b)(3) have been met is attached in Section I.2. Documentation and analysis confirming criterion 47607(b)(4)(A) is below.



Renewal Criteria		
47607(b)(1) <i>Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.</i>	No	School met API growth target school wide in 2013 and 2012, but not for all groups of pupils
47607(b)(2) <i>Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.</i>	Yes	School was ranked in decile 4 in 2013, the last year decile rankings were provided
47607(b)(3) <i>Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years</i>	Yes	School was ranked in decile 4 in 2013 for similar schools, the last year decile rankings were provided
47607(b)(4)(A) <i>The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.</i>	Yes	ECMS-G has demonstrated academic performance at least equal to the performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

*Criterion #4 - The academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been **required** to attend, as well as the academic performance of the schools in the district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School. (Education Code Section 47607(b)(4))*

**I. Analysis of Comparison Schools Data**

Environmental Charter Middle School-Gardena & Comparison Schools That ECMS-G Students would Otherwise Be Required to Attend:

- Robert Peary Middle School--**76%** of ECMS-G Students would Otherwise Attend (2018)
- Enterprise Middle School--**2.6%** of ECMS-G Students would Otherwise Attend (2018)

**Table I.1 ECMS-Gardena & Resident Schools--Performance on California Assessment of Student Performance and Progress (CAASPP) Schoolwide- ELA**

Percent of Students Meeting/Exceeding--ELA CAASPP						
	2018			2017		
	ECMSG	Peary	Enterprise	ECMSG	Peary	Enterprise
All Students	37.24%	27.47%	30.70%	31.41%	26.88%	24.80%
Economically Disadvantaged	35.43%	19.28%	31.92%	29.83%	25.67%	22.70%
English Learner	3.57%	0.00%	0.00%	3.28%	0%	4.60%
Hispanic/Latinx	34.70%	29.83%	37.40%	32.60%	27.54%	34.10%
Black/African American	38.46%	18.41%	18.25%	21%	20.24%	10.10%
Students with Disability	10.00%	4.76%	10.61%	7.69%	3.03%	7.40%

Source: Ed-data/CAASPP Website

Cells colored blue indicate ECMS-G exceeded the academic performance of BOTH schools students would otherwise be required to attend

Cells colored green indicate ECMS-G exceeded the academic performance of Peary the school most students would otherwise be required to attend

Percent of Students Meeting/Exceeding--ELA CAASPP						
	2016			2015		
	ECMSG	Peary	Enterprise	ECMSG	Peary	Enterprise
All Students	34%	25%	31%	25%	24%	25%
Economically Disadvantaged	35%	24%	29%	25%	22%	25%
English Learner	6%	0%	2%	0%	0%	0
Hispanic/Latinx	34%	26%	35%	24%	24%	29%
Black/African American	37%	16%	20%	17%	15%	16%
Students with Disability	8%	2%	3%	0%	4%	0

Source: Ed-data/CAASPP Website

Cells colored blue indicate ECMS-G exceeded the academic performance of BOTH schools students would otherwise be required to attend

Cells colored green indicate ECMS-G exceeded the academic performance of Peary the school most students would otherwise be required to attend

ELA CAASPP Analysis

Schoolwide ECMS-G CAASPP scores exceed resident schools in 2018, 2017 and 2016, and equal or exceed in 2015. Scores for low income students and English Learners exceed resident schools in 2018, 2017 and 2016, and equal or exceed in 2015. For Hispanic/Latinx students, scores exceed or equal the school most of our students would otherwise attend in all testing years, and fall short of our second resident school by an average of 2.55%, with the greatest shortfall occurring in 2015. Scores for students with disabilities exceed the school most of our students would otherwise attend in 2016, 2017 and 2018, and exceed or equal our second resident school in 2015, 2016 and 2017.

**Table I.2 ECMS-Gardena & Resident Schools--Performance on California Assessment of Student Performance and Progress (CAASPP) Schoolwide- Math**

Percent of Students Meeting/Exceeding--Math CAASPP						
	2018			2017		
	ECMSG	Peary	Enterprise	ECMSG	Peary	Enterprise
Schoolwide	24.93%	19.28%	15.42%	21.20%	18.60%	16.30%
Economically Disadvantaged	23.23%	19.01%	15.49%	19.22%	18.29%	14.80%
English Learner	1.79%	0.89%	0.00%	3.17%	0.81%	4.60%
Hispanic/Latinx	25.37%	20.64%	18.51%	22.63%	19.90%	21.10%
Black/African American	13.46%	11.08%	9.63%	3.85%	9.83%	7.90%
Students with Disability	8.00%	3.18%	3.08%	10.25%	1.22%	0.00%

Source: Ed-data/CDE CAASPP website  
 Cells colored blue indicate ECMS-G exceeded the academic performance of BOTH schools students would otherwise be required to attend  
 Green cells indicate ECMS-G exceeded the academic performance of Peary, the school most students would otherwise be required to attend

Percent of Students Meeting/Exceeding--Math CAASPP						
	2016			2015		
	ECMSG	Peary	Enterprise	ECMSG	Peary	Enterprise
Schoolwide	27%	16%	15%	15%	15%	12%
Economically Disadvantaged	28%	16%	15%	14%	14%	12%
English Learner	4%	1%	0	0%	1%	0

Hispanic/Latinx	34%	26%	18%	13%	15%	14%
Black/African American	27%	8%	9%	12%	10%	9%
Students with Disability	11%	1%	0	3%	1%	0
Source: Ed-data/CDE CAASPP website						
Cells colored blue indicate ECMS-G exceeded the academic performance of BOTH schools students would otherwise be required to attend						
Green cells indicate ECMS-G exceeded the academic performance of Peary, the school most students would otherwise be required to attend						

### Math CAASPP Analysis

ECMS-G CAASPP Math scores schoolwide and for low income students exceed resident schools in 2018, 2017 and 2016, and equal or exceed in 2015. For English Learners, scores exceed both resident schools in 2018 and 2016 and exceed the school most of our students would otherwise attend in 2017. For Hispanic/Latinx students, scores exceed both resident schools in 2018, 2017 and 2016. For Black/African American students we exceed both resident schools in 2018, 2016 and 2015. Scores for students with disabilities exceed resident schools in all four years.

ECMS-G Environmental Charter Middle School-Gardena & Comparison Schools That Are Demographically Similar in the District.<sup>1</sup>

- Robert Peary Middle School (LAUSD Gardena)
- Hubert Howe Bancroft Performing Arts / Gifted STEAM Magnet (LAUSD Hollywood)
- Andrew Carnegie (LAUSD Carson)

**Table 1.3 ECMS-Gardena & Comparison Schools--Performance on California Assessment of Student Performance and Progress (CAASPP) Schoolwide- ELA**

Percentage Meeting/Exceeding CAASPP ELA								
	2018				2017			
	ECMSG	Peary	Ban-croft	Carne-gie	ECMSG	Peary	Ban-croft	Carne-gie
All Students	37.24%	27.47%	31.96%	27.54%	31.41%	26.88%	35.40%	29.36%
Economically Disadvantaged	35.43%	19.28%	31.14%	21.73%	29.83%	22.00%	33%	26.11%
English Learner	3.57%	0.00%	2.44%	0.00%	3.28%	0.00%	2.32%	0%

<sup>1</sup> Demographically similar schools provided by LACOE Charter Schools Office

Hispanic/Latinx	34.70%	29.83%	29.13%	24.71%	32.60%	27.54%	32.14%	24.57%
Black/African American	38.46%	18.41%	31.48%	21.14%	21.15%	20.24%	38.74%	23.27%
Students with Disability	10.00%	4.76%	7.78%	5.80%	7.69%	3.03%	6.46%	3.68%
Source: Ed-Data								
Cells colored blue indicate ECMS-G exceeded the academic performance of ALL comparison schools								
Green cells indicate ECMS-G exceeded the academic performance of 2 of 3 comparison schools								

Percentage Meeting/Exceeding CAASPP ELA								
	2016				2015			
	ECMSG	Peary	Ban-croft	Carne-gie	ECMSG	Peary	Ban-croft	Carne-gie
All Students	34%	25%	36%	27%	25%	24%	32%	26%
Economically Disadvantaged	35%	24%	34%	24%	25%	22%	31%	23%
English Learner	6%	0%	4%	2%	0%	0%	1%	3%
Hispanic/Latinx	34%	26%	33%	24%	24%	24%	30%	24%
Black/African American	37%	16%	40%	24%	17%	15%	35%	17%
Students with Disability	8%*	2%	5%	5%	0%	4%	5%	4%
Source: Ed-Data								
*2015-16 CAASPP data for students with disabilities is generated locally cross referencing CDE CAASPP dataset with local student demographic records. Due to an error in our Student Information System, the CDE did not report any data for SWDs								
Cells colored blue indicate ECMS-G exceeded the academic performance of ALL comparison schools								
Green cells indicate ECMS-G exceeded the academic performance of 2 of 3 comparison schools								

### ELA CAASPP Analysis

In 2018 ELA CAASPP Scores exceeded comparison schools for all students and all student groups. Schoolwide ECMS-G CAASPP scores exceed 2 of 3 comparison schools in 2017 and 2016. Scores for low income students exceed all comparison schools in 2018 and 2016, and exceed 2 of 3 comparison schools in 2015 and 2017. Scores for English Learners and Hispanic/Latinx students exceed all resident schools in 2018, 2017 and 2016. For Black/African American students, scores exceed all comparison schools in 2018 and equal or exceed 2 of 3 comparison schools in 2015. Scores for students with disabilities exceed all comparison schools in 2016, 2017 and

2018. Bancroft Performing Arts / Gifted STEAM Magnet is the comparison school that most often outperforms ECMS-G, but our students are closing the gap. In 2015 Bancroft exceeds ECMS-G in 6 of 6 categories, but in 2016 we exceed their scores in 4 of 6 categories and in 2017 we exceed their scores in 3 of 6. Bancroft Middle School's test scores include students from the two magnet schools they host, a performing arts magnet and a gifted STEAM magnet. Currently, 72% of their enrollment consists of magnet students. 19% of Bancroft students are in their gifted magnet and must meet specific eligibility criteria for gifted (source Bancroft School).

**Table I.4 ECMS-Gardena & Comparison Schools--Performance on California Assessment of Student Performance and Progress (CAASPP) Schoolwide- Math**

Percentage Meeting/Exceeding CAASPP Math								
	2018				2017			
	ECMSG	Peary	Ban-croft	Carne-gie	ECMSG	Peary	Ban-croft	Carne-gie
All Students	24.93%	19.28%	19.36%	21.98%	21.20%	18.60%	19.89%	18.38%
Economically Disadvantaged	23.23%	19.01%	17.65%	19.21%	19.22%	18.29%	17.89%	16.16%
English Learner	1.79%	0.89%	1.23%	1.92%	3.17%	0.81%	2.16%	3.39%
Hispanic/Latinx	25.37%	20.64%	17.57%	18.24%	22.63%	19.90%	17.32%	15.91%
Black/African American	13.46%	11.08%	14.28%	13.72%	3.85%	9.83%	18.18%	9.95%
Students with Disability	8.00%	3.18%	8.43%	5.84%	10.25%	1.22%	3.26%	2.95%
<i>Source: Ed-Data</i>								
<i>Cells colored blue indicate ECMS-G exceeded the academic performance of ALL comparison schools</i>								
<i>Green cells indicate ECMS-G exceeded the academic performance of 2 of 3 comparison schools</i>								

Percentage Meeting/Exceeding CAASPP Math								
	2016				2015			
	ECMSG	Peary	Ban-croft	Carne-gie	ECMSG	Peary	Ban-croft	Carne-gie
All Students	27%	16%	18%	16%	15%	15%	16%	17%
Economically Disadvantaged	28%	16%	15%	13%	14%	14%	16%	14%
English Learner	4%	1%	1%	0%	0%	1%	0%	10%
Hispanic/Latinx	34%	26%	17%	12%	13%	15%	15%	14%
Black/African American	27%	8%	9%	12%	12%	10%	6%	9%
Students with Disability	11%*	1%	1%	1%	3%	1%	1%	7%

Source: Ed-Data  
 \*2015-16 CAASPP data for students with disabilities is generated locally cross referencing CDE CAASPP dataset with local student demographic records. Due to an error in our Student Information System, the CDE did not report any data for SWDs  
 Cells colored blue indicate ECMS-G exceeded the academic performance of ALL comparison schools  
 Green cells indicate ECMS-G exceeded the academic performance of 2 of 3 comparison schools

### Math CAASPP Analysis

In 2018 Math CAASPP Scores exceed comparison schools for all students, low income and Hispanic/Latinx and missed exceeding in other groups by less 1 percentage point in each case. ECMS-G CAASPP scores exceed all comparison schools schoolwide, for low income students, and for Hispanic/Latinx in 2018, 2017 and 2016. Scores for English Learners exceed all resident schools in 2016 and exceed 2 of 3 comparison schools in 2017 and 2018. For Black/African American students, scores exceed all comparison schools in 2015 and 2016. Scores for students with disabilities exceed all comparison schools in 2016 and 2017 and exceed 2 of 3 comparison schools in 2015 and 2018. Though Bancroft Middle School's scores include students from their Gifted STEAM Magnet ECMS-G students outperform theirs in math in all groups in 2016, all groups except Black/African Americans in 2017 and 2018. In 2018 we reduced the difference between Bancroft's Black/African American student's scores and ours from 14.33% to 0.82%. Currently, 19% of Bancroft students are in their gifted magnet and must meet specific eligibility criteria for gifted (source Bancroft School). Though Bancroft's data includes a Gifted STEAM program, our scores exceeded them in all but 5 instances across the three years of testing data.

Analysis: ECMS-G students' academic performance on the CAASPP is at least equal to the academic performance of the comparisons schools as identified above.

ECMS-G qualifies to be considered for renewal under this criterion.

## II. Summary of 2014-19 Actions in Response to Analysis

Though our school-wide and student group CAASPP scores are better than comparison schools, they do not meet our expectations for an ECS school. In 2017-18, ECS adopted a new mission that better reflected our commitment to equity. ECS's newly adopted 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. We know our students have the capacity to achieve more, and, based on the areas of growth we have seen in Gardena and the exemplary results achieved in our sister school, ECMS-I, we know our program has the capacity to move our students further. A thorough analysis of our outcome data and plans to improve these outcomes is located in Analysis of Academic Data section. Below is a summary of actions taken over the course of the charter term to improve student outcomes:

Action	Target Area
<p>Instituted Team Leader Training, to ensure grade level team leaders had skills to facilitate teacher teams creation of interdisciplinary projects and rigorous, aligned authentic assessments (2015)</p> <p>Implemented Teacher Development &amp; Evaluation System, ensuring all teachers receive ongoing coaching and feedback (2016 to present)</p> <p>Instituted Instructional Coach Training, to ensure calibration across system (2016-present)</p> <p>Increased teacher collaboration and planning time by 240 minutes per week (2016-present)</p> <p>Implemented Student Centered Coaching model (2018-19)</p>	<p>Improved instruction and assessment</p>
<p>All English and history teachers attended Kate Kinsella professional development 2015-16, an ELA program aligned with ELD standards. Full implementation 2016-17.</p> <p>Implemented WestEd's Reading Apprenticeship school-wide (2017-18)</p>	<p>English Language Arts Outcomes Outcomes for English Learners</p>



<p>Added part time math coach in 2015-16 and increased to full time in 18-19</p> <p>Math initiative with UCLA Math Project (2017-present)</p> <p>Piloted new math curricula in 2017-18 and adopted new math curriculum in 2018-19</p>	<p>Math Outcomes</p>
<p>Participated in LMU's Project STELLAR (2014-2017)</p> <p>Adopted new math curriculum with integrated supports for English Learners 2018-19</p>	<p>Outcomes for English Learners</p>
<p>Implemented recommendations by Equity &amp; Diversity Taskforce and reduced frequency students with disabilities were receiving disciplinary referrals by changing procedures and providing training in strategies for supporting students with ADD to all staff (2016-17)</p> <p>Contracted with DirectEd to audit our special education program, restructured program and provided professional development to teachers and staff on Universal Design for Learning (2017-18)</p> <p>Increased special education staff from two to three full time teachers and added a part time special education coordinator and full time DIS counselor (2018-19)</p>	<p>Outcomes for Students with Disabilities</p>
<p>Piloted Interim Assessment Blocks beginning in math 2016-17, expanding to math &amp; ELA in 2017-18 and currently revising assessment strategy to feature IABs.</p>	<p>Improve outcomes in ELA &amp; Math</p>
<p>Began implementation of Universal Design for Learning, including restructuring our English Language Development, Special Education and intervention programs to decrease the time students are taught separately from their peers and increase collaboration between specialists and core teachers. (2017-18)</p> <p>Created a "Clinic" period, two 40 minutes periods weekly where students receive Intervention, Designated ELD, Special Education services and/or enrichment classes in small group settings.</p>	<p>Outcomes for English Learners, Students with Disabilities, struggling students</p>
<p>Implemented recommendations from Equity &amp; Diversity Committee to improve retention, recruitment and outcomes for Black/African American students, including establishing affinity groups, celebrating Black History Month, and increasing our outreach to</p>	<p>Outcomes for Black/African American students</p>

schools with higher proportions of Black/African American students	
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### III. Summary of Next Five Years

In the next five years we will:

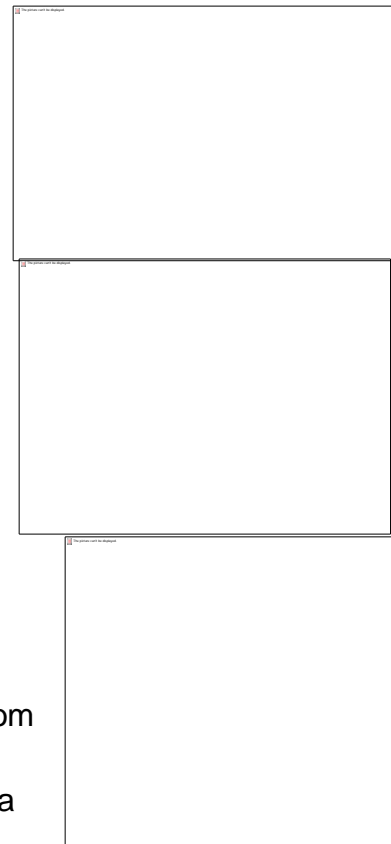
- Improve school climate by using restorative practices across stakeholder groups. Beginning with faculty and staff, we will use restorative practices to remediate fragmentation between teams and support teachers in building trust after several years of transition.
- Drive to coherence-- ensuring initiatives are clearly tied to data analysis, rationales are articulated to all staff, stakeholders are involved in process such that they have ownership and understanding of rationales for decisions, and accountability is clear, shared and tied to interim measurable objectives.
- Support teachers who are new to teaching and new to ECMS to develop a deep understanding of the standards they teach and how to effectively design aligned, rigorous assessments, including interdisciplinary and performance tasks.
- Continue to develop a cadre of strong teachers, including coordinators, grade level team leaders and department chairs, to retain our strongest teachers and give them opportunities to grow, and to ensure that we have effective teacher leaders to support implementation of programs with fidelity and shared ownership of our mission and vision.
- Ensure our professional development is focused and effective and immediately impactful on student learning.
- Communicate a clear articulation of how elements of our program are aligned with the student outcomes we desire.
- Use Student Centered Coaching to more seamlessly weave analysis of data into teacher planning and instruction and ensure planning and instruction is informed by student data.

## SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2014-2019

*5 CCR 11966.4(b)(1): When considering a petition for renewal, the district governing board shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.*

### Significant Accomplishments During Charter Term

- Received CDE's Gold Ribbon Schools Award, which recognizes schools that have made "tremendous gains" in implementing the new CA State Standards. Recognized as an "Academic Achieving School" for meeting the educational needs of underserved students living in low-income communities. Awards were based on our Interdisciplinary Benchmark Design Process.
- Awarded City of Los Angeles Prop K grant. Prop K improvements included a new sports surface, a pond and dry creek bed, and solar panels.
- Worked with City Councilman Buscaino's office, City Attorney's Office, neighboring church and Harbor Gateway Neighborhood Council to improve safety in our neighborhood, including addressing negligent property management in an adjacent building.
- ECMS-G students presented sustainability projects to Los Angeles Mayor Garcetti at Earth Day at the Mayor's residence, and during annual "Green Up" Days, students, staff and families completed neighborhood beautification project including removing hundreds of pounds of trash from the streets and planting native plants.
- Launched Equity and Diversity Committee, where a team including parents, staff, teachers, and administrators use data to identify equity issues and then propose resources and actions to leadership, and revised Environmental Charter Schools mission to better articulate our commitment to social justice for low income communities of color.



# INTRODUCTION

## I. Mission

Environmental Charter Middle School – Gardena (ECMS-G) is part of the Environmental Charter Schools’ network of free, public schools in southwestern Los Angeles. 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. ECMS-G 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.

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. 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 a community-building curriculum 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. Our mission derives from concurrent and ongoing processes of reflection, research, discussion, and revision on the part of stakeholders, board members, administrators, parents, teachers, and students.

ECMS-G offers our students a unique program that sets it apart from other schools. The school is dedicated to three overarching premises which are enacted daily in every curricular area – first, that interdisciplinary learning best prepares students for higher levels of academic challenge; second, that the environment provides a ready lens for the application of academic concepts; and third, that attending to adolescent development and collaborative skills will enable students to succeed in any high school atmosphere.

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. For example, when learning about the Medieval period, not only do students learn the history of manorialism and feudalism, they read a novel about a boy who was orphaned during the black plague, they learn about data collection and population demographics in math, they explore epidemiology of disease

in science; in Handwork (art), they create illuminated letters (an art form that was aimed at pleasing the nobles), and visit the Getty Museum to see actual medieval illuminated letters. Hence, the study of history or science or literature or math becomes a fully integrated intellectually rich experience for students, who are challenged to make these connections independently. Essential questions push students to draw connections and think more deeply and creatively about content, a practice consonant with the demands of the Common Core.

The second driving premise of ECMS-G is that engagement through environmental studies and practices helps students connect their learning to the outside world and develop a consciousness to act positively and thoughtfully on their environments. Environmental studies provide an intrinsically interesting lens through which students can connect their skills to immediate, local problems. Students can learn about problems of “food deserts” in urban areas in science, and learn about how to address those problems by planting and harvesting food at their own campus.

Finally, our developmental approach involves both a comprehensive counseling program outside of the classroom and the daily use of the Tribes community building curriculum to teach students the skills of participating a strong classroom and school community. Teachers and our counselor challenge students to understand themselves in relation to others, work together, and learn to be positive community members, students, and friends.

## **II. History of Environmental Charter Middle School-Gardena**

Since its inception in 2000, Environmental Charter Schools (ECS) has been providing students with a unique learning experience that utilizes environmental service learning to inspire students to find authentic meaning in their studies. Our high school is ranked in top 2% of Public High Schools in the U.S. by U.S. News & World Report and consistently 98% or more of its graduates are accepted into four-year colleges. Most are the first in their family to attend college. Recognizing that its incoming ninth graders scored two years below the norm, ECS opened ECMS-G in 2010, intending to serve the Gardena community. After locating temporarily in Inglewood, ECMS-G moved to Gardena in February 2013.

During our charter term, ECMS-G has created, adapted, revised and implemented a set of well-researched, highly successful best practices that ensure a standards-based, rigorous, coherent, creative curriculum that supports our Student Learning Outcomes (SLOs). Our Interdisciplinary Unit Design Cycle earned a Gold Ribbon from the CDE in 2015. Our Best Practices are not only implemented into the daily life of the school and

its programs, our teachers are trained and evaluated based on their progress on these practices (See Element 1 for details on Best Practices).

Over the past eight years, we have weathered many changes while maintaining our community's support for and commitment to the school and consistently outperforming the schools our students would otherwise attend. We transitioned from STAR to CAASPP and NCLB to ESSA. We transitioned to new principals and new standards. Together with partners in the non-profit, environmental, and business communities, we transformed a derelict property into a thriving campus. We built a playground, planted copious gardens, participated in multiple outdoor education overnight trips, attended many local field trips, hosted well-attended events and celebrations. In 2015 we won a Gold Ribbon. In 2016-17 we began our Equity and Diversity Committee. In 2017-18 we "greened" our campus through a Prop K grant and SB 39 Energy Efficiency funding. Our commitment to community building, both within and without, has led us to important discussions and trainings around equity, restorative practices, and the meaning of social justice in education. We look forward to attacking the challenges that face us as a school and community.

### **III. Location and Facility**

ECMS-G is located in Gardena/Harbor Gateway, between the 91 and 110 Freeways. Many of our students are able to walk, bike or skateboard to school, and the neighborhood provides many collaborative opportunities, including community partnerships with the Gardena Willows Wetland and the Gardena YMCA.

In 2012 we converted a vacant church property into a LEED-eligible middle school that includes 14 classrooms, many with indoor/outdoor space, small group rooms, offices, a playground, and a multipurpose room with vaulted ceilings. In 2017-18, we installed solar panels, upgraded lighting and added a new athletic surface, and a pond and dry creek-bed that act as a rainwater catchment system. In addition, each year our facilities are inspected by a Facilities Planning Specialist from the Los Angeles County Office of Education. These inspections consistently report full compliance with no deficiencies. At our last inspection in November 2017, the inspection report indicated all aspects of our facilities were in compliance (see Appendix B).

### **IV. Students Served**

ECMS-Gardena students overwhelming come from Gardena (73%). Smaller percentages of students reside in Los Angeles and Compton. As shown below in Table I.5 below, our demographics are similar to the school the majority of our students would otherwise attend



**Table I.5 ECMS-Gardena & Resident Schools--Demographics**

<b>Demographics-- Student Groups 2015-2018 ECMS-G &amp; Schools Students Would Otherwise Attend</b>										
	ECMS-G 2015-16	ECMS-G 2016-17	ECMS-G 2017-18	ECMS-G 2018-19*	Peary 2015-16	Peary 2016-17	Peary 2017-18	Enter- prise 2015-16	Enter- prise 2016-17	Enter- prise 2017-18
Schoolwide	354	355	356	349	1,332	1,310	1,287	368	380	430
English Learners	17.20%	18.30%	21.10%	16.91%	14%	13.80%	13.00%	16.30%	17.40%	17.90%
Foster Youth	0.00%	0.00%	0.00%	0.00%	2%	<2%	<2%	2.40%	2.60%	2.80%
Homeless Youth	2.50%	<2%	<2%	<2%	2%	3.90%	2.10%	6.00%	4.20%	1.40%
Migrant Education	0.00%	0.00%	0.00%	0.00%	0%	0.00%	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	11.60%	11.30%	15.40%	13.47%	15%	14.30%	16.40%	12.00%	19.20%	18.10%
Socio-economically Disadvantaged	96.90%	86.80%	73.90%	86%	82.50%	89.20%	90.10%	91.60%	90.50%	91.20%
African American/ Black	13.80%	14.60%	15.20%	13.58%	27.00%	27.40%	27.60%	26.90%	35.50%	34%
American Indian or Alaska Native	0.60%	0.30%	0.00%	0.00%	0.10%	0.10%	0.10%	0.30%	0.00%	0.20%
Asian	1.40%	3.10%	2.80%	<2%	2.90%	3.20%	2.90%	0.00%	0.00%	0.00%
Hispanic/ Latinx	80.50%	78.60%	78.70%	80%	63.60%	64.00%	64.30%	71.70%	61.80%	62.10%
Pacific Islander	0%	0%	0%	<2%	1.30%	1.10%	0.90%	0.50%	0.80%	1.20%
Filipino	0.80%	1.70%	2%	<2%	2.30%	1.50%	1.60%	0%	0%	0%
White	1.70%	1.10%	1.40%	<2%	2.00%	1.50%	1.40%	0.00%	1.10%	0.90%
Two or More	1.10%	0.60%	0%	0.00%	0.80%	1.10%	1.20%	0.50%	0.50%	0.50%
Not Reported	0%	0%	0%	0%	0.10%	0.20%	0%	0%	0.30%	0.90%



Source: DataQuest--Enrollment Reports (Enrollment by Subgroup)

\* Preliminary data from school site

Source: DataQuest--Enrollment Reports (Enrollment by Ethnicity)

## **V. Financial Status**

With the support of its non-profit, Environmental Charter Schools (ECS) and EdTec, its back office providers, ECMS-Gardena has managed to grow slowly and steadily while maintaining a conservative fund balance. ECS provides budget, facilities, fund development, governance and strategic planning support, as well as human resources and accounting services. EdTec, which was founded as a social venture in 2001 to develop, support and advance quality charter schools, provides financial reporting and support services and expertise to over 300 charter schools. For ECMS-G, Ed Tec provides support in finance and compliance. ECMS-Gardena had an unaudited \$1,735,739 fund balance at the close of FY17/18, and is projected to end this year with an additional \$451k net income. This unaudited 17/18 fund balance represents approximately 36% of 17/18 projected expenses, well in excess of its 5% requirement. Further, the school ended last fiscal year with \$418k in cash and \$562k in accounts receivable, which is a very healthy position of cash and cash equivalents for a school.

The school has successfully managed private and public grants in compliance with regulations, including a Charter School Start-up Grant for \$575k, an ASES grant of \$163.8k annually, school nutrition funding, eRate funding, IDEA and AB602 funding.

In addition to carefully managing its state and federal funds against its expenditures, the school has leveraged tremendous community financial support. The school has received over \$2 million to date from foundations, companies, Board members, and charitable individuals. Foundations who have given to ECMS-G include Ahmanson Foundation, Annenberg Foundation, Ralph M. Parsons Foundation, K & F Baxter Foundation, Joseph Drown Foundation, Weingart Foundation and the Riordan Foundation. Corporations include US Bank, Lowe's Home Improvement, Tangram Interiors, IKEA, ReGreen, The Boeing Company, Chevron, Raytheon, and AAA Flag and Banner. In partnership with Kaboom!, CarMax and community members, a playground worth \$100k was built in one day. With the help of The Nature Conservancy and Common Ground native gardens and fruit trees were planted.

## **VI. Analysis of Academic Data**

In this analysis ECMS-G will present documented, clear and convincing pupil achievement data demonstrating we have met renewal criteria. These data will include

data from the California Assessment of Student Performance and Progress and from internal assessments.

Throughout this analysis, comparisons will be made with the following **local resident schools**: Robert E Peary Middle School, and Enterprise Middle School. Peary Middle School is consistently the school the vast majority of our students would otherwise attend (76% in 2018-19). In 2017-18, Enterprise was the resident school for more than 2% of our students. Comparisons will also be made with the following **comparison schools**: Peary Middle School, Hubert Howe Bancroft, and Andrew Carnegie. While the comparison schools are demographically similar to ECMS-G. Bancroft Middle School has hosted a gifted magnet since 2015 and those students must meet eligibility criteria to be admitted. Currently 19% of Bancroft students are in their gifted magnet.

Types of Data Presented:

Section A: CAASPP data for ELA and Math, including progress of subgroups;  
Section B: CELDT/ELPAC and Reclassification data;  
Section C: NWEA Measure of Academic Progress school-wide data (all years),  
subgroup group data, and national norm data;  
Section D: Interdisciplinary Benchmark data (IBM) by grade and subgroup;  
Section E: Special Education data;  
Section F: Physical Fitness Test;  
Section G: Charter and Local Control Accountability Plan measurable outcomes

These data, including four very different kinds of assessments, should reveal a picture of our school's strengths and areas for growth. We review data regularly and rely on a data analysis tool, *Schoolzilla*, to help us perform data inquiries. We use data to help us make key staffing, policy, and curricular decisions. Our teachers also regularly use data to guide instructional decisions in the classroom. It is worth noting that a good portion of our school's operation has occurred during the hiatus between STAR and CAASPP testing. Therefore, we rely on both state and local data to understand our progress vis-a-vis our neighboring schools. As we and the rest of the state acclimate to the new CAASPP test, we look forward to accumulating enough SBAC data to discern trends and better understand how to best prepare our students to demonstrate their learning on that assessment.

In addition to yearly CAASPP and CELDT/ELPAC administrations, our school administers NWEA's Measure of Academic Progress (MAP) three times a year. NWEA-MAP, a Common Core aligned, norm-referenced, computer-adaptive test developed by the Northwest Evaluation Association, allows us to evaluate students throughout the

year and develop adjustments to our instructional program. Results from this assessment are easy to understand and analyze, and teachers use them to track student progress, zero in on student needs, and communicate with parents about areas of concern. We use the data to understand whether and how our program is working and what adjustments we must make in staffing, scheduling, and curriculum. Our own analysis of NWEA data found clear correlation between NWEA performance and CAASPP scores, which allows us to predict future CAASPP scores, guiding our planning for CAASPP. In 2016-17 we began piloting Interim Assessment Blocks in math and expanded to math and ELA in 2017-18. We will continue to explore these new assessments and evaluate how to best use them as we move forward.

Our Interdisciplinary Benchmark (IBM) unit exams provide us another type of data which helps us predict students' potential to achieve on CAASPP. These exams occur after an Interdisciplinary Benchmark Project and require students to master a small number of essential learning objectives at a deep level. Because they ask that students integrate understandings from several core disciplines, students are operating at Bloom's highest level of abstraction – synthesis – to respond to the complex, open-ended challenges that benchmarks demand. These learning experiences build habits of mind that prepare students for future demands while reinforcing writing, reading, and mathematical skills required with the Common Core. The unit exam is in-depth and requires writing tasks and mathematical problem-solving. Students tend to perform better as they progress through our school and understand the stamina, planning, and thinking required to reach proficiency on these assessments.

We believe that triangulating our data across several assessments helps to paint a more cohesive picture, especially when we meet with parents and students about progress. Furthermore, such an approach allows us to see where we need to deploy support and if necessary, redesign programs. Throughout the document, we observe, analyze, and present any actions that we have instated to respond to our data as the years have progressed.

## **A. CAASPP Data 2015-2018, Analysis and Actions**

CAASPP Overview: The graphs and tables below detail our past four years' worth of CAASPP data. While the state and Peary Middle School, the school most of our students would otherwise attend, saw slow growth across the years, our scores grew significantly in 2016, fell in 2017 and then rebounded in 2018. From 2015 to 2018, English Language Arts (ELA) rates of meeting/exceeding standard increased by 12% and rates of meeting/exceeding standard in Math increased by 10%, compared with

Peary, where ELA increased 3.47% and Math increased 4.28% and the state where ELA rates of meeting/exceeding the standard increased by 5.88% and math by 5.65%.

Though our scores are generally better than our comparison schools, they do not meet our expectations for an ECS school. We know from the areas of growth we have seen in Gardena and from the exemplary results achieved in our sister school, ECMS-I, that our program has the capacity to move our students further. We were particularly concerned that our after growth in year two of testing we saw a decline in 2016-17.

One root cause for the decline in CAASPP scores in 2016-17 was low teacher retention. In the summer of 2016 we had six vacancies to fill, including replacing two experienced math teachers and our sheltered academic instruction teacher. Two high-performing teachers moved from the ECMS-G staff to the ECMS-I staff. In 2016-17, we also hired two, new, full-time teachers to lead Green Ambassadors and College Readiness programs, releasing core teachers from this responsibility and increasing their planning time. In total, we onboarded eight new teachers, six of whom were in their first year of teaching. 40% of our faculty, including 4 of 6 math teachers, was new to ECS. Compounding this challenge, during the instructional year we had three teachers on extended medical leaves. Mid-year vacancies were difficult to fill with quality teachers and, as a result, many mid-year hires were not retained. For the 2017-18 school year we needed to fill 7 teaching positions, therefore, we contracted with a human resources specialist to bolster our hiring efforts. Still, three of the new hires departed in the early fall, necessitating hiring out of season for a second consecutive year.

In fall of 2017, ECS and ECMS-G leadership engaged in an evaluation of root causes for decline in test scores and repeated low rates of teacher retention. As a result of this evaluation, we implemented a series of changes, including adding a second assistant principal with expertise in math to provide additional coaching to math teachers and additional targeted math intervention for students with disabilities. We contracted with DirectEd to perform an outside audit of our special education program, and ultimately made a strategic decision to transition to new leadership in several key positions, including principal. In October 2017, the founding ECMS-G principal, Kami Cotler, stepped in as interim principal, and the Director of Curriculum & Instruction, Danielle Kelsick, stepped in to spearhead a transformational year of professional development and teacher coaching for ECMS-G. ECS contracted with an expert in school transformation, Jeff Rutel, to provide guidance.

During 2017-18 we looked for structural causes for the decline in test scores and high rates of teacher turnover. One critical cause identified was the school schedule. A staggered schedule to facilitate lunch service resulted in different bell schedules for

each grade level, leading to a number of unintended impacts on school culture and instruction. The staggered schedule tripled the time needed for lunch/recess supervision, reducing availability of administrators. Staggered teacher lunchtimes, separated by grade level, resulted in a lack of communication and fewer opportunities to collaborate. The staggered bell schedule also made the students' individual schedules inflexible, impairing our ability to respond to student needs. Making student schedule changes to access additional services or supports was extremely difficult and led to students missing specialty class time, thus spending less time with their peers and increasing the stigmatization of receiving additional supports. After consulting with staff, teachers, families of students with disabilities and families of English Learners, we redesigned the schedule for 2018-19. The new schedule still has more instructional minutes than required, and it allows for more co-teaching and collaboration between core-teachers and specialists in special education and ELD. We added a "Clinic" period, two 40-minute periods each week, where students receive intervention (via Freckle), additional designated ELD, special education services and/or enrichment in small group settings. A lunch shared by all grade levels creates a time during the school day for affinity groups and clubs, an opportunity to support students who are in the minority ethnically at ECMS-G, such as Black/African Americans.

Another reason we identified for poor teacher retention was the compartmentalization of the faculty. The coordination between grade level teachers and specialists (intervention, ELD, Special Education) was not having the expected result of (1) increasing student outcomes or (2) making teachers feel more supported. For a school that deeply values interdisciplinary learning and collaboration, we observed a lack of collaboration in supports and services for students with additional needs. In 2017-18 we began a series of professional development sessions for all teachers and paraprofessionals, including a November session on Universal Design for Learning (UDL) facilitated an expert from DirectEd and a second session on UDL led by our Director of Curriculum and Instruction. With UDL we want to shift from the practice of "adding" supports for learner with specialized needs and to the idea of designing curricula with all learners in mind. In 2018-19 we adjusted our ELD and Special Education programs to feature co-teaching, facilitating collaboration and structurally distributing responsibility for all learners to all teachers. We also moved to administrative leadership of all grade level teams. This has helped to strengthen coordination between programs and grade levels, since administrators have a perspective across grades and programs.

Since the last few years at ECMS-G have included leadership transitions and teacher turnover, 2018-19 will include professional development in restorative practices. Initially, the focus will be on using a restorative approach to teacher and staff relationships-- building practices that support adults working collaboratively to ensure the best

outcomes for students. Finally, in 2018-19 we are making adjustments to our Teacher Development System. Teachers will continue to receive coaching and feedback, but we will more clearly delineate between coaching and evaluating, with coaches focusing on student centered coaching and administrators providing evaluation of teacher performance. Over the last few years, ECS coaches and administrators observed that though our teachers were receiving coaching in our best practices, sometimes their implementation of the best practices seemed disconnected from student needs. With student centered coaching the focus is shifted from "fixing" teachers to collaborating with them in designing instruction that targets student achievement. In this way, coaches relationships to their coachees feel less evaluative and more supportive and focus is more directly on student outcomes.

#### **i. CAASPP All Students**

Table I.6 displays how our school performed with respect to both the resident and comparison schools, where the majority of our students would be required to attend, and our similar schools. As is clear from the table, our students are performing better at ECMS-G than they would have performed at similar schools in both ELA and math, with more students meeting and fewer students not meeting the standard. A higher percentage of our students meet the standard and lower percentage score in the lowest "did not meet" category. In 2018 ECMS-G had a higher percentage of students meeting/exceeding in both math and ELA than all resident and comparison schools and a higher percentage in math than all resident comparison schools in math in 2016 and 2017. ECMS-G outperformed three of four comparison schools in ELA 2016 and 2017. In Math, ECMS-G had a lower percentage of students who did not meet the standard than all comparison and resident schools in all testing years and a lower percentage of students who did not meet the standard in ELA than all comparison and resident schools in all testing years, except Bancroft in 2015.

**Table I.6 ECMS-G, Comparison & Resident Schools CAASPP-- Meeting/Exceeding Standard vs. Not Meeting Standard**

Percentage of Students who <u>Met/Exceeded</u> the Standard								
	CAASPP ELA				CAASPP Math			
	2018	2017	2016	2015	2018	2017	2016	2015
ECMS-G	37.24%	31.41%	34%	25%	24.93%	21.20%	27%	15%
Peary MS	27.47%	26.88%	25%	24%	19.28%	18.6%	16%	15%
Enterprise	30.70%	24.60%	31%	25%	15.42%	16.3%	15%	12%
Bancroft	31.96%	35.4%	35%	32%	19.36%	19.89%	18%	16%
Carnegie	27.54%	29.36%	27%	26%	21.98%	18.38%	16%	17%
Percentage of Students who <u>Did Not Meet</u> the Standard								
	CAASPP ELA				CAASPP Math			
	2018	2017	2016	2015	2018	2017	2016	2015
ECMS-G	30.79%	34.58%	32%	39%	46.63%	49.57%	39%	49%
Peary MS	44.92%	42.90%	47%	49%	56.47%	58.19%	58%	62%
Enterprise	43.32%	45.3%	36%	42%	61.44%	57.3%	48%	57%
Bancroft	39.79%	36.3%	33%	36%	59.28%	57.3%	54%	54%
Carnegie	40.22%	38.15%	41%	41%	50.22%	53.34%	55%	51%

Reviewing our cohort data, we see the benefits of looping, as our students' CAASPP performance consistently improves between sixth and seventh grade. *The percentage of ECMS-G students meeting or exceeding the standard in ELA grew by more than 10% in two years out of three. In math it grew by 10% or more in all three years.*

**Table I.7 ECMS-G & Resident Schools--Changes in CAASPP Met/Exceed Rates from 6th to 7th grade by Cohort**

<i>Increase in Rates of Meeting/Exceeding Standard from 6th to 7th Grade</i>			
	Class of 2017	Class of 2018	Class of 2019
ECMS-G ELA	+11%	+7.87%	+14.99%
Peary MS ELA	+4%	+2.46%	+2.57%
Enterprise ELA	+6%	-2.22%	+8.91%
ECMS-G Math	+24%	+10.44%	+10.30%
Peary MS Math	+2%	+1.31%	-0.37%
Enterprise Math	+11%	+0.81%	-6.91%

Peary Middle School and Enterprise Middle School saw inconsistent improvements between 6th and 7th grades with ELA changes ranging between a loss of 2.22% and an increase of 8.91% in ELA and in Math ranging between a loss of -6.91% and increase of 11%.

**Table I.8 ECMS-G & Resident Schools--Changes in CAASPP Meet/Exceed Rates from 7th to 8th grade by Cohort**

<i>Increase in Rates of Meeting/Exceeding Standard from 7th and 8th Grade</i>			
	Class of 2016	Class of 2017	Class of 2018
ECMS-G ELA	11%	-3.15%	-0.16%
Peary MS ELA	3%	5.67%	2.14%
Enterprise ELA	13%	3.44%	1.55%
ECMS-G Math	15%	-12.99%	-4.77%
Peary MS Math	-1%	2.82%	3.36%
Enterprise Math	0%	-1.7%	0.62%

Peary Middle School and Enterprise Middle School also saw inconsistent improvements between 7th and 8th grades with ELA increases ranging between 1.55% and 13% and in Math score changes ranging between a loss of -1.7% and increase of 3.36%.



Growth in 8th grade is also inconsistent at ECMS-G. We saw excellent improvement in our class of 2016, where ELA rates improved by 11% and Math by 12%. However, these rates of growth were not sustained in the two following years; eighth graders' rates of meeting/exceeding in ELA were flat or fell slightly compared to their previous year scores, and their rates of meeting/exceeding in math fell compared to their 7th grade performance. The dramatic change in math progress is likely due to our 8th grade math teacher leaving the classroom to become our part-time math coach in 2016-17 and being replaced by a first year teacher. As a result of seeing less than desired increases in 8th grade, we have implemented a number of responses, including increased professional development for math and English teachers, increased administrative support for 8th grade planning, a full time math coach, improved teacher recruiting, and changes in teacher staffing. We also implemented the SBAC Interim Assessment Blocks to help us see which standards still elude our students in a standard-by-standard basis.

## **ii. CAASPP Student Group Data**

As Tables I.9 and I.10 and Graphs I.1 and I.2 show, the scores of our socioeconomically disadvantaged students track school wide performance, increasing over the years with a dip 2016-17 and recovering in 2017-18. Results followed a similar pattern for our Black/African American students, however their increase in ELA in year two was 19%, bringing this group's rate of meeting/exceeding above all other groups. In Math the increase was also significant, 16 percentage points, resulting in 30% of Black/African American students scoring met/exceed. Like other groups, Black/African American students' scores fell in year 3, but they fell more dramatically, to only 8% in math and 25% in ELA. Scores improved dramatically in 2017-18 increasing by 16% in ELA and 8%. Latinx/Hispanic students' scores do not follow the schoolwide pattern. Their decline in year three of testing was much less than other groups, ELA rates of meeting/exceeding only fell 1% and then increased by only 1% in year four. In math, this group increased their rates of meeting/exceeding by 11% in year two, lost 3% in year three, and rebounded slightly in year four with an increase of 1%. In Math, rates of "not meeting" improved only in year 2. In year 4 the percentage of Latinx/Hispanic students non meeting remained unchanged from year 3, despite additional intervention resources added in 2017-18. English Learners rates of meeting/exceeding are low in both math and ELA, but rates of ELs not meeting in ELA reduced from 83% in year 1 to 74% in year three and rates of meeting/exceeding in ELA grew to 5% in year 4, despite turnover in the ELD coordinator position. This higher score may reflect better implementation of ELD standards and Reading Apprenticeship and Kate Kinsella professional development. Math scores for ELs remain low through all four testing years. ELA Rates of meeting/exceeding increased steadily for Students with Disabilities

and math rates increased in years 1-3, dropping slightly in year 4. During this time the percentage of SWDs enrolled increased each year, from 11.6% to 15.4% and staffing increased as well, from one educational specialist to two. Though one of our special education teachers is a founding teacher, we have had turnover in the other position, with teachers leaving after the school year began in both 2016-17 and 2017-18. Structural changes in our special education program include increasing staffing from two to three full time educational specialists and adding a part time Special Education Coordinator and full time DIS counselor. With three education specialists we can increase co-teaching and allow our special education teachers to focus on one grade level, rather than being responsible for teaching content from multiple grade levels. Our part time Special Education Coordinator serves as a coach for our special education teachers.

### iii. CAASPP ECMS-G, Resident & Comparison Schools

**Table I.9 ECMS-G & Resident Schools-- Student Groups Meeting/Exceeding Standard-- ELA**

CAASPP ELA Percent Meeting or Exceeding Standard												
	ECMS-G				Peary				Enterprise			
	2018	2017	2016	2015	2018	2017	2016	2015	2018	2017	2016	2015
All Students	37%	31%	34%	25%	27%	27%	25%	24%	31%	25%	31%	25%
Economically Disadvantaged	35%	30%	35%	25%	19%	26%	24%	22%	32%	23%	29%	25%
English Learner	4%	3%	6%	0%	0%	0%	0%	0%	0%	5%	2%	0%
Hispanic/Latinx	35%	33%	34%	24%	30%	28%	26%	24%	37%	34%	35%	29%
Black/African American	38%	21%	37%	17%	18%	20%	16%	15%	18%	10%	20%	16%
Students with Disability	10%	8%	8%	0%	5%	3%	2%	4%	11%	7%	3%	0%
<i>Source: CAASPP Website Numbers Rounded to facilitate reading</i>												

**Table I.10 ECMS-G & Resident Schools-- Student Groups Meeting/Exceeding Standard Math**

CAASPP Math Percent Meeting or Exceeding Standard												
	ECMS-G				Peary				Enterprise			
	2018	2017	2016	2015	2018	2017	2016	2015	2018	2017	2016	2015
Schoolwide	25%	21%	27%	15%	19%	19%	16%	15%	15%	16%	15%	12%
Economically Disadvantaged	23%	19%	28%	14%	19%	18%	16%	14%	15%	15%	15%	12%
English Learner	2%	3%	4%	%	1%	1%	1%	1%	%	5%	%	%
Hispanic/Latinx	25%	23%	34%	13%	21%	20%	26%	15%	19%	21%	18%	14%
Black/African American	13%	4%	27%	12%	11%	10%	8%	10%	10%	8%	9%	9%
Students with Disability	8%	10%	11%	3%	3%	1%	1%	1%	3%	%	%	%

Source: CAASPP Website  
Numbers Rounded to facilitate reading

**Table I.11 ECMS-G & Comparison Schools-- Student Groups Meeting/Exceeding Standard ELA**

Percentage Meeting/Exceeding CAASPP ELA								
	2018				2017			
	ECMSG	Peary	Ban-croft	Carne-gie	ECMSG	Peary	Ban-croft	Carne-gie
All Students	37.24%	27.47%	31.96%	27.54%	31.41%	26.88%	35.40%	29.36%
Economically Disadvantaged	35.43%	19.28%	31.14%	21.73%	29.83%	22.00%	33%	26.11%
English Learner	3.57%	0.00%	2.44%	0.00%	3.28%	0.00%	2.32%	0%
Hispanic/Latinx	34.70%	29.83%	29.13%	24.71%	32.60%	27.54%	32.14%	24.57%
Black/African American	38.46%	18.41%	31.48%	21.14%	21.15%	20.24%	38.74%	23.27%

Students with Disability	10.00%	4.76%	7.78%	5.80%	7.69%	3.03%	6.46%	3.68%
	2016				2015			
	<b>ECMSG</b>	<b>Peary</b>	<b>Ban-croft</b>	<b>Carne-gie</b>	<b>ECMSG</b>	<b>Peary</b>	<b>Ban-croft</b>	<b>Carne-gie</b>
All Students	34%	25%	36%	27%	25%	24%	32%	26%
Economically Disadvantaged	35%	24%	34%	24%	25%	22%	31%	23%
English Learner	6%	0%	4%	2%	0%	0%	1%	3%
Hispanic/Latinx	34%	26%	33%	24%	24%	24%	30%	24%
Black/African American	37%	16%	40%	24%	17%	15%	35%	17%
Students with Disability	8%*	2%	5%	5%	0%	4%	5%	4%
<i>Source: Ed-Data</i> <i>*2015-16 CAASPP data for students with disabilities is generated locally cross referencing CDE CAASPP dataset with local student demographic records. Due to an error in our Student Information System, the CDE did not report any data for SWDs</i>								

**Table I.12 ECMS-G & Comparison Schools-- Student Groups Meeting/Exceeding Standard Math**

Percentage Meeting/Exceeding CAASPP Math								
	2018				2017			
	ECMSG	Peary	Ban-croft	Carne-gie	ECMSG	Peary	Ban-croft	Carne-gie
All Students	24.93%	19.28%	19.36%	21.98%	21.20%	18.60%	19.89%	18.38%
Economically Disadvantaged	23.23%	19.01%	17.65%	19.21%	19.22%	18.29%	17.89%	16.16%
English Learner	1.79%	0.89%	1.23%	1.92%	3.17%	0.81%	2.16%	3.39%
Hispanic/Latinx	25.37%	20.64%	17.57%	18.24%	22.63%	19.90%	17.32%	15.91%
Black/African American	13.46%	11.08%	14.28%	13.72%	3.85%	9.83%	18.18%	9.95%
Students with Disability	8.00%	3.18%	8.43%	5.84%	10.25%	1.22%	3.26%	2.95%
	2016				2015			
	ECMSG	Peary	Ban-croft	Carne-gie	ECMSG	Peary	Ban-croft	Carne-gie
All Students	27%	16%	18%	16%	15%	15%	16%	17%
Economically Disadvantaged	28%	16%	15%	13%	14%	14%	16%	14%
English Learner	4%	1%	1%	0%	0%	1%	0%	10%
Hispanic/Latinx	34%	26%	17%	12%	13%	15%	15%	14%
Black/African American	27%	8%	9%	12%	12%	10%	6%	9%
Students with Disability	11%*	1%	1%	1%	3%	1%	1%	7%
<i>Source: Ed-Data</i> <i>*2015-16 CAASPP data for students with disabilities is generated locally cross referencing CDE CAASPP dataset with local student demographic records. Due to an error in our Student Information System, the CDE did not report any data for SWDs</i>								

**Socioeconomically Disadvantaged Student Group:** ECMS-G has a higher rate of students meeting or exceeding the standard on the 2016, 2017 & 2018 CAASPP in English Language Arts than two (2) of the two (2) resident schools and one (1) of two

(2) resident schools in 2016, and a higher rate of students meeting or exceeding on 2016, 2017 & 2018 CAASPP in Mathematics than two (2) of the two (2) resident schools and an equal or higher rate of students meeting or exceeding the standard in two (2) of two (2) resident schools in 2015. ECMS-G has a higher rate of students meeting or exceeding the standard on the 2018 & 2016 CAASPP in English Language Arts than three (3) of the three (3) comparison schools, and a higher rate than two (2) of three (3) comparison schools in 2015 and 2017. ECMS-G has a higher rate of students meeting or exceeding on 2016, 2017 & 2018 CAASPP in Mathematics than three (3) of the three (3) comparison schools.

English Learner Student Group: ECMS-G has a higher rate of students meeting or exceeding the standard on the CAASPP in English Language Arts than two (2) of the two (2) resident schools in 2016 and 2018 and one (1) of the two (2) resident schools in 2017. ECMS-G has a higher rate of students meeting or exceeding the standard on the CAASPP in Mathematics than two (2) of the two (2) resident schools in 2018 and 2016 and one (1) of the two (2) resident schools in 2017. ECMS-G has a higher rate of students meeting or exceeding the standard on the CAASPP in English Language Arts than three (3) of the three (3) comparison schools in 2018, 2017 and 2016. ECMS-G has a higher rate of students meeting or exceeding the standard on the CAASPP in Mathematics than three (3) of the three (3) comparison schools in 2018 and 2016 and two (2) of the three (3) comparison schools in 2017.

Hispanic or Latino Student Group: ECMS-G has a higher rate of students meeting or exceeding the standard on the 2016, 2017 & 2018 CAASPP in English Language Arts than one (1) of the two (2) resident schools, and a higher rate of students meeting or exceeding on 2016, 2017 & 2018 CAASPP in Mathematics than two (2) of the two (2) resident schools. ECMS-G has a higher rate of students meeting or exceeding the standard on the CAASPP in English Language Arts than 3 of the 3 comparison schools (2016, 2017, 2018), and a higher rate of students meeting or exceeding on 2016, 2017 & 2018 CAASPP in Mathematics than 3 of the 3 comparison schools

African American Student Group: ECMS-G has a higher rate of students meeting or exceeding the standard on the CAASPP in English Language Arts than two (2) of the two (2) resident schools in 2015, 2016, 2017 and 2018 and a higher rate of students meeting or exceeding on CAASPP in Mathematics than two (2) of the two (2) resident schools in 2015, 2016, and 2018 and zero (0) of two (2) in 2017. ECMS-G has a higher rate of students meeting or exceeding the standard on the CAASPP in English Language Arts than three (3) of the three (3) comparison schools in 2018, an equal or higher rate of students meeting or exceeding on CAASPP in English Language Arts than two (2) of the three (3) comparison schools in 2015, 2016 and 2017 and a higher rate of students meeting or exceeding the standard on the CAASPP in Math than three

(3) of the three (3) comparison schools in 2015 and 2016 and a higher rate of students meeting or exceeding the standard in Math than one (1) of the three (3) comparison schools in 2018.

Students with Disabilities Group: ECMS-G has a higher rate of students meeting or exceeding the standard on the CAASPP in English Language Arts than two (2) of the two (2) resident schools in 2016 and 2017, and one (1) of the two (2) in 2018, and a higher rate of students meeting or exceeding on 2015, 2016, 2017 and 2018 CAASPP in Mathematics than two (2) of the two (2) resident schools. ECMS-G has a higher rate of students meeting or exceeding the standard on the CAASPP in English Language Arts than three (3) of the three (3) comparison schools in 2016, 2017, and 2018, and a higher rate than students in comparison schools meeting or exceeding on CAASPP Mathematics than two (2) of three (3) in 2015 and 2018 and three (3) of the three (3) in 2016 and 2017.

#### **iv. Actions in Response to CAASPP data**

ELA: We saw growth in ELA due to several efforts including teacher participation in Kate Kinsella trainings and in professional development offered by WestEd, entitled, "Reading Apprenticeship." In 2015-16, all English and history teachers attended Kate Kinsella professional development, an ELA program aligned with ELD standards. Further training for all teachers occurred during summer of 2016. Reading Apprenticeship training began in the summer of 2017 with a full week of professional development and continued trainings sporadically throughout the year. Teachers met outside of this context to discuss the implementation of the approach, which was supported by our English department chair. We are continuing to implement the CAASPP Interim Assessment Blocks that will help us understand how students would fare on specific standards using test questions similar to those used on CAASPP.

Math: After experiencing strong increase in our cohorts' rates of meeting/exceeding in 2016 CAASPP math, including an increase of 15% in our 8th grade (see table I.15), we transitioned our 8th grade math teacher into a part time math coach role. In summer 2017 ECS launched an organization initiative to improve math outcomes for our students. We recognize how math operates as a barrier to opportunity, preventing students from accessing college-prep tracks in high school and degree-relevant coursework in college. As part of this initiative, in 2017-18 we began a partnership with UCLA Math Project. Summer 2017 professional development included a three-day, ECS-wide, intensive math professional development and the partnership continued each month throughout the 17-18 school year with full day and half day workshops. As part of this collaboration we are adopting a new approach for math professional development-- implementing a lesson study cycle to promote collaborative planning, assessment and focus. Teachers are collaboratively designing math lessons, observing a colleague deliver the lesson and debriefing the lesson with the support of our internal math coach, our Director of Curriculum and Instruction and a UCLA Math Project facilitator. Administrators also participated in professional development designed to empower site leaders as math leaders. During 2017-18, we piloted math curricula and in 2018-19 we are implementing Open Up Resource across grades. We also increased our math coach from part- to full-time. She is coaching, observing, meeting and planning with our math teachers and our administrative team. She also distributes a monthly math newsletter and teachers engage in monthly written reflection about their math teaching.

In addition to UCLA Math Project our math teachers participate in off-site professional development, such as National Council of Teachers of Mathematics and/or California Math Council conferences. The department itself meets regularly to examine data with



an eye toward instructional improvement, enrichment, and remediation. Initially, all of our math teachers also taught Green Ambassadors, but in 2016-17 we hired a Green Ambassadors teacher, thus affording our math teachers an additional four hours of planning and collaboration time.

Finally, we have targeted students in the bottom quintile on NWEA MAP with additional instruction through math lab classes during the school day. Beginning in 2016 we added an intervention teacher position, filling it with an experienced, bilingual math teacher, who, with the assistance of a second intervention teacher, tracked struggling students, providing remediation and supporting teachers with differentiation. During the 2017-18 school year, she transitioned to ELD coordinator; math intervention is now provided during our clinic periods, two 40-minute periods each week, where students receive intervention in small groups using Freckle, a differentiation platform, which was piloted successfully at ECMS-I in 2017-18 and at our summer school during summer of 2018. Freckle (formerly Front Row) is engaging for students and allows teachers to assign inquiry activities or practice sets. Freckle's interface is friendly for teachers, including a dashboard to gauge student progress.

#### **v. Science-- CST & CAST**

Since the most recent state science data is from 2015 and 2016, we expanded our resident schools to include two additional schools that our students would have been required to attend in those years (Table I.13). In both years, our scores on the science CST exceed 4 of our 4 resident comparison schools and 3 of 3 comparable schools in 2016 and 2 of 3 in 2015. Since so much of our curriculum is teacher-created, we adopted the Next Generation Science standards immediately. Despite this implementation, our school still routinely participates and performs well in Science testing using the sunsetted California Standards. However, we understand that NGSS is an exceedingly sophisticated set of standards and though our teachers are planning, teaching and assessing using NGSS, they still need support and development in understanding the nuances of the standards, increasing their content knowledge and their capacity to use the cross-cutting concepts to further bolster our interdisciplinary teaching. Until the new CAST test is operational, we will be using NWEA MAP reading assessments to track our students' capacity to navigate complex texts, a skill encompassed in NGSS, and teacher designed assessments to measure their science achievement. Science teachers participated in our WestEd Reading Apprenticeship trainings and are able to attend outside science conferences. In 2017 ECMS-G received a Riordan Foundation grant through the Instructional Innovation Grant Initiative. The funding was to enhance our ongoing work to integrate STEM (with an emphasis on science) into classroom learning and build teachers' capacity to teach NGSS. We also

created a new science department chair position, and our most experienced and board certified science teacher has been researching instructional materials and new science education technologies to enrich our project-based science work.

**Table I.13 California Science Test-- Data with Comparisons to Comparison & Resident Schools (2015 & 2016)**

Schools Students Would Otherwise Attend		
Percent of Students Proficient/Advanced--California Science Test		
	2016	2015
ECMSG	49%	50%
Peary	41%	42%
Enterprise	39%	38%
Samuel Gompers*	22%	29%
Animo Western*	38%	41%
Comparison Schools- Similar Demographics		
Percent of Students Proficient/Advanced--California Science Test		
	2016	2015
ECMSG	49%	50%
Peary	41%	42%
Bancroft	45%	61%
Carnegie	35%	47%
<i>Source: CDE CAASPP Test Results-- Paper Tests</i> <ul style="list-style-type: none"> <li>• <i>Gompers &amp; Western were resident schools for ECMS-G in 2015 &amp; 2016</i></li> </ul>		

**Table I.14 ECMS-Gardena Performance on California Assessment of Student Performance and Progress (CAASPP) Schoolwide and By Grade**

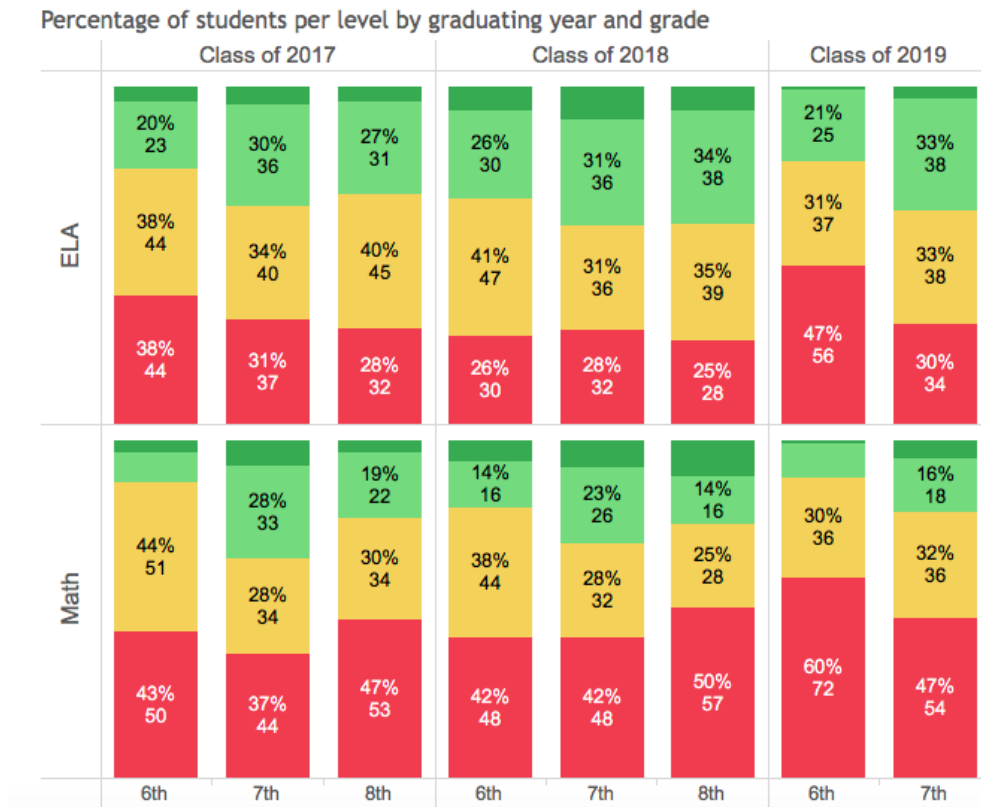
2015				
	ECMS-G All	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
ELA	25%	24%	25%	26%
Math	15%	12%	12%	19%
2016				
	ECMS-G All	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
ELA	34% (+9%)	33%	35%	36%
Math	27% (+12%)	20%	36%	27%
2017				
	ECMS-G All	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
ELA	31.41% (-2.59%)	45%	47%	45%
Math	21.20% (-5.8%)	29%	22%	21%
2018				
	ECMS-G All	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
ELA	37% (+5.59%)	34%	37%	41%
Math	25% (+3.8%)	27%	20%	25%

**Table I.15 ECMS-G--CAASPP Percentage Meeting or Exceeding Standard by Cohort**

	Class of 2016		Class of 2017		
	2015 7 <sup>th</sup> grade	2016 8 <sup>th</sup> grade	2015 6 <sup>th</sup> grade	2016 7 <sup>th</sup> grade	2017 8 <sup>th</sup> grade
ELA	25%	36%	24%	35%	31%
Math	12%	27%	12%	36%	23%

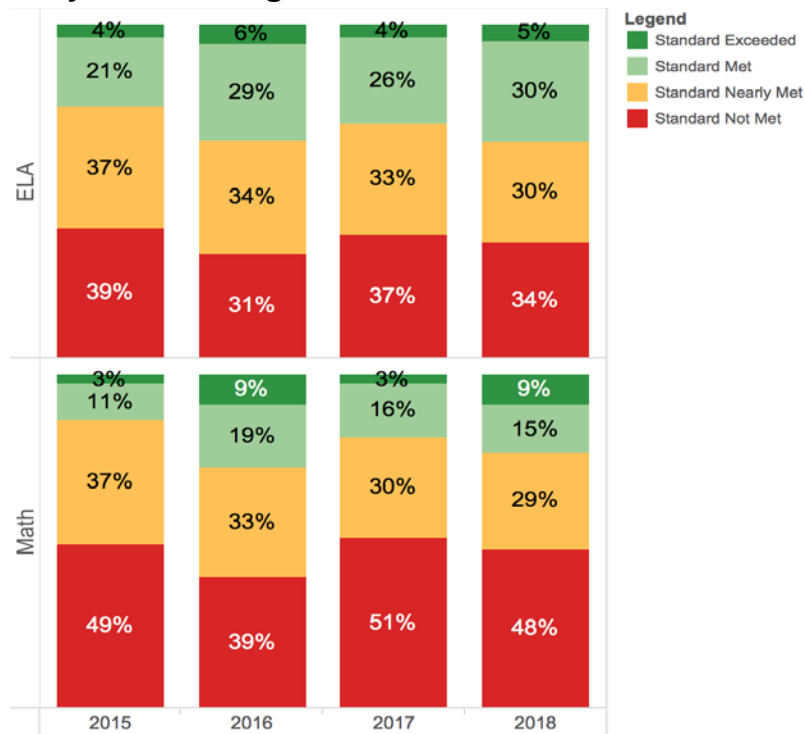
	Class of 2018			Class of 2019	
	2016 6 <sup>th</sup> grade	2017 7 <sup>th</sup> grade	2018 8 <sup>th</sup> grade	2017 6 <sup>th</sup> grade	2018 7 <sup>th</sup> grade
ELA	35%	41%	41%	22%	37%
Math	20%	33%	25%	11%	21%

**Graph I.1 ECMS-G CAASPP Scores by Cohort**

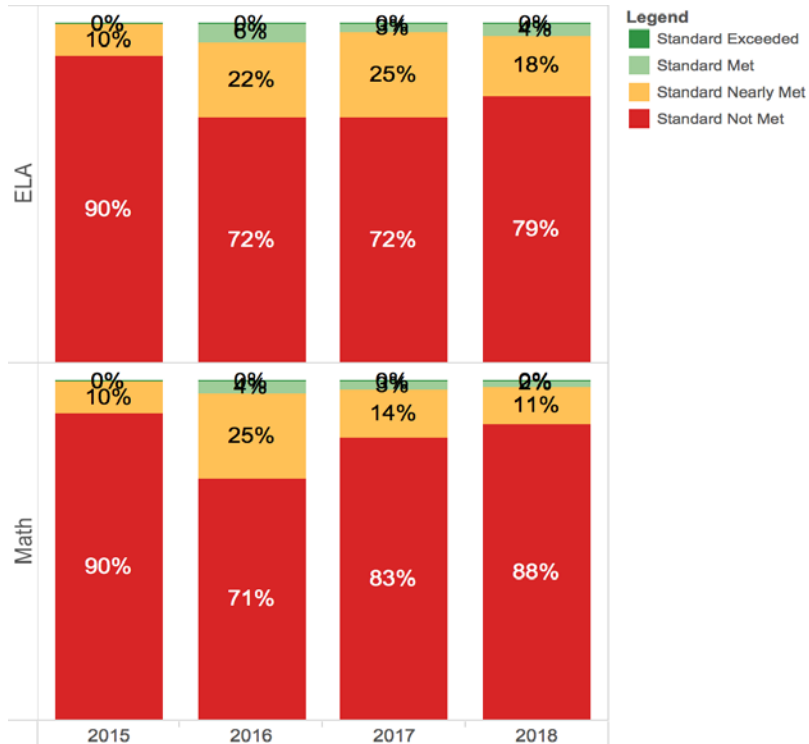


## Graph I.2 ECMSG CAASPP-- Performance Levels by Student Group

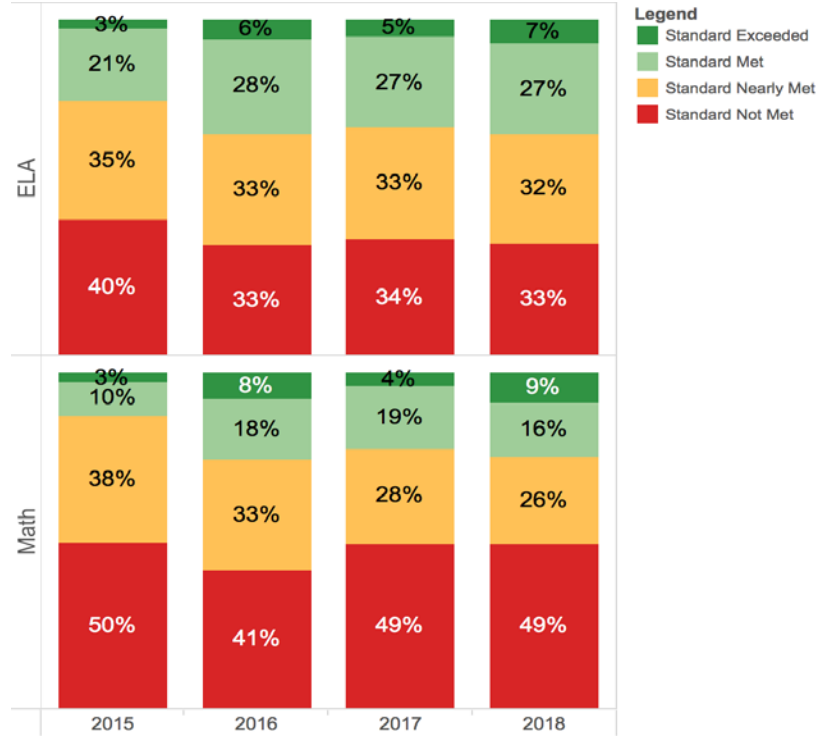
### Socioeconomically Disadvantaged



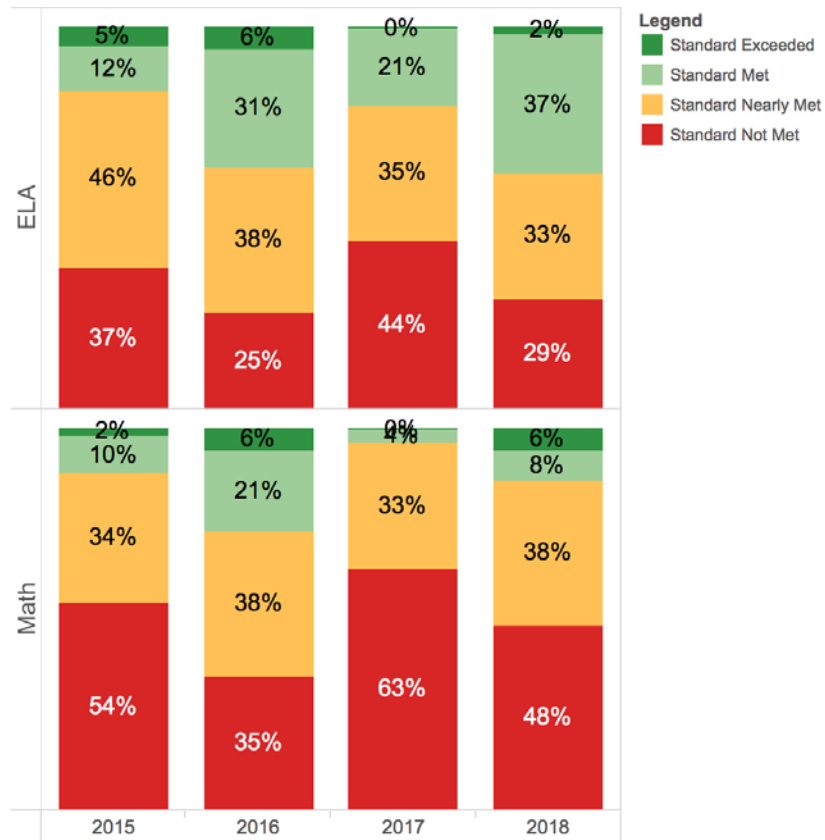
### English Learners



## Hispanic/Latinx



## Black/African American



## Students with Disabilities<sup>2</sup>



<sup>2</sup> 2016 CAASPP scores for students with disabilities is locally created using the CAASPP

**Table I.16 CAASPP Data with Comparisons to Resident Schools (2015-18)-- ELA**

Percent of Students Meeting/Exceeding--ELA CAASPP						
	2018			2017		
	ECMSG	Peary	Enterprise	ECMSG	Peary	Enterprise
All Students	37.24%	27.47%	30.70%	31.41%	26.88%	24.80%
Economically Disadvantaged	35.43%	19.28%	31.92%	29.83%	25.67%	22.70%
English Learner	3.57%	0.00%	0.00%	3.28%	0%	4.60%
Hispanic/Latinx	34.70%	29.83%	37.40%	32.60%	27.54%	34.10%
Black/African American	38.46%	18.41%	18.25%	21%	20.24%	10.10%
Students with Disability	10.00%	4.76%	10.61%	7.69%	3.03%	7.40%
	2016			2015		
	ECMSG	Peary	Enterprise	ECMSG	Peary	Enterprise
All Students	34%	25%	31%	25%	24%	25%
Economically Disadvantaged	35%	24%	29%	25%	22%	25%
English Learner	6%	0%	2%	0%	0%	0
Hispanic/Latinx	34%	26%	35%	24%	24%	29%
Black/African American	37%	16%	20%	17%	15%	16%
Students with Disability	8%	2%	3%	0%	4%	0
<i>Source: Ed-data/CAASPP Website</i>						



**Table I.17 CAASPP Data with Comparisons to Resident Schools (2015-18)-- Math**

Percent of Students Meeting/Exceeding--Math CAASPP						
	2018			2017		
	ECMSG	Peary	Enterprise	ECMSG	Peary	Enterprise
Schoolwide	24.93%	19.28%	15.42%	21.20%	18.60%	16.30%
Economically Disadvantaged	23.23%	19.01%	15.49%	19.22%	18.29%	14.80%
English Learner	1.79%	0.89%	0.00%	3.17%	0.81%	4.60%
Hispanic/Latinx	25.37%	20.64%	18.51%	22.63%	19.90%	21.10%
Black/African American	13.46%	11.08%	9.63%	3.85%	9.83%	7.90%
Students with Disability	8.00%	3.18%	3.08%	10.25%	1.22%	0.00%
	2016			2015		
	ECMSG	Peary	Enterprise	ECMSG	Peary	Enterprise
Schoolwide	27%	16%	15%	15%	15%	12%
Economically Disadvantaged	28%	16%	15%	14%	14%	12%
English Learner	4%	1%	0	0%	1%	0
Hispanic/Latinx	34%	26%	18%	13%	15%	14%
Black/African American	27%	8%	9%	12%	10%	9%
Students with Disability	11%	1%	0	3%	1%	0
<i>Source: Ed-data/CDE CAASPP website</i>						

**Table I.18 CAASPP Math Subgroup Data with Comparison Schools**

Percentage Meeting/Exceeding CAASPP Math								
	2018				2017			
	ECMSG	Peary	Ban-croft	Carnegie	ECMSG	Peary	Ban-croft	Carnegie
All Students	24.93%	19.28%	19.36%	21.98%	21.20%	18.60%	19.89%	18.38%
Economically Disadvantaged	23.23%	19.01%	17.65%	19.21%	19.22%	18.29%	17.89%	16.16%
English Learner	1.79%	0.89%	1.23%	1.92%	3.17%	0.81%	2.16%	3.39%
Hispanic/Latinx	25.37%	20.64%	17.57%	18.24%	22.63%	19.90%	17.32%	15.91%
Black/African American	13.46%	11.08%	14.28%	13.72%	3.85%	9.83%	18.18%	9.95%
Students with Disability	8.00%	3.18%	8.43%	5.84%	10.25%	1.22%	3.26%	2.95%
	2016				2015			
	ECMSG	Peary	Ban-croft	Carnegie	ECMSG	Peary	Ban-croft	Carnegie
All Students	27%	16%	18%	16%	15%	15%	16%	17%
Economically Disadvantaged	28%	16%	15%	13%	14%	14%	16%	14%
English Learner	4%	1%	1%	0%	0%	1%	0%	10%
Hispanic/Latinx	34%	26%	17%	12%	13%	15%	15%	14%
Black/African American	27%	8%	9%	12%	12%	10%	6%	9%
Students with Disability	11%*	1%	1%	1%	3%	1%	1%	7%

Source: Ed-Data

\*2015-16 CAASPP data for students with disabilities is generated locally cross referencing CDE CAASPP dataset with local student

*demographic records. Due to an error in our Student Information System, the CDE did not report any data for SWDs*

## **B. CELDT/ELPAC Data, English Learner Progress and Actions**

In 2017 our EL progress was rated “Blue” on the California School Dashboard. Our ELPI status was “very high” and increased significantly. 27 of 60 ELs advanced in 2016-17, 12 maintained and 5 reclassified. However, rates of meeting/exceeding the standard on CAASPP ELA are low, ranging between 0 and 6% over the testing years. English Learners who meet the standard on the CAASPP ELA typically meet the criteria for reclassification, and therefore exit the EL subgroup. An analysis of rates English Learners scoring near the standard on the Common Core ELA strands (Table II.4) indicates rates of 16% to 44% of ELs “nearing” standard-- consistently higher rates than our resident schools. In 3 out of 4 years ECMS-G English Learners’ rates of nearing standard in listening were 10% or more higher than both resident schools. For the past three years rates of ELs nearing standard in reading have exceeded resident schools by between 6% and 20%. In most ELA strands in most years, ECMS-G has fewer English Learners who Did Not Meet the standards than our two resident schools.

Part of our comparative success may be due to the implementation of Kate Kinsella’s protocol for teaching academic vocabulary, which was piloted in 2015-16 and then expanded in 2016-17, with all English and history teachers attending a Kate Kinsella professional development in the summer of 2016. After the Kinsella training, ECMS-G teachers in the Humanities and Specialty department adopted a schoolwide approach to teaching and assessing academic vocabulary. Following this, we introduced Reading Apprenticeship (RA), an approach to reading instruction across content areas. Reading Apprenticeship incorporates research-based ELD strategies, instructional routines and approaches based on a framework that describes the classroom in terms of four interacting dimensions that support learning: Social, Personal, Cognitive, and Knowledge-Building. For our LTELs, attending to social and personal dimensions of learning is critical. All English, humanities, history, science and college readiness teachers received RA training.

To improve outcomes for English Learners, in 2015 through 2017 ECMS-G participated in Loyola Marymount University’s Project STELLAR. Through STELLAR our teachers

engaged in professional inquiry on meeting the needs of LTELs. Our English Learners at ECMS-G received additional instruction through STELLAR's Urban Ecology curriculum, which was designed to provide language and literacy development while addressing the socio-emotional needs of long-term English Learners. We also continued to work with core teachers on implementing the ELD standards, through both on and off site professional development, including LACOE professional development offerings and CAFE. In 2016-18 we expanded ELD standards implementation to include our specialty teachers. We also measure how regularly all teachers assess ELD standards by reviewing PowerTeacher gradebooks. By 2017-18, all teachers were assessing ELD standards.

During the leadership transition In 2017-18, we evaluated our ELD outcomes and program and made changes. Like our program for students with disabilities, our ELD program structure didn't facilitate the collaboration and integration we value. We introduced Universal Design for Learning and began considering a restructure of our bell schedule to facilitate better integration of ELD throughout the school day. Using the guidelines for Universal Design for Learning, teachers plan curriculum that has multiple means of engagement, representation, action and expression to ensure English Learners progress to fluency and access content in all areas. Universal Design For Learning gives all students an equal opportunity to succeed. We believe all students benefit when educational programs and instruction are designed to support all learners from the outset. We believe all staff is responsible for all the students we serve and that through collaboration we are better able to meet the needs of all students. We also believe that the components and rhythm of our educational program has benefits for all learners. When ELD instruction disrupts student participation in specialty classes, like Green Ambassadors, College Readiness, Games or Handwork, we sometimes undermine the progress of our English Learners; we reduce their opportunities to benefit from the engagement and learning in these classes, and leave some students feeling stigmatized or disoriented.

Our specialty classes<sup>3</sup> not only support the development needs of middle schoolers, they provide additional academic language and content development for English Learners. Projects in these classes create engaging and relevant opportunities to learn and use new vocabulary, engage in discussion, debate, exploration, and inquiry. In Green Ambassadors students learn about key environmental topics, respond to real world problems in their community and work on potential solutions, providing a rich context for both practical and academic vocabulary. Notably, when Loyola Marymount University's Center for Urban Resilience and Center for Equity for English Learners (CEEL) developed professional development and curriculum to improve outcomes for

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<sup>3</sup> College Readiness, Green Ambassadors, Handwork, and Games & Movement

LTEs, they chose to use urban ecology as the vehicle for English language development.

In 2018-19 we adopted a co-teaching model for our Green Ambassadors class informed by the STELLAR approach. Green Ambassadors class offers an authentic way to embed speaking and listening skills into curricula. In GA we can embed ELD strategies and framework into an already engaging course and keep our English Learners participating with their peers. Green Ambassadors provides rich opportunities for English Learners to interact with language in meaningful ways, and co-teaching between our ELD coordinator and Green Ambassadors teacher ensures we capitalize on these opportunities. Our ELD teacher is also able to provide targeted instruction on language processes during Green Ambassadors, as needed. Designated ELD is provided daily during ELA classes and our twice weekly clinic period, and we are seeking other ways to include designated ELD in other content areas, such as science and College Readiness classes.

In 2018-19, we will be conducting an outside audit of our English Language Development program. The 2017-18 audit of our Special Education program performed by DirectEd provided valuable expertise and perspective on the strengths and weaknesses of our program and helped us rework the structures of how we support our students with disabilities. Focus questions for our ELD audit include:

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

To support Universal Design for Learning and to better integrate ELD across core classes, we adopted a new math curriculum and an ELD curriculum. In 2017-18 our ELD teacher piloted English 3D, an ELD program designed by Kate Kinsella, which is a curriculum designed to support teachers in delivering instruction aligned with the California ELD standards and ELD Framework. In second semester of 2018-19, English

and Humanities teachers will begin implementing English 3D in their courses for at least 20 minutes a day. We will also provide professional development to support the implementation of English 3D, as well as supporting the ongoing implementation of ELD standards across all courses. During 2017-18, we piloted multiple math curricula, and in 2018-19 we are implementing Open Up Resources Math across grades. The curriculum includes “ELL Enhanced” lessons and its ELL design is based on the Stanford University Graduate School of Education’s EL Framework. Open Up Resources Math explicitly incorporates research based language routines in a math-based context. Materials encourage teachers to draw upon home language and culture to facilitate learning and provide guidance to mathematics teachers for recognizing and supporting students’ language development processes in the context of mathematical sense making. We are also using Freckle, an online differentiation platform, that includes leveled reading, text to speech, word study and math, ELA and student dashboard content in Spanish.

In science classes, we will be building on what is most effective in our Green Ambassadors classes. Inquiry is natural in science, and the study of science serves to harness the natural curiosity and exploratory nature of young adolescence. Moving forward we will be exploring how to ensure opportunities for collaborating, interpreting and producing precise language are exploited in our science classes and that science teachers develop the skills to more explicitly teach scientific language in a way that benefits our English Learners. History and our History Alive! curriculum offer natural opportunities for group work and argumentation.

Improving our program for students with disabilities is key to supporting our English Learners. Many of our English Learners are LTELs (54.6%) and of those approximately half of these are also Students with Disabilities. Examining the first set of ELPAC scores (Table II.5), almost all the overall scores of 1 and 2 are from English Learners who have active IEPs. Therefore, it is key that we improve our special education program and how it interacts with our ELD program. We increased our special education staffing from two teachers to three and added a part time coordinator. In 2018-19 we are piloting co-teaching for special education. We are also attending workshops on how to best support LTELs with disabilities. Our objective is to reduce the separation between departments and teachers to truly integrate the support our English Learner receive across our educational program.

Over the charter term we will be reviewing data from our new initiatives and making adjustments. Our program has many opportunities for students to learn how to interact with language in meaningful ways, but we will be looking for more opportunities to teach how English works. We will also continue towards implementing our new math and ELD

curriculum with fidelity and working with teachers to identify content levers in ELA, Science and Green Ambassadors to ensure explicit instruction on language processes occurs.

**Table II.1-- CELDT Performance Levels Resident Schools**

CELDT Performance Levels	ECMS-G			Robert E Peary MS			Enterprise MS		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Advanced	3 6%	3 5%	1 2%	11 7%	21 12%	26 15%	4 6%	6 10%	13 21%
Early Advanced	20 43%	28 47%	28 45%	55 33%	68 38%	67 38%	24 39%	27 46%	16 26%
Intermediate	16 34%	6 10%	21 34%	60 36%	55 31%	39 22%	16 26%	12 20%	14 23%
Early Intermediate	5 11%	6 10%	7 11%	21 13%	15 8%	22 13%	7 11%	5 8%	4 7%
Beginning	3 6%	4 7%	5 8%	21 13%	19 11%	21 12%	11 18%	9 15%	14 23%
Number Tested	47 100%	59 100%	62 100%	168 100%	178 100%	17 100%	62 100%	2 100%	61 100%
<i>Source: CDE DataQuest-- California English Level Development Test</i>									

**Table II.2 “At Risk” and Long-Term English Learners by Grade (2017-18)**

Grade	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+Years Not At-Risk or LTEL		
6	3	0	17	14	36	70
7	2	0	16	5	35	58
8	2	0	8	8	51	69
School Wide	7	0	41	27	122	197

Source: CDE DataQuest- English Learners

**Table II.3 ECMS-G Reclassification of English Learners**

Year	Reclassified Fluent English Proficient Number of Students*	Reclassified Fluent English Proficient Percentage of Students**
2013-14	21	48.8%
2014-2015	0	0
2015-2016	4	9.1%
2016-2017	5	8.2%
2017-2018	5	7.7%

Source: DataQuest - Selected School Level Data Reclassification  
 \*The total number of RFEP students identified on Census day.  
 \*\*The percentage of RFEP students is calculated by taking the number of RFEP students identified on Census day and dividing it by the number of EL students identified in the prior school year's Census day. As such, this percentage represents the rate of reclassification during the prior school year.

**Table II.4 English Language Progress Indicator-- ECMS-G & Resident Schools**

Year	ECMS-G	Robert E Peary MS*	Enterprise MS	LAUSD
Student Performance	Blue	Blue	Orange	Green
Number of Students	65	214	66	123,101
Status	Very High 87%	Very High 85.5%	Medium 71.2%	Medium 74.1%
Change	Increased Significantly +28%	Maintained -1.4%	Declined Significantly -23.6%	Increased +4.7%

Source: California School Dashboard [www.caschooldashboar.org](http://www.caschooldashboar.org) Retrieved 9/11/2018

**Table II.5 Comparing English Learners' performance on CAASPP ELA by Strand-- ECMS-G & Resident Schools**



ECMS-G and Resident Schools English Learners Performance CAASSP ELA Strands												
	2018			2017			2016			2015		
	Above	Near	Below	Above	Near	Below	Above	Near	Below	Above	Near	Below
<b>Reading</b>												
ECMS-G	0%	16.07%	83.93%	0%	29.51%	70.49%	0%	24%	76%	0%	10%	90%
Peary	0%	9.91%	90.09%	0%	9.17%	90.83%	0%	14%	86%	0%	10%	90%
Enterprise	0%	2%	98%	4.55%	20.45%	75%	0%	17%	83%	0%	9%	91%
<b>Writing</b>												
ECMS-G	0%	28.57%	71.43%	0%	26.23%	73.77%	4%	33%	63%	0%	8%	92%
Peary	0%	12.61%	87.39%	0%	14.17%	85.83%	0%	9%	91%	0%	13%	87%
Enterprise	0%	20%	80%	2.27%	22.73%	75%	0%	29%	71%	0%	19%	81%
<b>Listening</b>												
ECMS-G	0%	44.64%	55.36%	0%	40.98%	59.02%	0%	46%	54%	0%	44%	56%
Peary	0%	23.42%	76.58%	0%	25%	75%	0%	33%	67%	0%	25%	75%
Enterprise	0%	26%	74%	0%	31.82%	68.18%	0%	54%	46%	0%	32%	68%
<b>Research/ Inquiry</b>												
ECMS-G	0%	35.71%	62.50%	1.64%	36.07%	62.30%	4%	46%	50%	0%	41%	59%
Peary	0%	23.42%	76.58%	0%	20.83%	79.17%	0%	34%	66%	0%	31%	69%
Enterprise	0%	16%	84%	2.27%	25%	72.73%	6%	38%	56%	2%	38%	60%

**Table II.6 English Learners’ performance 2018**

ECMS-G English Learners ELPAC by Grade					
	Overall Scale Score				Average ELA CAASPP Score
Grade	4	3	2	1	
6	5	5	0	0	2489
7	1	2	2	0	
8	6	5	1	1	2549
<i>Source: ELPAC Data file</i>					

**C. NWEA Measure of Academic Progress (MAP)**

Our students take the NWEA MAP tests three times per year, at the beginning, middle and end of every year. This helps us understand student progress on the standards over time. Grade level comparisons for NWEA MAP scores are found below, and the NWEA MAP norms with approximate grade level equivalency table follows. The graphs’ purple lines and shading represents the national norm for that grade level for that year. The following graphs show how our students have fared over the past few years in NWEA MAP. Each colored line depicts a different graduating class. To note, the general trend over the past four years is for each sixth grade classes to score further below the norm than the previous class. For example, the class of 2016 entered scoring 206.4 on reading, compared to 201.2 for the class of 2020, a difference of approximately one grade level. In math the class of 2016 entered scoring 216.5, about a year below grade level norm and the class of 2020 entered scoring 204.1, about two years below the grade level norm.

As graphs III.1a-c depict, and using the national norms table at the end of this document, our sixth grade students enter our school achieving the same as students at the fourth or fifth grade level. Thus, we face the task of remediating students in elementary standards, while pushing forward with grade level content standards. Our own analysis of our students NWEA MAP scores shows a relationship between NWEA MAP scores and CAASPP scores. To meet the standard in California students must exceed the national norm. Therefore, we need to continue to accelerate growth.

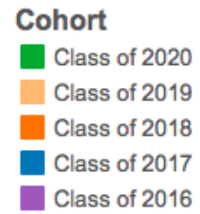
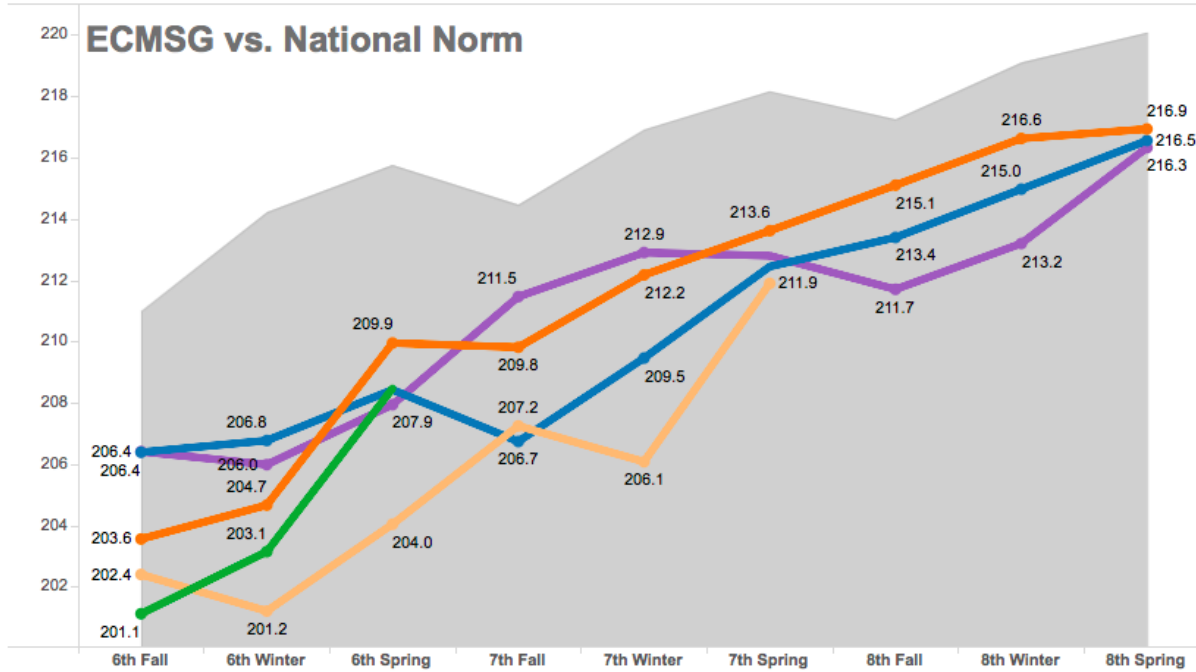
As the years progress, we are seeing increasing gains in NWEA in both math and reading. Last year's graduating class made the greatest growth in reading of any ECMS-G cohort, increasing by 13.3 points, and the greatest growth in math, increasing by 12.8 points over three years. This increase in rate of growth may indicate that our initiatives have been effective, but less visible on CAASPP, since each cohort arrives farther behind. We also observe that in reading and math summer learning loss is less than the norm for most of our cohorts, suggesting that interdisciplinary, project-based teaching may result in deeper learning. In math we see lower rates of summer learning loss students between grades 6 and grade 7 for two cohorts (class of 2017 & 2019) and between grade 7 and grade 8 for classes of 2016 and 2018. Accelerating rates of learning and mitigating summer learning loss will help us reach and exceed the national norm. Our sister school has seen about 15 points of growth during students' three years of middle school.

Throughout our years, we have been able to look at our NWEA MAP data and realize which classrooms were contributing to student achievement. These data have helped us to see which teachers need more coaching and which teachers need to share their instructional strategies.

Tables III.2a-c depict subgroups' performance on NWEA MAP compared with the norm by displaying the number of points above or below the norm each subgroup has achieved during the various administrations of NWEA MAP. While these data display a composite of all students over time, they show that our students overall enter roughly 8.7 points below the norm (a bit over a grade level below) in reading, 6.9 points below in language, and roughly 11.7 points in math. When limited to a single cohort, this visualization allows us to track progress of all subgroups. The NWEA MAP subgroup data underline our need to focus on math for EL students in particular, but with all of our subgroups. While students do progress, they need to exceed the national norm to meet proficiency levels on CAASPP.

**Graph III.1a NWEA MAP Reading-- ECMS-Gardena 2015-2020**

The gray background area represents the national norm.

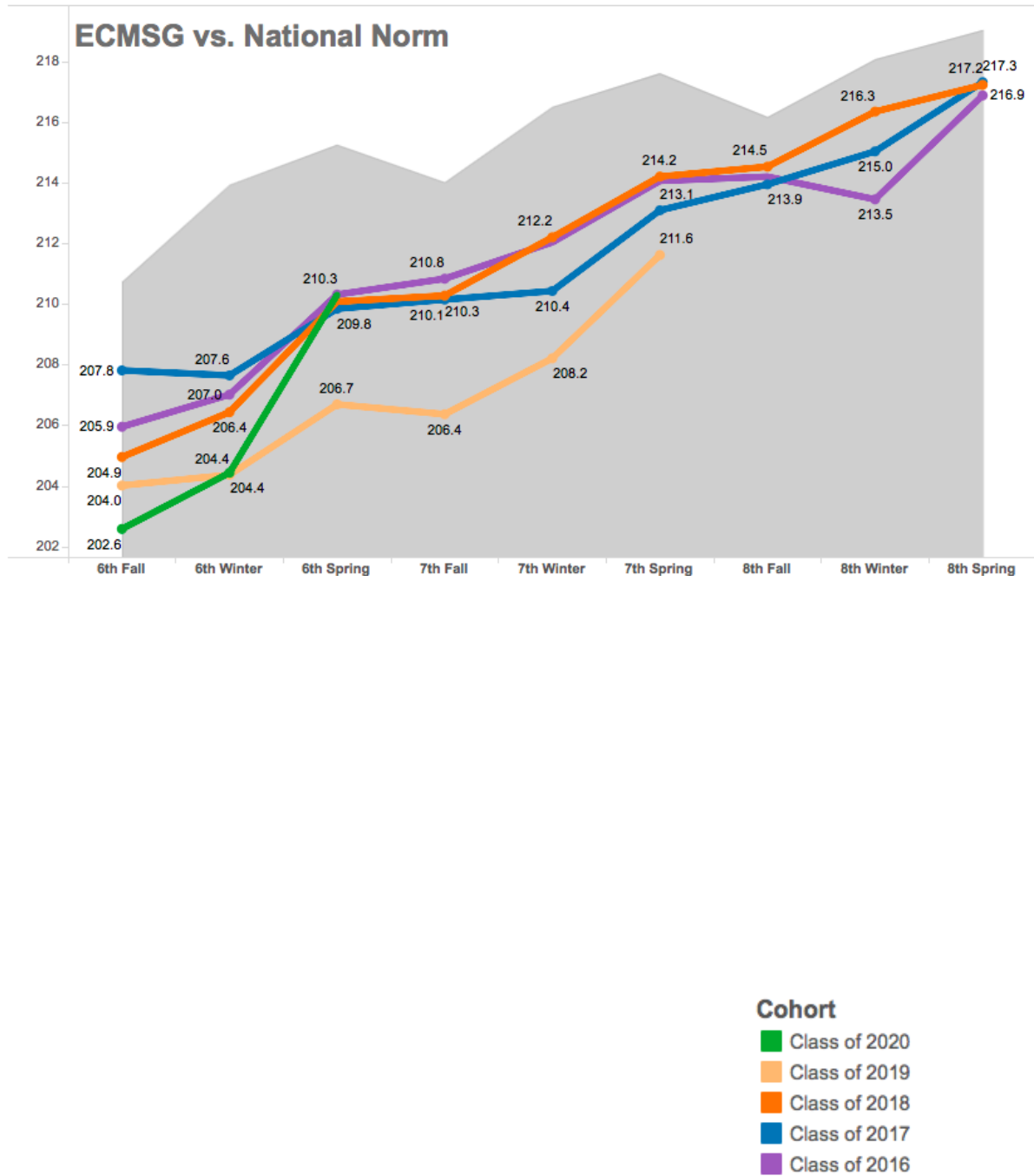


Reading	Cohort	6th Fall NWEA	Grade level equivalent	8th Spring NWEA	Grade level equivalent
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	National Norm	211.0	6th	220.1	8th
	Class of 2016	206.4	5th begin	216.3	7th midyear
	Class of 2017	206.4	5th begin	216.5	7th midyear
	Class of 2018	203.6	4th midyear	216.9	7th midyear
	Class of 2019	202.4	4th begin/mid	n/a	n/a
	Class of 2020	201.2	4th begin/mid	n/a	n/a

**Graph III.1b NWEA MAP Language-- ECMS-Gardena 2015-2020**

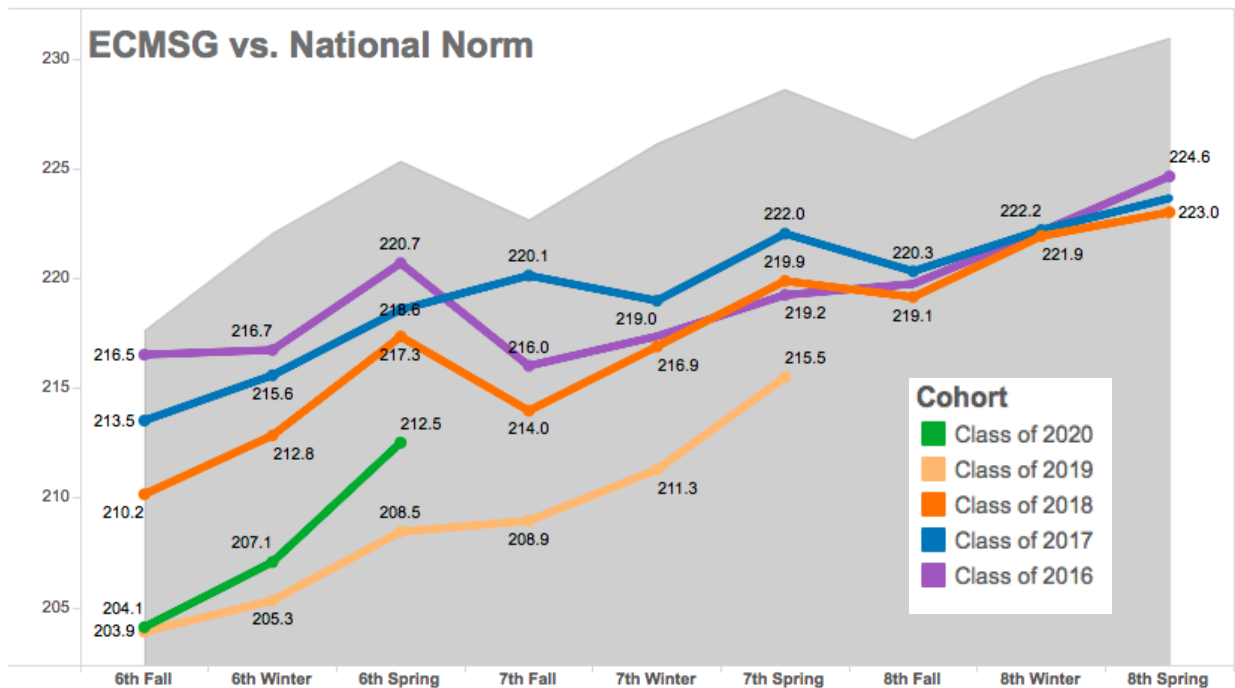
The gray background area represents the national norm.



Language	Cohort	6th Fall NWEA	Grade level equivalent	8th Spring NWEA	Grade level equivalent
	National Norm	210.7	6th	219.0	8th
	Class of 2016	205.9	5th begin	216.9	8th begin
	Class of 2017	207.8	5th begin/mid	217.3	8th begin
	Class of 2018	204.9	4th midyear	217.2	8th begin
	Class of 2019	204.0	4th midyear	n/a	n/a
	Class of 2020	202.6	4th begin/mid	n/a	n/a

**Graph III.1c NWEA MAP Math-- ECMS-Gardena 2015-2020**

The gray background area represents the national norm.



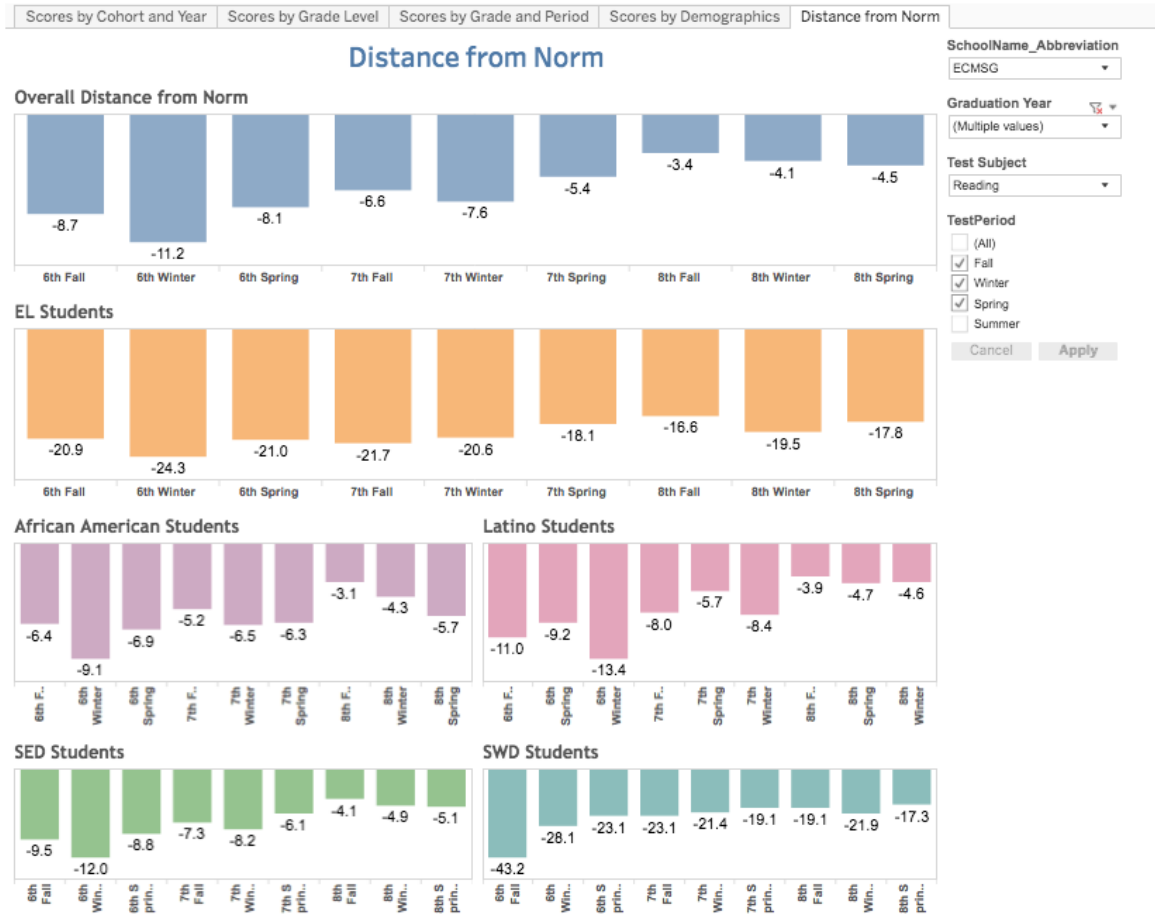
The table below details the approximate grade level equivalent of our average fall NWEA RIT scores. For a more detailed table of grade level equivalencies, please see Table III.3 .

Math	Cohort	6th Fall NWEA	Grade level equivalent	8th Spring NWEA	Grade level equivalent
	National Norm	217.6	6th	230.9	8th
	Class of 2016	216.5	5th midyear	224.6	8th begin
	Class of 2017	213.5	4th end of year	223.6	7th begin
	Class of 2018	210.1	4th midyear	223.0	7th begin
	Class of 2019	203.9	3rd end of year	n/a	n/a

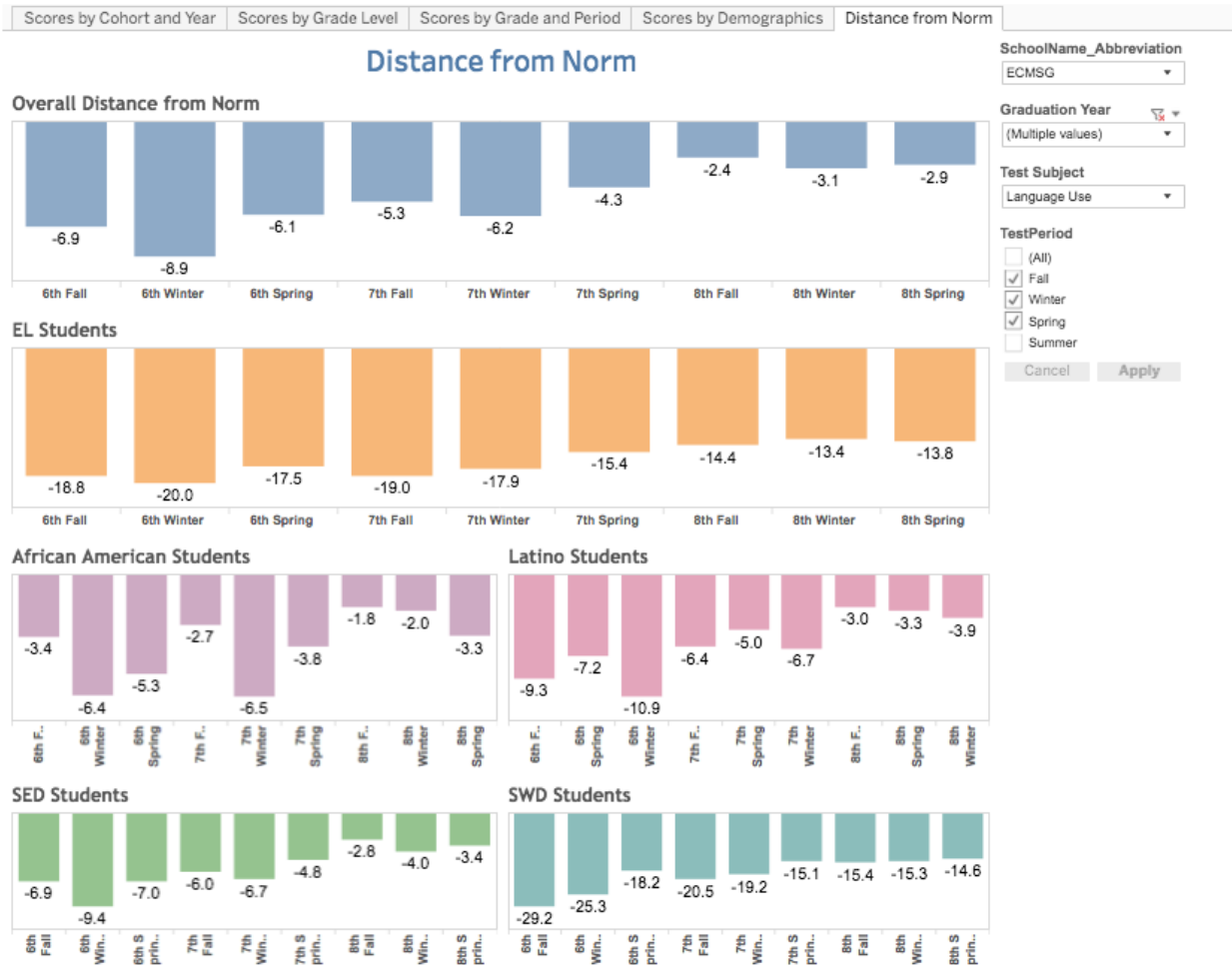


	Class of 2020	204.1	3rd end of year	n/a	n/a
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# Graph III.2a NWEA MAP Reading-- Distance from Norm: All Students & Subgroups (2014-2020)



## Graph III.2b NWEA MAP Language Use-- Distance from Norm: All Students & Subgroups (2014-2020)



# Graph III.2c NWEA MAP Math-- Distance from Norm: All Students & Subgroups (2013-2017)

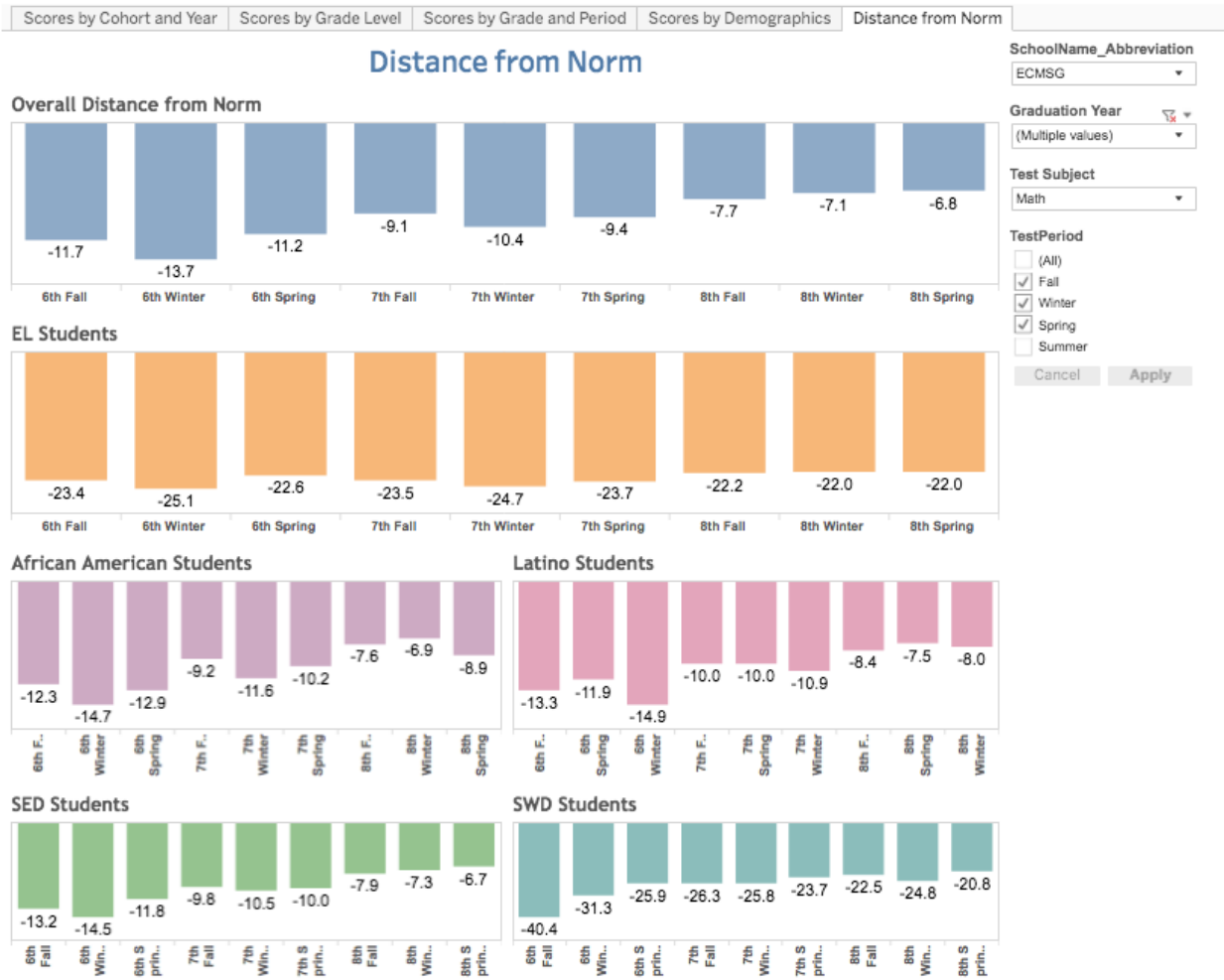


Table III.3 NWEA MAP Norms-- RIT Score Grade Level Equivalents<sup>4</sup>

2015 READING Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63
9*	212.4	12.83	213.9	12.78	214.8	13.32
10*	213.4	13.76	214.5	13.72	215	14.29

\*Only status norms are provided for grades 9 and 10 general science. These status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g.,

<sup>4</sup> "RIT" is an abbreviation for Rausch Unit.

## **D. Interdisciplinary Benchmark Data**

Graphs IV.1 through IV.6 present our data on our Interdisciplinary Benchmarks (IBMs) during our current charter term. Our IBMs are graded on the standards assessed (one per subject area) using a four-point scale, with 3 being proficient and 4 being above proficient. It is important to note that students are assessed on a different standard on each IBM administration. Therefore, when we regard IBM data, we cannot look at students' progress over time on a standard. Rather, we look at our data to see where we might need to reteach or shore up, or how we need to change our approach to that particular standard. What we can derive from our IBM data over time is how well our students are performing on IBMs as a process. Since our 6th graders are new to interdisciplinary project-based learning, and we therefore expect to see the highest levels of proficiency among our 8th graders who have been with us for years. When 7th graders do not excel beyond 6th graders on a given IBM standards, we realize that those standards are even more rigorous and need more scaffolding than standards students faced in 6th grade. When rates of proficiency vary wildly, especially if teachers are new to the ECMS, we know we need to review the team's adherence to our Unit Design Cycle, understanding of their standards and the validity of the performance task they designed. Due to the high number of new teachers joining ECMS-G in 2018-19, administrators will be acting as grade level team leaders during the IBM design process to ensure the Unit Design Cycle is implemented with validity. We believe that the rigor and high standards we apply in our IBM process prepare our students for both NWEA and CAASPP proficiency. As the IBM tasks are heavily performance-based, they mirror the type of critical thinking and persistence demanded by the performance tasks on CAASPP.

Graph V.2 delves more deeply into the performance of our subgroups on IBMs. Because it is a composite of all three grade levels across multiple IBMs, we mainly use it to see how various sub-groups are doing compared to the overall. What can be easily observed is that about less than half of our students are achieving 3s on the IBMs overall, and that the English standard appears to be the most elusive. This might be the result of our IBMs' requirement that students write throughout, including regarding questions about the other subjects. It is interesting to note that unlike our other assessments, math is not the standard where students struggle the most. This helps us understand whether our IBM assessment is actually rigorous enough for our students to prepare for state testing, and further data analysis will allow us to see why our students might be doing better on the IBM in math, then falling down on the CAASPP test. Our original charter goal was to have roughly 80% of our students proficient or advanced on all IBM standards by the final 8th grade IBM. Therefore, with all of our subgroups, especially African American students and students with disabilities, we need to continue

to implement additional scaffolding so students can perform better on these assessments.

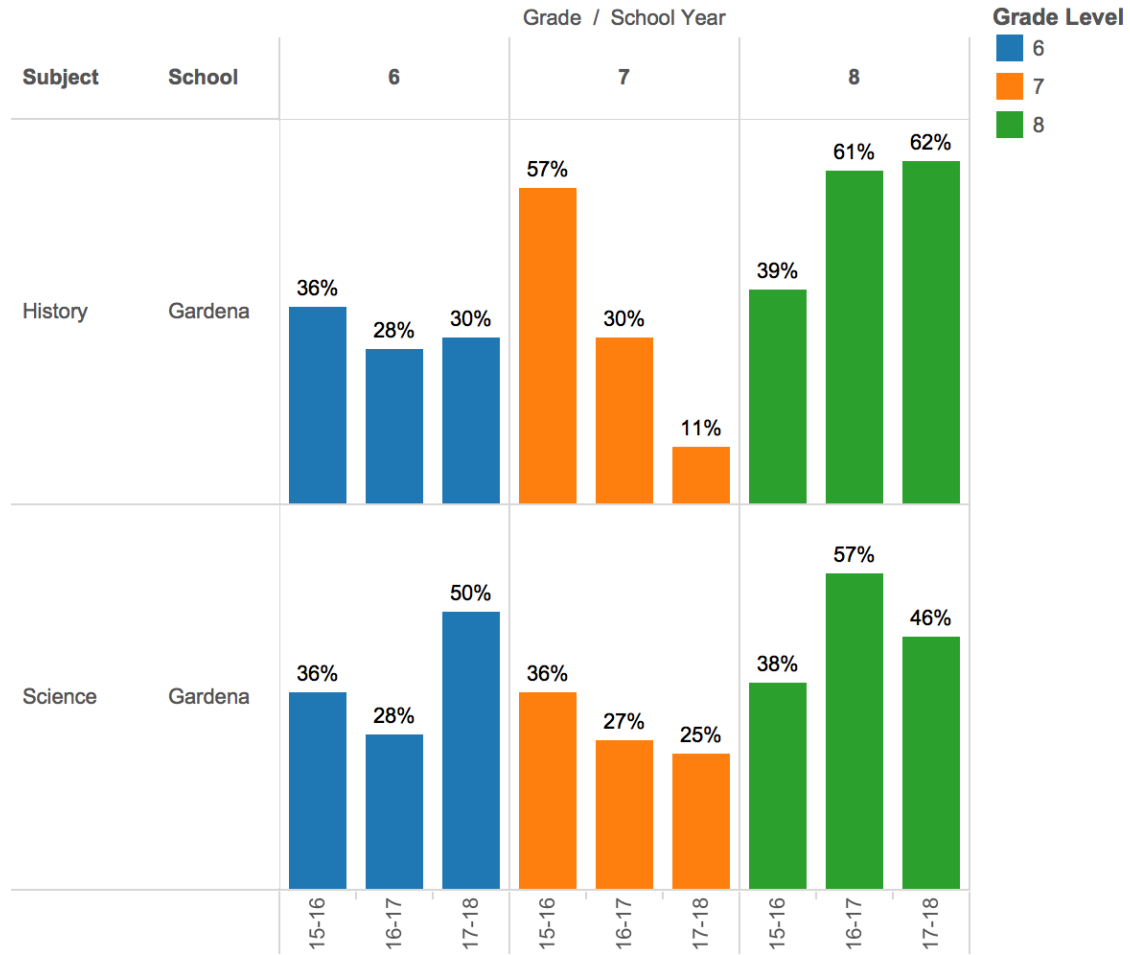
In response to the IBM data that we examine after each IBM cycle, we have concluded that while this data is formative and helpful for instructional planning, we cannot set improvement goals for students' proficiency levels for each standard within each IBM as we had in our previous charter petition. In every IBM, students are encountering new priority standards in four subject areas and grappling with an integrated essential question each cycle. This approach lends itself to a rigorous process of collaborative instructional design, formative assessment, data analysis, reteaching, and authentic summative assessment that improves instruction at ECMS-G. However, our focus on a rotating set of priority standards means that reviewing IBM comparison data from cycle to cycle does not help us determine improvement over time on any particular standard. After a great deal of analysis and reflection, we realize that our IBMs are most useful in setting our students up for the depth and complexity demanded on CAASPP and CAST performance tasks and other sophisticated test questions which require persistence, critical thinking, and creativity. In this prospective iteration of our charter petition, we have set a "critical thinking" goal that we can track over the three years students attend our school. The goal is that each cycle and each year, our students will improve in their ability to think, analyze, and write across disciplines. Students will be able to demonstrate their grasp of each unit's content-specific big ideas in response to challenging essential questions posed by their teachers.

**Graph IV.1 Interdisciplinary Benchmarks % Proficient/Advanced 2014-2017--  
Math & English**

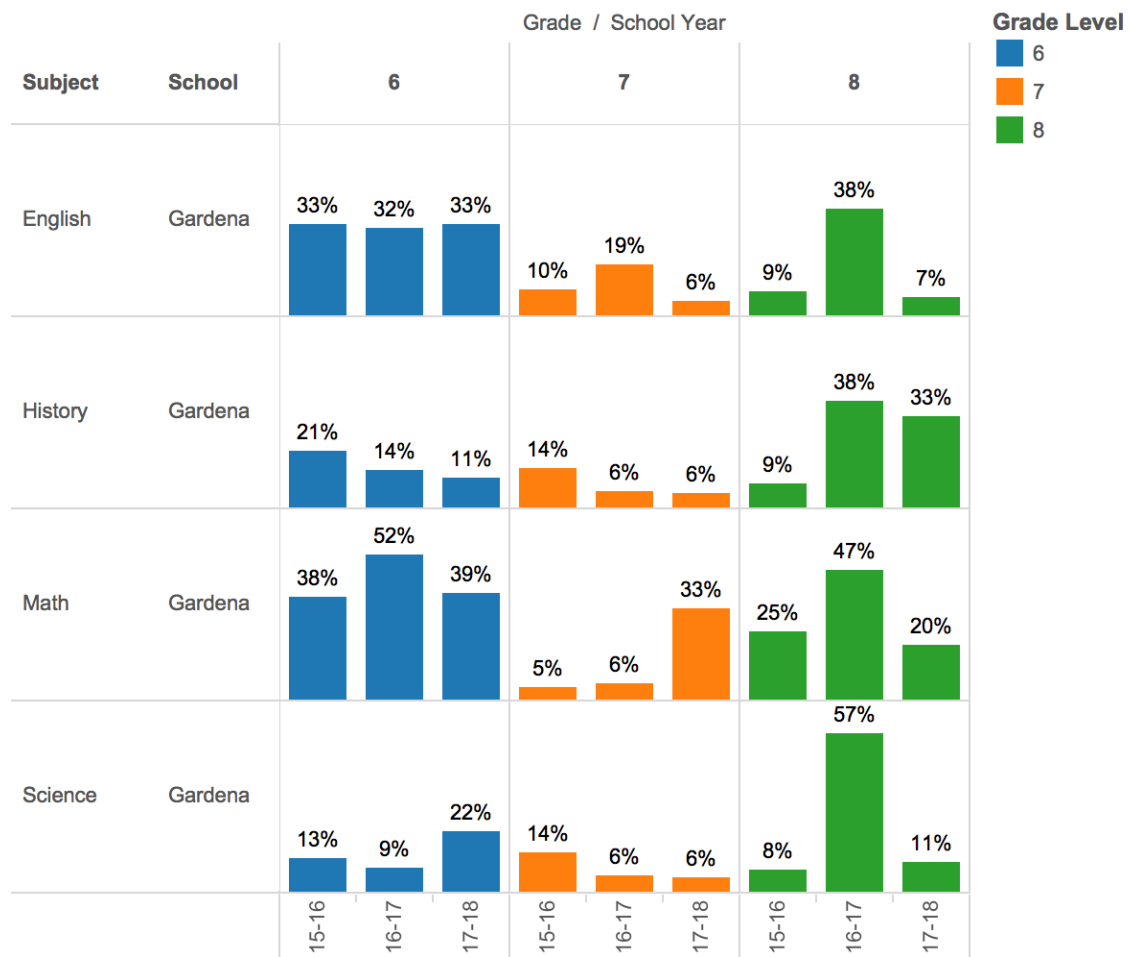




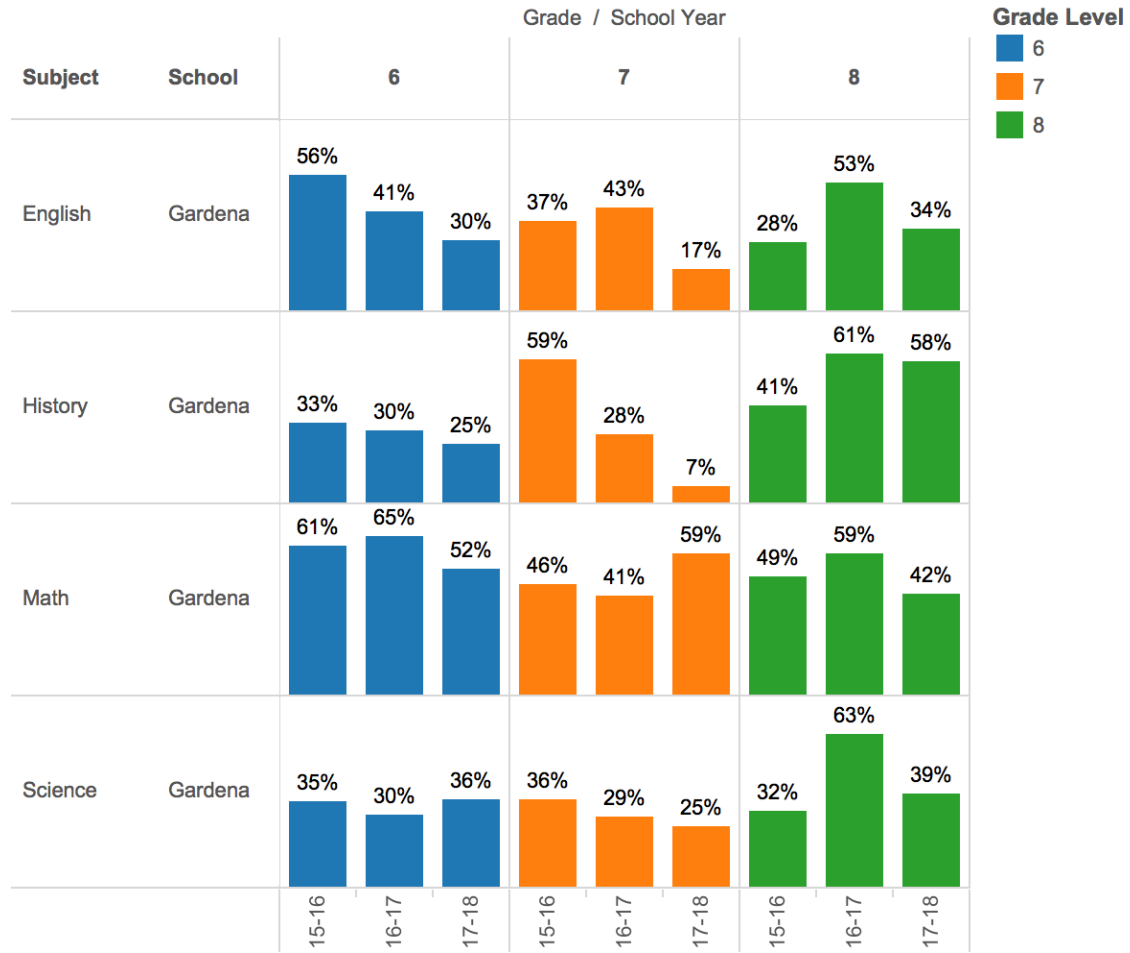
**Graph IV.2 Interdisciplinary Benchmarks % Proficient/Advanced 2014-2017--  
History & Science**



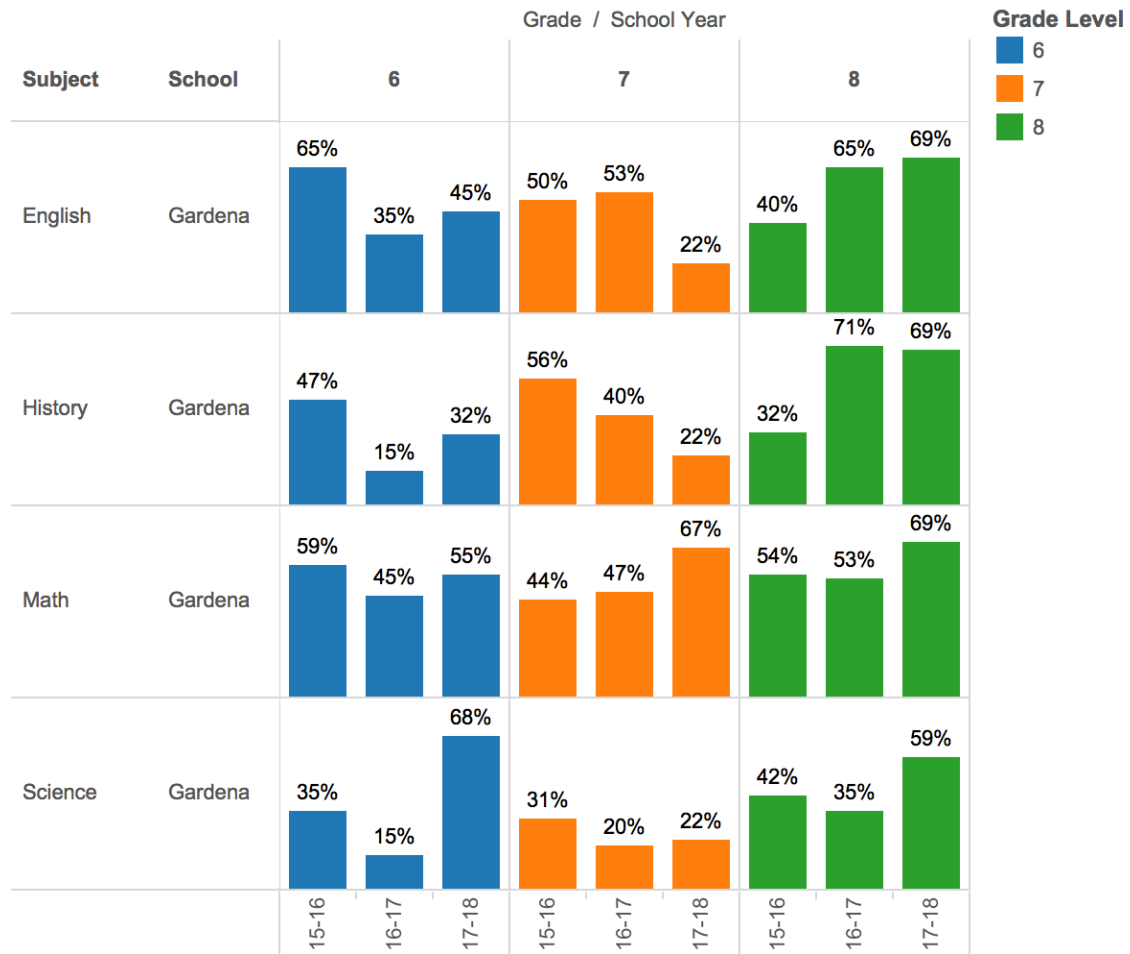
**Graph IV.3 Interdisciplinary Benchmarks % Proficient/Advanced 2014-2017:  
English Learners**



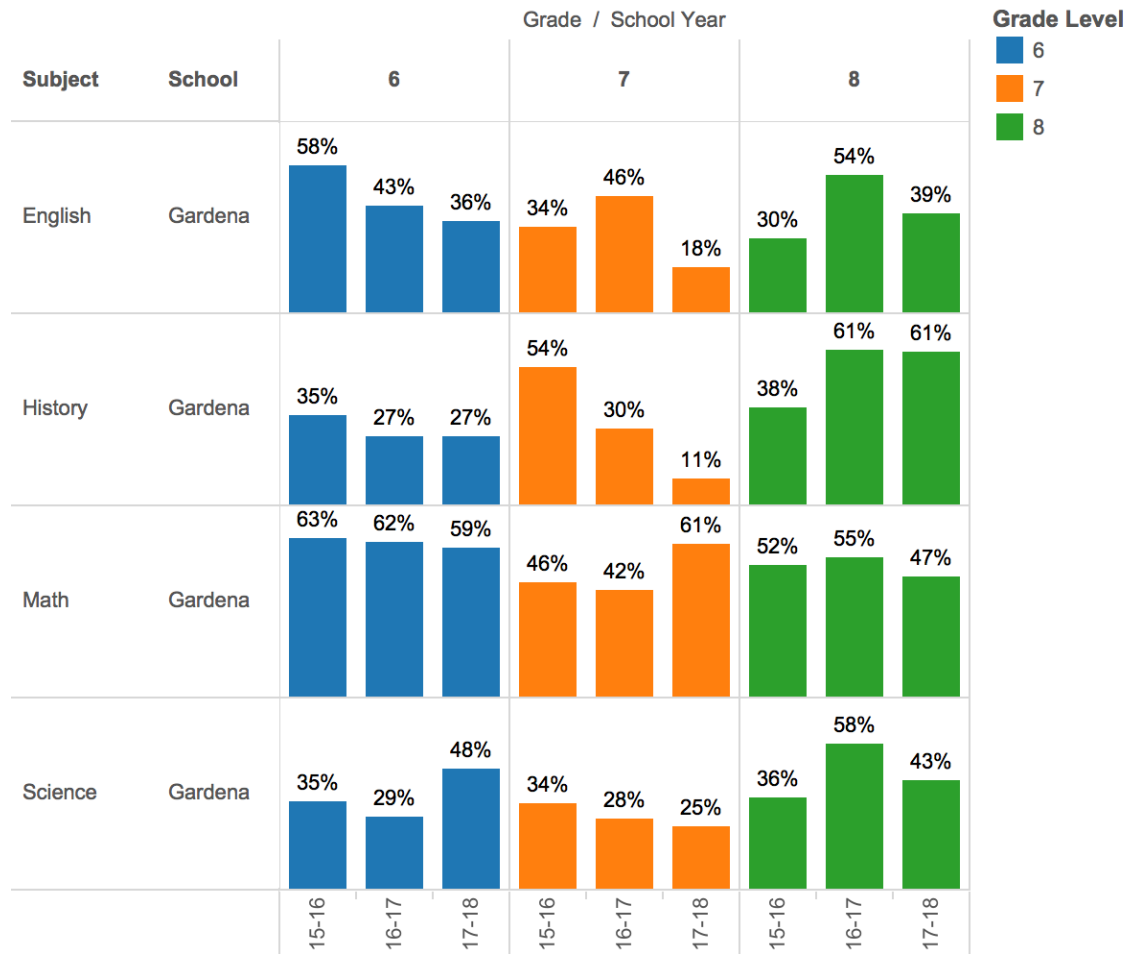
**Graph IV.4 Interdisciplinary Benchmarks % Proficient/Advanced 2014-2017:  
Latinos and Hispanic**



**Graph IV.5 Interdisciplinary Benchmarks % Proficient/Advanced 2014-2017:  
African Americans**



**Graph IV.6 Interdisciplinary Benchmarks % Proficient/Advanced 2014-2017: Socioeconomically Disadvantaged Students**



## **E. Special Education Data and Achievement**

On CAASPP, our students with disabilities have higher rates of meeting/exceeding the standard in math than both resident schools in all four years of testing and higher than all comparison schools in two years of testing. In ELA, we exceed Peary in three of four years and exceed or equal Enterprise in three of four years. We exceed our comparison schools in the last three testing years and exceed two of three in the 2015. However, the rates of meeting/exceeding is low for all schools. Over the course of the charter term, ECMS-Gardena has worked to improve outcomes for students with disabilities and more recently we have implemented significant changes

In response to the needs of students with disabilities, ECMS-G expanded its offerings in 2014-15 to include a more restrictive Specialized Academic Instruction (SAI) setting in addition to our RSP program. Our SAI program was developed to provide for students who required more intensive services to access middle school standards and in response to the steady increase in students with disabilities and the higher need students who were joining ECMS-G. Our SAI students received instruction in all core courses from an Educational Specialist and were mainstreamed for electives (Games, Handwork, Green Ambassadors, and College Readiness). Each year we reviewed data and made changes in the program in response to that data. For example, In 2016-17 our Equity and Diversity Task Force identified inequities in rates of disciplinary intervention for our SAI students, leading to changes in discipline practices in SAI and additional training for all staff in supporting students with ADHD. We also implemented schedule changes to give SAI students more access to grade-level specialty classes.

Our SAI class has had extremely high rates of teacher turnover, with new teachers in the Fall of 2016-17 and 2017-18. Even more challenging, both these teachers departed midyear, a difficult time to find a new teacher, especially in the highly impacted area of education specialist. In 2017-18 we contracted with an outside recruiter to ensure we filled this vacancy with an appropriately credentialed special education teacher. Since the new SAI teacher was a beginning teacher, we provided support through intensive weekly coaching with our Director of Curriculum and Instruction and devoted a week to onboarding the teacher. We also contracted with Direct Ed for case management, allowing our new teacher to focus solely on instruction without the added responsibility of writing, scheduling and managing IEPs.

In 2017-18 we also engaged in a program-wide audit of our Special Education program in partnership with DirectEd. Our focus questions were:

- Do the current program and services align with the mission and vision of the organization?
- Are compliant IEPs developed and implemented that are legally defensible?
- Do the current program and services result in increased student achievement and/or improved student outcomes?

In response to preliminary findings from our special education program audit, we implemented structural changes in our SAI program, dividing the teaching load of SAI, with one special education teacher responsible for math and science and the other special education teacher responsible for ELA/history. Now each teacher was responsible for teaching either ELA/History or Math/Science, instead of all four core subjects. We made a schedule change for students, so SAI students' schedule more closely resembled our general education students' schedule. SAI students' core classes were double-blocked, as they are in our general education classes, and SAI students were mainstreamed into Specialty classes. We also began a series of professional development sessions for all teachers and paraprofessionals, including a November session on Universal Design for Learning facilitated by an expert from DirectEd and a second session on UDL led by our Director of Curriculum and Instruction in March.

During the summer of 2018 we further evaluated our special education program and the need for strategic shifts in our program. In 2018-19 we:

- Added one FTE teacher to special education department
- Recruited a highly qualified special education coordinator with experience managing a program of our size
- Increased collaboration between special education and general education teachers through co-teaching model
- Changed staggered lunch to make schedule more flexible and facilitate a wider range of student placement options
- Increase the amount of time students with disabilities spend with their general education peers and participate in our specialty classes

## **F. California Physical Fitness Test**

<b>Number of Physical Fitness Areas Meeting the Healthy Fitness Zone</b>			
	Number in Grade 7	Percent in Grade 7	Cumulative % in Grade 7 <sup>3</sup>
2016-17			
6 of 6	42	35	35
5 of 6	28	23.3	58.3
4 of 6	24	20	78.3
3 of 6	10	8.3	86.6
2 of 6	10	8.3	94.9
1 of 6	6	5	99.9
0 of 6	0	0	99.9
Total tested	120	100	N/A
2015-16			
6 of 6	41	41.8	41.8
5 of 6	24	24.5	66.3
4 of 6	12	12.2	78.5
3 of 6	9	9.2	87.7
2 of 6	7	7.1	94.8
1 of 6	4	4.1	98.9
0 of 6	1	1	99.9
Total tested	98	100	N/A
2014-15			
6 of 6	14	11.9	11.9
5 of 6	22	18.6	30.5
4 of 6	22	18.6	49.1
3 of 6	22	18.6	67.7
2 of 6	27	22.9	90.6
1 of 6	11	9.3	99.9
0 of 6	0	0	99.9
Total tested <sup>2</sup>	118	100	N/A



Source: DataQuest-- California Physical Fitness Report  
 1-Healthy Fitness Zone is a registered trademark of the Cooper Institute  
 2- Includes partially tested students

## G. Charter & LCAP Measurable Pupil Outcomes

### Charter MPOs

#### Basic Conditions

Measurable Outcomes	Performance Measure		Outcome Met
<i>Goal A- 100% of core teachers hold valid California teaching credentials. Initial and annual verification of core teacher credential as reported by the California Commission on Teacher Credentialing.</i>	<b>Year</b>	<b>% of teachers who are fully credentialed</b>	
	2015	In 14-15, 100% of ECMS-G teachers held valid teaching credentials.	Y
	2016	In 15-16, all ECMS-G teachers held valid teaching credentials. and 4 needed additional subject matter authorization, because they were teaching interdisciplinary core classes.	Y
	2017	In 16-17, 89% of ECMS-G teachers were fully credentialed, and 3 needed additional subject matter authorization, because they were interdisciplinary core classes.	N
	2018	In 17-18, 100% of ECMS-G teachers held valid teaching credentials. 5 needed additional subject matter authorization because they were teaching interdisciplinary core classes.	Y
<i>Goal B- 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</i>	<b>Year</b>	<b>% of pupils with access to standards-aligned materials</b>	
	2015	100% of pupils have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	Y
	2016	100% of pupils have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	Y
	2017	100% of pupils have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	Y
	2018	100% of pupils have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	Y
<i>100% of students have access to participate and enroll in the academic and educational</i>	<b>Year</b>	<b>% of students with access to participate and enroll in our academic/educational program</b>	

<i>program as outlined in the charter.</i>	2015	In 14-15, all ECMS-G students had access to participate and enroll in our academic and educational program.	Y
	2016	In 15-16, all ECMS-G students had access to participate and enroll in our academic and educational program.	Y
	2017	In 16-17, all ECMS-G students had access to participate and enroll in our academic and educational program.	Y
	2018	In 17-18, all ECMS-G students had access to participate and enroll in our academic and educational program.	Y
<i>Goal C- Professional Development agenda and annual drill calendars, all school employees will be trained on the elements of the School Safety Plan. Students will participate in monthly Fire, Earthquake, and safety drills</i>	<b>Year</b>	<b>% of staff trained on elements of School Safety Plan</b>	
	2015	All employees were trained on the elements of the school safety plan in August. Follow up trainings and drill debriefs occurred during professional development meetings	Y
	2016	All employees were trained on the elements of the school safety plan in August. Follow up trainings and drill debriefs occurred during professional development meetings on: September 12, 26 October 17, 24 November 14	Y
	2017	All employees were trained on the elements of the school safety plan on August 19th. Follow up trainings and drills occurred throughout the year: 9/9, 9/27, 10/20, 1/18, 2/17, 3/3, 4/7, 5/19. Drill debriefs occurred during the professional development meetings following each drill.	Y
	2018	All employees were trained on the elements of the school safety plan on 8/9. Follow up trainings and drills occurred throughout the year: 9/29, 10/6, 10/20, 4/6, 4/26, 6/8. Drill debriefs occurred during the professional development meetings following each drill.	Y
<i>Goal C- Quarterly site inspection documents prepared by Director of Operations; Annual LACOE Facility Inspection Reports.</i>	<b>Year</b>	<b>Facility condition as reported on inspection reports</b>	
	2015	The facility was in good condition. LACOE completed the annual facility inspection and found no deficiencies.	Y
	2016	Quarterly site inspections occurred as scheduled and the annual LACOE facility found no deficiencies	Y

	2017	The facility was in good condition. LACOE completed the annual facility inspection and found no deficiencies.	Y
	2018	The facility was in good condition. LACOE completed the annual facility inspection and found no deficiencies.	Y

**Standards Implementation**

Measurable Outcomes	Performance Measure		Outcome Met
<p><i>Goal A- 100% of teachers will plan Unit Learning Goals and benchmarks aligned to CCSS and NGSS; 100% of students' Standards-Based Grades will include CCSS &amp; NGSS;</i></p> <p><i>Instruction and assessment will increasingly be aligned with standards</i></p>	<b>Year</b>	<b>% of teachers regularly assessing CC, NG, and ELD standards</b>	
	2016	<p><b>Baseline year</b> The 15-16 school year is our baseline year for measuring instructional alignment with Common Core and ELD standards. In 15-16, 60% of ECMS-G teachers regularly assessed Common Core and Next Generation standards. Unfortunately, only 5% regularly assessed ELD standards.</p>	N/A
	2017	<p>In 16-17 the percentage of teachers regularly assessing CC &amp; Next Gen standards was 83%, an increase from 60% in the prior year.</p> <p>In 16-17 the percentage of teachers regularly assessing ELD standards was 42%, an increase from 5% in the prior year.</p>	Y
	2018	<p>In 17-18 the percentage of teachers regularly assessing CC &amp; Next Gen standards was 100%, an increase from 83% in the prior year.</p> <p>In 17-18 the percentage of teachers regularly assessing ELD standards was 79%, an increase from 42% in the prior year.</p>	Y
<p><i>Goal A- 100% of teachers will plan Unit Learning Goals and benchmarks aligned to CCSS and NGSS; 100% of students' Standards-Based Grades will include CCSS &amp; NGSS</i></p> <p><i>Teacher ratings on ECS Teaching Best Practices will improve.</i></p>	<b>Year</b>	<b>Overall teacher development and evaluation scores</b>	
	2015	<p><b>Baseline year</b> Overall teacher development and evaluation scores averaged 2.8</p>	N/A
	2016	Overall teacher development and evaluation scores rose from 2.8 to 3.3 Increases were made in all five best practices.	Y
	2017	Overall teacher development and evaluation scores rose from 3.3 to 3.36. Increases were made BP 2, BP 4 and BP 5. There were slight	Y

		decreases in BPs 1 and 3, but the average in all remained above 3.	
	2018	Overall teacher development and evaluation scores fell from 3.36 to 3.0. Decreases of .5 points or less were seen in Best Practices 1, 2, and 3. BP 4 fell 0.8 points and BP 5 fell 0.58 . The average rating remained "3", which is proficient.	N

**Pupil Outcomes**

Measurable Outcomes	Performance Measure		Outcome Met
<i>ECMS-G will meet or exceed the average API of Comparison Resident Schools and the Comparison Demographically Similar Schools of our self-identified (Peary, Monroe, Both Animos) and LACOE assigned comparison schools</i>	<b>Year</b>	<b>API scores</b>	
	2015	ECMS-G has achieved steadily rising API scores school wide. Our most recent API score (2013) is 767, up from 759. This exceeds the 2013 API scores of our comparison schools, which average 721.	Y
	2016	ECMS-G has achieved steadily rising API scores school wide. Our most recent API score (2013) is 767, up from 759. This exceeds the 2013 API scores of our comparison schools, which average 721.	Y
	2017	ECMS-G has achieved steadily rising API scores school wide. Our most recent API score (2013) is 767, up from 759. This exceeds the 2013 API scores of our comparison schools, which average 721.	Y
	2018	ECMS-G has achieved steadily rising API scores school wide. Our most recent API score (2013) is 767, up from 759. This exceeds the 2013 API scores of our comparison schools, which average 721.	Y
<i>Goal A- At least a 2% annual increase in the number of students at each grade level who score Proficient or Advanced on statewide assessments, starting from the baseline year of 2015; Standardized Tests Score reports; Individual, subgroup, and aggregate rubric scores on Interdisciplinary Benchmark performance tasks standards-based scores</i>	<b>Year</b>	<b>% of students scoring Proficient/Advanced on CAASPP/NWEA/IBM assessments</b>	
	2015	<b>Baseline year</b> CAASPP % proficient or better ELA: 6th - 24%; 7th - 25%; 8th - 26% Math: 6th - 12%; 7th - 12%; 8th - 19%  NWEA MAP % in top 2 quintiles: Reading: 6th - 18%; 7th - 26%; 8th - 29% Language Use: 6th - 25%; 7th - 31%; 8th - 25%	N/A

	<p>Math: 6th - 21%; 7th - 17%; 8th - 22%</p> <p>Interdisciplinary Benchmark % proficient or better          ELA: 6th - 45%; 7th - 64%; 8th - 69%          Math: 6th - 72%; 7th - 57%; 8th - 53%</p>	
2016	<p>The percentage of our students scoring Standard Met or Exceeded on the CAASPP assessment has increased significantly from 2014-15 to 2015-16 (Table I.2 &amp; Table I.3). This increase can be seen when comparing grade levels across both years or when tracking a cohort's performance. The increase is also seen in almost every subgroup when tracking by cohort.</p> <p>NWEA MAP % in top 2 quintiles:          Reading: 6th - 28%; 7th - 29%; 8th - 33%          Language Use: 6th - 27%; 7th - 31%; 8th - 33%          Math: 6th - 19%; 7th - 30%; 8th - 22%</p> <p>Interdisciplinary Benchmark % proficient or better          ELA: 6th - 56%; 7th - 32%; 8th - 38%          Math: 6th - 68%; 7th - 64%; 8th - 62%</p>	Y
2017	<p>The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP assessment fell slightly from 2015-16 to 2016-17. In ELA it fell 2.59% and in Math it fell 5.8% (Table I.2 &amp; Table I.3). However, this does not hold true for all groups. The percentage of students in our 2018 cohort who scored Standard Met or Exceeded increased significantly in both subjects (Table I.7).</p> <p>As with our CAASPP results, the overall percentage of ECMS-G students scoring in the top 2 quintiles nationally on the NWEA MAP assessments declined from 2015-16 to 2016-17. However, the percentage of students in the class of 2017 scoring in the top 2 quintiles increased in Reading, and the percentage of students in the class of 2018 scoring in the top 2 quintiles increased in both Language Use and Mathematics.</p> <p>The percentage of students scoring Proficient or Advanced on our Interdisciplinary Benchmarks increased in all subjects except for Math during the 2016-17 school year.</p>	N
2018	<p>The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP assessment rose from 2016-17 to 2017-18 by 5% in ELA and 4% in Math. In addition, all significant</p>	N

	<p>subgroups experienced similar increases in ELA, and all but two groups experienced similar increases in Math. EL and SWD math proficiency decreased by 1%. (Table I.1 &amp; Table I.2)</p> <p>The overall percentage of ECMS-G students scoring in the top 2 quintiles nationally on the NWEA MAP assessments rose from 2016-17 to 2017-18 in Reading and Language Usage, and decreased slightly in Mathematics. However, the percentage of students in the class of 2019 scoring in the top 2 quintiles had significant increased in all subjects (9% in Reading, 8% in Language Arts, 6% in Mathematics).</p> <p>During the 17-18 school year, the percentage of students scoring Proficient or Advanced on our Interdisciplinary Benchmarks increased in all subjects except for History, which remained the same.</p>	
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**Pupil Outcomes: English Language Arts**

Measurable Outcomes	Performance Measure		Outcome Met
<i>An annual increase of at least 2% of students scoring Proficient or Advanced on statewide assessments in English/Language Arts, starting from the baseline year of 2015.</i>	<b>Year</b>	<b>% of students scoring Proficient/Advanced on CAASPP ELA</b>	
	2015	Baseline year CAASPP % proficient or better ELA: 25%	N/A
	2016	The percentage of students meeting or exceeding the standard in ELA increased in both the class of 2016 and 2017, with one cohort improving from 25% to 36% and the other from 24% to 35% (Table I.15)	Y
	2017	The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP assessment fell slightly from 2015-16 to 2016-17 by 2% (Table I.1 & Table I.2). However, this does not hold true for all groups. The percentage of students in our 2018 cohort who scored Standard Met or Exceeded increased significantly (Table I.15).	N
	2018	The overall percentage of our students scoring Standard Met or Exceeded on the ELA CAASPP assessment rose from 2016-17 to 2017-18 by 5% In addition, all significant subgroups experienced similar increases in ELA. (Table I.1 & Table I.2)	Y

<i>At the completion of 8<sup>th</sup> grade, 75% of ECMS-G students will score at proficient or above (3 or 4) on English Language Arts standard/s on their Interdisciplinary Benchmark Assessment with annual increase of 2% in each category until those objectives are met (starting from the baseline score when tests are first administered).</i>	<b>Year</b>	<b>% of 8th grade students scoring Proficient/Advanced on IBM ELA</b>	
	2015	<b>Baseline year</b> Interdisciplinary Benchmark % proficient or better: 69%	N/A
	2016	Interdisciplinary Benchmark % proficient or better: 38%	N
	2017	8th grade proficiency rates on ELA standards rose dramatically from 38% in 2015-16 to 72% in 2016-17.	Y
	2018	8th grade proficiency rates on ELA standards fell from 72% in 2016-17 to 46% in 2017-18	N
<i>An annual increase of at least 5% of students meeting or exceeding their Target RIT on the NWEA Measure of Academic Progress in English/Language Arts.</i>	<b>Year</b>	<b>% of students meeting/exceeding their target RIT on NWEA MAP Reading/Language Usage</b>	
	2015	<b>Baseline year</b> Reading: 36% Language Use: 36%	N/A
	2016	The percentage of students meeting or exceeding their target RIT grew by far more than 5% for both the Reading and Language Usage subject areas. In 15-16, 60% and 51% of students met or exceeded their target RIT scores.	Y
	2017	The percentage of students meeting or exceeding their target RIT declined. In 15-16, 60% and 51% of students met or exceeded their target RIT scores in Reading and Language Usage, respectively. In 16-17, 45% and 46% of students met or exceeded their target RIT scores in Reading and Language Usage, respectively	N
	2018	The percentage of students meeting or exceeding their target RIT rose. In 16-17, 45% and 46% of students met or exceeded their target RIT scores in Reading and Language Usage, respectively. In 17-18, 46% and 48% of students met or exceeded their target RIT scores in Reading and Language Usage, respectively	Y

**Pupil Outcomes: Mathematics**

<b>Measurable Outcomes</b>	<b>Performance Measure</b>		<b>Outcome Met</b>
<i>Annual increase of at least 2% of students scoring Proficient or Advanced on statewide</i>	<b>Year</b>	<b>% of students scoring Proficient/Advanced on CAASPP Math</b>	

<i>assessments in mathematics, starting from the baseline year of 2015.</i>	2015	<b>Baseline year</b> CAASPP % proficient or better Math: 15%	N/A
	2016	The percentage of students meeting or exceeding the standard in Math increased in both the class of 2016 and 2017, with one cohort improving from 12% to 27% and the other from 12% to 36% (Table I.15)	Y
	2017	The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP assessment declined from 2015-16 to 2016-17 by 7% (Table I.1 & Table I.2) However, this does not hold true for all groups. The percentage of students in our 2018 cohort who scored Standard Met or Exceeded increased significantly Table I.15	N
	2018	The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP assessment rose from 2016-17 to 2017-18 by 4% in Math. In addition, all but two groups experienced similar increases in Math. EL and SWD math proficiency decreased by 1%. (Table I.1 & Table I.2)	N
<i>At the completion of 8<sup>th</sup> grade, 75% of ECMS-G students will score at proficient or above (3 or 4) on mathematics standard/s on their Interdisciplinary Benchmark Assessment with an annual increase of 2% in each category until those objectives are met (starting from the baseline score when tests are first administered).</i>	<b>Year</b>	<b>% of 8th grade students scoring Proficient/Advanced on CAASPP Math</b>	
	2015	<b>Baseline year</b> Interdisciplinary Benchmark % proficient or better: 53%	N/A
	2016	Interdisciplinary Benchmark % proficient or better: 62%	Y
	2017	8th grade proficiency rates on Math standards remained steady. 62% in 2015-16, and 61% in 2016-17	N
	2018	8th grade proficiency rates on Math standards remained steady. 61% in 2016-17, and 64% in 2017-18	Y
<i>An annual increase of at least 5% of students meeting or exceeding their Target RIT on the NWEA Measure of Academic Progress in mathematics.</i>	<b>Year</b>	<b>% of students meeting/exceeding their target RIT on NWEA MAP Math</b>	
	2015	<b>Baseline year</b> Math: 32%	N/A
	2016	The percentage of students meeting or exceeding their target RIT in Math grew by 13%, from 32% in 14-15 to 45% in 15-16.	Y



	2017	The percentage of students meeting or exceeding their target RIT in Math fell from 45% in 2015-16 to 41% in 2016-17	N
	2018	The percentage of students meeting or exceeding their target RIT in Math rose from 41% in 2016-17 to 47% in 2017-18	Y

**Pupil Outcomes: Science**

Measurable Outcomes	Performance Measure		Outcome Met
<i>65% of sixth grade students will score Proficient or Advanced on the Next Generation Science standards measured on each trimester's teacher-developed Interdisciplinary Benchmark Assessment and tracked over time.</i>	Year	<b>% of 6th grade students scoring Proficient/Advanced on IBM Science</b>	
	2015	<b>Baseline year</b> Interdisciplinary Benchmark % proficient or better: 54%	N/A
	2016	In 15-16, 50% of 6th grade students scored Proficient or Advanced on science standards measured in the Interdisciplinary Benchmark Assessment.	N
	2017	In 16-17, 39% of 6th grade students scored Proficient or Advanced on science standards measured in the Interdisciplinary Benchmark Assessment	N
	2018	In 17-18, 56% of 6th grade students scored Proficient or Advanced on science standards measured in the Interdisciplinary Benchmark Assessment	N
<i>65% of seventh grade students will score Proficient or Advanced on the Next Generation Science standards measured on each trimester's teacher-developed Interdisciplinary Benchmark Assessment and tracked over time.</i>	Year	<b>% of 7th grade students scoring Proficient/Advanced on IBM Science</b>	
	2015	<b>Baseline year</b> Interdisciplinary Benchmark % proficient or better: 48% (Table I.13)	N/A
	2016	In 15-16, 44% of 7th grade students scored Proficient or Advanced on science standards measured in the Interdisciplinary Benchmark Assessment. This is, however, an increase from 14-15, in which only 39% of 7th grade students scored Proficient or Advanced. (Table I.13)	N
	2017	In 16-17, 41% of 7th grade students scored Proficient or Advanced on science standards measured in the Interdisciplinary Benchmark Assessment (Table I.13)	N

	2018	In 17-18, 26% of 7th grade students scored Proficient or Advanced on science standards measured in the Interdisciplinary Benchmark Assessment (Table I.13)	N
<i>75% of eighth grade students will score Proficient or Advanced on the Next Generation Science standards measured on each trimester's teacher-developed Interdisciplinary Benchmark Assessment and tracked over time.</i>	<b>Year</b>	<b>% of 8th grade students scoring Proficient/Advanced on IBM Science</b>	
	2015	<b>Baseline year</b> Interdisciplinary Benchmark % proficient or better: 37%	N/A
	2016	In 15-16, 43% of 8th grade students scored Proficient or Advanced on science standards measured in the Interdisciplinary Benchmark Assessment. This is, however, an increase from 14-15, in which only 41% of 8th grade students scored Proficient or Advanced	N
	2017	The percentage of 8th grade students scoring Proficient or Advanced on science standards measured in the Interdisciplinary Benchmark Assessment rose from 43% in 15-16 to 59% in 16-17	N
	2018	The percentage of 8th grade students scoring Proficient or Advanced on science standards measured in the Interdisciplinary Benchmark Assessment fell from 59% in 16-17 to 56% in 17-18	N

**Pupil Outcomes: Social Science**

Measurable Outcomes	Performance Measure		Outcome Met
<i>60% of sixth grade students will score Proficient or Advanced on California History-Social Science standards measured on each trimester's teacher-developed Benchmark Assessment and tracked over time.</i>	<b>Year</b>	<b>% of 6th grade students scoring Proficient/Advanced on IBM Social Science</b>	
	2015	<b>Baseline year</b> Interdisciplinary Benchmark % proficient or better: 50%	N/A
	2016	In 15-16, 56% of 6th grade students scored Proficient or Advanced on social science standards measured in the Interdisciplinary Benchmark Assessment. This is, however, an increase from 14-15, in which only 50% of 6th grade students scored Proficient or Advanced.	N
	2017	In 16-17, 51% of 6th grade students scored Proficient or Advanced on social science standards measured in the Interdisciplinary Benchmark Assessment	N

	2018	In 17-18, 29% of 6th grade students scored Proficient or Advanced on social science standards measured in the Interdisciplinary Benchmark Assessment	N
<i>65% of seventh grade students will score Proficient or Advanced on California History-Social Science standards measured on each trimester's teacher-developed Benchmark Assessment and tracked over time.</i>	<b>Year</b>	<b>% of 7th grade students scoring Proficient/Advanced on IBM Social Science</b>	
	2015	<b>Baseline year</b> Interdisciplinary Benchmark % proficient or better: 27%	N/A
	2016	In 15-16, 56% of 7th grade students scored Proficient or Advanced on social science standards measured in the Interdisciplinary Benchmark Assessment. This is, however, an increase from 14-15, in which only 32% of 7th grade students scored Proficient or Advanced.	N
	2017	In 16-17, 34% of 7th grade students scored Proficient or Advanced on social science standards measured in the Interdisciplinary Benchmark Assessment	N
	2018	In 17-18, 16% of 7th grade students scored Proficient or Advanced on social science standards measured in the Interdisciplinary Benchmark Assessment	N
<i>75% of eighth grade students will score Proficient or Advanced on California History-Social Science standards measured on each trimester's teacher-developed Benchmark Assessment and tracked over time</i>	<b>Year</b>	<b>% of 8th grade students scoring Proficient/Advanced on IBM Social Science</b>	
	2015	<b>Baseline year</b> Interdisciplinary Benchmark % proficient or better: 71%	N/A
	2016	In 15-16, 44% of 8th grade students scored Proficient or Advanced on social science standards measured in the Interdisciplinary Benchmark Assessment.	N
	2017	The percentage of 8th grade students scoring Proficient or Advanced on social science standards measured in the Interdisciplinary Benchmark Assessment rose from 44% in 15-16 to 66% in 16-17	N
	2018	The percentage of 8th grade students scoring Proficient or Advanced on social science standards measured in the Interdisciplinary Benchmark Assessment rose from 66% in 16-17 to 76% in 17-18	Y

Measurable Outcomes	Performance Measure		Outcome Met
<i>At least 95% of ECMS-G students will complete standards-aligned environmental service learning projects each year; rubric scores for service learning projects; Photographic and video documentation</i>	Year	Outdoor education program participation rate	
	2015	ECMS-G has achieved a 100% participation rate in our outdoor education programs in 2014-15. Service Learning Project participation is also high at 100%	Y
	2016	ECMS-G has achieved a 100% participation rate in our outdoor education programs in 2015-16. Service Learning Project participation is also high at 100%	Y
	2017	ECMS-G has achieved a 100% participation rate in our outdoor education programs in 2016-17. Service Learning Project participation was also 100%.	Y
	2018	ECMS-G has achieved a 100% participation rate in our outdoor education programs in 2017-18. Service Learning Project participation was also 100%.	Y
<i>At least 95% of ECMS-G students will complete standards-aligned service learning activities each year: For 6<sup>th</sup> graders-- campus-wide service learning activities For 7<sup>th</sup> graders-- service learning activities that benefit the surrounding community. For 8<sup>th</sup> graders-- service learning activities that impact on the larger city or state</i>	Year	Service learning project participation rate	
	2015	In 2014-15 100% of our students participated in service learning projects.	Y
	2016	In 2015-16 100% of our students participated in service learning projects.	Y
	2017	In 2016-17 100% of our students participated in service learning projects.	Y
	2018	In 2017-18 100% of our students participated in service learning projects.	Y

**Pupil Outcomes: English Learners**

Measurable Outcomes	Performance Measure		Outcome Met
<i>80% of EL students will advance at least one performance level on the CELDT/ELPAC each academic year as measured by CELDT/ELPAC Score Reports and reclassification documentation maintained by ELD Coordinator.</i>	Year	% of students advancing at least 1 proficiency level on ELD assessment	
	2015	47% of students advanced at least one level on the CELDT.	N
	2016	Although 86% of our students improved their CELDT scores at an average of 49.2 points, only	N

		46% of 7th and 8th grade students advanced at least one proficiency level	
	2017	67% of 7th and 8th grade students advanced at least one proficiency level. This is a sharp improvement from 15-16, when 42% of 7th and 8th graders advanced at least one proficiency level.	N
	2018	Because of the change from CELDT to ELPAC during 17-18, and the lack of a methodology for comparison between the two, we are unable to provide a measure for this for the 17-18 school year.	N/A
<i>Documentation of teacher training; Reports of teacher observations and peer coaching on ELD strategies.</i>	<b>Year</b>	<b>% of teachers participating in ELD PD</b>	
	2015	100% of ECMS-G teachers participated in professional development on ELD strategies	Y
	2016	100% of ECMS-G teachers participated in professional development on ELD strategies.	Y
	2017	100% of ECMS-G teachers participated in professional development on ELD strategies.	Y
	2018	100% of ECMS-G teachers participated in professional development on ELD strategies.	Y
<i>25% of Long-term English Language Learners will have met the criteria for reclassification as English Proficient by the end of their 8<sup>th</sup> grade year.</i>	<b>Year</b>	<b>% of LTELs who reclassify</b>	
	2015	33% of EL students were reclassified as Fluent English Proficient 2014-15	Y
	2016	Out of 20 LTELs in our 7th and 8th grades, 2 reclassified. This does not indicate a lack of progress, however. 75% of LTELs increased their CELDT score. The average change in LTEL CELDT scores was an increase of 19.6 points. Of the 10 LTELs who have IEPs with English Language Arts goals, 3 met all ELA goals and 6 partially met their ELA IEP goals.	N
	2017	Out of 39 LTELs in our 7th and 8th grades, 4 reclassified.	N
	2018	Out of 32 LTELs in our 7th and 8th grades, 7 reclassified.	N

Climate

Measurable Outcomes	Performance Measure		Outcome Met
<p><i>Goal A- ECMS-G will maintain a 95% ADA rate with no greater than a 2% variance measured by Monthly, Quarterly, and Annual ADA reports.</i></p>	Year	ADA range during school year	
	2015	ADA 97.34%. Attendance at ECMS-G ranged between 94.7-99.6% for every month and quarter of 2014-2015.	Y
	2016	Attendance at ECMS-G ranged between 97-99% for every month and quarter of 2015-2016.	Y
	2017	Attendance at ECMS-G ranged between 98.2% and 98.9% for every month of 2016-17.	Y
	2018	Attendance at ECMS-G ranged between 98.8% and 95.8% for every month of 2017-18. A flu outbreak resulted in a 95.8% ADA for February. However, every other month had an ADA of 97% or better	N
<p><i>Goal B – At least 90% of students will not have more than five absences in any school year; Weekly progress reports, end of term absence and tardy reports.</i></p>	Year	% of students with 5 or fewer absences	
	2015	In 14-15, 69% of students had no more than 5 absences for the school year.	N
	2016	In 15-16, 83% of ECMS-G students had no more than 5 absences for the school year.	N
	2017	The percentage of students with no more than 5 absences for the school year increased from 83.2% in 15-16 to 86.3% in 16-17.	N
	2018	The percentage of students with no more than 5 absences for the school year decreased from 86.3% in 16-17 to 75.7% in 17-18.	N
<p><i>Goal C- ECMS-G will retain and promote 95% of 7<sup>th</sup> and 8<sup>th</sup> grade students.</i></p>	Year	% of students who returned from prior year	
	2015	Out of 219 6-7th grade students in 13-14, 190 remained at ECMS-G in the 14-15 school year, giving us a retention rate of just over 87%. More than 95% of 7th and 8th grade students were promoted in 14-15.	Y
	2016	Out of 241 6-7th grade students in 14-15, 219 remained at ECMS-G in the 15-16 school year, giving us a retention rate of just over 90%. More than 95% of 7th and 8th grade students were promoted in 15-16.	Partially Met
	2017	Out of 239 6-7th grade students in 15-16, 218 remained at ECMS-G in the 16-17 school year,	Partially Met

		giving us a retention rate of 91%. More than 99% of 7th and 8th grade students were promoted in 16-17.	
	2018	Out of 264 6-7th grade students in 16-17, 241 remained at ECMS-G in the 17-18 school year, giving us a retention rate of 91.3%. More than 99% of 7th and 8th grade students were promoted in 17-18.	Partially Met
<i>ECMS-G will show a 15% gain in agree/strongly agree ratings in our School Climate Survey by the end of the charter term.</i>	<b>Year</b>	<b>Avg. % of positive responses per survey</b>	
	2016	<p><b>Baseline year</b></p> <p>Average percentage of positive responses on the student survey climate questions: 57.7%</p> <p>Average percentage of positive responses on the parent survey climate questions: 86.1%</p> <p>Average percentage of positive responses on the staff survey climate questions: 73.6%</p>	N/A
	2017	<p>We switched to the Cal-SCHLS California Survey System in 15-16. Although this survey is superior to our earlier, internal survey, and allows comparisons with other LEAs across the state, it is impossible to meaningfully compare its results to those of our earlier survey.</p> <p>Our most recent survey results show that...</p> <p>The average percentage of positive responses on the student survey climate questions rose slightly from 57.7% in 2016 to 58.4% in 2017.</p> <p>The average percentage of positive responses on the parent survey climate questions rose from 86.1% in 2016 to 93.3% in 2017.</p> <p>The average percentage of positive responses on the staff survey climate questions rose from 73.6% in 2016 to 87% in 2017.</p>	N/A
	2018	<p>The average percentage of positive responses on the student survey climate questions remained steady from 58.4% in 2017 to 58% in 2018.</p> <p>The average percentage of positive responses on the parent survey climate questions remained steady from 93.3% in 2017 to 94% in 2018.</p> <p>The average percentage of positive responses on the staff survey climate questions fell from 87% in 2017 to 81.3% in 2018.</p>	N/A

<i>ECMS-G will maintain an annual suspension rate of less than 5%</i>	<b>Year</b>	<b>Suspension rate</b>	
	2015	Suspensions fell from 3.6% in 13-14 to 3.1% in 14-15, and there were no expulsions in 2015-16.	Y
	2016	Suspensions fell from 4% in 14-15 to 3% in 15-16, and there were no expulsions in 2015-16.	Y
	2017	In 16-17, our suspension rate was 1%, compared to 3% in 15-16.	Y
	2018	In 17-18, our suspension rate was .6%, compared to 1% in 16-17.	Y
<i>Goal B- ECMS-G will maintain an annual expulsion rate of less than 1%</i>	<b>Year</b>	<b>Expulsion rate</b>	
	2015	There were no expulsions in the 14-15 school year.	Y
	2016	There were no expulsions in the 15-16 school year.	Y
	2017	There were no expulsions in the 16-17 school year.	Y
	2018	There were no expulsions in the 17-18 school year.	Y
<i>ECMS-G will develop a professional atmosphere that will produce a higher teacher retention rate and higher teacher attendance rate than the average LAUSD middle school</i>	<b>Year</b>	<b>Teacher retention rate</b>	
	2015	72% of 2013-14 ECMS-G teachers remained at our school in 2014-15	N
	2016	76% of 14-15 ECMS-G teachers remained at our school in the 15-16 school year.	N
	2017	At the end of 16-17, 74% of teachers asked back returned. This is lower than our retention rate in 15-16 of 81%.	N
	2018	At the end of 17-18, 75% of teachers asked back returned. This is higher than our retention rate in 16-17 of 74%.	N
<i>ECMS-G will maintain a high level of parent satisfaction as measured by an 85% satisfaction rate on the annual parent survey.</i>	<b>Year</b>	<b>Avg. % of positive responses on parent survey</b>	
	2015	Parent and student survey results indicate a high level of satisfaction with the safety, climate, rigor, and academic challenge at ECMS-G.	Y
	2016	Parent satisfaction on the California School Parent Survey was above 85%	Y



	2017	On our annual survey, parents responded positively an average of 97% of the time	Y
	2018	On our annual survey, parents responded positively an average of 96.5% of the time	Y
<i>Goal D- ECMS-G will offer various community building events and activities throughout the year as shown in Annual Report and school events and activity calendar</i>	<b>Year</b>	<b>Community building events/activities</b>	
	2015	Performance data: parent calendar, parent sign-in sheets, event flyers	Y
	2016	ECMS-G -held a range of community building events including anti-bullying week, multicultural festival, Earth Day, appreciation assemblies, IBM culminating performance tasks, overnight field trips, and zumba and ESL classes for parents	Y
	2017	ECMS-G -held a range of community building events including anti-bullying week, multicultural festival, Earth Day, appreciation assemblies, IBM culminating performance tasks, overnight field trips, and zumba and ESL classes for parents.	Y
	2018	ECMS-G -held a range of community building events including anti-bullying week, Earth Days, appreciation assemblies, Diffendofer Day (Literacy event), IBM culminating performance tasks, overnight field trips, and ESL classes for parents.	Y
<i>Goal A – The ECMS-G School Site Council will be comprised of at least 50% parents; meeting sign ins and agendas.</i>	<b>Year</b>	<b>% of school site council composed of parents</b>	
	2015	Performance data: Minutes and Meeting agendas	Y
	2016	50% of ECMS-G's School Site Council is composed of parents.	Y
	2017	50% of ECMS-G's School Site Council is composed of parents.	Y
	2018	50% of ECMS-G's School Site Council is composed of parents.	Y
<i>Goal B - 95% of parents will attend at least two parent/teacher conferences tracked via Google Docs and sign in sheets.</i>	<b>Year</b>	<b>Parent participation rate in parent conferences</b>	
	2015	Performance data: Google doc sign in sheets	Y

<i>We will improve parent attendance by at least 5% annually at school events, activities, or workshops tracked via sign in sheets.</i>	2016	The rate of parent participation in parent conferences climbed from 86% in 14-15 to 91% in 15-16.	N
	2017	The rate of parent participation in parent conferences was 89% in 16-17 compared to 91% in 15-16.	N
	2018	The rate of parent participation in parent conferences was 92% in 17-18 compared to 89% in 16-17.	N

## LCAP MPOs

### Goal 1

#### Basic Conditions

Measurable Outcomes	Performance Measure		Outcome Met
The facility will be in good repair.	Year	Facility rating in SARC	
	2015	The facility was in good condition. LACOE completed the annual facility inspection and found no deficiencies.	Y
	2016	ECMS-G facilities were clean and in good repair throughout all of 2015-16.	Y
	2017	Facilities rated "Good" in School Accountability Report Card	Y
	2018	Facilities rated "Good" in School Accountability Report Card	Y
Teachers will report reliable technology	Year	% of teachers reporting access to laptop carts	
	2015	67% of teachers reported having reliable access to class sets of computers.	Y
	2016	Access to technology rose across several measures. In 2014-15, only 67% of teachers reported having reliable access to class sets of computers. In 2015-16, this rose to 80%.	Y
	2017	In 16-17 90% of teachers reported access to laptop cart when needed compared to 80% in 2015-16 100% reported carts having enough laptops compared to 93% in 2015-16	Y
	2018	In 17-18 94% of teachers reported access to laptop cart when needed compared to 90% in 2016-17 64% reported carts having enough laptops compared to 100% in 2016-17	Y
Teachers will report access to the Internet	Year	% of teachers reporting rare/occasional issues with internet access	
	2015	79% of ECHS teachers reported reliable access to the internet.	Y

	2016	In addition, 80% of ECHS teachers reported reliable access to the internet – a modest increase from 2014-15.	Y
	2017	30% of teachers reported rare issues with internet access & 50% reported occasional. 20% reported frequent issues with laptop connectivity 85% are very satisfied and 15% satisfied with tech support	Y
	2018	47% of teachers reported rare issues with internet access & 20% reported occasional. 17% reported frequent issues with laptop connectivity When asked whether they feel they receive adequate tech support, 89% replied 'yes' and 11% replied 'maybe'.	Y
Enrollment will meet targets	<b>Year</b>	<b>Enrollment vs. Target</b>	
	2015	At 342 students, ECMS-G exceeded its enrollment goal of 360 by 5%.	N
	2016	At 353 students, ECMS-G exceeded its enrollment goal of 345 by 2%.	Y
	2017	At 355 students, ECMS-G was shy of full enrollment of 360.	N
	2018	At 356 students, ECMS-G was shy of full enrollment of 365.	N
There will be sufficient classrooms to accommodate enrollment.	<b>Year</b>	<b>Class to student ratio</b>	
	2015	The class to student ratio in 2014-15 was 1:28.	Y
	2016	The class to student ratio in 2015-16 was 1:21.	Y
	2017	The class to student ratio in 2016-17 was 1:21.	Y
	2018	The class to student ratio in 2017-18 was 1:20.	Y
Class size will average 30 or below	<b>Year</b>	<b>Class size</b>	
	2015	28	Y
	2016	29	Y

	2017	27	Y
	2018	29	Y
Teacher work space will be sufficient or increasing to sufficiency.	<b>Year</b>	<b>Number of kid-free teacher work spaces</b>	
	2015	There were 12 occasionally available teacher workspaces at ECMS-G. These included occasionally available classrooms, the CMO office, and the teachers' lounge.	Y
	2016	There were 12 occasionally available teacher workspaces at ECMS-G. These included occasionally available classrooms, the CMO office, and the teachers' lounge.	Y
	2017	There were 12 occasionally available teacher workspaces at ECMS-G. These included occasionally available classrooms, the CMO office, and the teachers' lounge.	Y
	2018	There were 12 occasionally available teacher workspaces at ECMS-G. These included occasionally available classrooms, conference room, and the teachers' lounge.	Y
ECS sustainability measures improve from baseline measures.	<b>Year</b>	<b>Monthly energy/water consumption</b>	
	2015	<b>Baseline year</b> Monthly energy consumption averaged 39.8.kWh. Monthly water consumption averaged 32.6 gallons.	N/A
	2016	Monthly energy consumption per student rose from 39.8.kWh in 2014-15 to 52.6kWh in 2015-16. Monthly water consumption per student decreased, however, from 32.6 gallons to 31.4 gallons.	N
	2017	Monthly energy consumption per student decreased from 52.6kWh in 2015-16 to 46.4kWh in 2016-17. Monthly water consumption per student rose, from 31.4 gallons to 35.6 gallons.	N
	2018	Monthly energy consumption per student decreased from 46.4kWh in 2016-17 to 45.2kWh in 2017-18. Monthly water consumption per student rose, from 35.6 gallons to 39.2 gallons.	N
All students will participate in our educational	<b>Year</b>	<b>% of students participating in ed. program</b>	

program as described in our charter petition	2015	Performance data: Master schedule	Y
	2016	In 15-16, all ECMS-G students had access to participate and enroll in our academic and educational program.	Y
	2017	All students participated in our educational program as described in our charter petition	Y
	2018	All students participated in our educational program as described in our charter petition	Y
All teachers will be appropriately credentialed or progressing towards appropriate credentials.	<b>Year</b>	<b>% of teachers who are credentialed</b>	
	2015	In 14-15, all ECMS-G teachers were fully credentialed, and 5 fully credentialed teachers were teaching outside their subject area of competence.	Y
	2016	In 15-16, all ECMS-G teachers were fully credentialed, and 4 fully credentialed teachers were teaching outside their subject area of competence.	Y
	2017	In 16-17, sixteen out of eighteen teachers were fully credentialed.  Three teachers taught outside their subject area of competence.	N
	2018	In 17-18, all teachers were fully credentialed.  Five fully credentialed teachers were teaching outside their subject area of competence.	N

**Standards Implementation**

Measurable Outcomes	Performance Measure		Outcome Met
Teachers will attend professional development on the standards and on ECS Teaching Best Practices.	<b>Year</b>	<b>% of teachers attending pd on Common Core/ELD/Next Generation standards</b>	
	2015	100% of ECMS teachers attended professional development on ECS Teaching Best Practices,  100% of ECMS teachers attended professional development on Common Core.	Y
	2016	100% of ECMS teachers attended professional development on ECS Teaching Best Practices, English Learning Development, and Common	Y

		Core. A lower percentage attended professional development on Next Generation Standards (40%).	
	2017	100% of ECMS teachers attended professional development on Common Core.  100% of ECMS teachers attended professional development on ELD standards  100% of science teachers attended professional development on Next Generation Standards	Y
	2018	100% of ECMS teachers attended professional development on Common Core.  100% of ECMS teachers attended professional development on ELD standards  100% of science teachers attended professional development on Next Generation Standards	Y
Teacher ratings on ECS Teaching Best Practices will improve.	<b>Year</b>	<b>Overall teacher development/evaluation scores</b>	
	2015	<b>Baseline year</b> Overall teacher development and evaluation scores averaged 2.8.	N/A
	2016	Overall teacher development and evaluation scores rose from 2.8 to 3.3. Increases were made in every Best Practice.	Y
	2017	Overall teacher development and evaluation scores rose from 3.3 to 3.36. Increases were made BP 2, BP 4 and BP 5. There were slight decreases in BPs 1 and 3, but the average in all remained above 3.	Y
	2018	Overall teacher development and evaluation scores fell from 3.36 to 3. Decreases were seen in all BPs.	N
Instruction and assessment will increasingly be aligned with standards.	<b>Year</b>	<b>% of teachers regularly assessing CC/ELD/NG standards</b>	
	2016	The 15-16 school year is our baseline year for measuring instructional alignment with Common Core and ELD standards. In 15-16, 60% of ECMS-G teachers regularly assessed Common Core and Next Generation standards. Unfortunately, only 5% regularly assessed ELD standards.	Y
	2017	In 16-17 the percentage of teachers regularly assessing CC & Next Gen standards was 83%, an increase from 60% in the prior year.	Y

		In 16-17 the percentage of teachers regularly assessing ELD standards was 42%, an increase from 5% in the prior year.	
	2018	In 17-18 the percentage of teachers regularly assessing CC & Next Gen standards was 100%, an increase from 83% in the prior year.  In 17-18 the percentage of teachers regularly assessing ELD standards was 79%, an increase from 42% in the prior year.	Y

**Goal 2**

**Pupil Outcomes**

Measurable Outcomes	Performance Measure		Outcome Met
Scores on standardized tests and internal assessments will improve, especially in areas targeted with additional resources.	Year	% of students scoring Proficient/Advanced on CAASPP/NWEA/IBM assessments	
	2015	<b>Baseline year</b> CAASPP % of students scoring proficient or better ELA: 25% Math: 15%  NWEA MAP % in top 2 quintiles: Reading: 24% Language Use: 27% Math: 20%	N/A
	2016	CAASPP scores rose for all grades and cohorts from 14-15 to 15-16. Likewise, Spring NWEA MAP scores increased for all grades and cohorts.	Y
	2017	The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP assessment fell slightly from 2015-16 to 2016-17 by 2% (Table I.1 & Table I.2) However, the percentage of students in our 2018 cohort who scored Standard Met or Exceeded increased significantly (Table I.15)  As with our CAASPP results, the overall percentage of ECMSG students scoring Proficient or Advanced on the NWEA MAP assessments declined from 2015-16 to 2016-17. However percentage of students in the class of 2017 scoring Proficient or better increased in Reading,	N



		<p>and the percentage of students in the class of 2018 scoring Proficient or better increased in Language Use and Mathematics.</p> <p>The percentage of students scoring Proficient or Advanced on our Interdisciplinary Benchmarks increased in all subjects except for Math during the 2016-17 school year</p>	
	2018	<p>The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP assessment rose from 2016-17 to 2017-18 by 5% in ELA and 4% in Math. In addition, all significant subgroups experienced similar increases in ELA, and all but two groups experienced similar increases in Math. EL and SWD math proficiency decreased by 1%. (Tables I.1 &amp; I.2)</p> <p>The overall percentage of ECMS-G students scoring in the top 2 quintiles nationally on the NWEA MAP assessments rose from 2016-17 to 2017-18 in Reading and Language Usage, and decreased slightly in Mathematics. However, the percentage of students in the class of 2019 scoring in the top 2 quintiles had significant increased in all subjects (9% in Reading, 8% in Language Arts, 6% in Mathematics).</p> <p>During the 17-18 school year, the percentage of students scoring Proficient or Advanced on our Interdisciplinary Benchmarks increased in all subjects except for History, which remained the same.</p>	N
School will meet the new statewide criteria for performance, once they are established.	<b>Year</b>	<b>Statewide performance criteria</b>	
	2015	The state has not yet provided the performance criteria.	N/A
	2016	The state has not yet provided the performance criteria.	N/A
	2017	The state has not yet provided the performance criteria.	N/A
	2018	The state has not yet provided the performance criteria.	N/A

Pupil Outcomes: Mathematics

Measurable Outcomes	Performance Measure	Outcome Met
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Scores on standardized tests and internal assessments will improve, especially in areas targeted with additional resources.	<b>Year</b>	<b>% of students scoring Proficient/Advanced on CAASPP/NWEA/IBM math assessments</b>	
	2015	<b>Baseline year</b> 15% proficiency rate on CAASPP Mathematics.	N/A
	2016	The overall percentage of students scoring Standard Met or Exceeded on the CAASPP Math assessment in 2016 was 27%, which is a 12% increase. (Tables I.1 & I.2)	Y
	2017	The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP Math assessment fell slightly from 2015-16 to 2016-17 by 8% (Tables I.1 & I.2). However, the percentage of students in our 2018 cohort who scored Standard Met or Exceeded increased significantly (Tables I.15)  As with our CAASPP results, the overall percentage of ECMSG students scoring in the top 2 quintiles nationally on the NWEA MAP Mathematics assessments declined from 2015-16 to 2016-17. However percentage of students in the class of 2018 scoring in the top 2 quintiles increased.	N
	2018	The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP Math assessment rose from 2016-17 to 2017-18 by 4% in Math. In addition, all but two subgroups experienced similar increases. EL and SWD math proficiency decreased by 1%. (Tables I.1 & I.2)  The overall percentage of ECMSG students scoring in the top 2 quintiles nationally on the NWEA MAP assessments decreased slightly in Mathematics.  During the 17-18 school year, the percentage of students scoring Proficient or Advanced on the Math standards assessed our Interdisciplinary Benchmarks increased.	N

**Pupil Outcomes: ELA**

<b>Measurable Outcomes</b>	<b>Performance Measure</b>		<b>Outcome Met</b>
Scores on standardized tests and internal assessments will improve, especially in areas targeted with additional resources.	<b>Year</b>	<b>% of students scoring Proficient/Advanced on CAASPP/NWEA/IBM ELA assessments</b>	
	2015	<b>Baseline year</b>	N/A

		25% proficiency rate on CAASPP ELA.	
	2016	The overall percentage of students scoring Standard Met or Exceeded on the CAASPP ELA assessment in 2016 was 34%, which is a 9% increase.	Y
	2017	<p>The overall percentage of our students scoring in the top 2 quintiles nationally on the CAASPP ELA assessment fell slightly from 2015-16 to 2016-17 by 2% (Tables I.1 &amp; I.2). However, the percentage of students in our 2018 cohort who scored Standard Met or Exceeded increased significantly (Table I.15).</p> <p>As with our CAASPP results, the overall percentage of ECMSG students scoring in the top 2 quintiles nationally on the NWEA MAP ELA assessments declined from 2015-16 to 2016-17. However percentage of students in the class of 2017 scoring in the top 2 quintiles increased in Reading, and the percentage of students in the class of 2018 scoring in the top 2 quintiles increased in Language Use and Mathematics.</p>	N
	2018	<p>The overall percentage of our students scoring Standard Met or Exceeded on the CAASPP assessment rose from 2016-17 to 2017-18 by 5% in ELA. In addition, all significant subgroups experienced similar increases. (Tables I.1 &amp; I.2)</p> <p>The overall percentage of ECMSG students scoring in the top 2 quintiles nationally on the NWEA MAP assessments rose from 2016-17 to 2017-18 in Reading and Language Usage.</p> <p>During the 17-18 school year, the percentage of students scoring Proficient or Advanced on the ELA standards assessed in our Interdisciplinary Benchmarks increased.</p>	Y

**Pupil Outcomes: Science**

Measurable Outcomes	Performance Measure		Outcome Met
Scores on standardized tests and internal assessments will improve, especially in areas targeted with additional resources.	Year	<b>% of students scoring Proficient/Advanced on IBM Science assessments</b>	
	2015	47% of students scored Proficient on Science standards in our Interdisciplinary Benchmark assessment.	N/A

	2016	46% of students scored Proficient on Science standards in our Interdisciplinary Benchmark assessment, which was a slight decline from 15-16.	N
	2017	Proficiency rates on Science standards in our Interdisciplinary Benchmark assessments grew during 16-17. In both 16-17 and 15-16, our final proficiency rate was 46%. However, the initial Science proficiency rate in 16-17 was 41%, while in 15-16 it was 45%. This indicates that greater growth was achieved in 16-17.	Y
	2018	Proficiency rates on Science standards in our Interdisciplinary Benchmark assessments grew during 17-18. In both 17-18 and 16-17, our final proficiency rate was 46%. However, the initial Science proficiency rate in 17-18 was 39%, while in 16-17 it was 41%. This indicates that greater growth was achieved in 17-18.	Y

**Pupil Outcomes: Social Science**

Measurable Outcomes	Performance Measure		Outcome Met
	Year	% of students scoring Proficient/Advanced on IBM Social Science assessments	
Scores on standardized tests and internal assessments will improve, especially in areas targeted with additional resources.	2015	48% of students scored Proficient on Science standards in our Interdisciplinary Benchmark assessment.	N/A
	2016	52% of students scored Proficient on Science standards in our Interdisciplinary Benchmark assessment, which was an increase from 14-15.	Y
	2017	Proficiency rates on Social Science standards in our Interdisciplinary Benchmark assessments grew during 16-17, ending at 50%. The final proficiency rate in 16-17 was slightly lower than our final rate in 15-16. However, the initial Social Science proficiency rate in 16-17 was significantly lower than our initial rate in 15-16, indicating greater that growth was achieved.	Y
	2018	Proficiency rates on Social Science standards in our Interdisciplinary Benchmark assessments remained steady during 17-18, beginning and ending at 41%. The final proficiency rate in 17-18 was lower than our final rate in 16-17.	N

**Pupil Outcomes: College & Career Readiness**

Measurable Outcomes	Performance Measure		Outcome Met
Students will progress in measures of college readiness and in other mission-aligned measures.	Year	Course passage rates	
	2015	Course passage rates at ECMS-G during 14-15 average at 47%. The culmination rate for 14-15 was 98.5%.	Y
	2016	Course passage rates at ECMS-G during 15-16 average at 62% compared to 47% the prior year. The culmination rate for 2015-16 was 98% compared to 98.5% in the prior year.	Y
	2017	Course passage rates at ECMS-G during 16-17 average at 60% compared to 62% the prior year. The culmination rate for 2016-17 was 97.4% compared to 98% in the prior year.	Y
	2018	Course passage rates at ECMS-G during 17-18 average at 59% compared to 60% the prior year. The culmination rate for 2017-18 was 99.1% compared to 97.4% in the prior year.	N

**Pupil Outcomes: English Learners**

Measurable Outcomes	Performance Measure		Outcome Met
English Learners will progress to reclassification.	Year	% of students who improve on ELD assessment	
	2015	On average, CELDT scores improved by 29 points. 85% of EL students improved their score.  62% of 7th and 8th grade students advanced at least one proficiency level.	Y
	2016	On average, CELDT scores improved by 22 points. 82% of EL students improved their score.  39% of 7th and 8th grade students advanced at least one proficiency level.	Y
	2017	On average, CELDT scores improved by 41 points. Furthermore, 94% of EL students improved their score.  68% of 7th and 8th grade students advanced at least one proficiency level.	Y
	2018	Because of the change from CELDT to ELPAC, it is not possible to report progress on the state	N/A

		<p>standardized test performance for 17-18.</p> <p>We can say that 73.9% of EL students scored Moderately or Well Developed for the test overall. 90.5% scored Moderately or Well Developed on the Oral Language portion of the test, and 33.3% scored Moderately or Well Developed on the Written Language portion of the test.</p>	
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**Goal 3**

**Climate**

Measurable Outcomes	Performance Measure		Outcome Met
Rates of parent participation will improve (from baseline year).	Year	Parent participation rate in parent conferences	
	2015	Baseline year 86%	N/A
	2016	91%	Y
	2017	89%	Y
	2018	92%	
Indicators of student engagement will be excellent or progressing towards excellence.	Year	Student engagement indicators on climate survey	
	2015	Baseline year: ECMS-G's suspension was 3.1%. Our ADA was 97%. Chronic absenteeism was at 5.3%.	N/A
	2016	ECMS-G's suspension rose to 4.2%. Our ADA rose slightly to 98.2% in 15-16 from 97.2% in 14-15. Chronic absenteeism fell to 2.2%.	Y
	2017	ECMS-G's suspension fell to 3.6%. Our ADA rose slightly, from 98.2% in 15-16 to 98.5% in 16-17. Chronic absenteeism fell to 1.4%.	Y
	2018	ECMS-G's suspension fell to 0.6%. Our annual ADA fell slightly, from 98.5% in 16-17 to 97.6%. Chronic absenteeism rose to 3.5%.	Y
Surveys will indicate that stakeholders feel	Year	School safety indicators on climate survey	

connected and safe.	2016	<b>Baseline year</b> 45% of ECMS-G students indicated that they felt safe at our school. 75% of staff indicated the same, and 66% of parents indicated that they believed the school was a safe place for students.	N																																																					
	2017	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">School is Safe for Students % (Agreeing or Strongly Agreeing)</th> </tr> <tr> <th></th> <th>Students</th> <th>Parents</th> <th>Staff</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>47</td> <td>86</td> <td>96</td> </tr> </tbody> </table> <p>Table 6</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">Parent Connectivity (% of Parents Agreeing or Strongly Agreeing)</th> </tr> </thead> <tbody> <tr> <td></td> <td>2016-17</td> </tr> <tr> <td>Parents feel welcome to participate at this school</td> <td>97</td> </tr> <tr> <td>School actively seeks the input of parents before making important decisions</td> <td>96</td> </tr> <tr> <td>School encourages me to be an active partner with the school in educating my child</td> <td>99</td> </tr> </tbody> </table> <p>Table 7</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Student Connectivity per Grade (% of Students Agreeing or Strongly Agreeing)</th> </tr> <tr> <th></th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td colspan="4">Level of school connectedness</td> </tr> <tr> <td>2016-17</td> <td>69</td> <td>51</td> <td>25</td> </tr> <tr> <td colspan="4">Caring adult relationships</td> </tr> <tr> <td>2016-17</td> <td>52</td> <td>46</td> <td>17</td> </tr> <tr> <td colspan="4">Level of academic motivation</td> </tr> <tr> <td>2016-17</td> <td>52</td> <td>32</td> <td>32</td> </tr> </tbody> </table>	School is Safe for Students % (Agreeing or Strongly Agreeing)					Students	Parents	Staff	2016-17	47	86	96	Parent Connectivity (% of Parents Agreeing or Strongly Agreeing)			2016-17	Parents feel welcome to participate at this school	97	School actively seeks the input of parents before making important decisions	96	School encourages me to be an active partner with the school in educating my child	99	Student Connectivity per Grade (% of Students Agreeing or Strongly Agreeing)					6	7	8	Level of school connectedness				2016-17	69	51	25	Caring adult relationships				2016-17	52	46	17	Level of academic motivation				2016-17	52	32	32
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2018

Y

<b>School is Safe for Students % (Agreeing or Strongly Agreeing)</b>			
	<b>Students</b>	<b>Parents</b>	<b>Staff</b>
<b>2017-18</b>	48%	93%	94%

Table 6

<b>Parent Connectivity (% of Parents Agreeing or Strongly Agreeing)</b>	
	<b>2017-18</b>
Parents feel welcome to participate at this school	96%
School actively seeks the input of parents before making important decisions	90%
School encourages me to be an active partner with the school in educating my child	94%

Table 7

<b>Student Connectivity per Grade (% of Students Agreeing or Strongly Agreeing)</b>			
	<b>6</b>	<b>7</b>	<b>8</b>
<b>Level of school connectedness</b>			
<b>2017-18</b>	61%	39%	36%
<b>Caring adult relationships</b>			
<b>2017-18</b>	46%	30%	14%
<b>Level of academic motivation</b>			
<b>2017-18</b>	43%	27%	29%



## **X. Next Five Years**

With the ongoing support and expertise from LACOE, we look forward to the next five years as we continue to address our challenges and build on our strengths. While we are meeting renewal criteria, we are not meeting our mission. Our sister school, ECMS-I, which opened after ECMS-G is farther along the path towards our mission. One key to their success is strong and consistent leadership--ECMS-I founding principal continues to lead the school-- and consistent faculty-- ECMS-I has very low rates of teacher turnover. We look forward to the next five years at ECMS-G under the leadership of Dr. Qiana O'Leary. We outline below several challenges which we plan to address throughout the next several years:

Academic Success for All Students: A major goal for this next five years will be making sure that all of our students are achieving at high levels. It is our belief that all students can attain academic success with the right amount of motivation, support, and challenge. We will drive to coherence-- ensuring initiatives are clearly tied to data analysis, rationales are articulated to all staff, and stakeholders are involved in process, such that they have ownership and understanding of rationales for decisions, and accountability is clear, shared and tied to interim measurable objectives. We will develop logic models for ELA and Math to ensure coherence and data-driven decision-making, with interim SMART Goals to help us evaluate progress and make course corrections.

Recognizing that teacher effectiveness is key to our success, we will continue to implement and refine our Teacher Development System. We will support new to teaching and new to ECMS teachers in developing a deep understanding of the standards they teach and how to effectively design aligned, rigorous assessments, including interdisciplinary and performance tasks. We will continue to develop a cadre of strong teachers, including coordinators, grade-level team leaders and department chairs, to ensure our strongest teachers are retained and given opportunities to grow, and to ensure that we have effective teacher leaders to support implementation of programs with fidelity and shared ownership of our mission and vision. Student centered coaching will keep student data at the center of teacher planning and instruction and we will continue to train our teachers in Understanding By Design and Universal Design for Learning, and we will create systems to support their implementation of UBD and UDL. Our goal is to ensure that our professional development is focused and effective and immediately impactful on student learning

To improve outcomes in ELA will continue implementing and refining Reading Apprenticeship. New to ECS teachers will take their six week introductory course and teacher leaders will take their advanced training. We will also begin piloting a standards-

aligned writing program. To improve outcomes in math, we will implement a new math curriculum, Open Up Resources (OUR). OUR is the only middle school math series to earn EdReport's highest designation in all three review categories: standards alignment focus and coherence; standards alignment rigor and mathematical practices; and usability. OUR Math is also Universal Design for Learning aligned. In addition to our new curriculum, we will continue to work with outside partners, including UCLA Math Project to develop our approach to math, our administrators' capacity to support and evaluate our math program and our teachers' skill in engaging students in deep math learning and understandings. Our full time math coach is a key component of successfully implementing our new math curriculum and effectively partnering with outside math experts.

As described elsewhere, equity has become a central focus at ECS, evidenced by our revised mission statement. At ECMS-G Universal Design for Learning will help ensure learning opportunities for students that provide multiple means of engagement, representations of content, and ways to express knowledge. Our work with UCLA Math Project is focused on when and how teachers make in the moment instructional adjustments to meet needs of kids-- when a student isn't getting it what instructional moves can you use to take advantage of teachable moments before moving on. This process includes lesson studies with the entire math department and "Lab Day" including observing one teacher deliver a lesson, while colleagues provide in the moment feedback (see Appendix C).

Our math department is also focused on English Learners. OUR math includes embedded ELD strategies based on Stanford's Understanding Language Institute's math language routines. Our math coach is focused on making math more accessible to ELs, which is also our math department's goal in 2018-19. In ELA we will be implementing English 3D. Our ELD Coordinator is currently co-teaching in our Green Ambassador classes and moving forward we will look for additional ways to leverage engaging and relevant learning experiences in specialty classes and our science classes into explicit English Language Development.

In response to our 2017-18 Special Education audit, we've made changes to better align our special education program with our education program and our students' needs. In 2018-19 we added an full time special education teacher and part time special education coordinator, so we could include co-teaching in our special education program. Over the next five years we will continue to evaluate our program and seek ways to improve collaboration between general and special education teachers and minimize the time students spend out of the general education setting.

Intervention is now a responsibility shared by all teachers. In addition to their weekly after school tutoring hours, all teachers teach two clinic periods each week. Clinic occurs during the instructional day and provides intervention and enrichment opportunities for all students. Intervention groups are based on NWEA MAP data analysis. Freckle is used for both math and ELA intervention and students are re-evaluated every eight weeks, when a new clinic session begins. During clinic, students who need more intensive support work in very small intensive groups (sometimes one-on-one) with special education or ELD teachers.

Attending to school climate after so many transitions is key. During the next five years, ECMS-G will continue to implement its Social Emotional Learning program and look for ways to improve teachers’ understanding of student development and our Tribes program. ECMS-G will also improve school climate by using restorative practices across stakeholder groups. Beginning with faculty and staff, we will use restorative practices to remediate fragmentation between teams and support teachers in building trust after several years of transition.

It is our belief that if we make the connections between our planned actions and our desired outcomes clear, ensure structures support collaboration and reflection, and use restorative practices with all stakeholders, we will improve teacher retention and more effectively implement our instructional strategies. We recognize ECMS-G has seen significant staff changes in the past few years and understand that it will take more than a single year to stabilize our staffing, but we are confident with strong leadership and clarity of purpose we will be successful.

## **XI. Actions Taken in Response to LACOE Oversight Reports**

Recommended Action	ECMS-G’s Response
Add Board officer and committee job descriptions to ECS Bylaws (2014 Governance Review)	Board officer and committee job descriptions have been added to ECS Bylaws
Add name and address of corporation’s initial agent to ECS Articles of Incorporation and state the initial street address of the corporation (2014 Governance Review)	ECS collaborated with the LACOE Charter Schools Office to resolve concerns regarding name and address of corporation’s initial agent. ECS files a yearly Statement of Information with the Secretary of State updating our information.
Delineate board agenda items for various board participants (2014 Governance Review)	Board agenda items are assigned to specific board participants, as noted in published board agendas

<p>Develop board leadership through more trainings beyond Brown Act training (2015 Governance Review)</p> <p>Continue to build board leadership through trainings including but not limited to the Brown Act and new state assessment program (2017 Governance Review)</p>	<p>ECS's Executive Director participated in City Scholars (201-16)- a program to support nonprofit CEOs to lead effectively. The support provided extended to board members who also attended monthly workshops.</p> <p>ECS board members, after participating in Annenberg's Alchemy Program, continue to attend workshops to support their board leadership.</p> <p>ECS Board President attended CCSA 2015 &amp; 16.</p> <p>ECS held a CAASPP study session in 2015, helping the board understand the new test.</p> <p>ECS adopted Board on Track in 2016. Board on Track is a guided step-by-step program that builds better boards through a combination of expertise, training, and powerful web-based tools. The tool provides ECS' board with a continuous drip of professional development throughout the year, tools to make that knowledge actionable, and data to measure governance impact. To date, Board Members on the governance committee have utilized these tools most. One result of Board adoption of Board on Track was the establishing of an Academic Excellence committee.</p> <p>ECS is also a participant in Riordan Board Fellowship program, which provides additional training for our board.</p>
<p>Review school-board-authorizer communication policies and procedures with principals, specifically regarding uniform complaint procedure (2016 Governance Review)</p>	<p>Uniform Complaint Procedure was reviewed with administrators.</p> <p>In 2018, we launched "ECS University", a two-day training for classified staff that includes training on uniform complaint procedure</p>
<p>Provide primary home translations of meeting documentation-- Translate all notices, including governing board meeting agendas, to primary home languages (2018 Governance Review)</p>	<p>Notices, including board meeting agendas are now translated into Spanish. School Accountability Report Card was translated and posted.</p>
<p>Review closed session procedures to ensure compliance per Brown Act (2018 Governance Review)</p>	<p>New closed session procedure created which involves 2 ECS staff members and 1 board member sharing</p>

Review)	the responsibility of accurately reporting out, recording, and documenting after closed session concludes.
Provide an updated Safe School Plan that conforms to CDE's guidance (2018 Governance Review)	As a charter school, ECMS-G's Safe School Plan doesn't have to conform to CDE guidance. We do update it annually accordance with our insurer's recommendations and industry best practices, such as CDE's School Safety Plan Compliance Checklist.
Revise Student Parent Handbook to ensure alignment with charter and current changes in law (2018 Governance Review)	Student Parent Handbook was updated
Revise school's discipline policy (suspension and expulsion procedures ) to align with changes in law (AB1360, which amended EC 47605) (2018 Governance Review)	Discipline policy was reviewed by attorneys and aligned with changes in law
Ensure Form 700s are submitted for new board members	Board member onboarding process was updated to include collecting and sending original Form 700s directly to Beth Rattray at the LACOE office.
Develop a plan for charter renewal in 2018-19. Due to the uncertainty of the state system of assessment and reporting, it is incumbent on each school to formulate a plan for analyzing and organizing assessment results that will provide evidence the school is fulfilling its measurable pupil outcomes and that all groups of students are demonstrating academic progress. (2016, 2017 & 2018 Instructional Review)	ECMS-G compiles and analyzes a wide range of assessment results, including CAASPP, Interim Assessment Block, IBM and NWEA MAT data. Data is organized and disaggregated using Schoolzilla. Data analysis occurs between teacher and coach, at the department level, between teachers leaders and administrators at Instructional Leadership Team meetings, between all stakeholders at School Site Council and Equity and Diversity Committee meetings, between site leaders and directors at Cabinet meetings and between site leaders, directors and board members at the Academic Excellence Committee and Board meetings.
Analyze decrease in reclassification from 2013-14 to 2015-16 and develop a plan to increase reclassification rates. (2016 Instructional Review)	Reclassification rate in 2013-14 was due to a data error in the prior year, which was shared with LACOE at the time. Efforts to improve reclassification rates included hiring a full-time ELD Coordinator, professional development for all teachers, all teachers implementing ELD standards, implementing co-teaching between ELD Coordinator and GA teacher.
Continue to develop and communicate school policies and actions steps to its parents.	ECMS-G worked to address school/home communications. We now track parent complaints and

<p>School-home communication should be documented and school-based concerns should be addressed promptly and thoroughly. (2016 &amp; 2017 Instructional Review)</p>	<p>log our responses to their concerns.</p>
<p>Strengthen ELD program by revamping supports, identifying a curriculum and revising any programmatic, instructional and operational needs related to the ELD program.</p> <ul style="list-style-type: none"> <li>● Research based instructional materials</li> <li>● Align Master Plan for English Learners with changes in law such as ELPAC and its performance level (2016 Instructional Review)</li> </ul>	<p>Master Plan for English Learners is revised to reflect ELPAC and its performance levels.</p> <p>Implementing ELD Curriculum (English 3D ) in 2018-19 and Open Up Resources in Math, a math curriculum with embedded supports for ELs Clinic period twice a week including Freckle Hlstory Alive! in social sciences classes and STEMScopes in Science</p>
<p>Continue work on project-based learning</p>	<p>Improvements in project-based learning include:  Added additional planning time to ensure completion of Unit Design Cycle and better planning of projects. improve development  Use of administrators and Instructional Coaches as grade level team leaders to support IBM development and train teacher leaders.  Team Leader training workshops, developing the facilitation and conflict management team leaders need to successfully lead planning and execution of interdisciplinary projects.</p>
<p>Review data cycle protocol to ensure data is supporting instructional decisions and create and action plan that demonstrates instructional supports for student subgroups in need of intervention by, but not limited to:</p> <ol style="list-style-type: none"> <li>a. Monitoring student subgroup progress, especially since CAASPP data for ELA and Math shows a downward trajectory</li> <li>b. Utilize action plan and LCAP goals to identify necessary supports for all students, especially numerically-significant subgroups.</li> </ol> <p>(2018 Instructional Review)</p>	<p>Data cycle was reviewed and actions taken in response to dip in CAASPP scores in 2016-17. Additional administrative resources and supports were provided, including adding a second assistant principal with expertise in math and launching an outside audit of Special Education in fall of 2017. Data analysis indicated high rates of teacher turnover was undermining implementation of strategies. Two ECS directors stepped in to lead ECMS-G and to implement a series of changes, including using data to measure key instructional objectives on a weekly basis, increasing intervention for struggling students and supports for new teachers. Scores on CAASPP rebounded from the prior year. External audit of special education program was</p>

	completed resulting in the introduction of Universal Design for Learning for all teachers and paraeducators and changes to schedule of SAI. Changes implemented in 2018-19 included removing staggered lunch schedule to facilitate collaboration and communication, adding staff to Special Education department and introducing co-teaching model in both ELD and SpEd programs.
Monitor teacher credentialing compliance and identify a short- and long-term plan for teacher retention, development and support.  (2018 Instructional Review)	New systems were implemented to better track teachers' progress on completing actions required to show progress on resolving credentialing issues. HR works closely with teachers whose need to obtain any additional authorizations. A detailed credential pathway is created for each teacher and we monitor and support to ensure the meet progress requirements as defined by the CTC.
Onboarding new school leader on the initiatives, systems, and beliefs that serve as the foundation for the ECS schools	New school leaders onboarding plan was implemented and continues through 2018-19
Element 10 of the petition must be updated to conform with recent changes in law effective January 31, 2018. The school's Student-Parent Handbook must also be updated accordingly.	The school's Student Parent Handbook was updated.
Amend bylaws to state "interested persons" may not serve on ECS Board (2014 ECMS-G Renewal Findings)	Bylaws were amended and approved by our Board after full review by LACOE, our Lawndale authorizer. The Third Amended bylaws, were adopted June 11, 2014 and filed.
Amend bylaws to directly state sufficient frequency of regular meetings of the full board and of standing committees (2014 ECMS-G Renewal Findings)	Bylaws were amended and approved by our Board after full review by LACOE, our Lawndale authorizer. The Third Amended bylaws, were adopted June 11, 2014 and filed.
Amend the student Application Form to remove any demographic information that could be used to limit access for students who are protected under EC sections 47505(d) and 220 (2014 ECMS-G Renewal Findings).	The school's Application Form has been amended as recommended. Current form does not ask for any demographic information that could be used to limit access for protected students.
Develop and provide clear policies and procedures for the enrollment lottery, including who will conduct it and timelines for notifications	Enrollment policy and procedures are delineated in Element 8

(2014 ECMS-G Renewal Findings).	
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## ELEMENT 1 – EDUCATIONAL PROGRAM

*Governing Law: The educational program of the charter school designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

*If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).*

### I. Vision & Mission

ECS’ vision is that students are equipped with the knowledge and skills to graduate from college, inspired to discover their own sense of purpose, and empowered to become quality stewards of their communities. 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 values are:

**JUSTICE** - We examine bias, racism and prejudice. We deliver culturally-responsive curricula. We succeed when students’ race and class cease to predict their level of achievement.<sup>5</sup>

**COMMUNITY** - We care. We collaborate. We respect the rights and voices of our stakeholders.

**CURIOSITY** - We question. We explore. We innovate.

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<sup>5</sup> Noguera, Pedro. Student Achievement Symposium, July 13, 2017. Almansor Court, Alhambra, CA. Keynote Address

**SUSTAINABILITY** - We think globally and act locally. We adapt. We encourage systems thinking to create a sustainable future.

**LEADERSHIP** - We listen. We think critically. We advocate. We shift public discourse. We are our own superheroes.

Environmental Charter School campuses are vibrant places where real-world, hands-on learning builds students' intellectual curiosity and cultivates their passion to care about themselves and their futures, to support each other and their families, and to take action to sustain their communities. Teachers act as facilitators of inquiry, seeking real-world examples and unique, hands-on learning opportunities that bring the subject matter to life for their students. By creating these learning experiences, teachers give students a bigger window to see what is possible for their future.

Environmental Charter Middle School Gardena (hereafter ECMS-G) offers our students a unique program that sets it apart from other schools. ECMS-G is dedicated to three overarching premises which are enacted daily in every curricular area – first, that interdisciplinary learning best prepares students for higher levels of academic challenge; second, that the environment provides a ready lens for the application of academic concepts; and third, that attending to adolescent development and collaborative skills will enable students to succeed in any high school atmosphere. Our schools' physical environments – the classrooms, the buildings, and the grounds – act as teaching tools that connect students to the world around them. Our goal is for 100% of ECMS-G students to graduate with the tools they need to thrive in high school.

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. For example, when learning about the Medieval period, not only do students learn the history of manorialism and feudalism, they read a novel about a boy who was orphaned during the Black Plague, they learn about data collection and population demographics in math, they explore epidemiology of disease in science; in Handwork (art), they create illuminated letters (an art form that was aimed at pleasing the nobles), and visit the Getty Museum to see actual medieval illuminated letters. Hence, the study of history, science, literature, math, and our other electives becomes a fully integrated intellectually rich experience for students, who are then challenged to make these connections independently. Essential questions push students to draw connections and think more deeply and creatively about content, a practice consonant with the demands of the Common Core.

The second driving premise of ECMS-G is that student engagement through environmental studies and practices helps students connect their learning to the outside

world and develop a consciousness to act positively and thoughtfully on their environment and community. Environmental studies provide an intrinsically interesting lens through which students can connect their skills to immediate, local problems. Students can learn about problems of “food deserts” in urban areas in science, learn about how to address those problems by planting and harvesting food at their own campus, and learn how to create and present a policy plan in their social studies and English classes.

Our students find it particularly important that *they* become leaders in environmental causes because their community is largely underrepresented in the environmental movement and their community (and others like it) tends to be most detrimentally affected by environmental problems such as tainted water, carcinogenic air, and the health problems that derive from these problems. This fact adds a greater sense of purpose and motivation to our students who embrace these issues on a personal, intellectual, and moral level.

Finally, our developmental approach involves both a comprehensive counseling program outside of the classroom and the daily use of a community-building curriculum (“Tribes”) to teach students the skills of building a strong classroom and school community. Teachers, administrators, counselors, and staff challenge students to understand themselves in relation to others, work together, and learn to be positive community members, students, and friends.

ECMS-G encourages the participation of the entire family in the education process and emphasizes the importance of a pledge to lifelong learning. With a strong commitment to providing an educational setting that will benefit adolescents at all points of the ability spectrum, the school encourages cooperation and a strong sense of community while fostering respect for ethnic, cultural, and economic diversity.

All students inherit the exciting opportunity as well as the great responsibility of shaping our future. ECMS-G believes that well-educated, socially aware and personally responsible youth will create a better society for us all because they will continue to be contributing, caring citizens as adults. Empowered to be leaders, ECMS-G students will subtly but profoundly come to appreciate a very special place, the natural landscape of their youth.

## **II. Charter School Annual Goals and Actions to Achieve State Priorities**

ECMS-G recognizes the importance of ensuring all students, including all student subgroups and students with exceptional needs, are learning and demonstrating growth and progress throughout their schooling at ECMS-G. One way we ensure this is by

aligning our programs and practices with the eight state priorities as outlined in Education Code 52060. The following table identifies how our educational program meets the identified eight state priorities. Full details of the goals, actions, and methods of assessment are found within the stated areas of our petition and summarized in Element 2.

<b><u>State Priority #1— Basic Services</u></b>	
<b>State Priority Subgoals</b>	<b>Detailed Information &amp; Location in Petition</b>
Subgoal A- The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed	Element 5— Qualifications for School Employees Section: Teacher Qualifications and Credentials
Subgoal B- The degree to which every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119)	Element 1— Educational Program Section: Curriculum & Instructional Design
Subgoal C- The degree to which school facilities are maintained in good repair (E.C. §17002(d))	Element 6 and Other Operational Issues— Health and Safety Section and Facilities
<b><u>State Priority #2— Implementation of Common Core State Standards</u></b>	
<b>State Priority Goal</b>	<b>Detailed Information &amp; Location in Petition</b>
Implementation of Common Core State Standards, including how all students (and each numerically significant subgroup) will be enabled to gain academic content knowledge and English language proficiency.	Element 1— Educational Program Section: Curriculum & Instructional Design and Plan for Diverse Learners
<b><u>State Priority #3— Parental Involvement</u></b>	
<b>State Priority Goal</b>	<b>Detailed Information &amp; Location in Petition</b>

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	Element 4— Governance Structure of the School Section: Parental Engagement
<b>State Priority #4— Student Achievement</b>	
<b>State Priority Subgoals</b>	<b>Detailed Information &amp; Location in Petition</b>
Subgoal A- California Assessment of Student Performance and Progress (“CAASPP”) or other statewide adopted standardized assessment	Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods
Subgoal B- California School Dashboard	Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods
Subgoal C- Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education	Not Applicable
Subgoal D- Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC	Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods
Subgoal E- EL reclassification rate	Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods
Subgoal F- Percentage of pupils who have passed an AP exam with a score of 3 or higher	Not Applicable
Subgoal G- Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et	Not applicable

seq.) or any subsequent assessment of college preparedness	
<b>State Priority #5— Student Engagement</b>	
<b>State Priority Subgoal</b>	<b>Detailed Information &amp; Location in Petition</b>
Subgoal A- Student engagement as measured by school attendance rates	Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods
Subgoal B- Student engagement as measured by chronic absenteeism rates	Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods
Subgoal C- Student engagement as measured by middle school dropout rates (EC §52052.1(a)(3))	Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods
Subgoal D- Student engagement as measured by high school dropout rates	Not applicable
Subgoal E- Student engagement as measured by high school graduation rates	Not applicable
<b>State Priority #6— School Climate</b>	
<b>State Priority Subgoals</b>	<b>Detailed Information &amp; Location in Petition</b>
Subgoal A- School climate as measured by pupil suspension rates	Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods
Subgoal B- School climate as measured by pupil expulsion rates	Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods
Subgoal C- School climate as measured by other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Element 1— Educational Program Section: Curriculum & Instructional Program Specialty Courses and Tribes Program Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods

<b><u>State Priority #7— Course Access</u></b>	
<b>State Priority Goal</b>	<b>Detailed Information &amp; Location in Petition</b>
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.	Element 1— Educational Program Section: Curriculum & Instructional Program
<b><u>State Priority #8— Other Student Outcomes</u></b>	
<b>State Priority Goal</b>	<b>Detailed Information &amp; Location in Petition</b>
Pupil outcomes, if available, in the subject areas described above in #7, as applicable	Element 1 – Educational Program Section: How Learning Occurs at ECMS-G Elements 2 & 3— Measurable Pupil Outcomes & Assessment Methods

**III. Students to be Served**

ECMS-G’s educational program is designed for students to develop the skills, knowledge, and attitudes that prepare them for success in high school college preparatory courses and in college and career, as well as preparing them to be effective stewards of their community. ECMS-G seeks to attract families that share the school’s core beliefs about how learning best occurs, including active collaboration between families and school. ECMS-G educational program addresses students of all abilities in a manner that meets the individual needs of every student.

**A. Projected Student Enrollment**

**Middle School:**

School Year	Grades Served	Total Enrollment
2019-2020	6-8	360
2020-2021	6-8	360
2021-2022	6-8	360
2022-2023	6-8	360
2023-2024	6-8	360

ECMS-G provides a free, nonsectarian, public education to students in grades 6-8. At capacity, each grade level serves approximately 120 students in grades 6-8, with a total middle school program enrollment of about 360.

For the 2018-2019 school year, ECMS-G's enrolled student demographics are:

2018-19 Enrollment	
Total Enrollment	349
African American	13.58%
Asian Indian	1%
Hispanic or Latino	80%
Japanese	1%
Laotian	1%
Other Asian	1%
Other Pacific Islander	0%
Vietnamese	1%
White	1%
Not Reported	0%
FRPM-Eligible*	86%*
English Learners	16.91%



Students with Disabilities	36 (15%)
<i>Source: September 2018 PowerSchool Report</i> <i>*As of October 12, 2018</i>	

## B. Community Demographics<sup>6</sup>

The community that ECMS-G serves is a densely populated, ethnically diverse, urban, working-class locality challenged with underperforming schools, poverty, low parent college attendance, and a dearth of services for its youth population. Seventy-three percent (73%) of our students reside in the city of Gardena, eight percent (8%) live in unincorporated Los Angeles (primarily Harbor Gateway) and six and six-tenths percent (6.6%) live in the Compton, both of which are immediately contiguous to our campus. Gardena is a city with a minority population that totals over 87% of the residents. According to the latest U.S. Census information, half of the residents speak a language other than English at home, 17.% of families with minor children are living below the official poverty level, 50% speak a language other than English at home and of those residents over the age of 25, only 24% hold a bachelor's degree or higher. Harbor Gateway's population is 85.8% persons of color and only 12.4% of residents over the age of 25, hold a bachelor's degree or higher.

## IV. An Educated Person in the 21<sup>st</sup> Century – Our Student Learning Outcomes

ECMS-G's vision of an educated person in the 21<sup>st</sup> century is a reflection of our school's Student Learning Outcomes:

1. All students will **think critically** and demonstrate **academic proficiency**.
2. All students will practice **community responsibility** and **environmental stewardship**.
3. All students will develop their own **sense of purpose**.
4. All students will make choices, which improve their **physical health** and **emotional well-being**.
5. All students will **communicate clearly** and build **healthy relationships**.

An educated person is a self-motivated lifelong learner who possesses the **academic, intellectual, and social-emotional** skills necessary for successful problem-solving, effective communication, and ongoing inquiry and discovery. An educated person will be

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<sup>6</sup> U.S. Census Bureau-- <https://factfinder.census.gov> (Census 2000)

a **critical and creative thinker**. He or she will have an understanding of the world and their interdependence with our increasingly global society.

An educated person works effectively both independently and in collaboration with others, demonstrating respect for cultural, ethnic, and social differences. An educated person knows how to obtain, evaluate, and use information to increase their understanding of themselves and the world around them.

An educated person is reflective and self-aware and maintains **emotional and physical wellness**. Self-awareness involves recognizing one's strengths and limitations, establishing one's personal and professional goals, and taking steps to achieve those goals.

An educated person **communicates clearly** and participates constructively in private and public life, as demonstrated by economic self-sufficiency, participation in civic activities, and through **healthy relationships** with others. An educated person works cooperatively to seek constructive answers to society's complex issues, while analyzing evidence critically and thinking creatively. An educated person recognizes their dependence on those around them, and conversely understands how one's actions (or lack of action) affect others.

An educated person demonstrates an appreciation of the natural environment and makes choices to practice **community responsibility** and **environmental stewardship**. An educated person develops their own **sense of purpose** and strives to make a positive difference through their involvement in causes that they care about in their work, personal, or social communities.

#### **A. Self-Motivated, Competent, Lifelong Learning – Our Collaborative Skills**

ECMS-G's experiential approach facilitates multiple and diverse opportunities for students to engage in the process of authentic inquiry. Students become inquirers when "their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives."<sup>7</sup>

This philosophy is promoted by a commitment to structured inquiry as a leading vehicle/pedagogical approach for learning. Inquiry is defined as a process initiated by the learner or the teacher who moves the learner from his or her current level of understanding to a new and deeper level of understanding. ECMS-G recognizes many

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<sup>7</sup> International Baccalaureate Organization, [The Basis for Practice](#).

forms of inquiry based on middle schoolers' genuine curiosity and on their wanting and needing to know more about the world. These include: exploring, wondering and questioning, experimenting and playing with possibilities, researching and seeking information, collecting data and reporting findings, etc. This process of inquiry nurtures students' innate curiosity and promotes a love of learning. It is authentically individualized and permits students to develop deeper and more extensive projects according to their individual capacity. The teacher will nurture and stimulate further the students' natural curiosity by being a careful and thoughtful participant and a monitor of the exploration and investigation the students engage in or initiate; and by stimulating their curiosity and inquiry through the presentation of new ideas.

ECMS-G "Collaborative Skills" are valued as equal to academic standards. They are explicitly taught and assessed in each class and allow students to succeed in college and in 21<sup>st</sup> century careers. These skills are to: behave responsibly, communicate respectfully, complete (home) work on time, express appreciations, generate creative strategies, listen attentively, organize materials for learning, participate fully, produce quality work, reflect on experiences, value diverse ideas and cultures, and work together on tasks. By guiding students to practice, reflect, and improve in these skills, we assist their development in becoming self-motivated, competent, lifelong learners.

## **V. How Learning Occurs at ECMS-G**

ECMS-G has created, adapted, revised and implemented a set of well-researched, highly successful best practices that ensure a standards-based, rigorous, coherent, creative curriculum that supports our SLOs. Our Best Practices are not only implemented into the daily life of the school and its programs, our teachers are trained and evaluated based on their progress on these practices. These include: 1) Small Learning Communities; 2) Interdisciplinary Curriculum and Authentic Assessment; 3) Relevant and Engaging Instruction; 4) Environmental and Experiential Learning; and 5) Collaboration with Partners (see Appendix D).

### **A. Small Learning Communities**

ECMS-G believes that small learning communities promote more personal and supportive relationships between and among students, teachers, parents, and their communities. The benefits of small schools, which are well documented in research, include: improved student attitudes towards school; lower incidences of negative social behavior such as truancy, classroom disruption, vandalism, aggressive behavior, etc.; higher levels of extracurricular participation in a greater variety of activities; higher attendance rates,

especially for minority and low-SES students; improved retention rates; improved students' self-concepts and sense of belonging; and favorable interpersonal relationships among students.<sup>8</sup>

ECMS-G is structured to nurture the transition from childhood to adolescence, providing a supportive learning environment wherein each student is known well by a small group of caring and skilled teachers. In grades 6 and 7, students have two core teachers (one specializing in English/history, the other in math/science) who stay with students for two years in a row. This "looping" scenario ensures that all students' individual needs are deeply understood and met. In grade 8, students have four core teachers (each specializing in one of the four core subject areas – ELA, math, science, and social science). In grades 6 and 7, students have one core teacher as their assigned advisor with whom they stay for both years. This teacher is considered their main advocate and main liaison with family. In 8th grade, students get a new advisor, who stays with them as they look toward high school.

For students, the benefits of looping include reduced apprehension at starting a new school year, increased continuity, and more in-depth relationships with teachers and with peers.<sup>9</sup> For teachers, the benefits of looping consist of becoming familiar with other developmental stages of children, and working with students and parents for longer periods of time<sup>10</sup>. The long-term relationships established through looping have been shown to support student learning. With looping, a teacher can implement a more coherent instructional plan appropriate to the child's development.<sup>11</sup>

ECMS-G utilizes the Tribes community-building program to support students' social-emotional learning. Tribes was rated effective by CASEL in its 2013 guide *Effective Social and Emotional Learning Programs*. Research indicates that schools with well-implemented Tribes programs have fewer incidences of bullying and both teachers and staff at Tribes' schools report a reduction in bullying and fighting.<sup>12</sup> A study of middle schools found that 6<sup>th</sup> graders with Tribes experiences had fewer referrals (32.5%) than 6<sup>th</sup> graders without Tribes experiences (67.5%).<sup>13</sup> In addition, ECMS-G continually

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<sup>8</sup> Cotton, Kathleen. Review of Research on Class and School Size. Northwest Regional Educational Laboratory, 1996.

<sup>9</sup> McClellan, "Looping Through the Years: Teachers and Students Progressing Together" 1995. Retrieved on 4/15/17 from

<http://web.archive.org/web/20010708041327/http://ericps.ed.uiuc.edu/eece/pubs/mag/magfal95.html>.

<sup>10</sup> Mazzuchi, D., & Brooks, N. (1993). The gift of time. In D. Sumner (Ed.), *Multiage classrooms: The ungrading of America's schools* (pp. 39-41). Peterborough, NH: Society for Developmental Education.

<sup>11</sup> Grant, J., Johnson, B., Richardson, I., & Fredenburg, A.(Ed.). (1996). *THE LOOPING HANDBOOK*. Peterborough, NH: Crystal Springs Books. ED 399 083.

<sup>12</sup> Ryan, W (2009) *Links between school climate and bullying: A study of two tribes schools*

<sup>13</sup> <http://tribes.com/research-tulsa/>

reviews our disciplinary and climate data, reflects upon it with stakeholders, and refines our approach to student behavior, working to ensure restorative practices that lead to equitable outcomes.

Our Teacher Development System (TDS) requires that teachers build community in their classrooms to create emotional and intellectual safety. Building community is complemented by a classroom management plan that incorporates appropriate procedures and accountability that will result in a positive, supportive, and safe learning environment. Faculty is asked to teach students to interact with adults and peers by nurturing students as individuals and helping them to develop their emerging identities. In these supportive environments, teachers must therefore understand and incorporate knowledge of life experience and culture into their planning.

## **B. Interdisciplinary Curriculum & Assessment**

ECMS-G's curriculum provides students with a unique learning model that utilizes authentic experiences and environmental service learning to inspire students to find meaning in their studies. Teachers work in departmental and interdisciplinary teams to create learning experiences that are standards-based, are relevant to the students, and that have a connection to solving real-world challenges. The curriculum includes: English/language arts, social science/history, mathematics, science, and specialty courses including: Handwork and Art, Games and Movement, College Readiness and ECS' own Green Ambassador Course, a service learning course,

ECMS-G teachers implement an Interdisciplinary Unit Design Cycle to create interdisciplinary units that are assessed utilizing benchmarked performance assessments. In addition to their hours of common planning time each week, teachers have staff development days scheduled throughout the school year that are dedicated to Interdisciplinary Benchmark ("IBM") planning and analysis. Teachers are also given time before the school year begins to plan their interdisciplinary units. Middle schools complete IBM each semester.

Subject areas and disciplines are integrated and interrelated in a richly networked curriculum organized around a thematic focus – often related to the environment. The curriculum connects subject areas to central concepts or key ideas. Skills, activities, projects, and higher order processes are used to construct meaning, solve problems, and discover relationships. The thematic approach puts the teachers and students in charge of the curriculum and allows them to explore their interests. The interdisciplinary approach

allows for students to engage with the content in a much deeper, more meaningful way, thereby increasing their motivation, comprehension and retention. This is evidenced by student work, school-wide assessments, and standardized assessments.

Through each unit, Common Core (English/language arts and mathematics), Next Generation Science, California Content (Social Science) standards and English Language Development standards are taught, in addition to the ECMS-G Collaborative Skills. Each unit includes essential questions, relevant standards, performance task descriptions, culminating learning experiences, guiding questions, standards, assessments, vocabulary, and a pacing calendar.

Teachers coordinate their units looking for ways to make connections among the disciplines. They work to create a rhythm and balance to their daily activities, as well as to the scope and sequence of the year. For example, they utilize a variety of instructional strategies, ensure students are working individually, in groups, and as a class ensemble and that the work is alternately energetic/outgoing and reflective/inward-looking. They include a balance of artistic components into their lessons. Teachers also work together to ensure their units meet the needs of all students, reviewing IEPs, 504 plans, English Language development plans, and individual learning plans. While the goal is to integrate as much as possible, there are always standards that do not “fit” into an integrated, thematic plan. These standards are taught in an “un-integrated” fashion. Teachers identify these standards together, post them on the Unit Learning Goals document, agree when they will be taught, and collaborate on strategies for teaching them.

Achieving high levels of practice in this area requires that teachers demonstrate proficient understanding of their content and carefully plan relevant and rigorous lessons and assessment that engage students across disciplines. Teaching these standards also requires that teachers understand how to assess and score students’ proficiency on each standard. Therefore, teachers strive to create formative assessments that reveal students’ strengths and areas for growth. They use this data then to organize learning for mastery in an ongoing process of teaching, assessing, re-teaching, and reassessing. This means understanding both local classroom assessments and standardized test data. Teachers track student progress and make necessary adjustments to their teaching. Critical thinking is a key goal of the entire process, and teachers work to return to essential questions that tie learning to big ideas.

### **C. Relevant and Engaging Instruction**

The learning environment of ECMS-G is deliberately hands-on, tapping into the natural curiosities of young adolescents. The arts and technology are integrated into all

classrooms, so that students of multiple learning modalities can explore the content and demonstrate their comprehension in a variety of ways. With integrated arts education, arts play a major role in helping students address broad curricular themes and achieve robust habits of mind including imagination, discipline, collaboration, inquiry, divergent problem solving, empathy, and making connections. Being developmentally appropriate also means an understanding that young people in this age group develop physically, emotionally, and intellectually at very different paces. Therefore, our teachers are skilled at differentiated instructional practices that appropriately address the learning needs of a diverse group of learners in a single classroom.

Project-based learning (PBL) is a model that organizes learning around projects that: are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations.<sup>14</sup> At ECMS-G, project-based learning features authentic content, authentic assessment, teacher facilitation, cooperative learning, reflection, technology integration, and measurable learning goals. In addition, students often participate in field studies, expeditions, and collaborations with community partners to enhance their learning. At ECMS-G, project-based learning is a school-wide learning method that is supported with resources, professional development, and mentoring by experienced teachers and curriculum developers.

In order to create and deliver relevant and engaging curriculum, teachers must be sure that their objectives are clear and that activities are tightly tied to objectives. Teachers must plan activities that are purposeful in terms of time and that information and skills are introduced so that students can digest and internalize. Teachers are expected to vary instructional strategies and allow for individual attention to struggling students. Throughout, teachers must attend to equity in the classroom, accounting for the needs of subgroups, English Learners, socio-economically disadvantaged students, and students with special needs.

#### **D. Environmental & Experiential Learning**

ECMS-G uses an environmental service learning approach to learning that has proven to be an effective methodology as exploration is the aspect of a successful middle school curriculum that most directly and fully reflects the nature and needs of young

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<sup>14</sup> Jones, B. F., Rasmussen, C. M., & Moffitt, M. C. (1997). *Real-life problem solving: A collaborative approach to interdisciplinary learning*. Washington, DC: American Psychological Association.

adolescents.<sup>15</sup> Teachers use learning expeditions, projects, problem-based learning, thematic instruction, and service learning instructional strategies to teach the standards. Solving real world issues allows students to examine the world from a variety of perspectives and, more importantly, practice life.

Two hallmarks of our work in these areas include our Green Ambassadors class and our outdoor education trips. In Green Ambassadors (“GA”), students learn many environmental tools and perspectives, while studying environmental problems and solutions. Teachers model sustainable practices, such as gardening, composting, worm-based composting, harvesting, recycling, and repairing. Students learn about key environmental topics such as human impact on the environment of our earth, our oceans, and our natural environs. As students progress through middle school, they start to see their learning in the context of civic action. They respond to real world problems and work on potential solutions.

ECMS-G students attend outdoor environmental overnight and day trips during their middle school years. These trips are developmental in nature, as they become more challenging as the students grow, for example, sixth graders might sleep in cabins at a nearby National Park and seventh graders pitch tents and sleep outdoors. The past few years have included trips to the Santa Monica Mountains, a boat trip off of Dana Point with Ocean Institute and trips to the Gardena Willows, a local wetland. Students develop an appreciation of nature and open space and learn about their own roles in environmental conservation. Many students experience their first nights away from home through these overnight trips, learn valuable leadership and community skills, and meet new physical challenges.

## **E. Collaboration with Partners**

ECS defines “partners” to include not only the outside partners we work with regularly to build our program, but also the parent community, their own colleagues, and the outside professional worlds to which they belong. Teachers are encouraged to work with families as they partner for student success. They work in grade-level and departmental teams to analyze data and plan curriculum and projects. They work with administration, counselors, Special Education and English Language Development peers to plan services to specific students. They collaborate regularly and are expected to be responsible and responsive members of those partnerships.

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<sup>15</sup> National Middle School Association. “This We Believe: Successful Schools for Young Adolescents.” 2003, pg. 23.



Building on the dozens of partnerships already established with businesses, universities and colleges, parents, and local community organizations, ECMS-G provides students with opportunities to participate in challenging and authentic projects. Partnerships help teachers harness the power of adventure and discovery in order to engage students in action, leading students to become active community participants. Students have toured the nearby Gardena Willows and Hyperion Water Reclamation Plant, interacted with volunteers from such organizations as Common Vision, The Nature Conservancy, and Treepeople, camped in Santa Monica Mountains National Recreation Area through NatureBridge, designed a playground with Kaboom! and CarMax, and participated in the UCLA STEM conference with EmpowHer. Parents and family members enhance the learning environment by providing authentic audiences for exhibitions of student work, providing a cultural context to learning activities, and partnering with teachers to support student learning and healthy development.

## VI. Curriculum & Instructional Design

### A. Course Sequence

ECMS-G’s Core Courses are aligned to the Common Core State Standards for English/language arts and mathematics, the Next Generation Science Standards, the History-Social Science Content Standards for California, the California English Language Development (ELD) Standards (hereinafter, collectively “State Standards”), and the Eight State Priorities for Local Control and Accountability.

The following is a sample list of courses at each grade level including core content areas and electives:

Subject	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
English Language Arts	Humanities 6 (Focus on ancient world literature)	Humanities 7 (Focus on Medieval and early modern world literature)	English 8 (Focus on U.S. literature - Constitution through Industrialization)
Social Science	Humanities 6 (History focus on the Ancient World)	Humanities 7 (Focus on Medieval and early modern world history)	History 8 (Focus on U.S. History – Constitution through Industrialization)

Mathematics	Math 6	Math 7	Math 8
Science	Science 6	Science 7	Science 8
Games and Movement	Ancient games – Olympics	Medieval games	American games
College Readiness	College Readiness 6	College Readiness 7	College Readiness 8
Arts and Handwork	Ancient arts and Handwork	Medieval and early modern arts and Handwork	American arts and Handwork
Green Ambassadors	Water, Climate, Agriculture	Biodiversity, Ecosystems	Energy, Transportation

**B. Interdisciplinary Projects & The Unit Design Cycle**

Based on extensive experience with interdisciplinary instruction, ECMS-G has developed a Unit Design Cycle to facilitate the development of deeply interconnected units, which authentically integrate English, history, math, and science standards, environmental principles, Collaborative Skills, and SLOs. At ECMS-G, each grade level team of teachers participate in the Unit Design Cycle by following these steps: (1) Choose a cluster of learning objectives; (2) Find thematic connections; (3) Design the Interdisciplinary Benchmark Project; (4) Deepen content knowledge to improve instructional strategies; (5) Collaborate to plan instruction; (6) Analyze formative assessment data and plan for re-teaching; and (7) Reflect on the unit and project. This cycle is constantly being tested and refined with the entire teaching staff in order to increase proficiency and to make it a truly replicable model. ECMS-G develops teachers' abilities to create common valid, reliable performance assessments. Each IBM consists of a rubric, project description, unit vocabulary, and the task itself, usually consisting of both group and individual components, completed through both drafting and on-demand writing in all content areas

including math. Teachers draft assessments, and then complete them, following their own instructions in order to refine the rubric and to determine which skills are necessary to teach to students. When benchmarks have been administered, teachers score anonymous samples in order to calibrate and come to consensus on rubric ratings. Then, teachers score random sets of student work from each grade level - not necessarily their own students - in order to increase reliability of ratings. Each core teacher, whether an English/History or a Math/Science teacher, scores all standards on the assessment. This requires and encourages teachers to expand their content knowledge to include other grade-level standards, which in turn leads to more richly integrated classroom instruction. As teachers collect data on student performance on IBMs, they initiate the next phases of the Unit Design Cycle which are most appropriate for their grade level teams.

Typical interdisciplinary themes and benchmark assessments include:

	<b>6th Grade Nile River Clean Up</b>	<b>7th Grade CSI: Aztec</b>	<b>8th Grade Community Progress</b>
English	Persuasive Speech	Expository Crime Scene Investigation Memoir	Multimedia Informative Newscast
History	Ancient Egypt	Islam, Africa, Mesoamerica	Westward Expansion
Math	Place value, operations with whole numbers	Probability, algebraic expressions and equations	Writing and solving expressions, solving systems of linear equations and inequalities
Science	Water, air and water currents	Natural hazards and resources	Engineering practice emphasis with technology
Handwork	Papyrus	Kente cloth, gourd instruments	Quilting, candle making
Games	Hunter-Gatherer skills	Mayan ball game	Rodeo

## C. Core Classes

ECMS-G's curriculum is aligned to the State Standards and our Student Learning Outcomes (SLOs), with English/language arts and mathematics integrated throughout the curriculum. Following this written description of the core subjects is a matrix that describes the primary curricular themes and benchmark assessments as well as the interdisciplinary and environmental integration of the course at each grade level.

### 1. English/Language Arts

While reading, writing, speaking, and listening skills are embedded throughout the curriculum in all courses, the Humanities courses will anchor the program with a carefully planned sequence of lessons and practice activities. Each quarter, each teacher in all core classes must teach and assess an ELD standard in addition to the subject area's content standards. This practice is reviewed by the Principal in unit plans and classroom observations. Teachers utilize a variety of strategies to teach and reinforce the skills and content that are developmentally and intellectually appropriate and challenging.

#### a. Middle School: Reading

ECMS-G recognizes that fluent independent reading is essential to academic success and lifelong learning and thus strives to strike a complementary balance between providing reading experiences that will motivate students to enjoy and continue reading and to provide students with the skills needed to improve their reading comprehension and skills. To this end, ECMS-G will facilitate reading using a variety of strategies.

WestEd's Reading Apprenticeship ("RA") is an approach to teaching literacy to both native English speakers and English Learners (those who primarily speak another language at home). During the 2015-2016 school-year, an interdisciplinary group of ECMS-G teachers and administrators attended RA training, presented by WestEd. Reading Apprenticeship is a method of reading instruction that encourages learning through metacognitive conversations. The RA classroom emphasizes interacting dimensions of reading instruction - the social dimension, the personal dimension, the cognitive dimension, and the knowledge-building dimension. An RA teacher works to activate each of the four dimensions while teaching a text. This training led our teachers to infuse our campus with an approach to reading and writing that resulted in increased teacher proficiency, student interest, and student performance in reading and writing on the CAASPP. Ongoing implementation of the RA approach is being supported and overseen in department meetings.

In 2015-16, all English and history teachers attended Kate Kinsella professional development, an ELA program aligned with ELD standards. Further training for all teachers occurred during summer of 2016. Reading Apprenticeship training began in the summer of 2017 with a full week of professional development and continued through the year. Teachers met outside of this context to discuss implementation of the approach, which was supported by our English department chair. New to ECS teachers will receive introductory training in RA through WestEd's online introductory course and teachers will also participate in ongoing RA work during onsite professional development. We are also continuing to implement the CAASPP Interim Assessment Blocks, which help us understand how students fare on specific standards using test questions similar to those used on CAASPP. Our work with UCLA Math Project included how "CAASPP-ify" a question-- how to take an existing exit ticket question and rewrite it to better reflect questions on CAASPP. This practice has also been adopted in the other departments.

**Literature Circles:** Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books while encouraging student voice and choice in reading. Collaboration is at the heart of this informal learning approach. In literature circles, students select a novel within a list of choices that are all connected to a common theme. Students then create a reading schedule with a group and meet weekly for text-based discussion with that group. Groups develop norms for conducting collegial discussions and monitor progress throughout the unit. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response. In this culturally relevant enrichment activity, students read, discuss, and write about books in small groups. They gather together to discuss a piece of literature in depth. The discussion is guided by students' responses to what they have read. One may hear conversation about events and characters in the book, the author's craft, or personal experiences related to the story. To date, the English Language Arts department has received in-house professional development on selection of books, facilitating text-based discussions and training students to make reading schedules.

ECMS-G will continue to offer professional development for teachers as we build a stockpile of rich, culturally relevant, young adult literature for teachers and students to choose from. A sample reading list for 6th grade includes: *The Crossover* (Kwame Alexander), *Out of My Mind* (Sharon Draper), *When You Reach Me* (Rebecca Stead), *The Lightning Thief* (Rick Riordan), *Stella By Starlight* (Sharon Draper), *Hoot* (Carl Hiaasen) and *Home of the Brave* (Katherine Applegate).

ECMS-G also uses software to supplement and differentiate instruction. Currently our teachers use Freckle, a platform that provides a ranged of leveled reading texts and assessments.

#### b. Writing

At ECMS-G, the ELA teachers use several foundational practices in their classrooms to teach writing.

First, writing is interdisciplinary and linked to unit themes, big ideas, and essential questions. For example, our 7th grade students write an argumentative essay proving why selected paintings represent typical Renaissance art, while our 6th grade students write “Hero's Journey” narratives similar in style and tone to the Greek myths that they studied in history, while exploring the big idea “Heroes persevere through challenges.”

Secondly, the department has implemented a "Grammar in Writing" model of language instruction, based on the work of Constance Weaver. This approach focuses on teaching and assessing grammar as part of the writing process. To start, our teachers select language standards that correspond to the type of reading and writing students will encounter in a given unit. For example, in a narrative unit, teachers might select to teach participle phrases, appositives, or absolutes. Teachers then develop mini-lessons to teach these new language concepts and structures and provide students ample time to practice both orally and in writing.

After the mini-lessons, teachers then utilize critique protocol in which students compose pieces of writing that are required to go through multiple drafts. Once students begin the drafting process, they participate in a series of critique sessions that involve focused editing and revisions. During the critique, students become experts in specific writing skills within their proximal zone of development. For example, students with a strong grasp of narrative writing give feedback on nuances in transition usage, whereas students who struggle with organizing their narrative writing focus on correct comma placement with transition words. Because of the differentiated feedback, students tend to feel successful at critiquing their peers' work and feel comfortable participating in multiple critique sessions, often writing 3-4 drafts of an assignment. This growth mindset approach to writing promotes the idea that a piece of writing is never “done” and can always improve. Extending the writing process allows students to practice new forms of writing, and ultimately produce high quality work.

Finally, we develop proficiency scales and rubrics to make writing expectations clear. Prior to creating the unit, teachers write proficiency scales for each standard. This allows

teachers to know exactly what it means to be proficient in specific skill. Then as teachers develop the assessments or tasks, they develop rubrics that give students specific targets to meet in each assignment. Students use these rubrics to check their own work before turning in the assignment. Teachers give feedback using the rubric and students reflect on what they need to do to edit and re-submit the assignment. In addition to peer feedback, students receive teacher feedback 1-2 times before a final draft is submitted.

**Interdisciplinary Content Integration:** All of the writing genres from the Common Core State Standards can be taught by incorporating content from the other subject areas, specifically social science, science, and math. This not only bridges the curriculum and brings greater relevance to the students' work, but it also allows for more focused instructional time. For example, the new Common Core State Standards focus on students' ability to communicate about math and the processes they use to solve problems. In addition to the integration of the core subjects, the Humanities sequence also features activities from the socio-emotional program, Tribes. These activities are integrated in reading, writing, and speaking exercises, as the concepts addressed in community building are natural extensions of the curricular themes of patterns (6<sup>th</sup> grade), systems (7<sup>th</sup> grade), and growth and conflict (8<sup>th</sup> grade). Finally, themes of environmentalism thread throughout the curriculum, as students engage in environmental service learning projects each trimester.

### c. Middle School: Speaking and Listening

The Humanities sequence at ECMS-G for its middle school students features multiple opportunities for students to practice and master their speaking and listening skills. Students actively and orally interact with the texts (literature, nonfiction, social science content, etc.) through class and small-group discussions, reading circles, writing conferences, peer writing critiques, simulations, skits, theater games, and public readings of their written work. Interdisciplinary Benchmark Projects often include presentations or video-making. The Green Ambassadors course also provides frequent opportunities for students to speak publicly.

## 2. History/Social Science

Middle School History/Social Science: Grade 6-8 students at ECMS-G take a three-year sequence of Social Science/History courses that are aligned to the current History-Social Science Content Standards. The Social Science courses are taught in coordination with the English Language Arts Common Core State Standards to focus student learning in an authentic manner. When feasible and appropriate, reading selections will be of an

historic nature, including primary source historical documents and writing. Research and oral assignments feature social science content. The grade level curricula adhere to the following courses of study.

a. Grade 6 - World History and Geography: Ancient Civilizations

Sixth graders expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

b. Grade 7 -World History and Geography: Medieval and Early Modern Times

Seventh graders study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. Students read and analyze primary and secondary sources. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

c. Grade 8 – United States History and Geography: Continuity and Change in Modern United States History

Eighth graders study the ideas, issues, and events leading to the founding of the nation through Industrialization. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American



politics, society, culture, and economy and relate them to the emergence of major regional differences. They attend to social justice and the impact of such traditions on non-dominant early American cultures. Students trace the causes, course, and consequences of the Civil War on American Society. They make connections between the rise of industrialization and contemporary social and economic conditions and ask questions about the costs and benefits of progress and modernization.

### 3. Math

ECMS-G drives students to develop proficiency in mathematics. It is clear that there is a need for substantial achievement in mathematics for all students, particularly in closing the achievement gap, as most ECMS-G students arrive performing up to two years below the norm for students nationwide. Our teachers focus on coherence, focus, rigor, procedural skill, fluency, and problem solving. ECMS-G prides itself on the *activity* of mathematical practice, the actual application of learning and doing math. The Common Core State Standards in mathematics are addressed in a linear fashion, as required by the sequential, skill-building nature of the subject, and practiced throughout the year to maintain and reinforce learning. We emphasize teaching math across the curriculum, and our Interdisciplinary Benchmark assessments provide an opportunity for all core teachers to obtain familiarity with math content and find opportunities to reinforce students' understanding and practice.

Mathematics instruction at ECMS-G is arranged in a focused and coherent manner that addresses not only the Common Core State Standards in Mathematics, but also the Standards for Mathematical Practice. These standards are focused to drive students to achieve a deeper understanding of mathematical concepts, avoiding simple surface level common recall. ECMS-G's focus on interdisciplinary and project-based learning provides many authentic opportunities for students to practice and develop the abilities described in the Common Core State Standards for Mathematical Practice. Developing students' ability to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct arguments and critique others, model with mathematics, use appropriate tools, attend to precision, look for and make sense of structure, and to look for regularity in repeated reasoning are common threads found in all the interdisciplinary benchmarks as well as ECMS-G's service learning and environmental projects. After piloting CPM, Zeal!, KnowRe, Eureka, Go Math, and Open Up across both middle schools, in 2018-19 ECMS-G is adopting Open Up Resources math curriculum.

Open Up Resources Math 6-8 earned the highest marks ever received from EdReports, a non-profit reviewer of K-12 curricula. EdReports' review of Open Up Resources math alignment and usability indicates that it "meets expectations", scoring at the top of the

scale in all areas, including “supporting teachers in differentiating instruction for diverse learners.”<sup>16</sup> The curriculum includes “ELL Enhanced” lessons and its ELL design is based on the Stanford University Graduate School of Education’s EL Framework. We use a range of education software products, including Freckle, which provides differentiated practice, assessments and tracking reports, which inform teachers’ instruction. Open Up explicitly incorporates research based language routines in a math-based context. Materials encourage teachers to draw upon home language and culture to facilitate learning and provide guidance to mathematics teachers for recognizing and supporting students’ language development processes in the context of mathematical sense making.

a. Math 6<sup>17</sup>

Grade 6 begins with a unit on reasoning about area and understanding and applying concepts of surface area. It is common to begin the year by reviewing the arithmetic learned in previous grades, but starting instead with a mathematical idea that students haven’t seen before sets up opportunities for students to surprise the teacher and themselves with the connections they make. Instead of front-loading review and practice from prior grades, these materials incorporate opportunities to practice elementary arithmetic concepts and skills through warm-ups, in the context of instructional tasks, and in practice problems as they are reinforcing the concepts they are learning in the unit.

One of the design principles of these materials is that students should encounter plenty of examples of a mathematical or statistical idea in various contexts before that idea is named and studied as an object in its own right. For example, in the first unit, students will generalize arithmetic by writing simple expressions like  $12bh$  and  $6s^2$  before they study algebraic expressions as a class of objects in the sixth unit. Sometimes this principle is put into play several units before a concept is developed more fully, and sometimes in the first several lessons of a unit, where students have a chance to explore ideas informally and concretely, building toward a more formal and abstract understanding later in the unit.

b. Math 7

As in grade 6, students start grade 7 by studying scale drawings, an engaging geometric topic that supports the subsequent work on proportional relationships in the second and fourth units. It also makes use of grade 6 arithmetic understanding and skill, without

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<sup>16</sup> <https://www.edreports.org/math/open-up-resources/index.html>

<sup>17</sup> Grade level descriptions from Open Up Resources Math grade level Course Guides, <https://im.openupresources.org/>

arithmetic becoming the major focus of attention at this point. Geometry and proportional relationships are also interwoven in the third unit on circles, where the important proportional relationship between a circle's circumference and its diameter is studied. By the time students reach the fifth unit on operations with rational numbers, both positive and negative, students have had time to brush up on and solidify their understanding and skill in grade 6 arithmetic. The work on operations on rational numbers, with its emphasis on the role of the properties of operations in determining the rules for operating with negative numbers, is a natural lead-in to the work on expressions and equations in the next unit. Students then put their arithmetical and algebraic skills to work in the last two units, on angles, triangles, and prisms, and on probability and sampling.

### c. Math 8

Students begin grade 8 with transformational geometry. They study rigid transformations and congruence, then dilations and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. They expand their ability to work with linear equations in one and two variables. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. They learn that linear relationships are an example of a special kind of relationship called a function. They apply their understanding of linear relationships and functions to contexts involving data with variability. They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem.

### 4. Science

Students take a three-year sequence in science, which is aligned to the Next Generation Science Standards. The study of science serves to harness the natural curiosity and exploratory nature of young adolescence. The Green Ambassadors course (described in detail below) serves as a natural laboratory for the science core, as students engage in hands-on projects and experiments to experience what they are learning, thereby acquiring a much deeper, authentic understanding of the skills and concepts. ECMS-G teaches the state's recommended integrated science courses at each grade level,

incorporating life, earth and space, and physical sciences into exciting inquiries and projects.

a. Science 6

The sixth grade curriculum is strongly science-based. Our first unit focuses on water, and students are asked to design a method for monitoring and minimizing the human impact on the environment (ESS3-3) – in this case, water pollution. Students then move to a review and reinforcement of measurement, fractions, decimals, and physical science concepts related to thermal energy transfer (PS3-3,4,5). Finally, students discuss the oceanic and atmospheric currents that affect climates (ESS2-6) and weather (ESS2-5). From this understanding, we discuss causes of climate change (ESS3-5) and how environmental factors influence growth of organisms (LS1-5).

b. Science 7

Unit one requires students to meet the 7<sup>th</sup> grade Statistics & Probability standards involving sampling and drawing inferences about populations (7.SP.1,2). Within the historical context of the Medieval Black Death, as well as the current status of endangered species, students connect the flow of matter and energy in ecosystems (LS2-3) and the effects of resource availability on populations (LS2-1,4), and are then asked to evaluate competing design solutions for maintaining biodiversity (LS2-5) using data and expository writing strategies. Unit two addresses body systems and genetics standards, and will grow to include atomic structure and properties of matter standards. Unit three includes plate tectonics and natural hazards concepts.

c. Science 8

The shift of challenging concepts in evolution, inheritance, and the geologic time scale to 8<sup>th</sup> grade is welcome at ECMS-G, and has led to a significant revision of each of the 8<sup>th</sup> grade benchmarks and the scope and sequence of the 8<sup>th</sup> grade science course. Unit one involves the building and testing of a cardboard boat as part of a Revolutionary War simulation. Students use mathematical reasoning to explore the theme of interdependence between objects and the forces acting on them (PS2-1,2,3). Unit two delves deep into engineering as it requires students to propose and evaluate design solutions for public transportation to develop their communities (ETS1-1,2,3). In addition, the transportation theme will be used to explore energy fields and waves (PS4-1,2,3). Unit three will take a broad look at evolution, both in the deep past (LS4-1,2, 3,4,6, ESS1-4) and into the future, through genetic engineering and environmental change (LS3-1, LS4-5). Students are required to present a capstone, culminating project related to per

capita consumption and a specific natural resource (ESS3-4). Students will emerge from ECMS-G with a deep understanding of scientific and engineering methods, as well as how these are deeply connected to economies, cultures, and ecosystems.

#### **D. Specialty Classes**

Every student at ECMS-G participates in specialty classes designed to develop fine- and gross- motor skills and support flexible brain development, and to master State Standards and the expected school-wide learning outcomes. The students acquire a new set of practical skills and develop competence and a capacity for self-expression. “Today, students often lack rhythm in their lives and have few meaningful tasks to occupy them. The task of learning to ‘work’ and act with purpose and skill has been passed to the schools. Today’s students need to be taught to apply their thinking and see results. They need to develop practical skills to build their self-confidence, self-reliance and independence.”<sup>18</sup> Working with their own creativity relaxes children and helps them be more open to academic learning. “Musical, visual, and kinetic arts enhance the important and distinct neurological systems that drive attention, emotion, perception, motivation, motor coordination, learning and memory”.<sup>19</sup> The specialty subjects also provide teachers and students with a greater variety of experiences through which to learn the Common Core State Standards, thereby increasing the depth and nuance of student learning. The variety of experiences also exposes students to numerous and diverse opportunities to discover their passions and purpose.

In addition to supporting students’ development of essential skills and providing a varied context through which to learn the standards, the specialty classes at ECMS-G also play a significant role in shaping a healthy and vibrant school climate. The specialty electives ECMS-G offers include: Handwork, Green Ambassadors, Games and Movement, and College Readiness. Because when possible, we align specialty activities to core content, students may find a valuable “way in” to content that might otherwise prove elusive.

##### **1. College Readiness**

ECMS-G offers a college readiness course to all of its middle school students to support the development of skills embedded in the “hidden curriculum” which are necessary for academic success in their core courses. The course is informed by the Advancement Via Individual Development (AVID) program. The course is taught by English/Social Science teachers and teaches organization, time management, note-taking skills, study skills, computer skills, and critical thinking. College Readiness does not introduce new content;

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<sup>18</sup> Mitchell, D. and Livingston, P. Will-Developed Intelligence. 1999, AWSNA.

<sup>19</sup> Jensen, Eric. Learning with the Body in Mind. The Brain Store, Inc.. San Diego. 2000.

rather it provides students with skill support so that they are better able to understand, process, and integrate the content knowledge gained in their core classes. Therefore, College Readiness serves as guided practice and supports deep understanding of the core content.

## 2. Games and Movement

All students participate in physical education through an interactive course that emphasizes the principles of movement, rhythm, self-responsibility, group dynamics, and general wellness. The course addresses the California Physical Education standards and also integrates themes from the core subjects to deepen student understanding and to demonstrate the interconnectedness of the disciplines. In 6<sup>th</sup> grade, students study the Olympics of Ancient Greece and prepare to be Pentathletes-- running, jumping, javelin, and wrestling in preparation for an Olympic Festival. In 7<sup>th</sup> grade, students focus on team sports and keeping score, learning to outwit an opponent with activities like jousting, tug of war and the Aztec ball game, Ulama, “, in preparation for the 7<sup>th</sup> grade physical fitness test and the ECMS cross-campus Ulama Tournament.. In 8<sup>th</sup> grade, students engage in Track & Field events (running, sprinting, long jump), team building challenges, strengthening exercises, and games and movement from American history, including square dancing.

## 3. Handwork

ECMS-G students take three years of Handwork courses. Students explore various art, craft, and technological genres that are integrated within the core curriculum to enhance their curricular understanding, increase their appreciation for human ingenuity, and develop their own fine motor skills. For example, while studying early humans and ancient civilizations, students might make fire by hand, make pigment and paint cave paintings, make cordage from yucca fibers, make papyrus, or learn to weave. Eric Jensen (2003) states, “The industrial arts provide precisely the circumstances that can enrich the brain. They include exposure to challenging, meaningful, complex, and novel circumstances with feedback built in over time. A project in which the student builds a cabinet, a theater set, or an instrument is good for long-term brain development, as well as self-confidence. The skilled use of the hands and body require countless decisions in the spatial and kinesthetic world. These decisions build the same kinds of connections in the brain that we know enrich neural structures. The projects must be challenging, be novel, take some time, be meaningful, and have feedback built in.”<sup>20</sup> Sample projects in Handwork include woodwork, creating medieval illuminated letters, papermaking, weaving, perspective drawing, sewing, knitting, quilting, and graphic design.

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<sup>20</sup> Jensen, Eric. *Arts with the Brain in Mind*. ASCD, Virginia. 2003.

#### 4. Green Ambassadors

A hallmark of ECS is its environmental education programs. This expertise has been leveraged by ECMS-G in the implementation of its own environmental education program, Green Ambassadors. The Green Ambassadors sequence aims to empower students with awareness of environmental issues, problem solving methods, and advocacy skills to promote solutions among their peers and within their community. The course engages students by utilizing hands-on activities and service-learning projects, and by empowering them to be valuable resources within their own community and beyond. Students are taught to identify problems, investigate, build and evaluate models, and present information to their classmates and the larger community.

### **VII. Schedule and Instructional Time**

#### **A. Typical Day at ECMS-G**

Each morning, ECMS-G students proceed first to either their Humanities or Math/Science core class. Teachers begin with an opener, which either relates to curriculum that will be taught that day, asks students to move around the room or outdoor area, or builds community with a community-building activity. This is followed by an assortment of activities designed to wake up students' minds and bodies and to reinforce their sense of community. Another typical opener would be a mental math challenge where students practice the math skill they learned the previous week. Students might be climbing on and off of their chairs as they respond to the differentiated math challenges or moving to different coordinates along X and Y-axes drawn on the floor. Students then launch into one of their core content areas, math, science, English, or history, or engage in interdisciplinary activities, which join those areas. Teachers use their two hour block to introduce new material, ask students to explore and respond to challenges individually or in small groups, then come together to check for understanding and move on to new areas.

After their first two-hour block, students have a 15-minute recess to play outside. Then, they have their second block, which might be their English/history class. After the second block, students have 30 minutes for lunch and recess.

Lunch is served in compostable trays and student “trash bouncers” help to ensure that compostables, recyclables, and landfill waste are placed in the appropriate containers.

Each student brings a reusable water bottle and students are not allowed to bring sugary treats to school. Students are responsible for tidying picnic tables before they are dismissed to recess in the Kaboom! playground their parents helped to build. All students have the opportunity to participate in the school's meal program, which is part of the federal nutrition program. Service is provided by the school's vendor, currently Fresh Meals, who provides lunch for students eligible for reduced or free meals and for students wishing to purchase lunch. After the meal, students are dismissed outdoors for a recess for the remainder of the lunch period.

After recess, most students go to specialty classes. All students have College Readiness, Green Ambassadors, Games & Movement and Arts/Handwork twice weekly. At the close of the day, students return to their core/advisory teacher for Advisory. The advisor and students review homework or any outstanding assignments. If a burning issue has arisen during the day, a community circle may be held, or an activity might be conducted in response.

## **B. Key Features of the Schedule**

ECMS-G instructional calendar is included as Appendix E. ECMS-G complies with the requirements set forth in Education Code 47612.5 and legislative changes with regard to number of school days and minimum number of minutes.

- **More Instructional Time:** Our calendar and schedule provide students with more instructional minutes than the minimum requirements for each grade level served.
- **Cored Classes:** Cored Classes for 6th and 7th graders help to transition students from a self-contained one-teacher setting to a typical secondary departmentalized schedule for 8th grade.
- **Departmentalized Classes:** Departmentalized courses for 8th grade honor student's desire for and ability to handle greater independence and prepare them for a high school schedule.
- **Block Schedule:** -100 to 125 minute instructional blocks allow for deeper instructional practices in core content areas, fewer transitions throughout the school day, and a calmer learning environment.
- **Specialty Subject Classes:** The core curriculum is enriched by balanced specialty subject courses to further meet the developmental needs of the students while supporting the deeper understanding and integration of the core content.



- Interdisciplinary Teaching Teams: Grade level teaching teams allow for curriculum to be integrated and for students to be better supported by a small group of teachers.
- Looping: In both 6th and 7th grade, core teachers stay with their students for two consecutive years, thereby increasing the support, sense of community, and continuity of skill development
- Advisory: Students meet regularly with their advisory teacher to recap important events, to be reminded of upcoming assignments, projects, exams, or school events, and to discuss any social issues that are important to the students.
- ECMS-G Planning Time: Common planning time is built into the schedule to accommodate interdisciplinary planning and review of student work. Teaching teams have 4-8 hours of common planning time each week, in addition to the two hours of all-staff professional development time. Core teachers have common planning time when students are with the specialty teachers. Each IBM quarter, teachers have four days of Interdisciplinary Benchmark planning time, two days to collaborate on IBM design, one day to evaluate formative assessments and refine instruction, and one day to calibrate benchmark rubrics and evaluate data from benchmark assessments.
- Professional Development: Weekly professional development for school-wide or subject-level teams to work together each Monday afternoon during the school year.
- Break/Lunch: 45-55 minutes of breaks for recess/nutrition, lunch, meeting with teachers, socializing, and playing help to promote a community that works, eats, and plays together. A KaBOOM! playground is well-used by middle school students during nutrition and lunch recesses.
- Supplemental Instruction: Optional after-school program offers a range of enrichment, such as (MESA, Dance, Music, Film, athletic teams) and support (homework help and core teacher tutoring hours).

### **C. Allocation of Instructional Minutes**

#### 6<sup>th</sup> Grade:

Humanities (English/Language Arts and Social Science) = 595 minutes per week combined  
 Math/Science = 595 minutes per week combined  
 Games and Movement (Physical Education) = 112 minutes per week  
 Arts and Handwork = 112 minutes per week  
 College Readiness = 112 minutes per week

Green Ambassadors = 112 minutes per week  
Clinic = 80 minutes per week  
Advisory = 96 minutes per week

7<sup>th</sup> Grade:

Humanities (English/Language Arts and Social Science) = 596 minutes per week combined  
Math/Science = 596 minutes per week combined  
Games and Movement (Physical Education) = 115 minutes per week  
Arts and Handwork = 115 minutes per week  
College Readiness = 115 minutes per week  
Green Ambassadors = 115 minutes per week  
Clinic = 80 minutes per week  
Advisory = 105 minutes per week

8<sup>th</sup> Grade:

Math = 295 minutes per week  
English/Language Arts = 295 minutes per week  
Science = 295 minutes per week  
Social Science = 295 minutes per week  
Games and Movement = 115 minutes per week  
Arts and Handwork = 115 minutes per week  
College Readiness = 115 minutes per week  
Green Ambassadors = 115 minutes per week  
Clinic = 80 minutes per week  
Advisory = 105 minutes per week

#### **D. Rationale of Allocation of Instructional Time**

Cored Subjects receive more than twice as much instructional time as the specialty subjects, allowing teachers and students the time needed to address the State Standards in a meaningful way, utilizing teaching methodologies that serve to engage and motivate students. Time allotted to specialty subjects still supports the core curriculum, as the specialty subjects are designed to integrate the program.

ECMS-G's instructional calendar is included in Appendix E. ECMS-G complies with the requirements set forth in Education Code 47612.5 and legislative changes with regard to number of school days and minimum number of minutes.

## **VIII. Plans for Diverse Learners**

### **A. Student Support Services Team**

ECMS-G has a student support services team and Student Success Team (“SST”) process to respond to students’ academic and affective needs. This program is designed to address the educational needs of students within the general education classroom prior to referral to special education. The team utilizes classroom-based and school-wide interventions such as tutoring, counseling, school-wide interventions, instructional modifications, and parental participation opportunities to respond to the needs of the student. In team meetings, members (including Assistant Principal, counselor, English Language Development coordinator, Special Education coordinator, and when necessary, teachers, paraprofessionals, or other staff/administrators) meet to discuss student progress, look for scheduling inefficiencies or duplication of efforts, evaluate services from outside providers (such as outside counselors, occupational therapists, and speech therapists), and share information on any parent communication or teacher input. Core concepts of this process include early intervention, using a problem-solving approach to make decisions, research-based interventions/instructions, monitoring progress to inform instruction, and using data to make decisions. Because early intervention is a key component, teachers or administrators can choose to accelerate the multi-step process if student issues are serious.

- Step 1 -- Classroom Instruction

In the classrooms, ECMS-G teachers use multiple assessment tools to monitor student progress and adjust instruction to meet the needs of individual students. They note student challenges and attempt to remedy issues within the classroom setting prior to SST recommendation.

- Step 2 -- Grade Level Team Meeting

If these adjustments are not sufficiently effective to resolve concerns, the core teachers evaluate student strengths and challenges and collaborate on possible strategies to support student success at their weekly team meetings. If this initial strategy sharing session does not resolve concerns, the student will be referred to the appropriate clinic for targeted instruction in a smaller group. Clinic interventions are on 8 week cycles. After 2 consecutive cycles of “no progress” grade level teams make a pre-referral, registering the student in the online SST system, where they record intervention methods attempted,

the results of these intervention methods, and the student's academic/behavior history as indicated in their cumulative records. Each month, at staff meetings, grade level teams review their pre-referred students. Para-educators, specialty teachers, counselors, administrators, and campus safety supervisors are available to provide a global perspective on the student. Teachers also consider teacher-made assessments and scores on NWEA MAP or other standardized tests. If insufficient progress is seen, a Student Success Team meeting is scheduled.

- **Step 3 – Student Success Team**

The Student Success Team is a total school commitment to providing assistance in the general education classroom to students with special needs. The SST team is comprised of a school administrator, teacher(s), parent(s), other professionals as deemed necessary, and possibly the student, if the team agrees that the student's participation would be beneficial to the student. The meeting provides an opportunity for each of the participants to share information and ideas that would improve the student's ability to participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom.

The SST assists students by providing modifications and alternatives to meet the student's needs. ECMS-G is committed to resolving learning issues. SST participation stimulates the school community to work together with a common focus of providing appropriate interventions and assistance for students with special needs in the least restrictive environment.

The SST is not a special education function. It is not subject to the special education timelines or legal requirements. The conclusion of the SST process may result in the referral for services through the provisions of a Section 504 Plan, services for English Language Learners, academic remediation, or for Special Education Assessment. ECMS-G will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom are not sufficient in meeting the student's needs.

## **B. English Language Learners**

ECMS-G meets all requirements of federal and state law addressing equal access to the curriculum for students who are English Learners (ELs). The goal is to develop high quality instructional programs and services for ELs that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-

English speaking students. The Principal will be responsible for overseeing the identification, assessment, monitoring, and reclassification of English Learners with support from the full-time ELD Coordinator. ECMS-G will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Currently (2018-19 school year), approximately 17% of ECMS-G students are identified as English Language Learners. Many of our English Learners are LTELs (54.6% in 2017-18)) and of these approximately half are also Students with Disabilities. Using the most recent data available, 2017-18 school year, for comparison purposes, ECMS-G's English Learner population is higher or equivalent to the schools our students would otherwise be required to attend. (see Table I.1).

Table I.1 Demographics of Charter School & Resident Schools, 2017-18 School Year

<b>Enrollment by English Language Acquisition Status</b>			
<b>School</b>	<b>Total 6-8 Enrollment</b>	<b>Percentage of Total Enrollment</b>	
		<b>Other Demographics</b>	
		<b>EL</b>	<b>RFEP</b>
ECMS-G	356	21%	34%
Peary	1287	13%	34%
Enterprise	430	18%	30%

*Source: CDE DataQuest-Enrollment by ELAS*

### 1. Program Objectives & Key Instructional Strategies

Each component of our program is designed to meet specific objectives for specific students. The new combined California ELD framework defines two types of instruction crucial to the success of English Learners. “Integrated ELD” is the use of the CA ELD standards throughout the day in all content areas to support EL’s academic and linguistic development. “Designated ELD” is a protected time during the day where teachers use the CA ELD standards to attend to EL’s particular language learning needs. Content instruction should support English Learners to develop language called for in the content

standards in English, Math, and Science, and designated ELD should build into and from content instruction. This statewide shift is perfectly in line with ECMS-G's integrated approach to curriculum and instruction.

ECMS-G supports ELs through:

- A teaching staff qualified in second language pedagogy and strategies
- Engaging instructional methods and projects that provide many opportunities for collaboration, active listening, close reading, writing, arguing, analyzing language choices and persuading.
- A social-emotional program that supports the development of a safe classroom community, helping lower English Learners affective filter. Though Tribes, social skills and behavior expectations are explicitly named and practiced, supporting English Learners learn both language and expectations.
- Schoolwide implementation of ELD standards
- After-school and summer school programs with a strong language literacy focus
- Additional bilingual teacher's aides in the classroom to assist ELs in English intensive classes
- Additional after or before school ELD classes, as deemed necessary
- Bilingual peer tutors

## 2. Home Language Survey & English Language Proficiency Assessment

ECMS-G will administer the home language survey upon the initial enrollment into the Charter School of any student who is new to the USA or who has never been in a public school in California.

The student's initial English proficiency is assessed if the parent/guardian's responses on the home language survey indicate that there is a language other than English spoken at home. All students whose parent/guardian indicates that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

### Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public

school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

### Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

ECMS-G will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. If the summary results arrive after the school year ends, the school has 15 days to notify parents of results after the beginning of the school year. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### 3. Designated English Language Development

ELD students will receive designated services specific to their needs. We will draw from the California English Language Development Standards and the ELA/ELD Framework to choose our learning objectives, specifically “Program 5: Specialized Designated ELD, Grades 4-8 (p.45-47)<sup>21</sup>. This provides an intensive, accelerated pathway to support the needs of English learners, including students who are at risk of becoming or who are long-term English learners (LTELs), whose academic performance is below grade level, and whose language proficiency precludes them from performing at grade level. The California ELA/ELD Framework contains a matrix which identifies the CA ELD Standards and the corresponding CA Common Core State Standards for ELA that must be addressed in the program. ECMS-G teachers will backwards plan instruction and assessments from this core group of learning objectives, addressing needs of students at the Emerging, Expanding and Bridging levels, in order to increase our rate of reclassification and ELA proficiency.

Since the ELD standards are written as “pathways to, or benchmarks of, the English-language arts standards,”<sup>22</sup> the English Language Arts teacher takes the lead on instruction for English Learners and works with her colleagues to ensure that students’ individual English Language Development needs are addressed across the curriculum. All teachers are responsible for teaching and assessing ELD standards. At each grade level, as teachers collaboratively develop their curriculum, they include ELD standards that are suitable for the English Learners they serve. The EL students will be instructed in research-based, standards driven, curricular material. While we acknowledge that the grade level standards are the goal for every student, the curriculum must provide options for each ELD level, so students doing work at the Emerging, Expanding or Bridging level receive effective support to practice and develop their conversational and academic communication skills. Using the guidelines for Universal Design for Learning, teachers will plan curriculum that has multiple means of engagement, representation, action and expression for English Learners progress to fluency and access content in all areas.

ECMS-G’s schedule includes a range of times when designated ELD occurs. Most of our ELs test in the Intermediate/Advanced level on CELDT or 3/4 level on ELPAC. For these learners designated instruction occurs daily in their English or Humanities course for least 20 minutes. Each day teachers explicitly teach language processes and develop English Learners’ metalinguistic awareness of how language works. For Emerging and Expanding students clinic provides an opportunity for additional designated ELD instruction. Clinic meets twice weekly for 40 minutes for 8 week cycles. At the end of each cycle, students’

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<sup>21</sup> Draft ELA/ELD Framework “Instructional Materials to Support the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects and English Language Development Standards”  
<http://www.cde.ca.gov/ci/rl/cf/documents/chapter12dec2013.pdf>

<sup>22</sup> California English Language Development Standards. 1999. Page 12



needs are reassessed. Clinic is also when we can provide designated ELD for English Learners, including LTELs, ELs with disabilities, English Learners who need to develop their foundational literacy skills.

We are also looking for additional ways to include designated ELD in other courses, including College Readiness and science, as we feel these courses provide rich and authentic opportunities to focus on language processes. As we complete an outside audit of our ELD program in 2017-18, we anticipate creating a 3-year EL plan that will strategically expand when and where designated ELD occurs and identify effective formative assessments for all ELPAC domains, so we can improve the responsiveness of designated ELD and better measure its effectiveness.

#### 4. Integrated English Language Development

The ECMS-G instructional program is uniquely suited to provide English Learners with rich opportunities to interact with language in meaningful ways. Interdisciplinary projects, Tribes activities, experiential learning and outdoor education create authentic experiences where students naturally interact with language in meaningful ways and are often enthusiastic enough to take risks that they might not otherwise take.

During Interdisciplinary Benchmark Projects (IBMs), all students create projects which provide opportunities to build and show mastery of English, math, history, and science grade level standards. Context-rich, thematic instruction is a research-based best practice which helps students make connections between hands-on experiences, prior knowledge, and concepts from different courses. Throughout this process, students are working with the “Critical Principles for Developing Language and Cognition in Academic Contexts”<sup>23</sup> used to outline the California ELD standards. Through targeted professional development, staff has increased their ability to explicitly link these standards-based assessments to the correlated ELD descriptors. We will continue teaching and assessing ELD standards through our IBMs and developing our teachers’ ability to support student mastery of these standards.

For English Learners, the Interdisciplinary Benchmark assessments will include appropriate ELD standards and these will be taught in preparation for the benchmark assessments. During presentation components of IBMs, speaking ELD standards will be assessed. Additionally, students will actively and orally interact with the texts (literature, nonfiction, social science content, etc.) through class and small-group discussions,

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<sup>23</sup>“Critical Principles for Developing Language and Cognition in Academic Contexts.”  
<http://www.cde.ca.gov/ci/rl/cf/documents/chapter02dec2013.pdf>

reading circles, writing conferences, peer writing critiques, simulations, theatrical productions, and public readings of their written work.

Green Ambassadors (GA), our environmental service learning class, is another context where integrated ELD occurs. Projects in this class create engaging and relevant opportunities to learn and use new vocabulary. In Green Ambassadors students learn about key environmental topics, respond to real world problems in their community and work on potential solutions, providing a rich context for both practical and academic vocabulary use. When Loyola Marymount University's Center for Urban Resilience and Center for Equity for English Learners (CEEL) developed professional development and curriculum to improve outcomes for LTELs, they chose to use urban ecology as the vehicle for English language development. Our approach is informed by their work.

In 2018-19 we adopted a co-teaching model in our Green Ambassadors class as part of our approach to integrating supports for English Learners into our curriculum. Our Green Ambassadors class offers an authentic way for students to practice speaking and listening skills as they learn about environmental issues and ways to advocate for the environment. In this co-taught class, the Green Ambassadors teacher and English Language Development teacher facilitate student learning that is project-based and inquiry driven. In Green Ambassadors we can embed ELD strategies and the ELD framework into an already engaging course. Green Ambassadors provides rich opportunities for English Learners to interact with language in meaningful ways and co-teaching between our ELD coordinator and Green Ambassadors teacher ensures we capitalize on these opportunities.

ECMS-G also offers the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter courses with instructional content designed especially for EL students. The curriculum content for the EL students will be the same curriculum delivered to English only students. EL students for whom sheltered instruction is not sufficient will be identified through the Response to Intervention process. For these students, additional services will be provided that may include an ELD class (either during the school day or as an additional period), after-school tutoring, an in-class aide, or in-class peer tutor.

## 5. Support for Reclassified Students

Students who have been reclassified, either before entering ECMS-G or while attending, will be supported and monitored by the EL coordinator and the teachers. A review of the progress of RFEP students will take place three times per year when a standardized

norm-referenced or standards-aligned assessment is given, currently NWEA MAP, and again when the CAASPP results are posted. This will enable us to be sure that we are adequately supporting RFEP students to proficiency and high school readiness. Teachers' attention to ELD standards implementation and SDAIE strategies, along with regular consultation with the EL coordinator will also ensure that reclassified students continue to receive academic support and monitoring. We provide continued monitoring of students' progress on NWEA, CAASPP, and IBM assessments. The ELD teacher continues to service ELs in mainstream classroom and has the flexibility to provide RFEP students supports and modifications when needed.

ECMS-G recruits credentialed teachers who also have bilingual or ESL endorsements (state authorization to teach ELs such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy, but also have experience teaching second language learners and sheltered English classes. ECMS-G teachers are trained and expected to use the state English Language Development standards. Teachers attend appropriate training offered through LACOE, as well as other research-based workshops offered throughout the county or region. This will allow these teachers to become qualified to train other teachers during ECMS-G's in-service professional development.

See the Appendix F for ECMS-G's Plan for English Learners.

#### Non-standard English Speakers:

Recognizing that many students at ECMS-G may not be speakers of Standard English, many of the same guidelines and programs listed above will be utilized to assist their transition into Standard English. Specific strategies include:

- Modeling standard English
- Building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations
- Training teachers to recognize when non-standard English language interferes with learning
- Explicitly teaching how English works and developing students' awareness of how language use changes in different contexts
- Establishing a culture of appreciation for home language usage and culture
- Articulating and recognizing the importance of standard English usage in the world of work and education

### **C. Socioeconomically Disadvantaged Students (SED)**

ECMS-G recognizes that economic circumstances faced by low-income families can add to the pressures already experienced by many adolescents, and has put in place several programs to help support the needs of these students. The school provides a Free and Reduced Meal program to ensure that students from low-income families have the opportunity to eat a healthy breakfast and lunch that includes fresh fruit, salad and fresh vegetables, and entrees that are low-fat, low-sugar, and low-salt. Parents sign a parent contract agreeing to not send in snacks and drinks that are high in sugar and staff use incidences of students bringing high sugar items as an opportunity to educate students about nutrition. ECMS-G partners with a meal service provider approved by the state as a nutrition vendor.

ECMS-G will reinforce healthy lifestyle choices through its academic program, which includes a Games & Movement class twice a week as well as two daily recess periods. Tribes, ECMS-G's social emotional learning program, will also benefit socio-economically disadvantaged students. A meta-analysis of research on social emotional learning programs by the Collaborative for Academic, Social and Emotional Learning (CASEL), determined that "social and emotional learning (SEL) programming for elementary- and middle-school students is a very promising approach to reducing problem behaviors, promoting positive adjustment, and enhancing academic performance."<sup>24</sup> The research analyzed indicated the SEL programs were successful for "schools primarily serving ethnically and socioeconomically diverse student bodies."<sup>25</sup>

ECMS-G's instructional design is especially well suited to meeting the needs of low-income and at-risk students. Sixth and seventh graders have two core teachers who stay with them for two years. Looping has been shown to benefit low-income students. In a study in East Cleveland, Ohio, in a school district with 99.4 percent African American students, most from single-family homes, and one-half living at or below the poverty line, researchers found students in looping classes performed better on reading and math assessments than their peers in traditional classes. There were significant differences between the two groups—in some cases as much as a 40-point difference in favor of the looping students.<sup>26</sup>

ECMS-G's schedule supports the achievement of socio-economically disadvantaged students. For 6<sup>th</sup> and 7<sup>th</sup> grade students, core content subjects are delivered by a team

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<sup>24</sup> Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. page

<sup>25</sup> Payton, J. et.al., page 7

<sup>26</sup> Reynolds, J., Barnhart, B., & Martin, B. "Looping: A solution to the retention vs. social promotion dilemma?" ERS Spectrum, 1999 volume 17, number 2, pages 16-20

of two academic teachers who share a common planning period. This structure provides students with an age-appropriate small learning community. In addition, teachers can confer early and easily if a student needs specific support. The team can reach out to parents when and if necessary. Students in eighth grade will be taught in a departmentalized program. Their four different teachers will also have common planning time, which will be utilized for grade-level collaboration, as well as cross curricular planning.

Low SES ECMS-G students also benefit from their participation in College Readiness classes, which are modeled on the AVID program. “Elective programs such as AVID Advancement Via Individual Determination help low-income and historically disadvantaged youths who show potential (a 2.0 to 3.5 grade point average) to prepare for college. These types of programs prepare students with study skills, leadership opportunities, college awareness, and goal setting. The programs have demonstrated results. For example, middle grades students in the AVID program enroll in algebra at a 42 percent rate, whereas the national average is 24 percent.”<sup>27</sup>

Finally, our advisory program supports the needs of low income and at-risk students. The program is designed to facilitate communication between home and school and to foster close and mutually respectful relationships. Students have the same advisor for sixth and seventh grades, giving advisors time to develop strong communication ties to families. Each day, the advisor will recap important events of the day, check binders and agendas, and engage in reflection, team building, and goal-setting. This advisory period allows teachers another opportunity to check in with each student. Each student’s advisor coordinates family communication, including teacher conferences. Advisors strive to meet with every child’s family at least three times each year and we achieve high levels of parent attendance. In the most recent round of conferences, 90% of families attended. Advisors also serve as facilitators connecting students to other resources available at school and in the community. Our school counselor maintains a list of available services in the community, and advisors can access this resource and make referrals as requested or indicated by their advisees.

When the components described above are not sufficient, the ECMS-G Student Support Services Team is designed to respond to student needs. As described earlier, the program addresses the educational needs of students within the general education classroom prior to referral to special education and utilizes classroom-based and school-wide interventions such as tutoring, counseling, enrichment programs such as

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<sup>27</sup> California Department of Education Publication, Ensuring Success and Closing the Achievement Gap for All of California’s Middle Grade Students, “Strategies Common to Effective Middle Grades Programs” from <http://pubs.cde.ca.gov/TCSII/ch7/efctvmidgrdsprgrms.asp>

EmpowHer, instructional modifications, and parental participation to respond to the needs of the student. Advisors review the grades, state test scores, and NWEA MAP scores, or other standardized test data, of their students and initiate the SST process when necessary.

To support the emotional needs of at-risk students, ECMS-G schedules regular parent conferences, recommends individual and group counseling services, and, if needed, makes referrals to outside therapy services and/or LMU Counseling Interns, all of which is provided on campus. Parents also have access to resources through parent education workshops. We often collaborate with community partners to focus on the challenges families are facing everyday, such as alcohol/drug awareness, age-appropriate sex education, and the importance of preparing for the high school transition.

A family's involvement at school, as described in the Parent Engagement section, supports the achievement of at-risk students. However, parents of low socioeconomic status students are often "underrepresented among the ranks of parents involved with the schools."<sup>28</sup> To increase parental involvement, ECMS-G surveys the needs of our parents to ensure that programming is flexible and meets parents' work schedules and child-care needs. Research indicates that the parents of disadvantaged children can and do "...make a positive contribution to their children's achievement in school if they receive adequate training and encouragement in the types of parent involvement that can make a difference. Even more significant, the research dispels a popular myth by revealing, as noted above, that parents can make a difference regardless of their own levels of education. Indeed, disadvantaged children have the most to gain from parent involvement programs."<sup>29</sup>

The research reveals that the most successful parent participation efforts are those that "...offer parents a variety of roles in the context of a well organized and long-lasting program. Parents will need to be able to choose from a range of activities which accommodate different schedules, preferences, and capabilities."<sup>30</sup> The research indicates that it is most effective to provide orientation and training for parents, but "...that intensive, long-lasting training is neither necessary nor feasible."<sup>31</sup>

ECMS-G school/family partnership features the following elements:

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<sup>28</sup> Cotton, Kathleen and Wikelund, Karen Reed. Parent Involvement in Education. Northwest Regional Educational Laboratory. School Improvement Research Series Close Up #6 from <http://www.nwrel.org/archive/sirs/3/cu6.ht>

<sup>29</sup> Ibid.

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

- Professional development for the teachers underscoring the importance of family involvement and the many means of communication possible at ECMS-G
- Parent orientation program on the first day of school for all parents and additional orientation for grade 6 parents during summer bridge program
- Informing parents of state testing program and interpretation of scores
- Allowing parents to observe the school's programs and visit classrooms
- Providing parents easy access to students' standards grades and assignments via weekly printed progress reports and the online PowerSchool program
- Weekly bilingual newsletter, informing parents of school events, due dates, and parent education opportunities
- Class meetings with students' core teachers that provide parents with a description and explanation of the instructional program, forms of academic assessment, and levels of progress students are expected to meet
- Soliciting feedback and suggestions from parents at parent meetings on decisions relating to the education of their children
- Advisory program with advising teachers staying with students for first two years of middle school and 8th grade teachers advising 8th graders.
- A small learning community that is accessible to families
- Parent-teacher conferences two (and, if necessary, three) times a year
- Repeated invitations for a wide range of volunteer activities—including gardening, making props/sets for school plays, assisting with school events, helping in classrooms, assisting in handwork class, chaperoning field trips, and helping with fundraisers and fairs
- Invitations to attend Interdisciplinary Benchmark presentations, Green-Up Days, events, play performances, harvest festivals, student presentations and parent education events
- Participation in school site council
- Annual Title One meeting
- Summer Bridge program for new families

#### **D. Foster & Homeless Students**

ECMS-G recognizes foster and homeless youth face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. Homeless students can lack transportation, school supplies, clothing, etc. Homeless students are twice as likely to repeat a grade or be expelled or suspended.<sup>32</sup> Less than one out of four homeless

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<sup>32</sup> "America's Youngest Outcasts", [www.homelesschildrenamerica.org](http://www.homelesschildrenamerica.org); 2009

students graduate from high school.<sup>33</sup> In 16-17 the graduation rate for foster youth in California was only 50.8%, compared to 82.7% for all students.<sup>34</sup>

ECMS-G's instructional design, including our small learning environment and our social-emotional learning program, makes it easier for us to quickly identify student needs, provide needed resources and coordinate wrap around services. Unlike most small middle schools, ECMS-G employs a full time counselor, who is also our homeless and foster liaison. Our liaison coordinates with our office manager to ensure smooth enrollment, placement and transfer of foster and homeless youth. They also ensure appropriate placement, perform a needs assessment and ensure foster & homeless youth are provided with the appropriate resources and support. The liaison arranges for training for staff and faculty, so they understand how to best support students, coordinates with outside agencies and helps students access additional resources, such as mental, dental and other health services. The liaison also promotes these supports through school newsletters and in meetings with families.

## **E. Special Education Program**

Our Special Education program includes individualized programs for students with IEPs. The design of our program is flexible and based upon students' individual needs. Based on the principles of Universal Design for Learning and our understanding of the developmental need of middle schoolers to feel a sense of belonging and not be singled out, we make every effort to include students in mainstream classes. Therefore we pair special education teachers with core-teachers in a co-teaching model. Some of the benefits of co-teaching in an inclusion classroom include (Ferguson, Desjarlais, & Meyer, 2000):

- More opportunities for one on one interaction between students and teachers, leading to stronger relationships.
- Students with disabilities are more included the classroom community and participate in activities they otherwise might not take part in.
- Students still have opportunities for specialized instruction when needed.
- All students can benefit from the additional supports, resources, and diversity in the classroom.
- Increased independence for students with disabilities.
- Stronger, more creative, lessons due to teachers sharing the planning process with each other.

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<sup>33</sup> The National Center on Family Homelessness, The Cost of Homelessness, 2012.

<sup>34</sup> DataQuest, Cohort Outcome Data for the Class of 2015-16, retrieved 9/26/17



- Teachers are able to support one another by complementing each other's strengths and weaknesses, building camaraderie and dividing the workload in the classroom.<sup>35</sup>

ECMS-G's Special Education Coordinator is available for consultation and advising of ECMS-G's general and special education staff, is responsible for coaching special education teachers and oversees IEP compliance. The Principal is responsible for overseeing the identification, assessment, monitoring, and servicing of Special Education students, with the assistance of the Special Education Coordinator.

#### 1. Identification and Referral

ECMS-G will take the following steps for students who are referred for Special Education Assessment by the SST:

##### a. Referral for Assessment

At ECMS-G, the referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents may refer their child for assessment for special education services. Within fifteen days (not counting school vacations greater than five days) of the receipt of a referral for assessment, the parent will receive a written response from ECMS-G.

The parent must consent to the Assessment Plan (AP) by signing the AP before the assessment can take place. ECMS-G has 60 days (not counting school vacations greater than five days) from the receipt of the parent's signed AP to complete the assessment and hold an IEP meeting.

If the parent does not consent to the AP, ECMS-G may take steps to protect the student if it is believed that the student is being denied necessary services. ECMS-G may request that the parent meet to resolve this difference of opinion, or failing that, initiate a due process hearing to override the parent's refusal to consent.

##### b. Assessment

The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Assessments may include individual testing, observations of

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<sup>35</sup> <http://castpublishing.org/introduction-co-teaching-inclusion/>

the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples.

ECMS-G guidelines for assessment:

- Student will be assessed only after parent consents to the Assessment Plan.
- Student will be assessed in all areas related to his or her suspected disability.
- Assessment will be administered in the student's primary language in instances wherein the primary language is the dominant language or a qualified interpreter will be provided.
- Assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so.
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- A multidisciplinary team, including at least one teacher or other specialists with knowledge of the student's suspected disability, will assess the student.
- Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory.
- ECMS-G shall conduct assessment and standardized testing of students with disabilities using state guidelines for modifications and adaptations.

If the parents disagree with ECMS-G's assessment of their child, the parents may obtain an independent educational assessment and have the right to obtain the independent educational assessment at public expense only if the school is not able to demonstrate that its evaluation was appropriate. Upon the parent's request, ECMS-G will provide information about how to obtain this independent assessment by a qualified examiner.

c. Development and Implementation of an Individualized Education Program (IEP)

After a student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the charter school, and any invited district of residence representative, if applicable. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting. The IEP team will include:

- The parent and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, ECMS-G will ensure the parent's participation using other methods, such as conferencing by telephone. ECMS-G will ensure that the parent understands what is going on at the meeting.

If necessary, the charter school will provide an interpreter if the parent has a hearing disability or their primary language is not English.

- An ECMS-G staff member or qualified representative who is knowledgeable about the program options appropriate for the student, as well as a member of the administrative team.
- The student's teachers. In the case of new students who may not presently be assigned to teacher(s), a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent and complete knowledge is not available, the teacher on the IEP team will be a special education teacher qualified to teach a student of his or her age.
- A representative from LACOE and the district of residence (if applicable).
- Other persons, such as the student, whom the parent or the school wishes to invite.
- When appropriate, the persons who assessed the child or someone familiar with those assessment procedures.

The team must consider the least restrictive setting. Mainstreaming to regular education will be considered to the extent possible. After the written IEP has been finished, it will be implemented by ECMS-G. The parent can review and request revisions of the plan. The IEP will contain:

- The services that student will receive.
- How these services will be delivered.
- The instructional settings where these services will be delivered.
- The rationale for placement decisions.
- Student's present level of performance, indicating strengths and challenges
- Annual goals and short-term objectives focusing on the student's current level of performance.
- How the student's progress will be measured and frequency of progress reporting
- Instructional, testing and/or behavioral accommodations
- Special factors for students who need assistive technology, if necessary
- Statewide assessment to be taken
- EL goals as necessary.

Times for IEP meetings:

- Once a year, the IEP team will meet to review and determine the student's progress and placement to make any needed changes to the IEP.
- Every three years, the IEP team will meet to review the results of a mandatory comprehensive reevaluation of the student's progress.
- After a student has received a formal assessment or reassessment.

- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
- When a parent or teacher requests a meeting to develop, review, or revise an IEP.
- When a student is approaching a transitional moment, such as middle school to high school.
- When a student with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP will meet to determine whether the student's misconduct was a manifestation of his or her disability.
- Student discipline and procedures for suspension and expulsion shall comply with federal and state laws and regulations, and shall include positive behavioral interventions.

#### d. IEP Review

If a student is receiving special education services, the IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting the student's needs. In addition, every three years, the student progress will be reassessed and their IEP reviewed in accordance with the 2004 IDEA regulations.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment that can be obtained at the charter school. ECMS-G will have written permission from the parent before it reassesses the student. ECMS-G will convene an IEP meeting within 30 days in response to a parent's written request.

ECMS-G will make available to all parents and teachers, LACOE, state, and federal literature regarding special education programs, regulations, and laws.

The retention of special education students is an IEP team decision.

#### e. Description of Due Process and Procedural Safeguards

LACOE may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to ECMS-G if LACOE determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending ECMS-G initiates due process proceedings, ECMS-G will be named as the respondent. Whenever possible, LACOE and ECMS-G shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, ECMS-G will be responsible for its own representation. If ECMS-G retains legal representation for a due process proceeding or other legal proceeding or action, ECMS-G will be responsible for the cost of such representation.

Because ECMS-G will manage, and is fiscally responsible for, its students' special education instruction and services, ECMS-G will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that ECMS-G failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on ECMS-G's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, ECMS-G will be responsible for payment of those attorneys' fees and costs.

## 2. Charter School Special Education Responsibilities

ECMS-G will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to ensure that all students with disabilities are accorded a free, appropriate public education ("FAPE"). ECMS-G will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

ECMS-G will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in ECMS-G. (See 504 Plan below)

ECMS-G has entered into an MOU with a SELPA that delineates special education funding and responsibilities in detail. ECMS-G will develop, maintain, and review assessments and IEPs in the format required by the SELPA and will enter accurate assessment and IEP data into the SELPA's designated data system in accordance with

SELPA policies and procedures (see Appendix G). The charter will maintain copies of assessments and IEP materials for district review. ECMS-G will submit to SELPA all required reports, including but not limited to CASEMIS, SESAC and IEPs, in a timely manner as necessary to comply with state and federal requirements.

ECMS-G is responsible for the management of its special education budgets, personnel, programs, and services. ECMS-G will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

ECMS-G will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at ECMS-G. ECMS-G may request related services from the SELPA per local educational plan allocation model and subject to availability and on a “fee-for-service” basis. ECMS-G may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to ECMS-G from other school districts, ECMS-G shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA, or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. ECMS-G will identify and refer students with disabilities who demonstrate early signs of academic, social, or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. See the section above on the identification process.

Upon parents’ request for assessment, ECMS-G will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. ECMS-G shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. ECMS-G will make decisions regarding eligibility, goals, program, placement, and exit

from special education through the IEP process according to federal, state and SELPA timelines.

In the event that ECMS-G is unable to provide an appropriate placement or services for a student with special needs, ECMS-G will contact the SELPA to discuss placement and service alternatives.

ECMS-G will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. ECMS-G's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students at ECMS-G. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

ECMS-G shall provide planned staff development activities and participate in available appropriate SELPA or LACOE trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

ECMS-G will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. ECMS-G will maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

ECMS-G will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. ECMS-G will collect data pertaining to the number of special education students suspended or expelled.

### 3. Funding for Special Education

ECMS-G shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model determined by agreement between ECMS-G and the SELPA. In addition to AB602 funding, the school will receive IDEA Local Assistance funding based on the number of

special education students ECMS-G serves. ECMS-G shall keep daily attendance for each student and such attendance shall be reported and certified.

#### 4. Supplemental Instructional Materials

Specialized, adapted, and modified instructional materials will be provided for students as determined by their individual IEP requirements to allow access to general education curriculum and the Common Core State Standards and Next Generation Science Standards. Social skills, and transitional skills will be addressed. Adaptive technologies that will be implemented for students who require them may include audio-books, manipulatives for math, text-to-speech and speech-to-text programs, and occupational therapy materials.

#### **F. Section 504**

ECMS-G is solely responsible for its compliance with Section 504 and the ADA. Facilities of ECMS-G will be accessible for students with disabilities in accordance with the ADA. ECMS-G has adopted a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. ECMS-G recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under core instructional activities of the school.

A 504 team will be assembled by the site administrator and shall include the parent or guardian, the teacher, and any other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. The 504 designee will be responsible for overseeing the identification, assessment, monitoring, and servicing of students with 504 Plans.

If the student has already been evaluated under the IDEA and found to be ineligible, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider all applicable student information in its evaluation including, but not limited to, the following information:



- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment may be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by professional staff at ECMS-G. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in regular instruction at ECMS-G, along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and guardians, teachers must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility, or a discontinuation of the 504 Plan.

## **G. Advanced Learners**

In order to provide programs and curriculum for academically high achieving students, ECMS-G offers a continuum of approaches and options that can meet a wide range of abilities, interests and learning styles. ECMS-G's block scheduling, looping and thematic, interdisciplinary, project-based approach assists high achievers to develop and pursue extensions of what is being taught. Utilizing a small, personalized environment, teachers are able to move students in and out of groups, allowing high achievers an opportunity to work with their peers or independently. Service learning projects and opportunities to work with community partners will give students the chance to be mentored by adults.

Students, who during the course of the academic school year demonstrate an ability to advance at a faster pace and/or a higher cognitive level in core academic areas, will be challenged through an individualized learning plan in which learning outcomes are based on the State Standards. The individualized learning plan will be developed by the core curriculum teachers in consultation with the student's parents. The plan will include specific goals and strategies and progress will be evaluated when performance reports are issued and reviewed at parent teacher conferences.

Individualized learning plans may include supplemental advanced reading material and in-depth projects that are developed on an individual student basis to customize learning expectations. Students will also, at times, be grouped heterogeneously to work with and learn from each other.

Academically high achieving students may arrive at ECMS-G already identified as high achieving or be identified via ECMS-G's Comprehensive Identification and Referral Process. In order to provide programs and curriculum for academically high achieving students, ECMS-G offers a continuum of approaches and options that can meet a wide range of abilities, interests and learning styles. ECMS-G's block scheduling and thematic, project-based approach assists high achievers to develop and pursue extensions of what is being taught. Utilizing a small, personalized environment, teachers are able to move students in and out of groups, allowing high achievers an opportunity to work with their peers or independently. Service learning projects and opportunities to work with community partners will give students the chance to be mentored by adults.

## **IX. Professional Development**

Professional development is essential to the continuous improvement of the educational program and structures of the school. The Principal serves as the instructional leader of

the school and facilitates professional development utilizing the principles and structure of a Professional Learning Community.

Time for professional development has been built into the schedule to allow for two hours of all-staff professional development sessions per week, with additional meeting time for teaching teams. In addition, there are several (more than 8) full days of professional development planned during the school year and an additional 10 days of professional development prior to the start of the school year. New teachers begin one week earlier (for an additional 3-5 days of professional development and onboarding) than returning teachers for a thorough introduction to ECMS-G, its mission, core values, and instructional strategies. The Professional Development (PD) days in June feature a comprehensive review of student and school-wide data that results in the identification or revision of goals, objectives, strategies, and benchmarks for the coming school year. The PD days in August include training (or retraining) in the strategies that were identified in June. Ongoing analysis of student data and the effectiveness of the identified strategies continues throughout the school year on the PD days. It is during these sessions that teachers may receive training on the identified best practices and strategies. In addition, through our teacher development and evaluation process (utilizing the “ECS Best Practices Rubric” included in Appendix D) teachers and administrators work together to identify professional development goals and concrete strategies to achieve those goals, such as observing other teachers, attending workshops, and researching content and strategies.

Monday afternoon Professional Development meetings are times when staff meets either in subject area teams or grade level teams. Grade level teams also meet weekly. Monday meetings are reserved for topics that are aligned to school-wide goals and objectives. Monday afternoon sessions are focused on collaboration among teachers, using a protocol based on Richard DuFour’s Professional Learning Communities to structure this work (see below). Announcements and general housekeeping tasks are kept to a minimum in order to preserve this time to focus on research-based strategies for improving teaching and learning.

### **A. Professional Learning Community**

Based on the work of Richard DuFour and R. Marzano, ECMS-G’s professional development meetings and trainings are focused on the ongoing exploration of three crucial questions that drive the work of all teaching staff:

- What do we want each student to learn?
- How will we know when each student has learned it?

- How will we respond when a student experiences difficulty in learning?

All Professional Development time and resources are devoted to answering those questions with the overall goal of improving student learning. Therefore, the PLC not only supports teachers and students with assessing the quality of the learning that is taking place, it also helps to set the course (and the continual adjustment to that course) of implementing strategies to respond when some students do not learn.

Led by the Principal, all teachers and aides work on grade-level teams serving common students to analyze and understand standards, student performance, and student data. Collaboratively, they identify and implement/modify teaching strategies and measure the impact of those strategies. This collaborative work helps to create a culture of learning among students and teachers alike. The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.

In addition to being systematic and school-wide, the professional learning community's response to students who experience difficulty is:

- *Timely*. The school quickly identifies students who need additional time and support.
- *Based on intervention rather than remediation*. The plan provides students with help as soon as they experience difficulty rather than relying on summer school, retention, and remedial courses.
- *Directive*. Instead of *inviting* students to seek additional help, the systematic plan *requires* students to devote extra time and receive additional assistance until they have mastered the necessary concepts.<sup>36</sup>

Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement has become be the routine work of everyone in the school. Every teaching team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. Team goals are measured with student achievement data rather than by what the teacher taught.

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<sup>36</sup> DuFour, Richard. "What is a Professional Learning Community?" . Educational Leadership. May 2004, Volume 61, Number 8 Schools as Learning Communities, Pages 6-11.

Professional Development at ECMS-G is strongly focused on Best Practice 2: Interdisciplinary Curriculum & Assessment, since developing rich curriculum is the foundation on which our other best practices are built. Based on extensive experience with interdisciplinary instruction, the school has developed a Unit Design Cycle to facilitate the development of deeply interconnected units which authentically integrate English, history, math, and science standards, environmental principles, Collaborative Skills, and SLOs. Through this process, each grade level team of teachers will: (1) Choose a cluster of learning objectives; (2) Find thematic connections; (3) Design the Interdisciplinary Benchmark Project; (4) Deepen content knowledge to improve instructional strategies; (5) Collaborate to plan instruction; (6) Analyze formative assessment data and plan for re-teaching; and (7) Reflect on the unit and project. This cycle is constantly being tested and refined with the entire teaching staff in order to increase its effectiveness and to make it a truly replicable model as we expand.

Our academic calendar is based on the professional development needed for our Unit Design Cycle. Each summer includes two weeks of professional development and planning time. Each IBM quarter has four full student-free PD days: one to plan the Interdisciplinary Benchmark Project (IBM), two to refine the IBM rubric and plan instruction based on formative data, and one to analyze data after the IBM is assessed and to plan for reteaching and reassessing. Each semester is backwards-planned so that the IBM is due 1-2 weeks before the final day of the quarter, allowing multiple opportunities for students to demonstrate proficiency.

The core of our work continues to be developing teachers' ability to create common valid, reliable performance assessments. Each IBM consists of a rubric, project description, unit vocabulary, and the task itself, usually consisting of both group and individual components, completed through both drafting and on-demand writing in all content areas including math. Teachers draft assessments, and then complete them following their own instructions in order to refine the rubric and to determine which skills are necessary to teach to students. When benchmarks have been administered, teachers score anonymous samples in order to calibrate and come to consensus on rubric ratings. Then, teachers score random sets of student work from each grade level - not necessarily their own students - in order to increase reliability of ratings. Each core teacher, whether an English/History or a Math/Science teacher, will score all standards on the assessment. This requires and encourages teachers to expand their content knowledge to include other grade-level standards, which in turn leads to more richly integrated classroom instruction. As teachers collect data on student performance on IBMs, they initiate the next phases of the Unit Design Cycle which are most appropriate for their grade level teams.

Effective professional learning communities require hard and careful work. All ECMS-G teachers receive training and ongoing coaching to support the work of the PLC. ECMS-G uses a comprehensive accountability system to gather, organize, and analyze student performance, including the use of the Measure of Academic Progress (“MAP”) from the Northwest Evaluation Association (“NWEA”). NWEA provides tiered all-staff workshops to train teachers in the effective use of student performance data to improve classroom practices. Using this data, teachers are able to better identify underperforming students and subgroups and implement instructional interventions to address their specific areas of need.

## **B. Additional Training**

Teaching staff also participate in the following trainings (over the summer, when possible) to implement specific aspects of the curricular program:

- Universal Design for Learning
- Understanding by Design
- Interdisciplinary Benchmark Unit Design Cycle
- Special Education training for general education teachers
- Integrating ELD standards and supports into the regular education classroom
- Implicit Bias training
- Training in Tribes, the Social Emotional Learning program
- Training in utilizing NWEA MAP and CAASPP data to inform classroom instruction
- Ongoing training and conferences as needed for the continuous improvement of the curricular program
- CMC, CABE, CSTA, CATE, CCSS conferences
- Training in using the environment as an integrating context through ECS’s Green Ambassadors institute
- Arts Integration training
- Kate Kinsella
- Reading Apprenticeship
- UCLA Math Project
- Mandated trainings, such as blood-borne pathogens and mandated reporter.

Administrative and/or Board Members have participated in the following trainings:

- Financial and business management training for administrators
- Board trainings for Board of Directors

- Marzano Art & Science of Teaching and iObservation with Synergy Academies, regarding teacher evaluation, inter-rater reliability, and technology utilization
- Loyola Marymount University's Center for Equity for English Learners "Reparable Harm" district capacity training to improve instruction for Long Term English Learners
- LACOE administrative trainings
- CDE CAASPP implementation trainings
- National Conference for Teachers of Mathematics
- California African American Superintendents and Administrators
- National Science Teachers Association conference

### **C. Performance Evaluation**

The entire Teacher Development System process at ECMS-G is focused on helping teachers implement our Best Practices, which have been carefully chosen as effective research-based strategies leading to multi-faceted student achievement. Teacher learning is the foundation of student learning and our system is designed to create a supportive and challenging environment for professional development. Our development and evaluation system measures both teacher input and student output, using varied sources of information. Teachers' access to coaching and leadership opportunities is determined by their levels of practice. As part of the ECS coaching model, instructional coaches and site administrators use the ECS Best Practices Teaching Rubric to identify, gather, and score a variety of evidence of instruction and student learning. A critical focus of this system is to determine whether or not there is a correlation between our Best Practices and student achievement on local, state, and national assessments. We will compare the two data sets and adjust our Best Practices as needed in light of their relationship to student success.

We know that collaboration is one of the most sought after and valued practices in education. We prioritize time for teachers to collaborate with one another and view the process described here as a framework for effective and efficient collaboration between teachers, teacher leaders, and administrators. It has been refined through our first three years of operation in conversation with all instructional and administrative staff. In order to improve reliability of the teacher development and evaluation process, each teacher receives feedback from their principal, assistant principal, and/or instructional coach in coordination with the Director of Curriculum & Instruction. Instructional coaches and site administrators attend monthly training on effective techniques for observing instruction, collecting evidence, and preparing and delivering meaningful feedback using the ECS Best Practices Rubric. Teachers self score and present evidence of their present levels

of performance on our Best Practices rubric. Administrators review all evidence and provide end of year ratings for all teachers.

Our approach with teachers mirrors our standards-based grading approach with students. Our Best Practices serve as “standards” for practice. We have analyzed numerous frameworks and incorporated the most supported research-based strategies from the California Standards for the Teaching Profession,<sup>37</sup> Marzano’s “Art & Science of Teaching Framework” (2012),<sup>38</sup> Charlotte Danielson’s “Framework for Teaching,” and the “OPAL” protocol for English Language Learners (Lavadenz, 2010)<sup>39</sup>. Teachers and evaluators collect multiple forms of evidence, including observations, student work, lesson plans, and video analysis of instruction and teacher collaboration meetings. We also look at multiple sources of student achievement data – from our own valid and reliable local performance assessments, to nationally-normed computer-adaptive and state standardized tests.

As described in the recent Task Force on Educator Excellence report, “Greatness by Design: Supporting Outstanding Teaching in a Golden State,” quality “evaluation must focus on strengthening the knowledge, skills and practices needed to improve students’ academic growth by using reliable data sources that fairly and accurately depict both teachers’ practices and students’ learning – and the relationship between the two. Studies show that, when evaluations provide teachers with frequent feedback on the important elements of their practice and enable them to reflect on the connections to student learning, student achievement increases.”<sup>40</sup>

Teachers begin by evaluating themselves on the Best Practices Rubric. In collaboration with an instructional coach or site administrator, teachers then select 1-2 goals for the year, based on areas of desired growth. During the first few weeks of the year, instructional coaches and site administrators conduct mini-observations, collect data, and provide initial formative feedback on instruction and the teacher’s identified goal(s). As the year progresses, instructional coaches and administrators work collaboratively with teachers to review their professional goals, monitor progress, and reflect on professional growth in a formal goal cycle throughout the school year.

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<sup>37</sup> Commission on Teacher Credentialing (2009). *California Standards for the Teaching Profession*

<sup>38</sup> Marzano, R.J. (2012). *Marzano Art and Science of Teaching Framework: Learning Map*; Blairsville, PA: Learning Science International.

<sup>39</sup> Lavadenz, E. & Armas, A. (2010) *Observation Protocol for Academic Literacies*. Los Angeles, CA.

<sup>40</sup> Milanowski, A., Kimball, S.M., & White, B. (2004) *The relationship between standards-based teacher evaluation scores and student achievement*. Madison, WI: University of Wisconsin-Madison, Consortium for Policy Research in Education; From Greatness by Design (2012) State Superintendent Tom Torlakson’s Task Force on Educator Excellence.



Twice a year, instructional coaches and administrators lead teachers through the ECS observation cycle, which includes a pre-observation, formal observation, and post-observation meeting. During the pre-observation meeting, the teacher and instructional coach or administrator review the Best Practices rubric, the teacher's professional development goal(s), recent assessment data, current unit plan, and lesson plan in preparation for the upcoming classroom observation. The teacher and instructional coach use this pre-observation meeting to clarify and refine elements of the lesson plan and set goals for observation. During the classroom observation, the instructional coach or administrator collects and scores evidence of teacher input and student output using the Best Practices Rubric. The cycle ends with a post-observation meeting between the teacher and instructional coach or administrator, in which the teacher reflects on the success of the lesson and evidence of student learning and the instructional coach or administrator explains his/her observations and feedback. The teacher and instructional coach or administrator may also analyze student work and assessment data, video footage, explore recommended instructional strategies, and troubleshoot instructional challenges. The instructional coach or administrator then completes the observation cycle by documenting and sharing his/her feedback and Best Practice Rubric scores with the teacher.

Teachers also participate in a series of mini-observations, conducted by their site principal, assistant principal, instructional coach, and colleagues with special expertise in Special Education, English Language Development, counseling, and subject area content, throughout the academic year. The purpose of these brief classroom observations is to provide every ECMS-G teacher with regular individualized mentoring and formative feedback to prompt reflection and improve teaching and learning in the classroom. These mini-observations also provide ECMS-G administrators with frequent up-to-date data about classroom instruction and implementation of the educational program

Documentation of the ECS goal cycle, data from all classroom observations, feedback from instructional coaches and administrators are stored in TeachBoost, an online platform that ECS uses to gather, share and analyze teacher observation data. Administrators are able to review the notes, photos, documents, and videos from individual classroom observations by logging into Teachboost throughout the school year. Teachers can also access their observation notes, coaching feedback, and rubric scores at any time through their individual Teachboost account.

At the end of each school year, teachers receive summative feedback annually from Principals and Assistant Principals, who use evidence from classroom observations, the goal cycle, teacher self-reflection, and data from other sources to evaluate instruction.

The purpose of this year-end evaluation process is to provide summative feedback to teachers, measure instructional improvements, and facilitate better decision-making about professional development, curriculum, and school policy.

If, at any time, an evaluator determines that there is a serious and immediate need for a teacher to improve in a Best Practice, they will call a Priority Goal meeting. At this time, the teacher and site administrator will analyze the problem, determine action steps for change and supporting the teacher, set a timeline for improvement, and sign a form acknowledging that the teacher is aware that failure to improve may result in dismissal. A Priority Goal becomes a priority not just for the teacher, but for the evaluator as well. Our goal is to support teachers as they move toward mastery of our best practices, and this system helps busy site administrators manage their time to focus on the issues most affecting student achievement.

2018-19		Instructional Coaching*		Frequency	
<b>Goal Cycle</b>	<ul style="list-style-type: none"> <li>● Goal Setting</li> <li>● Goal Progress</li> <li>● Goal Reflection</li> </ul>			1-3 cycles per year	
<b>Coaching Meetings</b>	Check-ins <ul style="list-style-type: none"> <li>● Unit and lesson planning</li> <li>● Assessment Design</li> <li>● Data and student work analysis</li> <li>● Observation debriefs</li> </ul>			Weekly	
<b>Mini-Observation</b>	<ul style="list-style-type: none"> <li>● Walkthrough (15+ minutes)</li> <li>● Feedback shared within 24 hours</li> </ul>	2+ per year w/ Instructional Coach		2+ per year w/ Site Administrator	
<b>Observation Cycle</b>	<ul style="list-style-type: none"> <li>● Pre-Conference</li> <li>● Classroom Observation (30+ minutes)</li> <li>● Post-Conference</li> </ul>			2+ cycles per year	
<b>Self-Reflection</b>	<ul style="list-style-type: none"> <li>● Evidence Collection</li> <li>● Data Analysis</li> </ul>			Ongoing	
* Instructional coach = teacher leader or site administrator					



## **ELEMENTS 2 and 3- MEASURABLE PUPIL OUTCOMES and METHODS OF ASSESSING STUDENT OUTCOMES**

*Governing Law: “The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” California Education Code 47605(b)(5)(B).*

*Governing Law: “The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” California Education Code Section 47605(b)(5)(C).*

### **I. Measurable Pupil Outcomes and Actions to Achieve State Priorities**

ECMS-G’s operation has coincided with a period of remarkable transition in California public education--new computer-based tests, new Common Core State Standards and Next Generation Science Standards, new funding structures (LCFF & LCAP), and a new state accountability system, based upon multiple measures that drive for equity and continuous growth. The next five years will also see considerable changes in how public schools are evaluated and the content they teach. There will be data from new assessments to measure English Learners’ progress and science achievement and new frameworks for Social Sciences/History. ECMS-G welcomes the new changes, and in response has crafted Measurable Pupil Outcomes to reflect ongoing developments in how the state measures school success, our evolving understanding of interdisciplinary, project-based instruction and assessment, and the state’s evolving focus on equity.

ECMS-G recognizes the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs, are learning and demonstrating growth and progress throughout their schooling at ECMS-G. One way we ensure this is by complying with the eight State Priorities as outlined in Education Code 52060 and described in the table below.

**Focus Area I: Basic Services**

**LCAP Goal 1:** Ensure operations and facilities are mission-aligned, meet needs of educational program, and facilitate achievement of student learning outcomes

**Actions to achieve goal:**

School employs certificated employees necessary to implement educational program.  
 ECS and ECMS-G personnel will review credentials, implement hiring process to attract qualified candidates, offer competitive salary and benefits package, provide onboarding for new hires, implement teacher retention strategies and support teacher induction programming. Practices, such as our Teacher Development System, Instructional Coaches' Training, and Cadre leadership development program, will ensure teachers are receiving support and continuously improving their practice. Teacher and staff satisfaction will be measured via climate surveys.

School employs staff necessary for school operations and facilities to ensure student safety and support implementation of educational program

School maintains required insurance and will offer competitive employee benefits packages.

School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational program.

School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational program. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.

School site will make capital improvements as required to ensure student safety and support implementation of educational program. City Prop K monies will be used to improve or add exterior landscaping, mission-aligned features, and recreational space. State monies from Prop 39 will be used to improve site's energy efficiency.

ECS personnel will provide school with human resources, accounting, financial and facilities support to ensure smooth operations. ECS personnel will also support school's implementation of standards implementation and work to secure additional resources needed to implement educational program.

ECMS-G administrators will monitor implementation and assessment of standards by reviewing Unit Learning Plans and teacher gradebooks quarterly for evidence of standards-based assessments.

ECMS-G administrators with the support of ECS Directors of Curriculum and Instruction, will review English Learner assessment data and plan and deliver data-driven professional development.

ECS Executive Director and ECS Development Manager will support ECMS-G in procuring additional resources and community partnerships needed to ensure our facilities are safe and mission-aligned and that ECMS-G has the resources and expertise needed to professionally develop all staff members.

State Priorities/Local Priorities Addressed	Measurable Outcomes & Methods of Measurement	Baseline Performance Date
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<p><b>State Priority 1: Basic Services</b></p>	<p><b>I.1.a</b> All core classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned</p> <p>Method of measurement will be Misassignments and Credentialing information reported annually in School Annual Report Card (SARC)</p>	<table border="1"> <thead> <tr> <th colspan="3">Percent of Teachers Appropriately Credentialed</th> </tr> <tr> <td></td> <td>Baseline</td> <td>100%</td> </tr> </thead> <tbody> <tr> <td rowspan="5">Annual Targets</td> <td>Y1</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>100%</td> </tr> <tr> <td>Y4</td> <td>100%</td> </tr> <tr> <td>Y5</td> <td>100%</td> </tr> <tr> <th colspan="3">Percent of Teachers Misassigned</th> </tr> <tr> <td></td> <td>Baseline</td> <td>84%</td> </tr> <tr> <td rowspan="5">Annual Targets</td> <td>Y1</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>100%</td> </tr> <tr> <td>Y4</td> <td>100%</td> </tr> <tr> <td>Y5</td> <td>100%</td> </tr> </tbody> </table>	Percent of Teachers Appropriately Credentialed				Baseline	100%	Annual Targets	Y1	100%	Y2	100%	Y3	100%	Y4	100%	Y5	100%	Percent of Teachers Misassigned				Baseline	84%	Annual Targets	Y1	100%	Y2	100%	Y3	100%	Y4	100%	Y5	100%
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<p><b>State Priority 1: Basic Services</b></p>	<p><b>I.1.b</b> School facilities will be safe and maintained in good repair.</p> <p>Method of measurement will percentage of items marked compliant (i.e., ADA compliance, Fire/Life Safety, Site/Building Facility) in the Annual LACOE Inspection Report</p>	<table border="1"> <thead> <tr> <th colspan="3">LACOE Inspection Report % Items Compliant</th> </tr> <tr> <td></td> <td>Baseline</td> <td>100%</td> </tr> </thead> <tbody> <tr> <td rowspan="5">Annual Targets</td> <td>Y1</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>100%</td> </tr> <tr> <td>Y4</td> <td>100%</td> </tr> <tr> <td>Y5</td> <td>100%</td> </tr> </tbody> </table>	LACOE Inspection Report % Items Compliant				Baseline	100%	Annual Targets	Y1	100%	Y2	100%	Y3	100%	Y4	100%	Y5	100%																	
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<p><b>State Priority 1: Basic Services</b></p>	<p><b>I.1.c</b> All students will have access to standards-aligned instructional materials and additional materials as outlined in our petition and as measured by administrators in the School Annual Report Card</p>	<table border="1"> <thead> <tr> <th colspan="3">Percent of Students with Sufficient Materials</th> </tr> <tr> <td></td> <td>Baseline</td> <td>100%</td> </tr> </thead> <tbody> <tr> <td rowspan="5">Annual Targets</td> <td>Y1</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>100%</td> </tr> <tr> <td>Y4</td> <td>100%</td> </tr> <tr> <td>Y5</td> <td>100%</td> </tr> </tbody> </table>	Percent of Students with Sufficient Materials				Baseline	100%	Annual Targets	Y1	100%	Y2	100%	Y3	100%	Y4	100%	Y5	100%																	
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<p><b>Priority 2: Implementation of State Standards</b> <i>No state metrics</i> Locally designed metrics for: Implementation of state board adopted academic content and performance standards for all students (CCSS, ELD, NextGen, et. al.)</p>	<p><b>I.1.d</b> 100% of core and special education teachers will regularly assess CCSS or NGSS.</p> <p>100% of teachers will plan Unit Learning Goals and benchmarks aligned to CCSS and/or NGSS;</p> <p>Method of measurement: Regular review of standards-based grades in PowerTeacher and Unit Learning Goals forms.</p>	<table border="1"> <thead> <tr> <th colspan="3">Percent of Teachers Regularly Assessing CCSS or NGSS</th> </tr> <tr> <td></td> <td>Baseline</td> <td>100%</td> </tr> </thead> <tbody> <tr> <td rowspan="5">Annual Targets</td> <td>Y1</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>100%</td> </tr> <tr> <td>Y4</td> <td>100%</td> </tr> <tr> <td>Y5</td> <td>100%</td> </tr> </tbody> </table>	Percent of Teachers Regularly Assessing CCSS or NGSS				Baseline	100%	Annual Targets	Y1	100%	Y2	100%	Y3	100%	Y4	100%	Y5	100%																																		
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<p><b>Priority 2: Implementation of State Standards</b> How programs and services will enable ELs to access the CCSS and the ELD standards to learn content and become English fluent</p>	<p><b>I.1.e</b> 100% of teachers will participate in ECS-wide, LACOE, and/or other ELD trainings; as evidenced by sign in sheets, implementation surveys, and observations.</p> <p>To ensure the ELD program is implemented with fidelity and to maximize opportunities for English language development across all courses, including specialty classes, we will track the frequency teachers explicitly assess ELD standards by reviewing gradebooks.</p> <p>100% of core teachers will regularly assess ELD standards</p> <p>Non-core teachers providing integrated instruction will increase the frequency with which they assess ELD standards, until 100% of non-teachers assess ELD standards regularly.</p> <p>Method of measurement: regular review of standards-based grades in PowerTeacher and Unit Learning Goals forms.</p>	<table border="1"> <thead> <tr> <th colspan="3">Percent of Teachers Participating in ELD Trainings</th> </tr> <tr> <td></td> <td>Baseline</td> <td>100%</td> </tr> </thead> <tbody> <tr> <td rowspan="5">Annual Targets</td> <td>Y1</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>100%</td> </tr> <tr> <td>Y4</td> <td>100%</td> </tr> <tr> <td>Y5</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Percent of Core Teachers Regularly Assessing ELD Standards</th> </tr> <tr> <td></td> <td>Baseline</td> <td>100%</td> </tr> </thead> <tbody> <tr> <td rowspan="5">Annual Targets</td> <td>Y1</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>100%</td> </tr> <tr> <td>Y4</td> <td>100%</td> </tr> <tr> <td>Y5</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Percent of Specialty Teachers Regularly Assessing ELD Standards</th> </tr> <tr> <td></td> <td>Baseline</td> <td>79%</td> </tr> </thead> <tbody> <tr> <td rowspan="5">Annual Targets</td> <td>Y1</td> <td>84%</td> </tr> <tr> <td>Y2</td> <td>89%</td> </tr> <tr> <td>Y3</td> <td>94%</td> </tr> <tr> <td>Y4</td> <td>99%</td> </tr> <tr> <td>Y5</td> <td>100%</td> </tr> </tbody> </table>	Percent of Teachers Participating in ELD Trainings				Baseline	100%	Annual Targets	Y1	100%	Y2	100%	Y3	100%	Y4	100%	Y5	100%	Percent of Core Teachers Regularly Assessing ELD Standards				Baseline	100%	Annual Targets	Y1	100%	Y2	100%	Y3	100%	Y4	100%	Y5	100%	Percent of Specialty Teachers Regularly Assessing ELD Standards				Baseline	79%	Annual Targets	Y1	84%	Y2	89%	Y3	94%	Y4	99%	Y5	100%
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<p><b>State Priority 7: Course Access</b></p>	<p><b>I.1.f</b> 100% of students will have access to the ECMS-G educational program as outlined in the charter</p> <p>Method of measurement will be annual review of student schedules.</p>	<p>2017-18 100% of students have access to the ECMS-G educational program as outlined in the charter</p>
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**Focus Area 2: Student Achievement**

**LCAP Goal 2:** Improve outcomes for all students by improving instruction and programs

**Actions to Achieve Goal:**

ECS personnel will provide support with: data analysis and visualization, planning and delivering teacher and administrator professional development, curriculum selection, program evaluation and strategic planning. ECMS-G administrators, Instructional Coaches and English Language Development (ELD) & Special Education Coordinators, with the support of the ECS Director of Curriculum and Instruction, will review assessment data and plan teacher coaching. Instructional coaches will observe teachers, help them identify and improve instructional strategies, and support their curriculum planning, instruction differentiation, writing and reviewing of assessments, and data review. Math and English Instructional coaches will lead departments in selecting, implementing and evaluating resources, programs, and pedagogical approaches.

School will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement.

School will continue implementation and evaluation of the ECS Best Practices, practices designed to meet the needs of students who are socioeconomically disadvantaged and English Learners

Specialty classes, including Green Ambassadors, College Readiness, Games and Handwork, will help low income students and English learners develop the skills needed to succeed in a college preparatory high school, develop students' social emotional skills and reinforce content and skills from core course through engaging activities appealing to multiple modalities

Response To Intervention program will ensure struggling low income students and English Learners can access the curriculum.

School will use software to better understand how subgroups are performing and efficacy of best practices for those groups.

ECMS-G will implement Open Up Resources math curriculum across grades and English 3-D for English Language Development

ECMS-G administrators, ECMS-G counselors, ELD Coordinator and Special Education Coordinator meet regularly to review student progress, troubleshoot school issues and scheduling challenges, review and coordinate outside services providers, and evaluate programs, such as counseling, Speech & Language, ELD and Special Education services and behavior supports.

The ELD Coordinator will implement the state's English Learner assessment (ELPAC), monitor progress of ELs & RFEPs, and communicate with parents of English Learners on goals and pathways



to reclassification.

ECMS-G's Special Education department will develop and monitor IEPs, coordinate with parents of students with disabilities, ensure compliance of special education program, support teachers' implementation of IEP goals and provide services to students with disabilities. Progress reports are sent home with every report card (four times a year). Students' IEP annual goals each have two objectives that lead to the achievement of the annual goal. The progress reports communicate whether the student has met, is making progress or is not progressing towards meeting each of the interim objectives. In addition, during twice yearly conferences teachers review students' progress on the Progress reports with class grades are sent home weekly and results from standardized tests are shared at conferences and sent home at least three times each year.

ECMS-G will support science teachers to continue implementing and assessing NGSS through internal and external professional learning opportunities. With the support of the ECS Director of Curriculum & Instruction, science teachers and site administrators will engage in professional development on topics such as teaching literacy in science, utilizing NGSS-aligned instructional materials and resources, designing authentic NGSS lessons and assessments, making interdisciplinary connections in science, and understanding the new California Science Test (CAST).

State Priorities/Local Priorities Addressed	Measurable Outcomes & Methods of Measurement	Baseline Performance Date
<p><b>State Priority 4: Pupil Achievement</b></p> <p><b>Student Learning Outcome #1:</b> All students will think critically and demonstrate academic proficiency.</p>	<p><b>II.2.a</b> Performance on standardized tests (CAASPP)</p> <p>For each cohort (all pupils), the Distance from 3 in English Language Arts will fall into the California School Dashboard's "increase" or "significant increase" category. For each subject, these growth rates shall be maintained until the cohort reaches a "high" status on the CA Dashboard.</p> <p>If the distance from 3 for any cohort therein reaches a "high" status on the CA Dashboard, that status shall be maintained.</p> <p>In cases where a statistically significant student group's distance from 3 is two or more performance levels below the "all student" performance on the state's five by five placement chart, ECMS-G will disaggregate the student group by cohort, in order to identify which cohorts within the student group are performing two levels below "all student" performance. In order to close the performance gap shown between that statistically significant</p>	<p>Baseline for Distance from 3 (from Spring 2017 California Model Five-by-Five Placement Reports &amp; Data)</p> <p><u>English Language Arts</u>            Schoolwide: 31.9 points below 3            SED: 39.5 points below 3            EL: 78.6 points below 3            SWD: 119.1 points below 3            African American: -35.5 points below 3            Latinos: 35.3 points below 3</p> <p><u>Math</u>            Schoolwide: 70.6 points below 3            SED: 78.8 points below 6            EL: 117 points below 3            SWD: 168.9 points below 3            African American: 87.6 points below 3            Latinos: -72.5 points below 3</p>

	<p>student group and school wide performance, these cohorts' targeted growth will increase to <b>150%</b> of the minimum growth rate in the increasing category for each cohort identified as performing two levels below.</p> <p>In cases where a statistically significant student group's distance from 3 is one performance level below the "all student" performance on the state's five by five placement chart, ECMS-G will disaggregate the student group by cohort, in order to identify which cohort/s within the student group is/are performing one level below "all student" performance. In order to close the performance gap shown between that statistically significant student group and school wide performance, these cohorts' targeted growth will increase to <b>125%</b> of the minimum growth rate in the increasing category for each cohort identified as performing one below.</p> <p>For each subject, these minimum growth rates shall be maintained until the cohort reaches the same performance level as all students.</p> <p>If the distance from 3 for any student group reaches a "high" status on the CA Dashboard that status shall be maintained.</p> <p>Method of measurement will be CAASPP data files as visualized in Schoolzilla</p>	<table border="1"> <thead> <tr> <th colspan="5">CAASPP ELA Growth Targets</th> </tr> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-32.1</td> <td>-29.1</td> <td>-26.1</td> <td>-23.1</td> </tr> <tr> <td>Class of 2019</td> <td>-36.4</td> <td>-33.4</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Class of 2020</td> <td>-41.7</td> <td>-38.7</td> <td>-35.7</td> <td>N/A</td> </tr> <tr> <td>Class of 2021</td> <td>TBD</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>  Class of 2019</td> <td>-39.8</td> <td>-35.3</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>  Class of 2020</td> <td>-45.5</td> <td>-41</td> <td>-36.5</td> <td>N/A</td> </tr> <tr> <td>  Class of 2021</td> <td>TBD</td> <td></td> <td></td> <td></td> </tr> <tr> <td>EL</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>  Class of 2019</td> <td>-113.8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>  Class of 2020</td> <td>-118.5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>  Class of 2021</td> <td>TBD</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWD</td> <td>-118</td> <td>-115</td> <td>-112</td> <td>-109</td> </tr> <tr> <td>AA</td> <td>-27.5</td> <td>-24.5</td> <td>-21.5</td> <td>-18.5</td> </tr> <tr> <td>Latinos</td> <td>-41.4</td> <td>-38.4</td> <td>-35.4</td> <td>-32.4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">CAASPP Math Growth Targets</th> </tr> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-72</td> <td>-69</td> <td>-66</td> <td>-63</td> </tr> <tr> <td>Class of 2019</td> <td>-75.9</td> <td>-72.9</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Class of 2020</td> <td>-69.2</td> <td>-66.2</td> <td>-63.2</td> <td>N/A</td> </tr> <tr> <td>Class of 2021</td> <td>TBD</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>  Class of 2019</td> <td>-79.2</td> <td>-74.7</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>  Class of 2020</td> <td>-72.6</td> <td>-68.1</td> <td>-63.6</td> <td>N/A</td> </tr> <tr> <td>  Class of 2021</td> <td>TBD</td> <td></td> <td></td> <td></td> </tr> <tr> <td>EL</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>  Class of 2019</td> <td>-151.8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>  Class of 2020</td> <td>-137.2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>  Class of 2021</td> <td>TBD</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWD</td> <td>-167.9</td> <td>-164.9</td> <td>-161.9</td> <td>-158.9</td> </tr> <tr> <td>AA</td> <td>-82.3</td> <td>-79.3</td> <td>-76.3</td> <td>-73.3</td> </tr> <tr> <td>Latinos</td> <td>-80.7</td> <td>-77.7</td> <td>-74.7</td> <td>-71.7</td> </tr> </tbody> </table>	CAASPP ELA Growth Targets						2018	2019	2020	2021	Schoolwide	-32.1	-29.1	-26.1	-23.1	Class of 2019	-36.4	-33.4	N/A	N/A	Class of 2020	-41.7	-38.7	-35.7	N/A	Class of 2021	TBD				SED					Class of 2019	-39.8	-35.3	N/A	N/A	Class of 2020	-45.5	-41	-36.5	N/A	Class of 2021	TBD				EL					Class of 2019	-113.8				Class of 2020	-118.5				Class of 2021	TBD				SWD	-118	-115	-112	-109	AA	-27.5	-24.5	-21.5	-18.5	Latinos	-41.4	-38.4	-35.4	-32.4	CAASPP Math Growth Targets						2018	2019	2020	2021	Schoolwide	-72	-69	-66	-63	Class of 2019	-75.9	-72.9	N/A	N/A	Class of 2020	-69.2	-66.2	-63.2	N/A	Class of 2021	TBD				SED					Class of 2019	-79.2	-74.7	N/A	N/A	Class of 2020	-72.6	-68.1	-63.6	N/A	Class of 2021	TBD				EL					Class of 2019	-151.8				Class of 2020	-137.2				Class of 2021	TBD				SWD	-167.9	-164.9	-161.9	-158.9	AA	-82.3	-79.3	-76.3	-73.3	Latinos	-80.7	-77.7	-74.7	-71.7
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“high” status on ELPAC from the prior testing year to the current testing year 2019-20, and

- Long Term English Learners improving their ELPAC score\* from prior testing year to the current testing year, and
- English Learners reclassifying in prior testing year,

and dividing it by the number of English Learners taking the ELPAC in the current year + the number of students reclassified in the prior year.

Since a baseline for ELPI will not be available the 2019 Dashboard, Year 1 of the charter term will have an interim growth target\*\*..

Interim Growth Targets for Year One:

- The percentage of students scoring "Beginning" in ELPAC Reading Substrand will decrease by 5% in year one.
- The percentage of English learners reclassifying will increase by 1%

Growth Targets for Years Two – Five:

English Learners’ performance on ELPAC and Reclassification Rate will improve such that ECMS-G’s ELPI reaches a “high” status level, as defined by California School Dashboard Five-by-Five Placement Reports. ECMS-G’s ELPI status will increase by 2% each year until this is achieved.

Method of measurement will be data from California School Dashboard Report’s English Learner Progress Indicator Detailed Reports as visualized on Schoolzilla

\*As defined by the California School Dashboard Report’s English Learner Progress Indicator

\*\* Due to the transition from CELDT to ELPAC, the CDE could not report an ELPI

<b>Improvement in ELPAC Reading Substrand</b>	
	<b>% Scoring Beginning</b>
Baseline	58%
2018-19	53%

<b>Increase in Rate of Reclassification</b>	
	<b>% Scoring Beginning</b>
Baseline	7.7%
2018-19	8.7%

<b>Improvement in ELPAC &amp; Reclassification Rates as Measured by CA Dashboard English Learner Progress Indicator</b>	
2018-19	Baseline
2019-20	plus 2%
2020-21	plus 2%
2021-22	plus 2%
2022-23	plus 2%
2023-24	plus 2%

	<p>on the 2018 Dashboard. Per the <i>2018 California School Dashboard Technical Guide</i>, “The CDE will report Status on the 2019 Dashboard, when two years of ELPAC Summative results are available. The CDE will report Change on the 2020 Dashboard, when three years of Summative results are available.”</p>																																																																																					
<p><b>State Priority 8: Pupil Outcomes</b></p> <p><b>Student Learning Outcome #1:</b> All students will think critically and demonstrate academic proficiency.</p>	<p><b>II.2.c IEP Goals</b> English Learners with disabilities will make progress toward the learning goals as outlined in their Individualized Education Plans</p> <p>Every year, each cohort’s English Learners with IEPs will increase the percentage of ELA goals met by 7%.</p> <p>Each cohort’s English Learners with disabilities will increase the percentage of ELd goals met each year by 7% each year.</p> <p>Method of measurement will be annual audit of Individualized Education Plans</p>	<p>Baselines:</p> <p>Class of 2020 46% of ELA Goals Met 0% of ELD Goals Met</p> <p><u>Class of 2021*</u> <u>To be set in 2019-20</u></p> <p><u>Class of 2022-2025</u></p> <p><u>Additional baselines will be created at the end of each 6<sup>th</sup> grade year.</u></p> <p><u>8<sup>th</sup> grade data is not relevant as those students will not return in the fall.</u></p> <table border="1" data-bbox="1040 1094 1414 1325"> <thead> <tr> <th colspan="6">% of ELA IEP Goals Met English Learners with Disabilities</th> </tr> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>Class of 2020</td> <td>54%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Class of 2021</td> <td>.+7%</td> <td>.+7%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Class of 2022</td> <td>.+7%</td> <td>.+7%</td> <td>.+7%</td> <td></td> <td></td> </tr> <tr> <td>Class of 2023</td> <td></td> <td>.+7%</td> <td>.+7%</td> <td>.+7%</td> <td></td> </tr> <tr> <td>Class of 2024</td> <td></td> <td></td> <td>.+7%</td> <td>.+7%</td> <td>.+7%</td> </tr> </tbody> </table> <table border="1" data-bbox="1040 1356 1414 1587"> <thead> <tr> <th colspan="6">% of ELD IEP Goals Met English Learners with Disabilities</th> </tr> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>Class of 2020</td> <td>25%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Class of 2021</td> <td>.+7%</td> <td>.+7%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Class of 2022</td> <td>.+7%</td> <td>.+7%</td> <td>.+7%</td> <td></td> <td></td> </tr> <tr> <td>Class of 2023</td> <td></td> <td>.+7%</td> <td>.+7%</td> <td>.+7%</td> <td></td> </tr> <tr> <td>Class of 2024</td> <td></td> <td></td> <td>.+7%</td> <td>.+7%</td> <td>.+7%</td> </tr> </tbody> </table> <p><u>*Baseline for current 6<sup>th</sup> graders cannot be set until end of 2018-19, when every 6<sup>th</sup> grader will have completed an annual IEP.</u></p>	% of ELA IEP Goals Met English Learners with Disabilities							Y1	Y2	Y3	Y4	Y5	Class of 2020	54%					Class of 2021	.+7%	.+7%				Class of 2022	.+7%	.+7%	.+7%			Class of 2023		.+7%	.+7%	.+7%		Class of 2024			.+7%	.+7%	.+7%	% of ELD IEP Goals Met English Learners with Disabilities							Y1	Y2	Y3	Y4	Y5	Class of 2020	25%					Class of 2021	.+7%	.+7%				Class of 2022	.+7%	.+7%	.+7%			Class of 2023		.+7%	.+7%	.+7%		Class of 2024			.+7%	.+7%	.+7%
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<p><b>Student Learning Outcome #1:</b> All students will think critically and demonstrate academic proficiency.</p>	<p>will improve annually as measured on Interdisciplinary Benchmark Individual Unit Exams. 2018-19 goal is to increase each cohort's rate of meeting the standard in IBM critical thinking by 3% from 17-18 levels. Our targeted increase in 2019-20 will be 4%. In 2020-21 it will be 5% and in 21-22 it will be 6%.</p> <p>Method of measurement will be ECMS-G administrators and ECS staff annual review of IBM Critical Thinking standard scores.</p>	<ul style="list-style-type: none"> <li>• Class of 2019: 9% (Fall 2017)</li> <li>• Class of 2020: 7%</li> <li>• Class of 2021: 6%</li> </ul> <table border="1"> <thead> <tr> <th colspan="6">IBM Critical Thinking Growth Targets</th> </tr> <tr> <th></th> <th>Fall 18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> </tr> <tr> <th></th> <th></th> <th>plus 3%</th> <th>plus 4%</th> <th>plus 5%</th> <th>plus 6%</th> </tr> </thead> <tbody> <tr> <td>Class of 2019</td> <td>9%</td> <td>12%</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Class of 2020</td> <td>7%</td> <td>10%</td> <td>14%</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Class of 2021</td> <td>6%</td> <td>9%</td> <td>13%</td> <td>18%</td> <td></td> </tr> <tr> <td>Class of 2022</td> <td></td> <td>TBD</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Class of 2023</td> <td></td> <td>TBD</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	IBM Critical Thinking Growth Targets							Fall 18	2018-19	2019-20	2020-21	2021-22			plus 3%	plus 4%	plus 5%	plus 6%	Class of 2019	9%	12%	N/A	N/A	N/A	Class of 2020	7%	10%	14%	N/A	N/A	Class of 2021	6%	9%	13%	18%		Class of 2022		TBD				Class of 2023		TBD			
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<p><b>State Priority 8: Pupil Outcomes</b></p> <p><b>Student Learning Outcome #1:</b> All students will think critically and demonstrate academic proficiency.</p>	<p><b>II.2.e Science, History and Social Sciences</b></p> <p>Until such time as the state integrates science and/or history and social sciences into the the school dashboard and sets standards for measuring learning in science, ECMS-G will use reading to evaluate our progress.</p> <p>Student ability to read and comprehend nonfiction text will improve as measured by a norm referenced standardized test or a standards-aligned standardized test.</p> <p>CAST will be administered in 8<sup>th</sup> grade</p>	<p>Baseline NWEA MAP Reading -- RIT scores</p> <table border="1"> <thead> <tr> <th colspan="4">ECMS-G Growth in Reading RIT by Cohort</th> </tr> <tr> <th>Cohort</th> <th>6th Fall</th> <th>8th Spring</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Norm</td> <td>211</td> <td>220.1</td> <td>9.1</td> </tr> <tr> <td>2015</td> <td>207.9</td> <td>211.6</td> <td>3.7</td> </tr> <tr> <td>2016</td> <td>206.4</td> <td>216.3</td> <td>9.9</td> </tr> <tr> <td>2017</td> <td>206.4</td> <td>216.5</td> <td>10.1</td> </tr> <tr> <td>2018</td> <td>203.6</td> <td>216.9</td> <td>13.3</td> </tr> <tr> <td>2019</td> <td>202.4</td> <td>TBD</td> <td>14</td> </tr> <tr> <td>2020</td> <td>201.1</td> <td>TBD</td> <td>15</td> </tr> <tr> <td>2021</td> <td>203.7</td> <td>TBD</td> <td>15</td> </tr> <tr> <td>2022</td> <td>TBD</td> <td>TBD</td> <td>TBD*</td> </tr> <tr> <td>2023</td> <td>TBD</td> <td>TBD</td> <td>TBD*</td> </tr> </tbody> </table> <p>*For cohorts whose 6th Fall RIT is below the norm increase will exceed national norm's RIT increase by 150% until norm is reached.</p> <p><u>CAST baseline Spring 2019</u> The CDE has instructed schools to NOT use the CAST data from spring 2018 to compare to CAST data in future year, therefore we must wait until 2019 to determine baseline. The rate of growth for this metric will match the CA School Dashboard's definition of increase.</p>	ECMS-G Growth in Reading RIT by Cohort				Cohort	6th Fall	8th Spring	Change	Norm	211	220.1	9.1	2015	207.9	211.6	3.7	2016	206.4	216.3	9.9	2017	206.4	216.5	10.1	2018	203.6	216.9	13.3	2019	202.4	TBD	14	2020	201.1	TBD	15	2021	203.7	TBD	15	2022	TBD	TBD	TBD*	2023	TBD	TBD	TBD*
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<p><b>State Priority 8: Pupil Outcomes</b></p> <p><b>Student Learning Outcome #2:</b> All students will practice community responsibility and environmental stewardship.</p>	<p><b>II.2.f Responsibility to Community &amp; Environmental Stewardship</b></p> <p>The percentages of students indicating that they have been involved in helping to solve community problems and environmental problems will increase to 70%.</p> <p>Method of measurement will be Climate Survey Questions AZ2.9 &amp; 2.11</p>	<p>Baseline end of year 2017-18</p> <p>AZ2.9: 47% agree or strongly agree that they have been involved to help solve community problems</p> <p>AZ2.11: 49% agree or strongly agree that they have been involved in helping solve environmental problems</p>
<p><b>State Priority 8: Pupil Outcomes</b></p> <p><b>Student Learning Outcome #2:</b> All students will practice community responsibility and environmental stewardship.</p>	<p><b>II.2.g Responsibility to Community</b></p> <p>At least 90% of students will participate in outdoor education trips.</p> <p>Method of measurement will be records of student participation kept by ECMS-G administration</p>	<p>2017-18: 89% of students participated in outdoor education</p> <p>Beginning in 2019-20 we will collect student group data on outdoor education participation. If there are discrepancies between student groups' rates of participation, we will set additional annual growth targets to address gaps.</p>

**Focus Area 3: School Climate**

**LCAP Goal 3:** Develop a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability

**Actions to Achieve Goal:**

Provide developmentally appropriate social emotional program for low income students, English learners, and foster youth students to ensure a smooth transition into middle school and then into a college preparatory high school, including a summer bridge program for all new students and school-wide implementation of Tribes Social Emotional Learning program. Counselor will gather data from students via surveys and informal focus groups to identify root causes for feeling unsafe and implement strategies to address these student concerns.

Overnight field trips and day field trips will enrich the learning of low- income students and provided opportunities for healthy risk taking.

Since a significant percentage of our students with excessive absences have chronic health conditions, we will research ways to better support these students and improve their attendance and implement improvements 2018-9

Full-time counselor and counseling interns will provide counseling, group counseling on specific issues (grief, anger management, social skills etc.), referrals to outside counseling, and teacher support regarding students' affective challenges.

Provide an after-school program, with the support of the California Afterschool Education and Safety grant, to help working parents and provide enrichment for students.

Data collection and analysis: Instructional Leadership Team will continue to collect and review climate data from students, teachers, staff, and parents annually.

Target the efforts of the staff to improve recruitment of AF Am students and ensure school population reflects surrounding community

Provide professional development for teachers to establish and maintain safe and effective small learning communities.

Provide opportunities for professional growth for teacher leaders, such as the ECS Cadre program for aspiring and current leaders.

Administrators and full time counselor will continue to facilitate parent events, parent meetings, parent workshops, and opportunities for parents to interact with their children’s teachers on formal and informal bases.

Continue to incorporate Restorative Practices as part of our progressive discipline program, focusing on student responsibility for community.

<p><b>State Priority 3: Parental Involvement</b></p>	<p><b>III.3.a</b> Each year ECMS-G’s School Site Council and English Learner Advisory Committee will include the legally required number of parent representatives.</p> <p>Method of measurement will be meeting sign-ins and agendas.</p>	<p>2016-17 School Site Council and English Learner Advisory Committee included the required number of parent representatives.</p>
<p><b>State Priority 3: Parental Involvement</b></p>	<p>Parent responses on climate survey questions will indicate parents feel welcome to participate and that school seeks their input (at least 85% agree or strongly agree)</p> <p>Method of measurement will be annual parent survey.</p>	<p>2017-18 Survey Questions* Baseline</p> <p>Percentage of parents surveyed who agreed or strongly agreed:</p> <ul style="list-style-type: none"> <li>• Parents feel welcome to participate 95%*</li> <li>• School actively seeks input of parents before making decisions 90%*</li> <li>• School allows input and welcomes parent contributions 96%**</li> </ul> <p>*WestEd California School Parent Survey data does not disaggregate by subgroup.</p>

		**Language as quoted from WestEd California School Parent Survey																											
<p><b>State Priority 5: Pupil Engagement</b></p> <p><b>Student Learning Outcome #3:</b> All students will develop their own sense of purpose.</p>	<p>ECMS-G will maintain a minimum 95% ADA rate,</p> <p>As measured by midyear and end of year ADA reports.</p>	<table border="1"> <thead> <tr> <th colspan="2">ADA Student Groups</th> </tr> <tr> <th></th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>97.64%</td> </tr> <tr> <td>English Learners</td> <td>96.93%</td> </tr> <tr> <td>Low Income</td> <td>97.61%</td> </tr> <tr> <td>Students w/ Disabilities</td> <td>97.31%</td> </tr> <tr> <td>Latinx/ Hispanic</td> <td>97.67%</td> </tr> <tr> <td>Black/African American</td> <td>97.63%</td> </tr> </tbody> </table>	ADA Student Groups			2017-18	All Students	97.64%	English Learners	96.93%	Low Income	97.61%	Students w/ Disabilities	97.31%	Latinx/ Hispanic	97.67%	Black/African American	97.63%											
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<p><b>State Priority 5: Pupil Engagement</b></p> <p><b>Student Learning Outcome #3:</b> All students will develop their own sense of purpose.</p>	<p>The rate of ECMS-G students missing 10% or more of the school year will be the same or lower than the rates at schools ECMSG students would otherwise attend*</p> <p>Chronic Absenteeism rate for significant student groups will be no higher than an additional 0.5% when compared to schoowide rate. For student groups with higher Chronic Absenteeism rates, annual target will be to reduce rate by 0.2%.</p> <p>As measured by administrator and ECS staff review of Schoolzilla Chronic Absenteeism reports.</p> <p>*For purposes of these annual goals, schools students would otherwise attend comprise resident schools where at least 5% of ECMS-G enrolled students would attend, if they had not chosen to attend ECMS-G</p>	<p>2016-17 Chronic Absenteeism rate: 1.4%</p> <p>2017-18 Chronic Absenteeism Rate: 2.8%</p> <table border="1"> <thead> <tr> <th colspan="3">Chronic Absenteeism Growth Targets For Groups with Rates Higher Than All Students</th> </tr> <tr> <th></th> <th>English Learners</th> <th>Students w/Disabilities</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>6.8%</td> <td>5.4%</td> </tr> <tr> <td>Difference from All Students</td> <td>4.0%</td> <td>2.6%</td> </tr> <tr> <td>Y1</td> <td>6.6%</td> <td>5.2%</td> </tr> <tr> <td>Y2</td> <td>6.4%</td> <td>5.0%</td> </tr> <tr> <td>Y3</td> <td>6.2%</td> <td>4.8%</td> </tr> <tr> <td>Y4</td> <td>6.0%</td> <td>4.6%</td> </tr> <tr> <td>Y5</td> <td>5.8%</td> <td>4.4%</td> </tr> </tbody> </table>	Chronic Absenteeism Growth Targets For Groups with Rates Higher Than All Students				English Learners	Students w/Disabilities	2017-18	6.8%	5.4%	Difference from All Students	4.0%	2.6%	Y1	6.6%	5.2%	Y2	6.4%	5.0%	Y3	6.2%	4.8%	Y4	6.0%	4.6%	Y5	5.8%	4.4%
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<p><b>State Priority 5: Pupil Engagement</b></p>	<p>Maintain a dropout rate that is the same or lower than the rates at schools that ECMS-G students would otherwise attend*</p> <p>As reported in DataQuest One Year Dropout Data</p>	<p>2016-17 Dropout rate: ECMS-G- No students dropped out. Rate is &lt;1%</p>																											



	<p>*For purposes of these annual goals, schools students would otherwise attend comprise resident schools where at least 5% of ECMS-G enrolled students would attend, if they had not chosen to attend ECMS-G</p>	<table border="1"> <thead> <tr> <th colspan="6">Dropout Rate</th> </tr> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> </tr> <tr> <td>English Learners</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> </tr> <tr> <td>Low Income</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> </tr> <tr> <td>Students w/Disabilities</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> </tr> <tr> <td>Latinx/Hispanic</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> </tr> <tr> <td>Black/African American</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> <td>&lt;1%</td> </tr> </tbody> </table>	Dropout Rate							Y1	Y2	Y3	Y4	Y5	All Students	<1%	<1%	<1%	<1%	<1%	English Learners	<1%	<1%	<1%	<1%	<1%	Low Income	<1%	<1%	<1%	<1%	<1%	Students w/Disabilities	<1%	<1%	<1%	<1%	<1%	Latinx/Hispanic	<1%	<1%	<1%	<1%	<1%	Black/African American	<1%	<1%	<1%	<1%	<1%
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<p><b>State Priority 6: School Climate</b></p>	<p>Locally collected data indicate that African American/Black students receive classroom referrals at a disproportionate rate</p> <p>2017-18 23% of African American/Black students received classroom referrals</p> <p>2017-18 African American/Black students comprised 16% of the student population</p> <p>In focus group interviews African American/Black students described low levels of school connectedness. One strategy stakeholders identified to address this was to increase the percentage of African American/Black students attending ECMS-G. We believe this will have a positive impact on students' level of connectedness, reducing behaviors that result in classroom referrals.</p> <p>Increase proportion of Black/African Americans applying to ECMS-G to 25% by Fall 2023.</p>	<p>2018-19 baseline:</p> <p>19 of 123 applicants were Black/African American</p> <p>Application growth targets</p> <p>2019-20: 17%  2020-21: 19%  2021-22: 21%  2022-23: 23%  2023-24: 25%</p>																																																
<p><b>State Priority 6: School Climate</b></p>	<p>For all students and each statistically significant subgroup, achieve and maintain a "low" status level for suspension rate as defined by the California School Dashboard and achieve a "declined" or "significantly declined" change level until the "low" status is achieved</p> <p>As reported in California School Dashboard</p>	<p>2018 Dashboard shows schoolwide and all student groups in blue or green. Student groups with a "medium" status level had a "declined" change level.</p>																																																

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<p><b>State Priority 6: School Climate</b></p> <p><b>SLO #5</b> All students will communicate clearly and build healthy relationships.</p>	<p>The combined average percentage of students reporting ECMS-G helps students solve conflicts and encourages students to care about each other will remain above 65%</p> <p>As measured by Climate Survey (N6.1)</p>	<p>Percentage of students agreeing or strongly agreeing that:</p> <p>“This school helps students solve conflicts with one another.”</p> <p>Baseline: 50.6%</p> <p>2019-20: 53%</p> <p>2020-21: 56%</p> <p>2021-22 59%</p> <p>2022-23 62%</p> <p>2023-24: 66%</p> <p>“This school encourages students to care about how others feel. “</p> <p>Baseline: 48.7%</p> <p>2019-20: 52.5%</p> <p>2020-21: 56%</p> <p>2021-22 59.5%</p> <p>2022-23 63%</p> <p>2023-24: 66.5%</p> <p>Note: California Healthy Kids Survey does not provide</p>																																																

		data disaggregated by subgroup at the question level

### **Rationale for Measurable Pupil Outcomes: CAASPP**

After only 4 years of CAASPP testing, it is still early to confidently predict performance trends for our students.. Fortunately, California’s new accountability model and dashboard has identified what constitutes an “increase” or a “significant increase” in CAASPP performance. For our new charter term, our CAASPP goal is that ECMS-G student cohorts, both schoolwide and in measurable subgroups, fall within the state’s “increase” or “significant increase” categories, until a high status level is achieved.

In its new State Accountability and Dashboard Measures, the state uses a “distance from 3” measure to establish a school’s testing status. This approach is relatively new, having been approved by the State Board of Education in January 2017. The CDE website explains "Distance from Level 3 (DF3)" as a:

...methodology which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. All the "distances" are then used to calculate the average distance for each LEA, school, or student group. Once all students' scores are compared to Level 3, the distance results are averaged to produce a school-level average scale score and an average scale score for each student group. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score exceeds Level 3.

The CDE goes on to say, “...using scale scores, rather than a percentage of students performing at or above Standard Met, provides a more precise measure on how far students are from Level 3 on the Smarter Balanced scale.” ECMS-G will employ the state’s “Distance from Level 3” methodology in our CAASPP measurable pupil outcomes. However, we will be measuring the progress of each cohort and the significant subgroups within the cohort, in order to understand how effectively our program is impacting on students as they progress through middle school

### **B. Rationale for Measurable Pupil Outcomes: Science & History/Social Science**

Since the California Science Test will not provide scores until 2018-19 and the updated History-Social Science framework is still quite new, ECMS-G will focus on literacy in both science and history, using student progress on the NWEA MAP or similar assessment to track growth in reading. The California Science Test (“CAST”), the new NGSS-aligned standardized assessment replacing the CST in science, launched 2018-19. Data from the Spring 2019 administration of CAST will provide ECMS-G with baseline summative data for student achievement in science against the NGSS.

As ECMS-G continues to implement the CA science framework and NGSS, we plan to use literacy as the formative measure of student readiness in science. According the NGSS, "Literacy skills are critical to building knowledge in science." In fact, Appendix M in the NGSS describes the collaborative alignment of NGSS and CCSS in terms of literacy development: "the NGSS development team worked with the CCSS writing team to identify key literacy connections to the specific content demands outlined in the NGSS."<sup>41</sup>

We also plan to use literacy as the formative measure of student readiness in history-social science. There is currently no standardized summative assessment for history in California. However, in the updated History-Social Science Framework, the State Board of Education makes it very clear that ECMS-G is on the right track to emphasize student literacy as a key indicator for success in history: "a focus on student literacy in history–social science classrooms not only helps students learn content; it develops the skills necessary to participate effectively in a literate democratic society."<sup>42</sup> The new framework goes on to highlight the role of literacy as a lever for access to all academic content, particularly in the history-social science classroom: "As the CA Common Core for ELA/Literacy and California’s English Language Development Standards emphasize, in order to be successful in most content areas, students must develop essential reading, writing, and analysis skills. Studying disciplines like history and the related social sciences require students to employ complex vocabulary, understand discipline-specific patterns of language, and exercise analytical thinking skills."<sup>43</sup>

When the state integrates science and/or history and social sciences into the the school dashboard and sets standards for measuring learning in science, we will use that objective as our measurable pupil outcomes for science and/or history/social science.

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41

[http://www.nextgenscience.org/sites/default/files/Appendix%20M%20Connections%20to%20the%20CCSS%20for%20Literacy\\_061213.pdf](http://www.nextgenscience.org/sites/default/files/Appendix%20M%20Connections%20to%20the%20CCSS%20for%20Literacy_061213.pdf)

<sup>42</sup> <http://www.cde.ca.gov/ci/hs/cf/sbedraftssfw.asp>

<sup>43</sup> <http://www.cde.ca.gov/ci/hs/cf/sbedraftssfw.asp>

### **C. Rationale for Measurable Pupil Outcomes: English Learners**

In establishing new measurable pupil outcomes for English Learners, ECMS-G had to first consider the transitions in EL assessment-- the state has recently identified its new English Learner Progress Indicator, and the CELDT has been replaced by the ELPAC. Against this backdrop of change, we have elected to base our measurable pupil outcomes on the state's new English Learner Progress Indicator, which defines a "high" level of EL progress as 75% of a school's English Learners:

- maintaining a high level of ELPAC performance, or
- improving by a ELPAC level, or
- reclassifying.

The state currently counts LTELs twice in determining ELPI. Since the state defines "increase" as growth rate between 1.5% and 10% and "Significant Increase" as growth greater than 10%, ECMS-G's measurable outcome for the charter term will be to improve its status value on the English Learner Progress Indicator by 2% each year until such time that the status of High is attained, at which point we will maintain that status.

### **D. Rationale for Measurable Pupil Outcomes: Interdisciplinary Benchmark Assessments**

After a great deal of analysis and reflection, we realize that our Interdisciplinary Benchmarks (IBMs) are most useful in setting our students up for the depth and complexity demanded on CAASPP and CAST performance tasks and other deeper questions which require persistence, critical thinking, and creativity. In this prospective iteration of our charter petition, we will use the individual assessment component of our IBMs to evaluate our students' progress in critical thinking. The goal is that each cycle and each year, our students improve in their ability to think, analyze, and write across disciplines in response to prompts regarding essential questions and big ideas.

## **II. Methods of Assessing Student Outcomes**

ECMS-G will monitor, document, evaluate, and publish student outcome results. Ongoing evaluation will serve to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, will inform parents and the community on the degree to which ECMS-G is achieving its stated goals for students.

The achievement of ECMS-G will be measured in both growth and absolute measures and will be compared to the achievement of selected public schools that are similar in demographic and other characteristics. Based on enrollment data, the Los Angeles County Office of Education (LACOE) has identified the following resident comparison schools: Robert E Peary Middle School and Enterprise Middle School. These schools are demographically similar to the population served at ECMS-G.

ECMS-G pays careful attention to documenting and analyzing both anecdotal and empirical student performance data through a combination of quantitative and qualitative measures. For the external audience, this approach provides validity to the work that we do, allows us to document growth over time, and allows us to better communicate the results of our practices to a wider audience in language that is understandable in the field. For our internal audience, this method also provides a way to systematize our understanding and implementation of assessment and evaluation in support of our school's mission. Therefore, it is more than an assessment system; it is a system and philosophy reflecting what we value and how we help students learn.

While this plan serves to provide the overarching structures and philosophies for our assessment and evaluation procedures at the school, it is not a static procedure. The act of teaching is a continuous formative process. Using a combination of national norm referenced tests, statewide standardized exams, and a variety of locally designed assessments and evaluations, this model provides the data and basis for discussions on assessing and improving student learning.

ECMS-G complies with all state and federal assessment and accountability requirements applicable to charter schools. ECMS-G administers all mandatory state-adopted standardized tests, including the CAASPP, CAST and PFT. The charter school tests independently.

**ECMS-G's assessments are aligned with California's Eight State Priorities. The method for measuring pupil outcomes for the Eight State Priorities will be consistent with the way information is reported on ECMS-G's school accountability report card.**

ECMS-G uses both formal and informal entry-level evaluations, along with continual monitoring of student progress through formative and summative assessments. These may, at times, include performance-based assessments, portfolio reviews, authentic project-based assessment, and standardized assessment tools. These assessments influence curricular choices and drive instruction, providing a basis for scaffolding and differentiated instruction. Pre-assessments assist teachers in activating students' prior

knowledge, and in identifying any significant gaps in student understanding. All formal performance-based assessments are accompanied by a rubric that clearly outlines for the student the objectives of their assessment. These authentic, multiple-measure, ongoing assessments provide lenses through which to view the “whole-child” to whom ECMS-G is dedicated to educating.

### **A. Interdisciplinary Benchmark Assessments**

ECMS-G assesses students each semester using our Interdisciplinary Benchmarks (IBMs). Based on extensive experience with interdisciplinary instruction, ECMS-G has developed a Unit Design Cycle to facilitate the development of deeply interconnected units which authentically integrate English, history, math, and science standards, environmental principles, Collaborative Skills, and SLOs. Following the steps of the Unit Design Cycle, each grade level team of teachers: (1) Chooses a cluster of learning objectives; (2) Finds thematic connections; (3) Designs the Interdisciplinary Benchmark Project; (4) Deepens content knowledge to improve instructional strategies; (5) Collaborates to plan instruction; (6) Analyzes formative assessment data and plans for re-teaching; and (7) Reflects on the unit and project. This cycle is constantly being tested and refined with the entire teaching staff in order to increase proficiency and to make it a truly replicable model.

ECMS-G develops teachers' ability to create common valid, reliable performance assessments. Each IBM consists of a rubric, project description, unit vocabulary, and the task itself, usually consisting of both group and individual components, completed through both drafting and on-demand writing in all content areas including math. Teachers draft assessments, and then complete them following their own instructions in order to refine the rubric and to determine which skills are necessary to teach to students. When benchmarks have been administered, teachers score anonymous samples in order to calibrate and come to consensus on rubric ratings. Then, teachers score random sets of student work from each grade level - not necessarily their own students - in order to increase reliability of ratings. Each core teacher, whether an English/History or a Math/Science teacher, scores all standards on the assessment. This requires and encourages teachers to expand their content knowledge to include other grade-level standards, which in turn leads to more richly integrated classroom instruction. As teachers collect data on student performance on IBMs, they initiate the next phases of the Unit Design Cycle which are most appropriate for their grade level teams.

### **B. Standards-based Grading and Reporting**

Since our opening, ECMS-G has graded based on standards; discrete standards are identified and teachers assess students' proficiency on those standards. We also report performance levels on each priority standard to students and parents. We spend time orienting new parents to our grading system and ensuring they understand how this system empowers them to target their support of student academic growth. Rather than helping students with "math," they can focus their assistance on specific areas of weakness, such as finding the circumference of a circle or turning in homework on time. Despite the uniqueness of our grading system, parent support has been enormously positive. As we move forward, we will continue to engage parents in their student's performance reports and empower them to use them as tools for guiding their child's studies.

### **III. Use and Reporting of Data**

ECMS-G is convinced that data collection and analysis play a key role in the quality and efficiency of the school. ECMS-G utilizes data tools from Schoolzilla to warehouse, verify, and report data, drawing from multiple data sources, including PowerSchool, CAASPP test results, ELPAC, and NWEA MAP. This enables us to examine current and accurate data in formats that are meaningful and actionable.

Demographic data, free and reduced lunch eligibility, and emergency information is entered at the beginning of the school year by the office staff and updated when necessary. At the start of each school day, teachers enter student attendance data into PowerSchool.

Over the course of every academic quarter, assessment data is collected by the teacher and entered into PowerSchool. Data is gathered on each discrete standard, including SLOs and Collaborative Skills, and reported out to students and parents by standard, using a 4-point scale, with 3 indicating proficiency. Teachers collect discrete data on proficiency by standard from multiple assignments and report student proficiency levels on each priority standard to parents and students. Students track their own progress on each standard; a practice we believe leads to increased motivation and comprehension of the learning objectives. By clearly separating academic achievement from other behavioral factors, we are able to target feedback and instruction for each student. Our goal is for students, parents and teachers to have a better understanding of what each student needs to do to reach proficiency on all priority standards.

To ensure rigorous and consistent monitoring of student progress and the effective analysis and utilization of assessment data, student outcome data analysis at ECS is a multi-layered process, using a wide range of data, including NWEA results, interim course



grades, state testing results, and data from our intervention assessment platform (currently Freckle) and from internal assessments, including IBMs and IABs. At the Home Office, the Executive Director, Chief Operating Officer, Director of Curriculum & Instruction and Director of Strategic Initiative analyze data at weekly meetings to determine site progress on organization-wide goals and to look for trends indicating efficacy of educational initiatives. The Executive Director also reviews data with site principals and evaluates progress on goals the principal sets for their school site. The Principal and Assistant Principal analyze data both as a team and with their colleagues from ECMS-I and ECHS at ECS Cabinet meetings. The ECMS-G Instructional Leadership Team, which includes the Director of Curriculum and Instruction, the Principal, Assistant Principal, Department Chairs and the Math Coach, meets weekly to analyze data and decide how to share data with staff and families. Their analysis informs professional development and curriculum decisions and is shared with the home office and with the faculty. The teachers work with data in their grade levels and in their departments, using their analysis to make adjustments to instructional strategies and to adjust student intervention groups. Grade level teams and departments set goals based on their data analysis and their findings are shared with ILT to influence curriculum choices. Instructional coaches use data in their one on one meetings with teachers, analyzing student outcomes against goals set for the lesson or unit and using the data to drive their coaching. The analysis of data impacts on resource allocation, resulting in decisions to change staffing levels, bring in outside experts, or other expenditures.

Data is analyzed and reviewed by the teachers and the principal as a formative tool to drive curriculum development and inform instruction, as well as, a summative measure of student progress. Individual student test results (with instructions on interpreting the results) are mailed home after each NWEA MAP testing cycle and standardized test administration. The assessment data is also reviewed with parents at each regularly-scheduled parent/advisor/student conference, or more frequently, as requested by the teacher or parent. Teachers also review the results with their students in class to ensure that students understand the purpose of the assessments, their individual results, and how classroom instruction is aligned to the assessments. The goal of sharing the data with parents and students is to demystify the assessment process and to use assessment as a tool for instruction and communication about a student's progress towards meeting the standards and school-wide learning goals.

ECMS-G issues comprehensive, standards-based report cards each quarter. In addition, progress reports are distributed weekly, but the school retains the option to adapt the frequency of such reports in order to provide more effective and meaningful feedback to students and parents. Formal parent/teacher conferences are held two times annually

(and three for students who are struggling) to encourage open communication and detailed dialogue concerning an individual student's academic progress.

Annual parent surveys are conducted to measure the levels of parent participation and satisfaction with all aspects of the school's educational program. The School Accountability Report Card (SARC) is developed and published annually before the deadline.

Parents and other stakeholders are also engaged in data analysis through our Equity & Diversity Committee (EDC). The Equity & Diversity Committee examines data on topics such as student achievement, school discipline, school climate and enrollment trends/retention; addresses the roots of bias; shares insights and suggests possible resources or actions to ECS leadership. The Committee membership includes parent, student, teacher, staff, administration and Board representation. The EDC provides a fresh perspective on ECMS-G data sets, considers where data suggest there may be bias or structures/processes that are unfair, supports ECMS-G leadership in identifying resources to help develop the community's capacity to be inclusive and recognize and mitigate bias. The ECMS-G EDC also collaborates with similar EDCs at ECHS and ECMS-Inglewood.

ECMS-G asserts that assessment data must drive instructional practice, not the reverse. As teachers analyze the student data within their weekly team meetings, they strategically plan for the "safety nets" and scaffolding necessary to support underperforming students. Beyond that however, they measure the effectiveness of their own instructional practices as reflected by their students' ability to comprehend and to quantify their understanding of conceptual ideas. A continuous process of self-reflection and data analysis will identify any needed adjustment in methodologies and delivery of curriculum.

In addition to this process of self-evaluation by the teachers, the Principal and instructional coaches evaluate the effectiveness of the teachers' instructional practices by reviewing the progress of students toward established standards, their instructional techniques and strategies and their adherence to curricular objectives. The Principal and teacher utilize the Best Practices Teaching Rubric, a tool developed by ECS, to monitor each teacher's growth towards implementing best practices. This rubric and evaluation process have been designed to identify the developmental needs and goals of teachers and provide targeted, appropriate support, while developing a shared vision of best practices in teaching to increase student learning.

The Principal provides disaggregated data with comprehensive analysis of student achievement to the Board of Directors as least twice annually, highlighting information

that will assist the Board in developing policy, identifying budgetary needs, and recommending curricular adjustments. The board's Academic Excellence Committee, consisting of two board members, the Director of Curriculum & Instruction, and the Director of Strategic Initiatives, reviews achievement data quarterly, reports its findings to the board and give feedback to site leaders during the development of the LCAP.

ECMS-G teachers are continuously monitoring their students' and their own development as learners and professionals. Our interdisciplinary program allows for a myriad of opportunities for pre-, post- and ongoing assessment of cognitive, emotional and physical development. State-authorized, standardized testing provides us with valuable feedback as to the efficacy of the academic instruction. Their goal is to match their instruction and professional development to the needs of the students.

In summary, assessment data is used in the following ways: 1) to inform instructional approaches, 2) to inform the development of personal and institutional professional goals, 3) to inform parents, and 4) to inform students. Assessment data serves as the impetus for specific professional development activities and programmatic additions and changes. We are a dedicated community of learners, always striving to help students meet their potential and become proficient learners in all subject areas.

### **Regular Review of Measurable Pupil Outcomes and Assessments**

In order to best serve our students and community and as part of our professional learning community, ECMS-G will continue to examine and refine its student outcomes over time to reflect the school's mission, curriculum, and any changes to state or local standards. ECMS-G will submit to LACOE at any time prior to expiration a description of any changes to the above student outcomes as a material amendment to the charter. The LACOE Board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

## **ELEMENT 4 - GOVERNANCE**

*Governing Law: "The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Ed. Code §47605 (b)(5)(D)*

### **I. Public Operating Principles**

ECMS-G is operated by Environmental Charter Schools (ECS), a 501(c)(3) non-profit public benefit corporation.

Members of ECS' executive board, all administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards, and LACOE policies and regulations regarding ethics and conflicts of interest.

The affairs of ECMS-G are managed and its powers exercised under the ultimate jurisdiction of the ECS Board of Directors. This Board oversees ECMS-G. Per the Bylaws, the Board reserves the right to add members as long as it does not exceed 13 members. ECMS-G is operated in alignment with the sponsorship and charter authorization of Los Angeles County Office of Education. In compliance with LACOE and the *Government Code*, no interested person (e.g. employees) may serve on the ECS Board. ECMS-G and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

ECS complies with the Brown Act. All meeting notices are posted in multiple locations at the school that are accessible to the public for the benefit of parents and other interested persons at least 72 hours before meetings so that any interested person wishing to attend is made aware of and able to plan his/her attendance at such meetings. Public places include the school's bulletin board, the school's website, and immediately outside the school office door. The meeting minutes are recorded and are accessible to interested persons at the school site.

On an annual basis, all board members attend a board conference that includes training on roles and responsibilities, self-evaluation, effective board leadership, and updated state regulations that may impact the school. In addition, the school contracts with outside organizations (e.g., Charter Schools Development Center, Manatt Phelps and Phillips, UCLA Extension) to provide extensive training in the Brown Act and Non-Profit Corporations Code.

Every member of the board has a right to participate in all discussions during meetings and may vote on all issues before the board. A quorum of the members must be present in order for the Board to conduct formal business. In the absence of consensus on any issues, decisions are made by a majority vote.

The Board of Directors' powers are outlined in the bylaws. Most importantly, the Board will be responsible for providing fiscal accountability by approving and monitoring the budget. The Board, in conjunction with the Executive Director, will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, adhering to federal and state laws, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, training, supporting, reviewing the performance of, and if necessary, dismissing the Executive Director.

The Board of Directors also has an important role in the expulsion process. Expulsion hearings are presided over by the ECS Disciplinary Hearing Committee, a board committee. One ECS board member serves on this committee. It is the responsibility of the Board of Directors to hear expulsion appeals. When an expulsion is appealed to the board, the board member who served on the ECS Disciplinary Hearing Committee does not participate in the appeals process.

In addition, each board member sits on one of the following committees: facilities, development, finance, or governance. All management powers not specifically designated to the Board will be delegated to the Executive Director, who will answer directly to the Board.

## **II. ECS Board of Directors**

The ECS Board of Directors is comprised of community and business representatives with diverse skills needed to oversee the charter school, including science and technology industry experience; business expertise in human resources and finance; extensive educational experience; entrepreneurial and strategic planning; public school facilities knowledge; and community representation. A current list of Board Members follows and their resumes are in Section I.5:

- Anthony Jowid, Board President
- Ken Deemer, Board Vice President

- Denise Berger, Ed.D., Board Secretary
- Cathy Creasia
- Zena Fong
- Ernie Levroney
- Jenina Ramirez
- LESD Representative [rotational]

In addition to the aforementioned board members, ECS will reserve one Board position for a Los Angeles County Office of Education (LACOE) representative, if desired. The LACOE representative will have the opportunity to facilitate communications and mutual understanding between ECMS-G and LACOE.

A potential ECS board member may be nominated by any member of the board; the nominee will have the opportunity to interview for a position on the ECS board. During the interview process, prospective candidates are provided with written information on the roles of charter school board members, expectations for board members, including duty of loyalty and care and fiduciary oversight, detailed information about charter school governance, and an application for board membership.

### **III. Parent Engagement**

Serving a severely under-resourced population drives our approach to our parent community. In addition to educating students who come to us, we also aim to empower parents to understand their children’s educational paths and choices and create a community wherein families feel safe, informed, and supported. In addition to requiring that parents come to three meetings with their children’s teachers throughout the year, our parent events and trainings are designed to both build community and to inform parents on important topics. After surveying parents, we built a year-long parent training program around the topics they requested. We paired this with social events that brought the community together and included students and teachers so that people could interact in a more informal setting. The following outlines the variety of ways we reach out to parents for both participation and feedback:

1. School Site Council (SSC): Our SSC is the primary formal conduit for parent input into decision-making at ECMS-G. The composition of the SSC shall be 50% school staff and 50% community members. Within the school staff group, at least 51% of the representatives shall be teachers.. Other members in this group could include classified or certificated other personnel. Community members may include parent or community

members. Students will not participate on the committee. All community members will not be employees of the school.

The school site council works with the principal to develop, review and evaluate school improvement programs and school budgets. Each year, the school site council participates in the development and review of the Local Control and Accountability Plan (LCAP), including proposed expenditure of funds allocated to the school through the Consolidated Application. The council meets formally at least four times per year and comes together informally as needed to plan events.

The members of the ECMS-G site council are elected by their peers. At the beginning of each school year, vacant SSC seats are solicited and elections are held. All constituent groups hold elections represented by their peer group and the council is established. All meetings are open to the public and agendas are posted as required by open meeting laws, so that non-members can participate.

## 2. English Learner Advisory Committee (ELAC)

English Learner Advisory Committee's composition meets the requirements of federal law. Currently, it consists of parents and/or guardians of ECMS-G English learners who are elected to the ELAC by parents or guardians of ECMS-G English learners. Administrators, teachers and parents of non-English learners can be on the committee, but parents of English learners always comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. ELAC parent members are elected by the parents and/or guardians of English Learners. The ELAC advises the principal and staff on programs and services for English learners and provides input to the School Site Council on the development of the Single Plan for Student Achievement (SPSA). The ELAC assists the school in other tasks as required by law.

3. Participation in curriculum and activities: Every Friday, we send home a school newsletter and student progress report, so families are kept abreast of school events and announcements and can review their students' progress on academic standards, collaborative skills and other standards assessed. Parents and guardians also have access to PowerSchool. Many teachers use Class Dojo or Google Classroom to further facilitate families' access to information about their students' progress. Families are encouraged to provide feedback via surveys, meetings with administrators or staff, and/or parent/teacher conferences. In addition to the School Site Council and English Learners Advisory Council, ECMS-G has an Equity & Diversity Committee, where parents, staff, teachers, community members, board members and administrators analyze data, looking for signs of inequity, research ways to improve equitable outcomes for all students, and

recommend changes. Focus groups of parents/guardians, such as parents/guardians of students with disabilities or parents/guardians of African-American/Black students are arranged to get feedback on school actions targeting student subgroups.

4. Parent Surveys: Parents are surveyed yearly on their satisfaction with the school program, leadership, support staff, teaching staff, curriculum, and facilities. This information is reported to the site council in order to direct decisions and activities for the remainder of the year. In addition, parents are surveyed in the beginning of the year regarding what parent programs parents would like to see presented.

5. Events: 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, and Aztec Ulama Tournament engage parents in content-rooted celebrations. Events like the Literacy Festival, Math Night, High School Fair and other parent education opportunities provide guidance on how to best support students' academic success. All events are translated into Spanish. Partnerships provide additional resources to parents. For example, a partnership with Cal State University at Dominguez Hills resulted in evening English as a Second Language classes for parents that include content that is relevant to students' learning.

6. Parent Workshops: Finally, we plan workshops, led by our own staff or outside professionals to inform parents on a variety of topics in which parents have indicated interest, including: internet safety, sex education, managing teen stress, self-harm, nutrition, and student success strategies.

7. Equity and Diversity Committee: The Equity & Diversity Committee examines data on topics such as student achievement, school discipline, school climate and enrollment trends/retention; addresses the roots of bias; shares insights and suggests possible resources or actions to ECS leadership. The Committee membership includes parent, student, teacher, staff, administration and Board representation. Parent participation on the EDC provides a fresh perspective on ECMS-G data sets. Participation gives parents the opportunity to dive into ECMS-G data, looking for evidence of inequity. They are an invaluable resource for identifying strategies to address bias in structures or processes. and suggesting resources or actions that will help develop our community's capacity to be inclusive and recognize and mitigate bias. The ECMS-G EDC also collaborates with similar EDCs at ECHS and ECMS-Inglewood.



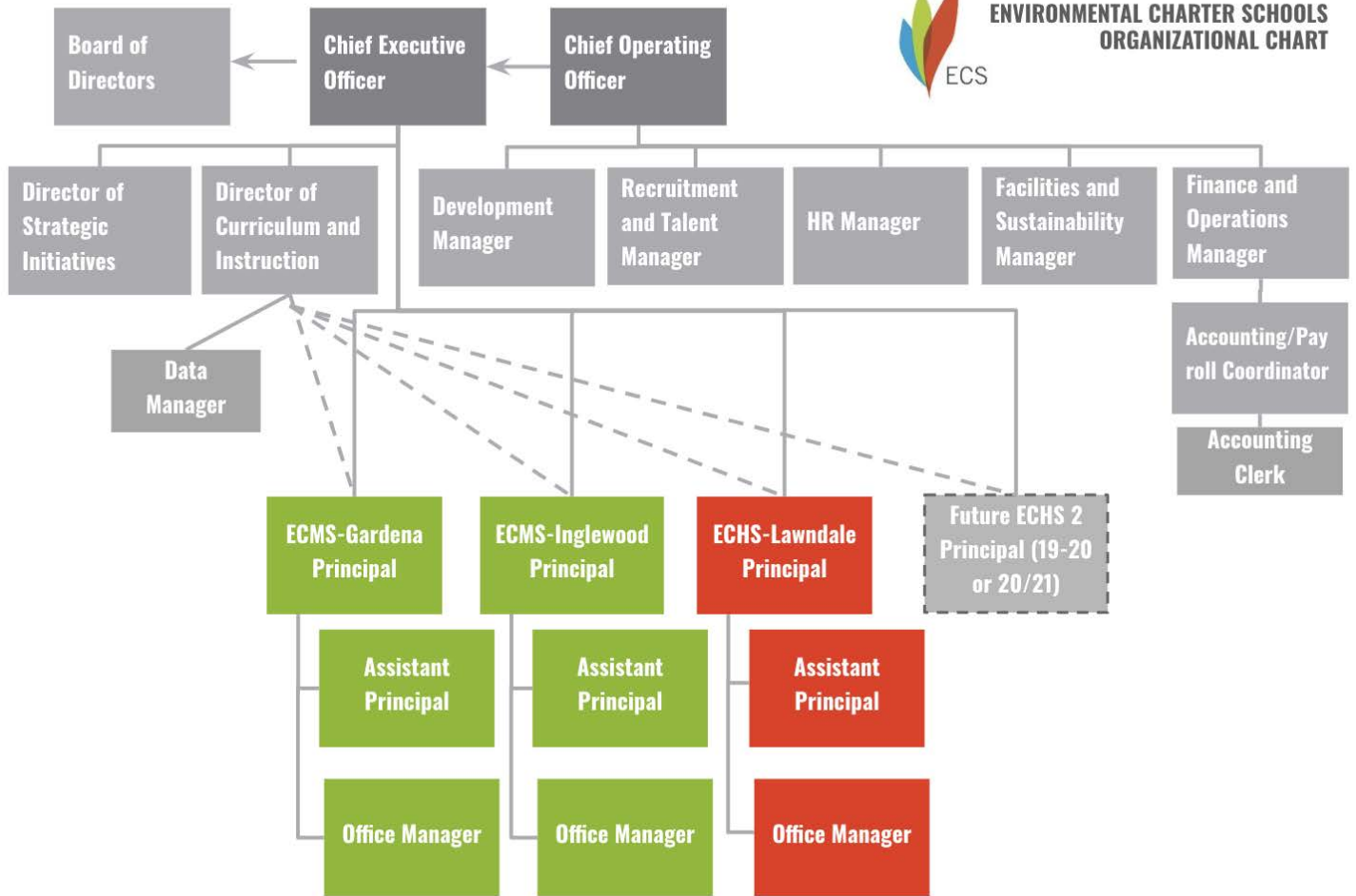
#### **IV. Organizational Charts**

The organization chart on the following page highlights the relationship of the governing board of Environmental Charter Schools to ECMS-G and to its leadership and staff. The Executive Director reports to the Board of Directors, and the Principal reports to the Executive Director. The Principal is responsible for overseeing faculty and staff at the site level. The Executive Director and other key school staff positions are shared employees of each of ECS charter entities, allowing for the schools to benefit from the economy of scale.

ECS recognizes the benefits of a small school as well as the economic challenges of a small school model. Accordingly, ECMS-G leverages resources and offsets costs by sharing employees with other ECS schools. Most of these employees are shared on an average daily attendance (ADA) basis. For example, ECMS-G contributes toward the pro rata share of the Executive Director salary based on ADA. ECMS-G outsources financial and other business back office services to the charter school business management provider, Ed-Tec (see business and operations section below). The governing board maintains liability for the charter school, and all policy decisions are approved by this body. See organizational charts that follow:

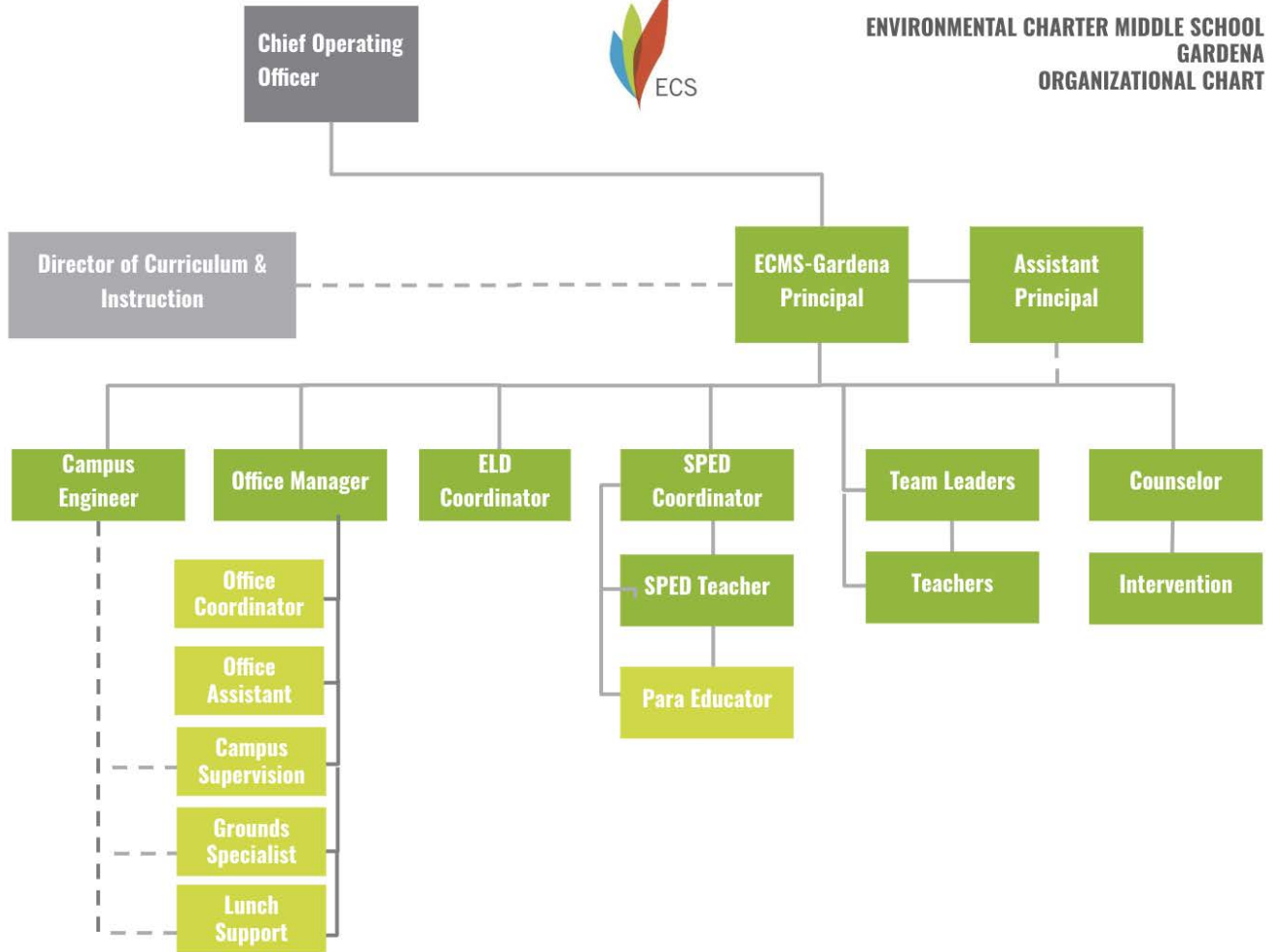


**ENVIRONMENTAL CHARTER SCHOOLS  
ORGANIZATIONAL CHART**





**ENVIRONMENTAL CHARTER MIDDLE SCHOOL  
GARDENA  
ORGANIZATIONAL CHART**



## **ELEMENT 5 - SCHOOL EMPLOYEE QUALIFICATIONS**

*Governing Law: "The qualifications to be met by individuals to be employed by the charter school." Education Code Section 47605(b) (5) (E).*

### **I. Hiring and Selection Process of all Employees**

Administrative recruitment and orientation of well qualified, experienced, and dedicated employees ensures that ECMS-G staff share a single vision for high student achievement through multiple learning opportunities and preparation for further education. To ensure that the employees are committed to furthering the school's mission and are able to work in a highly collaborative environment, ECMS-G follows an extensive recruitment and hiring process.

The Human Resource Department at ECS supports ECMS-G to establish/revise job qualifications, announce openings, recruit applicants, require appropriate certificate or credential, request resumes, references and records, verify previous employment, interview candidate(s) and select top candidate(s).

Staff members are recruited through communication channels such as Edjoin, education networking websites such as the California Charter Schools Association, Teach for America, Charter Schools Development Center, the school website, as well as career fairs, local universities, word of mouth, and other outlets. ECMS-G's Principal, in cooperation with the ECS Human Resources Staff, monitors ongoing credential requirements.

### **II. Job Descriptions and Qualifications of School Leadership**

#### **A. Executive Director (Key Employee) Responsibilities**

1. Strategic and Financial Planning
  - a. Setting overall goals and objectives, near and long term, and evaluating progress toward those goals and objectives
  - b. Monitoring and ensuring appropriateness of educational objectives and measurement tools
  - c. Ensuring sound financial planning and budgeting
2. Development Marketing and Public Relations Plans
  - a. Create and implement development plan to secure the resources needed to meet the strategic goals and objectives including capital and programmatic and capacity campaigns

- b. Align marketing and public relations plans to support strategic goals specifically to increase community awareness and improve impression of the school and its educational accomplishments
  - c. Serve as the primary interface for the public, the media, and the community
  - d. Develop strong relationships with appropriate charter, district, community, local, state and federal organizations to drive support for ECMS-G and charter programs
3. Leadership
- a. Lead, support and problem solve with the mission in mind
  - b. Work with site and ECS leadership to drive continual improvement
  - c. Manage and support the leadership teams of all schools
  - d. Evaluate Leadership Team including Site Principals
  - e. Oversee the budget and fiscal health of the schools
  - f. Oversee and approve hiring and contracts of staff
  - g. Provide recommendations to board on employee benefits, compensation scales and incentives
  - h. Work with the Board of Directors to ensure it adds value to ECS

**B. Executive Director (Key Employee) Qualifications**

1. Strong management and strategic planning skills;
2. Experience with budgets of \$1,000,000 and above;
3. Experience raising resources
4. Non-profit leadership, supervision and staff development experience;
5. Passion for public education;
6. Strong interpersonal skills, including the ability to interact effectively with staff members, board member, parents, personnel, vendors, community stakeholders and the ability to network effectively;
7. Proficiency in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and digital media;
8. Advanced degree, preferably in education and/or business; and
9. In-depth understanding of and commitment to the School's vision and mission.

Alison Suffet-Diaz, the founding Executive and Instructional Leader of Environmental Charter Schools, serves as the Executive Director of ECMS-G as well as the other two existing ECS schools.

**C. Principal (Key Employee) Responsibilities**

1. Faculty and Professional Leadership
  - a. Hire a staff qualified to meet the mission of the school
  - b. Supervise, coach and evaluate staff members
  - c. Advocate, nurture, and sustain ECS culture through effective planning and oversight of professional development
  - d. Model a personal code of ethics and develop professional leadership capacity.
2. Curriculum, Instruction, and Assessment
  - a. Oversee curriculum, assessment and instructional development and alignment
  - b. Supervise development of use and data to inform instruction
  - c. Create a school-wide improvement plan outlining goals, objective, and strategies to bring about desired improvements
  - d. Implement and facilitate strategies to reach desired outcomes.
  - e. Manage special programs e.g., Specialty Courses, Advisory and After School Programs
  - f. Oversee the Special Education and Student Support Programs
  - g. Advocate, nurture, and sustain ECS culture through effective planning and oversight of professional development
3. Strategy and Operations
  - a. Manage strategies to reach and maintain desired enrollment and waitlist
  - b. Implement Local Control Accountability Plan
  - c. Support the Executive Director in financial planning and budgeting
  - d. Work collaboratively with the ECS leadership team to set the strategic direction for the organization and the site specifically
  - e. Ensure management of the organization, operations, budget and resources for a safe, efficient, and effective learning environment.
4. Students and Parents
  - a. Oversee academic progress, implementing strategies to reach success and removing barriers
  - b. Insure the safe learning environment free from classroom distractions, bullying, cheating, fighting and other student discipline issues that interfere with learning
  - c. Oversee attendance rates and incentives
  - d. Break down barriers between home and school by encouraging and assisting the parent's participation in their students' social and academic education.
  - e. Communicate school policies, vision and mission
  - f. Other school activities and duties as assigned or needed.

#### **D. Principal (Key Employee) Qualifications**

1. Organizational management experience with human and financial resources, including employees and volunteers, budgeting fiscal management, compliance procedures;
2. Leadership, supervision and staff development experience;
3. Experience teaching adolescents in an urban educational setting;
4. Strong interpersonal skills, including the ability to interact effectively with staff members, parents, personnel, vendors and community stakeholders;
5. Proficiency in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and digital media;
6. Advanced degree, preferably in education and/or administrative credential; and
7. In-depth understanding of and commitment to the School's vision and mission

Dr. Qiana O'Leary, Ed.D. serves as Principal of ECMS-G.

#### **E. Assistant Principal (Key Employee) Qualifications**

1. Master's degree required;
2. Administrative credential or other management experience preferred;
3. School leadership and specifically charter school experience preferred;
4. Experience working with parents and schools in a similar school community;
5. Strong writing experience required;
6. In-depth understanding of and commitment to the School's vision and mission

#### **F.. Assistant Principal (Key Employee) Responsibilities**

1. Supports the development, articulation, implementation, and stewardship of ECS' vision of learning that is shared and supported by the ECS community;
2. Advocates, nurtures, and sustains ECS's school culture and instructional program conducive to school learning and staff professional growth;
3. Helps ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources;

Models a personal code of ethics and develops professional leadership capacity;

### **III. Teacher Recruitment Process**

ECMS-G teachers meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers selected to ensure that the needs of English learners are met have CLAD or BCLAD certification or training/testing requirements and all teachers will be trained in the effective use of sheltered-English strategies.

All certificated candidates are required to present their original teaching credential document and to provide a copy of the front and back of the document. The credential document is verified with the California Commission on Teacher Credentialing. The applicant's credential subject authorization must meet state requirements to teach the subject that he/she is being hired to teach. LACOE may inspect the credentials on file for core teachers at any time.

The principal, together with a hiring committee made up of the human resources manager, teachers, and students (if appropriate), select teachers based on a thorough process. Initial screening of teachers is based on their credentials, teaching experience, the degree of subject matter expertise, his/her knowledge of the school's philosophy, quality of their letter of introduction, and the letters of recommendation. After this screening, a three-step process follows, which includes an initial interview and performance task and a demonstration lesson. The hiring committee makes a recommendation to the principal, who will ultimately decide on the best candidate.

The committee makes a hiring recommendation to the administration considering the following criteria:

- The teacher's previous experience
- The grade or age for which they expressed a preference
- His/her interviews and demonstration lessons
- His/her fit with the students in the class
- How they would benefit/contribute to their grade loop colleagues



- References

The ideal teacher candidate will possess the following qualifications:

- A valid California Multi-Subject or Single-Subject teaching credential (depending on grade level and subject area taught);
- Prior classroom experience;
- Strong classroom management skills;
- Authorization to teach English Learners;
- Experience in interdisciplinary, project-based, environmentally-themed and arts-integrated education
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet and digital media;
- Possession of a Bachelor's degree from a four-year college or university; and
- An in-depth understanding of, and commitment to, the School's vision and mission.

Teacher responsibilities include, but are not limited to, the following:

- Work collaboratively to achieve the school's mission and objectives
- Develop, implement and document a rigorous student centered curriculum aligned to standards, student learning outcomes, SLOs, school objectives and strategies
- Accommodate, differentiate or modify curriculum as appropriate to meet students' needs
- Be resourceful, e.g., research programs and curricular resources, anticipate and order equipment, schedule guest speakers, design a field trip, develop partnership in the community, research and write grants, utilize a variety of instructional strategies, attend conferences to improve instruction
- Support students to succeed through alternative and fair approaches to assessment and discipline, accommodations to curriculum, and alternative instructional strategies
- Implement school-wide strategies and programs (i.e., Advisory, College Readiness strategies)
- Communicate with parents, community members and other stakeholders to improve student learning
- Foster a small learning community by participating in school activities and objectives outside of the teaching requirements (e.g., attending field trips, tutoring, lunch time activities, managing a club, attending extracurricular activities, outdoor education trips, parent communication)
- Maintain accurate records of students' grades and attendance and submit them within the required time

- Participate in staff meetings to carry out grade and department specific business, align and deepen curriculum, improve pedagogy, and establish and nurture collegial relationships
- Support team in interviewing for other team members
- Work with supervisors and staff to continuously improve practice, student learning, and community functioning
- Other school activities and duties as assigned or needed

#### **IV. Qualifications and Major Responsibilities of Support Teachers and Staff**

##### **A. Special Education Teacher Qualifications (Certificated)**

1. Mild to Moderate Special Education Credential with added Autism Authorization desired
2. Evidence of successful experience in teaching special education is desired
3. Ability to administer and interpret results of special education assessment instruments
4. Academic expertise; preferably an advanced degree
5. A commitment to both excellence and equity
6. Two years experience in an urban public school
7. Commitment to working with a diverse population in an urban school
8. High expectations for all students
9. Experience working with parents and families
10. Experience with community resources referrals
11. Experience with collaborative work
12. Excellent communicator and facilitator
13. Strong commitment to the ECMS-G mission and values

##### **B. Special Education Teacher Major Responsibilities (Certificated)**

1. Develop, implement and document a rigorous students centered curriculum aligned to standards, students learning outcomes, SLOs, school objectives and strategies
2. Accommodate, differentiate or modify curriculum as appropriate to meet students' needs
3. Support students to succeed through alternative and fair approaches to assessment and discipline, accommodations to curriculum, and alternative instructional strategies
4. Implement school-wide strategies and programs (i.e., Advisory, College Readiness strategies)

5. Maintain accurate records of students' grades and attendance and submit them within the required time
6. Participate in staff meetings to carry out grade and department specific business, align and deepen curriculum, improve pedagogy, and establish and nurture collegial relationships
7. Work with supervisors and staff to continuously improve practice, students learning, and community functioning

C. Specialty Teachers Qualifications (Certificated or Classified)

1. Experience working with 6-8<sup>th</sup> graders in an urban setting
2. Experience creating or refining curriculum
3. Experience and willingness to work collaboratively
4. Commitment to social emotional learning program
5. Experience teaching in the specialty field

D. Specialty Teacher Major Responsibilities (Certificated)

1. Develop, implement and document a rigorous student centered curriculum aligned to standards, student learning outcomes, SLOs, school objectives and strategies
2. Accommodate, differentiate or modify curriculum as appropriate to meet students' needs
3. Support students to succeed through alternative and fair approaches to assessment and discipline, accommodations to curriculum, and alternative instructional strategies
4. Implement school-wide strategies and programs (e.g., Advisory, College Readiness strategies)
5. Maintain accurate records of students' grades and attendance and submit them within the required time
6. Participate in staff meetings to carry out grade and department specific business, align and deepen curriculum, improve pedagogy, and establish and nurture collegial relationships
7. Work with supervisors and staff to continuously improve practice, students learning, and community functioning

E. Counselor Qualifications (**Key Employee**) (Certificated)

1. A California Clear PPS Credential in School Counseling/Guidance is required
2. MA/MS degree in School Counseling from an accredited college or university highly desirable
3. Experience with individual and group counseling

4. Excellent interpersonal, communication, and writing skills
5. A passion for improving urban schools and driving education reform
6. Demonstrated leadership capabilities - especially in management and team-building
7. Ability to work with parents, students, faculty, community partners and school community groups
8. Experience working in a urban school setting
9. Experience with conflict resolution

F. Counselor Major Responsibilities (**Key Employee**) (Certificated)

1. Coordinate and implement dissemination of information to students, parents and community members
2. Provide individual and small group counseling to students in need (prevention, intervention, as well as DIS counseling, if designated on student IEP)
3. Manage SST for specific caseload of students and work collaboratively to ensure students success
4. Curate community resources for counseling and health services
5. Trains peer mentors for the summer transition programs
6. Available for contract with parents, students, and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)

G. SPED Coordinator Qualifications (Certificated)

1. California Education Specialist Instruction Credential, Level I,II, III
2. BA and certification in Special Education
3. Demonstrate an advanced understanding of instructional strategies for students with autism, developmental delay, specific learning disabilities, and behavior disorders
4. Extensive background knowledge with SEIS
5. Be committed to meeting the needs of a diverse student population

H. SPED Coordinator Major Responsibilities (Certificated)

1. Overseeing/managing a caseload of special education students and the implementation of their IEP in inclusive, self-contained, and pull-out settings
2. Ensuring appropriate delivery of both special education instruction and related services as stipulated on IEP
3. Ensuring compliance by the school with all local and Federal laws and regulation relating to students with IEPs and students referred to special education

4. Ensuring that services provided by contractual personnel are highly quality, provided in the LRE and are aligned with students' IEPs
5. Effectively communicating to parents and guardians the special education process including a process for referrals, evaluations, and annual IEPs, and re-evaluations as well as parental rights granted by IDEA
6. Facilitating IEP meetings using a strength-based and family-centered approach
7. Coordinating with student's special education team ensure all documents are completed in a timely manner (according to state, local, and school policies and procedures) prior to MDT meeting. Connect with special education team to ensure all team members (including parents) are prepared for the content of the meeting
8. Coordinating with special education team to complete semester IEP progress reports send provide semester IEP progress reports to parents/guardians
9. Maintaining student files (paper and electronic) according to school standards
10. Providing training and technical assistance to case managers, teachers, related service providers and support service professionals on all aspects of cases management: use of computer systems for the special education process, writing of goal writing, progress reports, annual reviews and parent communication. Ensuring IEPs are developmentally appropriate, curriculum/standards-based, strength based, and relevant to individual students
11. Working to maintain school and LEA tracking and data system that includes: student information related to IEPs, services, service hours, evaluations referrals, timelines in which evaluations were completed and discipline incidents documented
12. Supporting the planning of education initiative and the implementation of initiatives. Integrates new developments, research findings, and best practices into ongoing programs and new initiatives
13. Overseeing special education inventory of equipment/materials
14. Identifying and develops appropriate curriculum and school-based assessments to support the academic growth of students with IEPs
15. Gathering and reporting data for all reporting requirements concerning students with IEPs and other required reports (to the State, Department of Education, census, grant applications, annual report, ect.)
16. Maintaining a high level of knowledge regarding developing special education issues such as changes in federal and local special education policy

17. Advocating for special education with special leadership
18. Establishing and maintaining communication with parents of students in the program
19. Facilitating workshops/meetings for parents, as well as identifies resources for parents of students with special needs
20. Engaging parents and families in their student's learning and acting as an ambassador for the school in the community
21. As appropriate connecting with the student's outside providers, providers, pediatricians, and therapists to support student's needs in the classroom
22. Co-Coordinating ESY program
23. Maintaining confidentiality of students records and student information
24. Professional development for school staff

I. ELD Coordinator Qualifications (Certificated)

1. Recommendation by Site Administrator
2. Clear California teaching credential including English Learner authorization
3. Minimum of 3 years successful full time classroom teaching experience
4. Excellent oral and written communication skills
5. Commitment to the success of all students and the ECS mission, vision, and values

J. ELD Coordinator Major Responsibilities (Certificated)

1. Coordinate student placement for small group classes
2. Create curriculum informed by NWEA, ELPAC English classes, and additional resources
3. Implement a support plan for supporting teachers and students (EL and RFEP)
4. Administer ELPAC for all EL students
5. Schedule, administer, and ensure accurate and timely reporting of all ELPAC testing

K. Office Manager Qualifications (**Key Employee**) (Classified)

1. High school education; two years of college preferred
2. Good communication skills, orally and in writing
3. Clerical experience in a school office
4. Knowledge of basic duties required for the position
5. Ability to learn assigned tasks and to acquire new skills
6. Proficiency in computer skills
7. Self-initiative in handling daily tasks and project management
8. Ability to administer first aid as required

9. Ability to recognize a problem and to seek an effective solution

L. Office Manager Major Responsibilities (**Key Employee**) (Classified)

1. Supervises front office staff
2. Gathers data and prepares compliance reports for review; monitors adherence to and compliance with existing programs and policies that uphold local, State and Federal laws
3. Stays up to date with current regulations, develops programs and practices to help meet guidelines
4. Monitors practices and maintains records required to certify compliance
5. Establishes relationships and communicates with appropriate regulatory organizations
6. Produces data as needed for funding as well as any other required documents for the school district
7. Maintains confidentiality in all dealings and in the handling of sensitive data as deemed appropriate
8. Assists and collaborates with disciplinary procedures

M. Office Coordinator Qualifications (Classified)

1. High school education
2. Minimum experience 2-4 years
3. Minimum 2 year experience in school office administration
4. Strong interpersonal communication skills in both English and Spanish preferred
5. Customer service, time management, organization and flexibility

N. Office Coordinator Major Responsibilities (Classified)

1. Provide support in the office with communication, record keeping, filing and other areas as needed
2. Coordinates the school office activities acting as contact and reference source for staff, students, parents, and the community
3. Establish and maintain filing and record keeping systems (cumulative files and attendance records)
4. Administers first aid as necessary according to approved procedures
5. Gathers data and prepares compliance reports for review; monitors adherence to and compliance with existing programs and policies that uphold local, State and Federal laws
6. Maintains confidentiality in all dealings and in the handling of sensitive data as deemed appropriate

O. Office Assistant Qualifications (Classified)

1. High school education
2. Minimum experience 2-4 years
3. Minimum 1 year experience in school office administration
4. Strong interpersonal communication skills in both English and Spanish
5. Customer service, time management, organization and flexibility

P. Office Assistant Major Responsibilities (Classified)

1. Provide support in the office with communication, record keeping, filing and other areas as needed
2. Oversee, coordinate, organize and perform the day-to-day secretarial and administrative functions
3. Respond to phone and in-person inquiries and requests from students, families, school staff and community members
4. Manages confidential information professionally and appropriately
5. Input required information into school's data system (attendance, enrollment, health, lunch count, demographics)
6. Translate English to Spanish for meetings, documents, phone calls, etc.
7. Support staff with student supervision during recess and lunch

Q. Instructional Aide Qualifications (Classified)

1. Two years of college or a BA/BS degree
2. Experience providing individual and small group academic support to students in a school setting
3. Bilingual (Spanish)
4. Knowledge of subject matter
5. Ability to communicate well with students, staff and parents
6. Strong student management skills
7. Ability to provide primary language support for students and parents

R. Instructional Aide Major Responsibilities (Classified)

1. Assists in the educational and social development of students under the direction and guidance of the special education teacher
2. Assist teacher in the implementation of students' IEP plans by providing positive learning experiences including group and one on one tutoring along with monitoring their progress
3. Works with individual students or small groups to reinforce learning of materials or skills initially introduced and outlines by certified teaching staff
4. Uses appropriate behavior management techniques to maintain a positive climate for learning



5. Motivates students through effective communication and evaluative feedback
6. Monitors work, corrects papers and supervises curriculum-based testing and makeup work as assigned by the teaching staff
7. Assists with the maintenance of student records and needs instructional programs, student progress, preparation of forms, organizing and maintaining files and alerts the teaching staff to any problem or special information about and individual student

S. Campus Engineer Qualifications (Classified)

1. High school education
2. Minimum 1 year experience
3. Ability to maintain discipline and control of students engaged in a variety of activities
4. Ability to understand and carry out oral and written directions
5. Ability to observe groups of students and issue commands and directions as needed
6. Ability to communicate with students and motivate them to participate in learning activities

T. Campus Engineer Major Responsibilities (Classified)

1. Responsible for the control and safety of school children during non-instructional and instructional activities when assigned
2. Provides assistance to school administrators and teachers as needed
3. Assumes responsibility for small electrical and plumbing tasks
4. Ensures the school grounds are safe, walks the campus grounds before school starts, resolves safety issues or brings safety issues to the Principal
5. Develops procedures in collaboration with supervisor for passing, recess, lunch, pick-up and drop off that prevent school disturbances
6. Makes minor school repairs as needed

U. Campus Aide/Supervision Qualifications (Classified)

1. High school education
2. Experience in a school setting
3. Knowledge of the local community
4. Ability to communicate well with students, staff and parents
5. Strong student management skills

V. Campus Aide/Supervision Major Responsibilities (Classified)

1. Enforce school rules and regulations for the safety and security of students, staff and property
2. Unlock and lock doors and school facilities
3. Ensure a safe campus environment during students arrival, departure, lunch, transition and after school programming times
4. Check for appropriate pass of students found out of class during normal classroom hours
5. Supervise students assigned to work activities resulting from disciplinary actions
6. Communicate daily with office manager regarding the general campus environment, any unusual occurrence or situation, and any safety related issue that needs addressing
7. Maintain positive relationships with students, families, staff and the community
8. Escort students to classrooms and/or office
9. Operate a two-way radio to communicate with school office and other supervision personnel

W. Lunch Support Qualifications (Classified)

1. High school education
2. Knowledge of basic food serving utensils and equipment
3. Ability to follow oral and written directions
4. Ability to operate food service equipment in a safe and efficient matter
5. Ability to routinely lift/carry equipment up to 25 pounds

X. Lunch Support Major Responsibilities (Classified)

1. Prepares and produces a variety of foods including soups, entrees, eats, vegetables, desserts, breads, salads, sandwiches, beverages, or other foods and beverages as specified by the menus, recipes, and productions records
2. Practices safe food handling according to HACCP, LA County Health Department
3. Assists in taking inventory
4. Sets up, merchandises food, food service areas and serves food
5. Operates kitchen ovens
6. Assists in the monitoring, reduction, and management of food waste
7. Utilizes, cleans and sanitizes kitchen utensils
8. Operate a two-way radio to communicate with school office and other facilities personnel

## **ELEMENT 6 – HEALTH AND SAFETY**

*Governing Law “The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in §44237.” Ed. Code §47605 b(5)(F)*

### **I. Health and Safety Policies**

ECMS-G has implemented a comprehensive plan of health, safety, and emergency response policies that are reviewed regularly with the staff, students, parents, and governing board. The current comprehensive school safety plan is included in Section IV.3 - *ECMS Safety Plan 17-18*. To meet requirements enacted by AB 1747 (2018), the Comprehensive School Safety Plan will be updated by the statutory deadline to include all of the required elements as stated in Appendix H - *ECMS-G Comprehensive School Safety Plan 2018-2019 Requirements*. In addition to the School Safety Plan, the following additional policies have been adopted/implemented, in consultation with the school’s insurance provider:

1. A requirement that all enrolled students who receive classroom-based instruction provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All students entering the 7th grade must have two doses of Varicella and a Tetanus, Diphtheria, Pertussis (Tdap) booster prior to entering the 7th grade. In accordance with the federal McKinney-Vento Homeless Assistance Act, ECMS-G will enroll new students who are homeless even if their immunization records are missing or unavailable at the time of enrollment. ECMS-G will also immediately enroll foster children transferring to the school even if a foster child is unable to produce immunization records normally required for school entry. Once a homeless student or a foster child is enrolled, ECMS-G school staff works with the school or foster family where the student was transferred from to obtain the student’s immunization records quickly. ECMS-G school staff also works with local health departments to ensure these students receive any vaccinations they may need. Records of student immunizations are maintained, and staff will honor County requirements for periodic Tuberculosis (TB) risk assessments and examinations (if needed). A

negative TB test report is required -- current within 60 days of employment start date and re-tested at least every four years.

2. Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
3. A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
4. Policies relating to the administration of prescription drugs and other medicines, including epinephrine auto-injectors.
5. A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections will be undertaken, as necessary; to ensure such safety standards are met.
6. Student health screenings shall be conducted in conformance with state law, including state mandated scoliosis screenings for females in grade 7 and males in grade 8 and hearing and vision screenings as required by state law.
7. A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
8. A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by California Education Code section 44237.
9. A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
10. Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code, EPA and the McKinney-Vento Act with regard to homeless students.
11. All structures secured for ECMS-G staff and students meet or exceed the requirements set forth in the following codes or acts: Federal Uniform Building Codes (UBC), Fire and Emergency Exit Codes, Health and Safety Codes, Local Building Codes, Americans with Disabilities Act (ADA), and the Asbestos Hazard Emergency Response Act (AHERA).

12. A diabetes information sheet regarding type 2 diabetes to inform the parent/guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7.
13. A policy on student suicide prevention in accordance with Education Code Section 215.
14. An infectious control plan for dealing with blood borne pathogens and other potentially infectious materials in the workplace.

## **II. Emergency Situations**

ECMS-G maintains an emergency plan that details procedures for emergency situations (see Section IV.3). The plan is updated annually and reviewed with all staff before each school year. Substitute teachers receive a summary of their responsibilities during an emergency each time they report for work.

All employees are responsible for their own safety, as well as that of others in the workplace. ECMS-G will rely on its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to the Principal immediately. If an employee suspects a concealed danger is present on the premises, or in a product, facility, piece of equipment, process or business practice for which the school is responsible, the employee will bring it to the attention of their supervisor or the principal immediately. Supervisors or the Principal will arrange for the correction of any unsafe condition or concealed danger.

On an as-needed basis, ECMS-G will issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines regarding health and safety.

## **III. Child Abuse Reporting**

ECMS-G adheres to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. ECMS-G staff must report to the proper authorities if they suspect the following is occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Principal works with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation is suspected. All staff members are notified that, under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, but will be required to report the incident to the Principal and proper authorities.

All suspected cases of child abuse will be brought to the attention of the Principal or his/her designee. ECMS-G staff will complete a written report of the situation and immediately notify the Department of Children and Family Services. If necessary, the local police department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, ECMS-G staff will obtain the contact information of the agency removing the child. This information will be placed in the student’s record and be available to the parent /guardian. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

*Governing Law: “The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code Section 47605 (b)(5)(G)*

ECMS-G makes every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the neighborhood surrounding the school and to be reflective of the general population of the territorial jurisdiction of the school district (see the comparison school demographic data below).

Table VII.1 -- Comparison School Student Groups Demographic Data 2015-2018

	<b>Demographics-- Student Groups 2015-2018 ECMS-G &amp; Schools Students Would Otherwise Attend</b>									
	ECMS-G 2015-2016	ECMS-G 2016-17	ECMS- G 2017- 18	ECMS-G 2018-19*	Peary 2015-16	Peary 2016-17	Peary 2017- 2018	Enter- prise 2015-16	Enter- prise 2016-17	Enter- prise 2017-18
Schoolwide	354	355	356	349	1,332	1,310	1,287	368	380	430
English Learners	17.20%	18.30%	21.10%	16.91%	14%	13.80%	13.00%	16.30%	17.40%	17.90%
Foster Youth	0.00%	0.00%	0.00%	0.00%	2%	0.90%	1.20%	2.40%	2.60%	2.80%
Homeless Youth	2.50%	0.80%	0.80%	tbd	2%	3.90%	2.10%	6.00%	4.20%	1.40%
Migrant Education	0.00%	0.00%	0.00%	0.00%	0%	0.00%	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	11.60%	11.30%	15.40%	13.47%	15%	14.30%	16.40%	12.00%	19.20%	18.10%
Socioeconomic ally Disadvantaged	96.90%	86.80%	73.90%	86%	82.50%	89.20%	90.10%	91.60%	90.50%	91.20%
Source: DataQuest--Enrollment Reports (Enrollment by Subgroup) * Preliminary data from school site										

Table VII.2 -- Comparison School Ethnicities Demographic Data 2015-2018

	<b>Demographics-- Ethnicities 2015-2018 ECMS-G &amp; Schools Students Would Otherwise Attend</b>								
	ECMSG 2015-16	ECMS-G 2016-17	ECMS-G 2017-18	Peary 2015-16	Peary 2016-17	Peary 2017-18	Enter- prise 2015-16	Enter- prise 2016-17	Enter- prise 2017-18
Schoolwide	354	355	356	1,332	1,310	1,287	368	380	430
African American/ Black	13.80%	14.60%	15.20%	27.00%	27.40%	27.60%	26.90%	35.50%	34%
American Indian or Alaska Native	0.60%	0.30%	0.00%	0.10%	0.10%	0.10%	0.30%	0.00%	0.20%
Asian	1.40%	3.10%	2.80%	2.90%	3.20%	2.90%	0.00%	0.00%	0.00%
Hispanic/ Latinx	80.50%	78.60%	78.70%	63.60%	64.00%	64.30%	71.70%	61.80%	62.10%
Pacific Islander	0%	0%	0%	1.30%	1.10%	0.90%	0.50%	0.80%	1.20%
Filipino	0.80%	1.70%	2%	2.30%	1.50%	1.60%	0%	0%	0%
White	1.70%	1.10%	1.40%	2.00%	1.50%	1.40%	0.00%	1.10%	0.90%
Two or More	1.10%	0.60%	0%	0.80%	1.10%	1.20%	0.50%	0.50%	0.50%
Not Reported	0%	0%	0%	0.10%	0.20%	0%	0%	0.30%	0.90%
<i>Source: DataQuest--Enrollment Reports (Enrollment by Ethnicity)</i>									

Tables VII.1 and VII.2 above show demographic comparisons of student subgroups and ethnicities at ECMS-G to resident schools--the schools that ECMS-G students would attend if they did not attend ECMS-G.

As shown in Table VII.1, ECMS-G serves a population similar to its resident schools across all student subgroups. With English Learners at 18% of its student population (4-year average), ECMS-G serves a slightly higher percentage of this subgroup than resident schools, Peary and Enterprise (14% and 17%, respectively). For Students with Disabilities, Foster Youth, and Homeless Youth groups, ECMS-G serves a slightly lower percentage than resident schools, Peary and Enterprise (2%-4% lower). For Socioeconomically Disadvantaged students, the percentage of students in this group at ECMS-G is nearly identical to the two resident schools.

Table VII.2 shows some wider variation in student ethnicities at ECMS-G as compared with its resident schools. Specifically, the Hispanic/Latinx ethnic subgroup at ECMS-G at an average of about 79% of the student body is significantly higher than the four-year average of about 65% at the two resident schools. For the African American ethnic



subgroup, ECMS-G serves a lower percentage (average of about 14%) than the two resident schools (average of 27%-31%). All other student ethnicity groups (American Indian or Alaska Native, Asian, Pacific Islander, Filipino, White, Two or More Races) had very similar representation at ECMS-G relative to the two resident schools.

ECMS-G is aware that we enroll fewer African-Americans than our resident schools. We noted these lower numbers two years ago and have implemented several strategies to address this, including earlier and better outreach to African American families, increased communication with current African American families, focus groups, and an effort to hire more African American teachers. Furthermore, the work that is now underway by the board-level Equity & Diversity Committee will lead to further progress in providing prospective parents and students equitable access to enrollment information for ECMS-Gardena. Our expectation is these efforts will begin to make our percentages of African American students and Latino students more similar to the demographics of the schools our students would otherwise attend. Our objective is to increase the percentage of African American students applying by 2% each year. If the demographic composition of our newly enrolled students during the charter term reflects the demographic composition of our applicant pool, we should be able to increase our proportion of African American students to approach the lower end of the average enrollment of African American students at Peary MS, the closest district middle school and the school the majority of our students would otherwise attend.

In order to provide school information to a diverse population, ECMS-G targets families in areas that are located within a two to five mile radius of the school. ECMS-G maintains an accurate accounting of the ethnic and racial balance of students who enroll in the school, along with documentation efforts that the school has made to recruit a student population with demographics that are within 5% of the local school ethnic make up.

Information and orientation sessions are advertised through direct mail to the parents of eligible students in grade 5 who attend elementary schools in the priority community using flyers printed in English and Spanish. Flyers printed in English, Spanish, Japanese and Korean have been and/or will be distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries, and overcrowded elementary and middle school campuses. School information/outreach sessions are conducted in English and Spanish and are held at different venues throughout the community.

## **I. Annual Efforts to Achieve/Maintain Racial and Ethnic Balance**

Each year, ECMS-G conducts the outreach and recruitment efforts described above, and also engages in the following additional outreach, recruitment and retention efforts:

- Ensuring availability of bilingual staff members
- Ensuring our curriculum and community events honor our diverse school community
- Utilizing the Tribes program to ensure that our campus is a welcoming place for all and that our students are taught skills for successfully navigating cultural differences.
- Performing a community satisfaction survey
- Including an optional question on the application asking applicant how they first heard of ECMS-G

Beginning in the spring and lasting through the summer, outreach and recruitment efforts may include:

- Evening and Saturday information meetings in Spanish and English (and other languages as necessary) at the school site and in other locations
- Tours of the campus in English and Spanish
- Distribution of flyers in English and Spanish at Gardena's elementary and overcrowded middle schools
- Using established relationships with community partners/local businesses to place flyers and posters in their establishments (churches, laundrettes, ethnic markets, recreation centers, martial arts & dance studios, etc.)
- Activating our school site council to assist with outreach and the distribution of brochures and flyers

ECMS-G will continue to build relationships with Gardena community partners, such as the Gardena-Carson YMCA, Boy and Girls Club, and EmpowHer, to increase our visibility and outreach to our community.

Outreach should be a reflective process where the “results”—demographics of the applicant pool, newly enrolled students and retention of enrolled students—inform future outreach. Each year, ECMS-G staff will review our enrollment information and determine if our demographics reflect that of our neighboring schools and, if they do not, we will identify targeted outreach to any underrepresented communities. We will also review our community satisfaction survey and data collected from our application and enrollment process to evaluate the effectiveness of our outreach methods and to determine any areas of weakness that might be undermining student retention or discouraging underrepresented communities from applying.

Where weaknesses are uncovered, ECMS-G will conduct targeted outreach to ensure our racial and ethnic balance. Examples of targeted outreach might include:

- offering additional school tours in another language
- distributing translated brochures to community based organizations serving the underrepresented population
- placing advertisements in newspapers serving the underrepresented population
- participating in, and when appropriate, presenting at events sponsored by community based organizations serving the underrepresented population

Each year, ECMS-G administration, faculty and school site council will examine our enrollment data, and reflect upon the effectiveness of outreach efforts and develop new strategies as needed.

## **II. Federal Compliance**

To the extent that ECMS-G is a recipient of federal funds, including federal Title I, Part A funds, ECMS-G has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act and other applicable federal programs. ECMS-G agrees that it will keep and make available to LACOE any documentation necessary to demonstrate compliance with the requirements of the Every Student Succeeds Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement.

ECMS-G also understands that as part of its oversight of the school, LACOE may conduct program review of federal and state compliance issues.

## **ELEMENT 8 – ADMISSION POLICIES & PROCEDURES**

*Governing Law: “Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” Education Code Section 47605(b)(5)(H)*

### **I. Application Process**

ECMS-G is committed to offering parents an alternative public school choice. As such, we aim to help parents make an informed decision about whether the ECMS-G program fits the needs of their child and family. All prospective parents are invited to attend a school tour and/or informational meeting, but attendance is not a required for application or enrollment. Tour information is on the ECMS-G website. Dates for Informational Meetings are posted on the ECMS-G website and featured in flyers, which are distributed to parents, local businesses, churches and other locations where families gather.

ECMS-G uses non-discriminatory processes and actively recruits a diverse student population from the communities it serves. ECMS-G will monitor enrollment to ensure that, to the fullest extent possible, students enrolled reflect the diversity of the community. ECMS-G will employ a targeted publicity campaign so our enrollment mirrors the community at the local schools where our students would otherwise attend. More information about recruitment can be found in Element 7.

ECMS-G will be nonsectarian in its programs, admission policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

ECMS-G will adhere to the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. Students will not be excluded on the basis of services needed. Students must be enrolled for 30 days before the school can make a determination about whether it is able to provide for the student's needs.

ECMS-G will not require any child to attend a charter school or any employee to work at a charter school.

ECMS-G's application process is designed to facilitate families' access to our educational program. The application form is brief and does not require families to submit documents, such as transcripts or copies of birth certificates. Applications are available in English and Spanish on our website and in our front office. Our application form does not require any demographic information that could be used to limit access to students who are protected under EC sections 47505(d) and 220.

ECMS-G shall admit all students who wish to attend ECMS-G and who submit a timely application, unless ECMS-G receives a greater number of applications than there are spaces for students, in which case, attendance, except for existing pupils of the charter school, shall be determined by public random drawing. Preference shall be extended to pupils currently attending the charter school. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(C)] In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

ECMS-G student application deadline will be determined by ECMS-G Administration in collaboration with ECS Directors. This deadline will be in the spring, and it will be printed prominently on the application and posted on the ECMS-G website.

## **II. Public Random Drawing**

If the number of students applying for admission exceeds the capacity of the school, (except for existing students of the charter school), admission to ECMS-G will be determined by a public random drawing, which will be held in the spring for enrollment in the fall term. Existing students of ECMS-G who submit a timely Intent to Continue Enrollment Form will be exempt from the lottery and guaranteed enrollment for the following year.

The principal or designee will conduct and oversee the lottery process. To ensure a fair random public drawing, all procedures will be publicized in the community. The date of the lottery will be noted on the ECMS-G application for enrollment form and on the ECMS-G website. The public random drawing will be held at ECMS-G in a room that will be made

open to the public. In addition, procedures and related materials will be made available to the LACOE Offices. LACOE staff are welcome to observe the Random Public Drawing should one be necessary. By law, student enrollment will be open to all students in the state of California.

Admissions preferences in the case of a public random drawing shall be given to the following students in the following order:

1. ECMS-G's school site is currently physically located within the attendance area of a public elementary school in which 55% or more of the student population is eligible for free or reduced price meals. As such, should ECMS-G participate in the Charter School Facility Grant Program (the "Grant Program"), ECMS-G must give a preference in admission to pupils who attend the public elementary school and to pupils who reside in the elementary school attendance area in which ECMS-G is located in accordance with the requirements of Education Code Section 47614.5. The elementary school where ECMS-G is located is: Gardena Elementary School.
2. Residents of LAUSD (with the preference not to exceed 70% of the available enrollment vacancies). Should ECMS-G in any year participate in the Charter School Facility Grant Program, the total number of LAUSD resident students who are given preference pursuant to that Grant Program preference shall also count as LAUSD residents for this level 2 preference and shall count toward the number of students granted preference hereby. If the total number of eligible LAUSD resident applicants exceeds the allotted number of spaces, a public random drawing for LAUSD residents will be held to determine admission pursuant to this priority.
3. Siblings of students admitted to or attending ECMS-G (not to exceed 20% of the available enrollment vacancies). If the total number of eligible sibling applicants exceeds the allotted number of spaces, a public random drawing for siblings will be held to determine admission pursuant to this priority;
4. Children of current employees of ECS (not to exceed 10% of the available enrollment vacancies). If the total number of eligible employees' children applicants exceeds the allotted number of spaces, a public random drawing for employees' children will be held to determine admission pursuant to this priority;
5. All other applicants (including any students who were not extended one of the above preferences due to the maximum percentage of students entitled to that preference having been reached).

There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available (or more students in the preference category than the percentage of overall enrollment entitled to be granted preference in that category), a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the next preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. Students eligible for admission preferences in categories #1-3 who did not receive the benefit of the preference due to capacity limitations within the preference, will be moved to any lower-level preference category for which they qualify, or if they do not qualify for another category/categories, drawn as part of category #4.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity will be placed on a waiting list in order of the selection of their name during the public random drawing and in the order the application is received thereafter. ECMS-G shall, as necessary, create separate waiting lists for each preference level specified above. Should the applications received at the time of the deadline not exceed space available at the pertinent grade level(s) and/or school-wide, all applicants will be admitted at a particular grade level or school-wide. Any grade with more applicants than seats available will be part of the drawing, beginning with the 8th grade and moving down to the 6th grade. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils who have applied to attend. All lotteries shall take place on the same day in a single location.

If new openings occur during the school year, children will be enrolled, in order, from the waiting list. Once the waiting list is exhausted, if spaces remain, enrollment for the remainder of the school year will be on a first come, first served basis. Applications received after the deadline for the drawing will be added to the waitlist in the order received. All applications are time- and date-stamped when received.

The waitlist for the current school year remains active until the end of the academic year and in no event will a waitlist carry over to the following school year. Applications are only valid for the current year. Applicants must reapply for the public random drawing annually if ECMS-G is unable to offer them admission for the current school year. The ECMS-G administration records all dates and dialogue regarding enrollment activity for each applicant on the application cover sheet. The manual record of all lottery

participants and their assigned lottery numbers is also physically filed on campus. Each applicant's enrollment application is kept on file for the academic year with his or her assigned drawing number on his or her enrollment application.

All students admitted via the public drawing are mailed an offer of enrollment letter. If there is no response to this letter within 5 business days, the office follows up with a phone call. If the offer is not accepted, or there is no response by the specified date indicated on the offer of enrollment letter, the child or the child(ren) will forfeit enrollment for that school year. Offer letters will be mailed within two weeks of public random drawing. Once initial offers are accepted, a letter is sent to each family on the waitlist informing them of their status.

If a newly enrolled student is not in attendance on the first day of school and the family has not notified ECMS-G, the school will contact the student's family using information provided in enrollment materials. If there is no response within 24 hours, they will forfeit the student's enrollment and the next student on the waiting list will be notified.

On every subsequent day of the instructional year, when an offer for a vacancy is made, ECMS-G will request that applicants notify the school within 3 business days to indicate whether or not they will accept. If offers are declined or applicants do not respond, the vacancy is then offered to the next applicant on the waitlist. It is the responsibility of the families on the waiting list to inform ECMS-G of any changes in contact information.

Once the enrollment capacity is reached, as vacancies occur, ECMS-G will continue to fill spaces available from the waiting list by grade level, on a first come, first served basis by the order the application was drawn if there was a lottery and otherwise by the date the application was received.

ECMS-G will adhere to all procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from another school, the student's records (i.e, IEP, cumulative, bilingual) will be requested from the respective school. Upon exit from ECMS-G, the student's records will be forwarded to the student's school of enrollment upon written request. Under FERPA, parents will annually be given a form providing the opportunity to withhold the release of information.



## **ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

*Governing Law: “The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” -- Education Code Section 47605(b)(5)(I)*

Pursuant to Education Code Section 47604.33, ECMS-G will provide any necessary financial statements to the Los Angeles County Office of Education (LACOE).

Each fiscal year an independent auditor will conduct an audit of the financial affairs of ECMS-G as a distinct LEA to verify the accuracy of the school’s financial statements, attendance, and enrollment accounting practices, and to review the school’s internal controls. ECMS-G will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the Board of Directors. To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The Board of Directors will oversee the selection of an independent auditor and the completion of an annual audit. The auditor shall be on the State Controller’s list of educational auditors and must have educational finance experience. The audits will assure that the school’s student attendance accounting and money is being handled responsibly and that financial statements conform to the California Guidelines for Auditing K-12 Public Schools and Government Auditing Standards.

The annual audit will be completed and forwarded to the district, County Superintendent of Schools, the State Controller, and to the CDE or other agency as the State Board of Education may direct, by the 15th of December of each year. The Executive Director, along with the Finance committee, if appointed, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to LACOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of LACOE along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be

submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

Note: Audit exceptions and or finding generally will be resolved within two weeks, and the finding as well as its resolution will be presented to the Finance Committee and the Board of Directors at the next regularly scheduled meetings. At the latest, audit findings/exceptions will be resolved within 60 days if extenuating circumstances prevent earlier resolution.

## **ELEMENT 10 – SUSPENSIONS AND EXPULSIONS**

*Governing Law: “The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed Code § 47605 (b)(5)(J).*

### **I. Progressive Discipline Policy**

ECMS-G maintains a mission-driven student discipline policy. The policy is printed in the ECMS-G student handbook, which is included in Section IV.3.

The purpose of discipline is to both facilitate learning in the classroom and to teach students self-regulation skills that will serve them in all areas of their lives. ECMS-G supports student behavior through our Tribes social emotional program, counseling services, restorative practices, and with a developmentally appropriate educational

program.

From our earliest days, the ECMS-G discipline program has been progressive in nature, taking into account students' developmental trajectory and allowing them to repair broken relationships within a classroom, with friends, and with staff. When training our teachers and staff members in the summer and throughout the year, we introduce and reiterate our vision for a discipline program that is restorative and developmental, not simply punitive. This is a message we also communicate to parents over the course of their participation at ECMS-G. We believe that testing boundaries, reflecting on harmful actions, repairing damaged relationships, and re-entering the school or classroom community are all things that help our students learn how to behave in the world. Our discipline policy lays out a set of clear, yet flexible responses to a range of adolescent behavior that guides all staff members to balance students' need for both high expectations and empathy. Teachers are an integral aspect of this process, and their classroom management systems must include clear expectations and logical next steps when students ignore classroom norms. When developing their approach to discipline in the classroom, we ask teachers to continuously strive to create positive relationships with students and parents, especially given the importance of relationships in the broader context of student outcomes. Parents are a major partner in the process, and they are consulted whenever discipline issues arise and opportunities for growth emerge.

ECMS-G's progressive discipline policy provides a progression of interventions that accompany each successive disciplinary referral. When a student receives a disciplinary referral they meet with the principal, assistant principal or counselor and reflect on their actions, and if necessary, ask for help in resolving ongoing issues.

When a student violates classroom rules, teachers use interventions, such as verbal reminders, moving a student's seat, one-on-one after class conversations, and a phone call home. After documenting **three** interventions, **including a phone call home**, teachers will issue students a disciplinary referral.

For highly disruptive or unsafe behaviors, students can receive an immediate referral. More serious school violations, include but are not limited to:

- Physical violence
- Threatening others
- Vandalism
- Jeopardizing the safety of others
- Theft, and any other illegal or dangerous activities

Such violations may result in immediate suspension or referral for expulsion.

## **II. Suspension/Expulsion Procedures**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the ECMS-G's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom

the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

#### **A. Grounds for Suspension and Expulsion**

ECMS-G's rules and procedures for suspension and expulsion are intended to afford students due process rights. The decision to recommend suspension or expulsion of a student will be at the discretion of the Administrator or the administrative designees. A student may be suspended or expelled for any of the acts that are enumerated in this section and that are related to school activities of any kind. These acts may occur:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from, a school-sponsored activity

#### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and

represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Substantially disrupted school activities.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an

immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.



- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
    - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
    - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
    - b) Willfully used force or violence upon the person of another, except self-defense.
    - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
    - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    - e) Committed or attempted to commit robbery or extortion.
    - f) Caused or attempted to cause damage to school property or private property.
    - g) Stole or attempted to steal school property or private property.
    - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Substantially disrupted school activities.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact

upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of

having one or more of the effects as listed in subparagraph (1) above.

- b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written

permission to possess the item from a certificated school employee, with the Principal Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
  - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Disciplinary Hearing Committee and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

## **C. Suspension Procedure**

### **1. Informal Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days,

unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## **2. Notice to Parents/Guardians**

At the time a suspension is recommended, a member of the administrative staff or designated personnel will make reasonable attempts to contact the parent/guardian immediately via telephone. If the parent cannot be reached immediately by telephone, staff will continue to follow up throughout the day or attempt to contact the parent in person (for example, when the parent picks the student up from school). In addition, a written notification will be sent home promptly. The written notice will detail the incident and specify the grounds for suspension, including the recommended date(s) of suspension. The notice will direct the parent where they can obtain a copy of their due process rights. The notice will request a conference with the parents/guardians, if one has not already been conducted, and will require parents/guardians to respond to this request immediately.

## **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. ECMS-G will convene the hearing committee within 15 business days of the referral for expulsion, unless the parent requests additional time to prepare for the hearing. In that case, the parent must make the request in writing and the extension cannot result in the hearing occurring more than 30 school days after the Principal or Principal's designee determines that the student committed an act subject to expulsion.

The total number of days for which a student may be suspended shall not exceed 20 school days in a school year. Upon return from suspension and before returning to class, the student and parent must participate in a post-suspension conference with the Principal or the Principal designee.

## **4. Provisions for Students' Education While Suspended**

ECMS-G will make all reasonable arrangements to provide the student with classroom materials and current assignments to be completed by the student at home during the suspension.

## **5. Administrative Hearing**

Upon a suspension that may lead to a recommendation by the Principal or designee for expulsion, the pupil and the pupil's guardian or representative will be invited to an administrative hearing to determine if the suspension for the pupil should be extended pending an expulsion hearing.

### **D. Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may expelled by the neutral and impartial ECS Board-appointed Disciplinary Hearing Committee following a hearing before it upon the recommendation of the neutral and impartial Principal or Principal's designee. The Disciplinary Hearing Committee will be a fair and impartial panel of representatives assigned by the ECS Board of Directors. The Disciplinary Hearing Committee may include a Board member. The Disciplinary Hearing Committee members will receive annual training in expulsion procedures, confidentiality rules, public meeting rules, and conflict of interest rules. They will sign a confidentiality agreement.

### **E. Expulsion Procedures**

Students may be recommended for expulsion if either of the following conditions exist:

- a. Repeated violations persist and other means of correction have been unsuccessful in bringing about an improvement in behavior. The severity of the violation is such that the presence of the student poses a continuing threat to the health and safety of the student or others.
- b. Possessing, selling, or furnishing a firearm. It is a federal mandate that a school expel, for a period of not less than one year, any student who is determined to have brought a firearm to school.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the Principal or Principal's designee determines that the student committed an act subject to expulsion.



The hearing will be presided over by a fair and impartial panel of representatives (Disciplinary Hearing Committee) assigned by the ECS Board of Directors.

Written notice of the hearing will be forwarded to the student and the student's parent at least ten (10) calendar days before the date of the hearing. This notice will include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

ECMS-G may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one of both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admission for any purpose.

#### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

## **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Principal or designee to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

## **I. Written Notice to Expel**

The Principal or designee, following a decision of the ECS Board Disciplinary Hearing Committee to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- 1) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension and Expulsion"
- 2) Notice of the right to appeal the expulsion. Expulsion appeals shall be brought to the ECS Board of Directors.
- 3) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with ECMS-G
- 4) Rehabilitation Plan for student

The ECMS-G Principal or Designee shall send written notice of the decision to expel to the student's district of residence and the Los Angeles County Office of Education (LACOE). This notice shall include the following:

- a) The student's name
- b) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension or Expulsion"
- c) Rehabilitation Plan

## **J. Expulsion Appeal**

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within ten (10) calendar days following the written notice to expel, file a written appeal, requesting the Board reconsider the expulsion determination. The ECS Board of Directors will consider the appeal in closed session at its next regularly scheduled board meeting or as soon as practicable. The Board member who participated in the Disciplinary Hearing Committee will not participate in either the Board's hearing/deliberations or its vote on the appeal. The Board will consider all information and evidence contained in the record from the expulsion hearing. The Board will inform the parent and student in writing within five (5) days of its decision. The decision of the Board of Directors is final.

## **K. Rehabilitation**

Pupils who are expelled from ECMS-G shall be given a rehabilitation plan upon expulsion as developed by the ECS Board-appointed Disciplinary Hearing Committee at the time of the expulsion order. This plan may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to ECMS-G for readmission.

#### **L. Alternative Educational Programs for Expelled Students**

If a decision is made to expel a student from ECMS-G, the school will work cooperatively with the student's district of residence to assist with the educational placement of the expelled student. As permitted by law, ECMS-G will communicate any incident of violent and/or serious behavior to the district/school to which the student matriculates.

#### **M. Readmission**

The decision to readmit a previously expelled pupil shall be at the sole discretion of the Principal, based upon the pupil's successful completion of their Rehabilitation Plan. If the Principal determines that the pupil has not met the criteria for readmission, the parent may, within ten (10) calendar days of the Principal's determination, file a written appeal to the ECS Board of Directors' designated Disciplinary Hearing Committee. The Disciplinary Hearing Committee will consider the appeal within 15 business days and inform the parent and student within five (5) days of its decision. The pupil's readmission is also contingent upon the capacity of ECMS-G at the time the pupil seeks readmission. If there is no space available at the time they seek readmission, the pupil will be placed on the waitlist.

#### **N. Special Procedures for the consideration of suspension & expulsion of students with disabilities**

ECMS-G will collect and produce data regarding the suspension and expulsion of special education students as required by LACOE.

In the case of a special education student or a student who receives 504 accommodations, ECMS-G will make the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities.

##### **1. Notification of SELPA**

ECMS-G shall immediately notify the SELPA and coordinate the procedures in this policy with regard to the discipline of any student with a disability

##### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general

education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

- a. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP or 504 Team shall review all relevant information in the student's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine if: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or 2) the conduct in question was the direct result of the local educational agency's failure to implement the IEP or 504 Plan.

If the Charter School, the parent, and relevant members of the IEP or 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP or 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP or 504 Team shall:

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP or 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP or 504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute resolution procedures of the Section 504 Policy and Procedures..

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

**Students with a 504 Plan may appeal the decision regarding the manifestation determination pursuant to the 504 policies and procedures.**

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal, School Counselor, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The student's interim alternative educational setting shall be determined by the student's IEP or 504 team.

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services. If a parent expresses a concern orally and is unable to write, the staff shall provide assistance to that parent.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

#### **O. Suspension and Expulsion Periodic Review**

The ECS Board of Directors or a committee appointed by the Board will hold an annual review of the Suspension and Expulsion Procedures. During the review, the Board of Directors and/or a committee appointed by the Board will make any necessary modifications to the list of offenses for which students are subject to suspension or expulsion.

## **ELEMENT 11 - RETIREMENT SYSTEM AND EMPLOYEE MATTERS**

*Governing Law "The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed Code § 47605 (b)(5)(K).*

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS) in accordance with STRS guidelines and Education Code 47611. All salaried teachers and administrators will contribute the percentage required by STRS at the time that contributions are made. ECMS-G will contribute the employer's portion as required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS.

For full-time classified employees ECMS-G offers a 403(b) retirement plan. ECMS-G will submit all retirement plan contributions to the 403(b) plan administrator.

ECMS-G will submit retirement data through LACOE or through any agency qualified to receive retirement data and will comply with all policies and procedures for payroll reporting. Federal Social Security payments will be contributed for all classified, non-STRS employees in accordance with Federal and State laws. All employees will pay the required percentage of Medicare.

ECS' Executive Director will ensure that appropriate arrangements for each employee's retirement coverage are made.

ECMS-G will participate in OASDI for non-eligible STRS and part-time employees. The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs as it deems appropriate.



## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*Governing Law: “The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed Code § 47605 (b)(5)(L).*

ECMS-G is a school of choice. No student is required to attend, and no employee is required to work at the charter school. Pupils may attend any of the existing public schools that service their address of residence in accordance with the admission and attendance requirements of any such school and school district.

## **ELEMENT 13 – EMPLOYEE RETURN RIGHTS**

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605 (b)(5)(M).*

When an employee leaves a public school district or LACOE to work at ECMS-G and subsequently chooses to return to that public school district or LACOE, the specific return rights afforded the employee will be governed by the policy of that public school district or LACOE, including but not limited to whether the employee may carry over any unused sick/personal leave and/or earn service credit (tenure) in the district for the time worked at ECMS-G.

Former school district employees must consult with the applicable district or LACOE to determine their eligibility for leave.

## **ELEMENT 14 – DISPUTE RESOLUTION PROCESS**

*Governing Law: “The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code Section 47605 (b)(5)(N).*

### **I. Overview of Dispute Resolution Process**

The staff and governing board members of ECMS-G agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The intent of these dispute resolution processes are to:

- Minimize the oversight burden on LACOE.
- Ensure a fair and timely resolution to disputes.
- Resolve disputes within ECMS-G pursuant to the school’s policies.
- Provide a uniform complaint process to address all complaints that allege that ECMS-G has violated federal or state laws or regulations governing educational programs.

### **II. Disputes between ECS or ECMS-G and LACOE**

ECMS-G will respond within five (5) business days of the receipt of any written inquiry from LACOE, including but not limited to, inquiries regarding financial records. In the event of a dispute between ECMS-G and LACOE, the staff and governing board members of the charter school and LACOE agree to first frame the issue in written format and refer the issue to the LACOE charter schools office, the Principal of ECMS-G, and the Executive Director of ECS.

Any controversy, claim or dispute arising out of or relating to the charter agreement between LACOE and ECMS-G, except any controversy or claim that in any way is related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way is related to revocation of this charter, must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be

deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal deliver; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. mail. All written notices shall be addressed as follows.

To: Environmental Charter Middle School-Gardena  
Attention: Executive Director  
812 W 165th Pl  
Gardena, CA 90247

To: Superintendent  
Los Angeles County Office of Education  
9300 Imperial Highway  
Downey, CA 90242

(2) A written response ("Written Response") shall be tendered to the other party within (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference between the Superintendent or his/her designee and Member(s) of the ECS Board of Directors to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p. m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or if by mail, four (4) business days after deposit in the U.S. Mail.

(3) If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between LACOE and the Charter School. All timelines and procedures in this section may be revised upon mutual written agreement by the County and the Charter School.

(4) If the controversy, claim, or dispute cannot be resolved by mediation, then either party may request that the matter be resolved by arbitration. Arbitration proceedings shall

commence within 60 days from the date of the Mediation. The parties shall mutually agree upon the selection of an arbitrator to resolve the controversy or claim at dispute. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Both parties will make their best efforts to limit the arbitration to one to three days. For days one through three, the arbitrator's fees shall be paid by the losing party as determined by the arbitrator. If the arbitration continues beyond a third day, the arbitrator's fees for each day beyond the third day shall be paid by ECMS-G. Beyond the arbitrator's fees each party shall bear its own costs and expenses associated with the arbitration including each party's own attorney's' fees.

Notwithstanding any statements to the contrary in this Element 14 or any other sections of this charter, LACOE is not required to follow this or any dispute resolution process to revoke the ECMS-G charter for any of the reasons specified under the law.

### **III. Disputes Arising Within Environmental Charter Middle School-Gardena**

Disputes arising from within ECMS-G, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, will be resolved by the ECS Board of Directors, the Executive Director and/or the Principal. LACOE may investigate if a complaint is made and there is a statutory obligation for the superintendent to investigate. Otherwise, LACOE will not intervene in any such internal disputes without the consent of the ECS Board of Directors and will refer any complaints or reports regarding such internal disputes to the Board or administrative staff of ECMS-G for resolution. LACOE agrees not to intervene or become involved in the internal dispute unless the internal dispute has given LACOE reasonable cause to believe that a violation of this charter or related laws or agreements have occurred, or unless ECMS-G has requested LACOE to intervene in the internal dispute.

#### **A. Internal Dispute Policy**

1. **Board Members**: If a board member has a conflict, and the board member is unable to resolve it, the board member may request a dispute resolution process through the entire Board of Directors.
2. **Independent Contractors**: If an independent contractor has a conflict, the individual should contact the Principal for assistance in resolving the conflict. If the conflict involves the Principal, an independent contractor will request a dispute resolution process through the Executive Director.
3. **All**: Each member of the school community should first attempt to resolve the conflict with the person or persons directly involved or affected by the issue. The final school-level appeal is the Principal. Conflicts not resolved at the school-level

can be appealed to the Executive Director. The final level of appeal is the school's Board of Directors. Intermediate levels of conflict resolution are outlined below.

4. Students: If there is a conflict between students and direct discussion cannot resolve the conflict, students will be expected to follow the conflict resolution techniques taught in the classrooms and on the playground through real-life situation, role-playing, and/or discussions. The conflict resolution structure asks students to be responsible for their own choices and gives students various choices to act upon when in a conflict. Students may choose to walk away from a situation, choose to share how they feel without continuing on to find consensus, chose to use active listening and problem-solving strategies to reach a consensus amongst the students, or request support from other students with a strong understanding of active listening and problem-solving strategies. Learning and practicing these skills and strategies is a part of ECMS-G's Tribes program. Staff will incorporate these techniques into problem-solving situations as a regular practice. If students are unable to resolve the conflict they will be expected to ask a teacher for assistance in resolving the conflict. If the teacher is unable to resolve the conflict, the Principal will facilitate a dispute resolution process.
5. Staff: If there is a conflict between staff and staff members are unsuccessful in resolving the conflict, the Principal will facilitate a formal mediation. If the conflict involves the Principal, staff will request a dispute resolution process through the Executive Director.
6. Parents: If a parent has a conflict, the parent should contact the Principal for assistance in resolving the conflict. If the conflict involves the Principal, parents will request a dispute resolution process through the Executive Director.

In the event that LACOE receives a complaint directly regarding the school's operations, LACOE agrees to refer said complaint to the Executive Director for resolution in accordance with the steps outlined above, unless otherwise prohibited by law (e.g., child abuse reporting).

ECMS-G's internal dispute resolutions process is for disputes between ECMS-G and its stakeholders. The purpose of the internal dispute resolution process is twofold: 1) to resolve disputes quickly and with clarity and, 2) to have all members of the school resolve conflicts within the structures of the school. ECMS-G will implement the dispute resolution process described in the following steps and will provide all members of the school community with a copy of the same. Everyone in the school community will sign a statement acknowledging their intent to use the dispute resolution process in resolving conflicts. Parents will also be advised of the Uniform Complaint Policy delineated herein.

## **B. Timeline for Final Appeal to Environmental Charter Middle School-Gardena's Board of Directors**

The party initiating the appeal must submit a written request for Board of Directors review to the board chair within (5) five business days of the Executive Director's final decision. The Board of Directors will hear the appeal at the next scheduled regular meeting, unless the board chair determines that the urgency of the issues necessitate that a special meeting be called to hear the appeal. All confidential issues will be heard in closed session, in accordance with the Brown Act.

## **IV. Uniform Complaint Policy (UCP)**

### **A. Scope of the UCP**

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis actual or perceived age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, immigration status. ECMS-G's policy is to comply with applicable federal and state laws and regulations. ECMS-G is the local educational agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs that they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:
  - a. religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any ECMS-G program or activity; and
  - b. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant and Indian education, career technical and technical education training programs, child care and development programs, child nutrition program.

ECMS-G acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

ECMS-G prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

## **B. Compliance Officers**

The ECS Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director & ECMS-G Principal  
Environmental Charter Schools  
2010 Manhattan Beach Blvd., Suite 100  
Redondo Beach, CA 90278

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

## **C. Notifications**

The Executive Director or designee shall annually provide written notification of ECMS-G's uniform complaint procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The Executive Director or designee shall make available copies of the ECMS-G's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take the complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies.
4. Include statements that:



- a. ECMS-G is primarily responsible for compliance with state and federal laws and regulations;
- b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
- c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
- d. The complainant has a right to appeal ECMS-G's decision to the CDE by filing a written appeal within 15 days of receiving ECMS-G's decision; and
- e. The appeal to the CDE must include a copy of the complaint filed with ECMS-G and a copy of the ECMS-G's decision.

#### **D. Procedures**

The following procedures shall be used to address all complaints that allege ECMS-G has violated federal or state laws or regulations governing educational programs. The compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

##### **Step 1: Filing Of Complaint**

Any individual, public agency or organization may file a written complaint of alleged noncompliance by ECMS-G.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, including the date of receipt.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, ECMS-G staff shall assist him/her in the filing of the complaint.

## Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend ECMS-G's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

## Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide ECMS-G's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

ECMS-G's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

#### Step 4: Response

##### Option 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of ECMS-G's investigation and decision, as described in Step #5 below, within 60 days of ECMS-G's receipt of the complaint.

##### Option 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of ECMS-G's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board of Directors.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of ECMS-G's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

#### Step 5: Final Written Decision

ECMS-G's decision shall be in writing and sent to the complainant. ECMS-G's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal ECMS-G's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of ECMS-G's expectations. The report shall not give any further information as to the nature of the disciplinary action.

### **E. Appeals to the California Department of Education**

If dissatisfied with ECMS-G's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving ECMS-G's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of ECMS-G's decision.

Upon notification by the CDE that the complainant has appealed ECMS-G's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by ECMS-G, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of ECMS-G's complaint procedures.
7. Other relevant information requested by the CDE.

### **F. Direct CDE Intervention**

The CDE may directly intervene in the complaint without waiting for action by ECMS-G when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 (5 CCR 4650) exists, including cases in which ECMS-G has not taken action within 60 days of the date the complaint was filed with ECMS-G. Pursuant to 5 CCR 4650 among the bases for CDE directly intervention are if the complainant requests anonymity because he or she would be in danger of retaliation and would suffer immediate and irreparable harm should the he or she file a complaint with the charter school or if the

complainant alleges facts that indicate that the health, safety or welfare of a child or group of children is threatened or in immediate physical danger.

### **G. Civil Law Remedies**

A complainant may pursue available civil law remedies outside of ECMS-G's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if ECMS-G has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

The above referenced Uniform Complaint Policy and Procedure may be amended by ECMS-G to comply with state and federal law as it is amended from time to time. Such amendments shall not be considered material amendments but LACOE staff shall be notified if such changes are made to the uniform complaint procedure.

## **ELEMENT 15 – CHARTER SCHOOL CLOSURE**

*Governing Law: “The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed Code § 47605 (b)(5)(O).*

### **I. Revocation**

The Los Angeles County Office of Education (LACOE) may revoke the charter of ECMS-G if the School commits a breach of any terms of its charter or commits a breach of any provisions set forth in the Charter Schools Act of 1992. Furthermore LACOE may revoke the charter of ECMS-G on any of the following grounds:

- ECMS-G committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- ECMS-G failed to meet or pursue any of the pupil outcomes identified in the charter.
- ECMS-G failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- ECMS-G violated any provisions of law.

Prior to revocation, and in accordance with CA Ed. Code Section 47607(d), LACOE will notify ECMS-G in writing of the specific violation, and give the charter school a reasonable opportunity to cure the violation, unless LACOE determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the students. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

### **II. Amendments and Severability**

Any amendments to this charter will be made by the mutual agreement of the governing boards of ECMS-G and LACOE. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code section 47605.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by LACOE and ECMS-G.

LACOE and ECMS-G agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

### **III. Closing Procedures**

ECMS-G shall follow the school closure provisions specified in Education Code Section 47605(b)(5)(O) and Title 5, California Code of Regulations Section 11962, as well as those outlined in the State Board of Education school closure provisions in the event of school closure. The following additional provisions relating to school closure shall apply.

- A. Administration: The ECS Board of Directors will be the responsible entity for oversight of the school closure procedures and the Executive Director, or other individual identified by the Board, shall be primarily charged with implementing school closure procedures mandated by law. The Principal will be employed after the closing of the school for a period of time adequate to facilitate school closure, disposition of assets, and the transfer of all student records, and will work at the direction of the Executive Director. The Principal will ensure a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence is provided to the ECS Executive Director.
  
- B. Disposition of Assets: All goods and materials purchased by ECMS-G with funds received by the LEA are owned by ECS as the nonprofit corporation authorized to operate ECMS-G and will remain so notwithstanding any closure of the Charter school. In the event that ECMS-G closes, the remaining assets of the school, after the liabilities have been satisfied, will be disposed of by the governing board to another charter school, non-profit organization, or other appropriate entity in accordance with the asset disposition provisions of the school's articles of incorporation and all related laws and regulations. Notwithstanding to above, all unspent restricted funds shall be returned to their respective sources and any required reports submitted. Any grant funds will be disposed of in accordance with the terms of the grant, and any required final grant reports completed. Additionally, a full list of equipment, furniture, and instructional supplies must be documented prior to assets being distributed. Any donated materials and property with conditions established when the donation was accepted will be disposed of in accordance with those conditions. The Executive Director will attend to enumerating and disposing of the assets and liabilities as directed in the articles of incorporation, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed. A final audit will be completed and provided to LACOE within 6 months of school closure. ECMS-G's reserves will be utilized to pay for this final audit. Education Code 47605(b)(5)(P).

- C. Notification: The Charter School will promptly notify parents and students of the Charter School, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

- D. Transfer of Records: The ECS Board of Directors will ensure the transfer of official student records, assessment results and special education records to the students' new schools upon receiving records requests. Any unclaimed student will go to LACOE upon school closure. Special Ed records will go to the SELPA or be transferred as directed by the SELPA. Parents will also be provided with copies of appropriate records and ECMS-G will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

- E. Audit: As soon as reasonably possible, ECMS-G will prepare final financial records. ECMS-G will also have an independent audit completed within six months after closure. ECMS-G will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ECS and will be provided to LACOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the



liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ECMS-G.

F. Annual Reports: ECMS-G will complete and file and annual reports required pursuant to Education Code section 47604.33.

G. Cost of Closure: The ECS Board of Directors shall cover the cost of closure of the Charter School out of ECMS-G's reserves and will reserve at least \$20,000 to cover them.

## **Other Operational Issues**

### **I. Business and Operations Management**

*Governing Law: "The manner in which administrative services of the charter school are to be provided." Education Code §47605(g).*

ECMS-G, as a distinct LEA from ECHS and ECMS-I, maintains its own set of financial records. As required by law and stated in the charter, ECS submits financial reports for ECMS-G as a distinct LEA and has an audit performed on the financial statements of ECMS-G. In the few areas where overlap in purchasing or resource allocation might occur, the financial policies describe how allocations will occur between distinct LEAs.

The Board receives reports of revenues and expenditures, separated by LEA, from its business services provider, EdTec, on a regular basis. The financial services provider uses documented allocations (for example, county treasury documentation of deposits by CDS code or invoices by school). If such documentation is not available, the allocation will follow the method as described in the Board approved financial policies.

ECMS-G contracts with a charter school business services provider, EdTec, to provide business services, such as budgeting/forecasting, fiscal planning, accounts set up (insurance, benefits, attendance tracking), payroll, completion and submission of compliance reports, service vendor contract negotiations and management, and purchasing. This provider adheres to generally accepted accounting principles and uses an accounting system with internal controls that also follows generally accepted accounting principles. Both the business services provider and the school monitor adherence to the charter process and any applicable law. The board of directors ensures that the accounting system for ECMS-G follows generally accepted accounting principles. ECMS-G and/or its non-profit corporation is solely responsible for the debts and obligations of the charter school.

### **II. Inquiries and Notifications**

ECMS-G shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records, from LACOE and shall consult with LACOE regarding inquiries.

Notification is to be made to the Charter Schools Office of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal

complaints, within one week of receipt of such notice by ECMS-G. Depending on severity of the hazard, immediate notification may be needed.

### **III. Grievance Procedure for Parents and Students**

ECMS-G designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with the Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ECMS-G notifies all its students and employees of the name, office address, and telephone number of the designated employee or employees.

The Charter School has adopted and published grievance procedures providing prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX or Section 504.

ECMS-G has implemented specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

### **IV. Audit and Inspection of Records**

ECMS-G agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to LACOE oversight.
- The LACOE's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
- The LACOE is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or for engagement in fiscal mismanagement.

Accordingly, LACOE hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the Charter Schools Office. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

ECMS-G shall cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days notice to ECMS-G. When 30 days notice may defeat the purpose of the audit, LACOE may conduct the audit upon 24 hours notice.

LACOE may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the charter school's revenue.

## **V. Charter Term**

This petition for charter renewal for ECMS-G is for a term of five years. The requested five-year term would begin on July 1, 2019 and expire June 30, 2024. The charter may be renewed for subsequent terms by LACOE. ECMS-G must meet the minimum renewal criteria contained in the Education Code Section 47605 to be considered for renewal by LACOE.

## **VI. Charter School Revolving Loan Fund**

Notwithstanding other provisions of law, a loan may be made directly to a charter school only in the case of a charter school that is incorporated. ECMS-G will apply for funding from the Charter School Revolving Loan, in accordance with applicable law. ECMS-G understands that loans may be made from money in the Charter School Revolving Loan Fund to a charter school that qualifies to receive funding pursuant to California Education Code Chapter 6 (commencing with section 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. A loan is for use by the charter school during the period from the date the charter is granted pursuant to California Education Code section 47605 to the end of the fiscal year in

which the charter school first enrolls pupils. Money loaned to a charter school pursuant to this section will be used only to meet the purposes of the charter granted pursuant to California Education Code section 47605.

ECMS-G accepts and understands obligations to comply with the California Education Code section 41365 regarding the Charter School Revolving Loan Fund. Commencing with the first fiscal year following the fiscal year ECMS-G first enrolls pupils, the Controller will deduct from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment of the amount loaned to ECMS-G for the charter school. Repayment of the full amount will be deducted by the Controller in equal annual amounts over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed five years for any loan.

## **VII. Food Service Program**

ECMS-G applies as its own sponsor for participation in the federal meal program. ECMS-G works with an approved vendor to provide free and reduced lunches to eligible students. This vendor provides and organizes the delivery arrangements in accordance with state and federal guidelines for food services at ECMS-G. Under this arrangement, all food is prepared on a daily basis at the vendor's facility and delivered by the vendor to the school. Food is served by a staff member of the vendor in addition to a staff member of the school and parent volunteers. The food program is annually re-evaluated by ECMS-G.

## **VIII. Financial Plan**

*Governing Law: "The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." Education Code §47605(g).*

The ECMS-G financial plan contains a multiyear budget and narrative forecast for the next five years of operation and monthly cash flow. Budget documents and the accompanying financial narrative are included in Sections II.1 and II.2. Revenue entitlements were calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through eight typically available to a charter school based on characteristics of the school's programs and student make-up. ECMS-G applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. ECMS-G also applies for competitive funding as appropriate for its mission and budget needs.

## **IX. Facilities**

*Governing Law: "The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Education Code §47605(g).*

In the Spring of 2013, ECMS-G relocated from its temporary site in Inglewood to its permanent campus at 812 W. 165th Place in Gardena, CA 90247. The campus includes three buildings, a newly renovated state-of-the-art two-story classroom facility, a single story office building and a two-story multi use building.

ECS collaborated with several partners to create the space, including Pacific Charter Schools Development (PCSD) and Menlo Charter Properties (MCP). Both non-profits helped with the acquisition, renovation, and financing of the space. PCSD is a non-profit real estate development organization that finds, acquires, finances, and builds low cost facilities for high quality charter schools. MCP is a nonprofit entity whose sole purpose is to acquire, develop, and renovate properties for ECS' schools (see section A below for further information about MCP). In December 2013, MCP simultaneously closed escrow on the property, utilizing federal New Market Tax Credits and leased the property to ECMS-G. ECMS-G contributed over \$500,000 in private funding to support the project.

In addition to the built environment, the campus also includes outdoor spaces that allow teachers to extend learning beyond the classroom walls. Four classrooms have garage doors that open to outdoor learning patios and two of the second story classrooms also open to patios. With the support of a Kaboom Grant, a playground was added to the campus in the Spring of 2013.

ECMS-G also secured a Prop K grant from the City of Los Angeles. The grant already helped ECMG G convert its outdoor areas into urban green recreational spaces, green growing patios and gardens to beautify the campus, increasing space for recreation and physical activity. In the Winter of 2017, a new synthetic playground turf was installed, and during the Summer of 2018, a pond and dry creek bed, which act as a rainwater catchment, was installed. The final touches of the outdoor spaces, including an obstacle course and shade structures, are slated to be completed by Summer 2019.

In addition to Prop K, ECMS-G secured Prop 39 energy efficiency funding. Through this funding, the school installed lighting upgrades and solar panels. The measures have already resulted in significant cost-savings, energy-efficiency and reduction of carbon emissions – making a powerful and demonstrative statement aligned to the school's commitment to environmental stewardship. The utility cost savings of the solar panels

will be approximately \$10,204 each year and will create an energy offset of 91%. This system will reduce greenhouse gas emissions by 199 metric tons of CO<sub>2</sub> each year which is equivalent to taking 11 gas vehicles off the road, powering 21 homes and planting more than 5,153 trees.

### *Ensuring Safety of Facilities*

All structures secured for ECMS-G staff and students meet or exceed the requirements set forth in the following codes or acts:

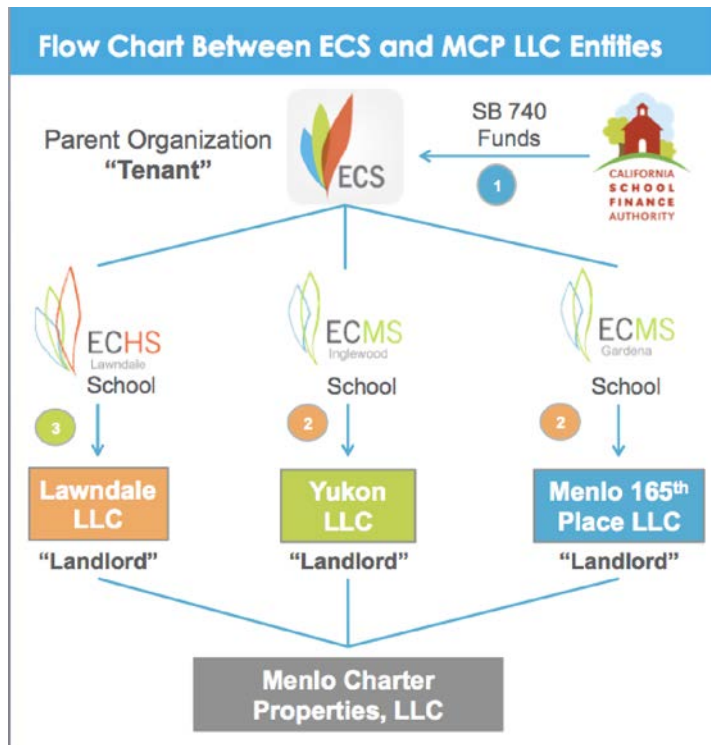
- Federal Uniform Building Codes (UBC)
- Fire and Emergency Exit Codes
- Health and Safety Codes
- Local Building Codes and
- Americans with Disabilities Act (ADA)

### *Asbestos Management*

ECMS-G shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

#### **A. Background – ECS and MCP**

Environmental Charter Middle School- Gardena is operated by Environmental Charter Schools (ECS), a 501(c)(3) nonprofit benefit corporation founded on April 26, 2000 to operate charter schools. Menlo Charter Properties (MCP) is also a 501(c)3 nonprofit benefit corporation, founded on May 1, 2013. The sole purpose of MCP is to serve ECS' mission to operate its charter schools; MCP supports ECS' mission by serving as owner of all of ECS' school facilities. See the chart below for a visual depiction of the structure between ECS and MCP LLC Entities (for a detailed summary, refer to Appendix I - Summary of MCP Legal Entities for ECS):



Currently, there are 5 board members for MCP (the full ECS Board currently has 8 board members). Per MCP’s Bylaws in Appendix J, some but not all of MCP board members can be ECS board members. A summary of MCP board members is below:

Name	MCP Board Member*	ECS Board Member
Ken Deemer	Yes (serves as MCP Secretary)	Yes
Bruce Greenspon	Yes (serves as MCP President)	No
John Quiter	Yes	No
Bradley Jewett	Yes	No
Anthony Jowid	Yes	Yes

\* MCP board members serve as board members for each of the LLCs.



## B. Limited Liability Corporations

For each school, MCP has set up limited liability corporations (LLCs) to serve as the owner/landlord of each school facility. The sole member of each LLC is MCP and these LLCs are wholly controlled by MCP, as a result each LLC takes on the nonprofit status of the sole member. The board members of MCP are the same board members for each LLC.

The three (3) LLCs which currently exist are:

1. **Menlo 165<sup>th</sup> Place LLC** (“Menlo”) –Serves as owner of school facilities at the ECMS – Gardena site (“ECMS-G”). Menlo owns the underlying land and buildings on this site. Menlo financed and constructed building improvements and leases to ECMSG.
2. **Yukon LLC** (“Yukon”) – Serves as owner of facilities currently under construction (10 classrooms) at the ECMS – Inglewood (“ECMS-I”) site. Yukon LLC financed and constructed building improvements and then leases the improvements to ECMS-I. Concordia Lutheran Church of Los Angeles (“Concordia”) owns the underlying land which it leases to Yukon LLC. ECMS-I has a separate license agreement with Concordia to use other buildings on the site (4 classrooms and offices). as well as the play space and parking lot.
3. **Lawndale LLC** (“Lawndale”) – Was created for a similar purpose as the other two LLCs. The goal is for the LLC to serve as owner of facilities at the Environmental Charter High School (“ECHS”) site that are not owned by Lawndale Elementary School District (LESD), specifically, the portables and shed-like structures. The underlying land and permanent structures are owned by LESD and leased to ECHS (as tenant) pursuant to a lease agreement with LESD. To note: ECHS also leases 3 portables from Mobile Modular (a double classroom and single classroom and a bathroom) at the ECHS site.

The LLCs (as landlords/owners) purchase, construct, renovate and maintain facilities which they then lease to each of the schools. The monthly rent each LLC (as landlord) collects from each school (as tenant) includes all costs to manage and maintain the facilities. Currently there are two (2) active leases between the LLC entities:

- ECMS-Inglewood’s lease is between Yukon LLC (as landlord) and ECMS-I (as tenant).
- ECMS-Gardena’s lease is between Menlo 165<sup>th</sup> Place LLC (as landlord) and ECMS-G (as tenant).

At the time this petition's writing, ECHS does not have a lease with Lawndale LLC (as landlord) and ECHS (as tenant).

### **C. Purpose of MCP and the LLCs**

As discussed above, MCP and its LLCs (Lawndale, Menlo and Yukon) were solely created to support the mission of ECS by owning/managing/financing each school facility. By serving in this capacity, MCP and its LLCs benefit ECS in the following ways:

1. **Benefit #1** – Separates ECS from the risks related to being a building owner; and
2. **Benefit #2** – Enables ECS to qualify for SB 740 funding from the State (\$750 per ADA) by having the LLCs serve as landlords to ECS.

MCP formed individual LLCs for each school campus to further segregate risk related to each individual campus to separate legal entities. This strategy is identical to what hospitals, colleges/universities and corporations do when they own multiple real estate assets (i.e., each campus is owned by a separately formed LLC, which is typically controlled by a single legal entity). The MCP legal entity and its LLCs were created in compliance with all State laws (particularly SB 740 legislation) and conform with best practice utilized by charter schools in the State. Most all charter schools in the State utilize a similar legal structure as ECS does with MCP (i.e.. the charter organization has a separate legal entity – either another nonprofit or LLC – serve as landlord to the school). The reason charter schools do this is to access to SB 740 funding and separate the risks related to being a building owner (as discussed above). Many established charter organizations, such as Partnerships to Uplift Communities, Green Dot Public Schools, Alliance for College Ready Schools, and Rocketship use similar structures to secure facilities and defray costs with SB 740 monies. The LACOE Charter School Office has been provided Articles of Incorporation, Bylaws, IRS NonProfit status letter and operating agreements for MCP and all LLCs within MCP.

### **D. Supporting Documentation for MCP and the LLCs**

For your reference, the following operating documents for MCP and each LLC are provided in Appendix J(a-i).

#### **Menlo Charter Properties (MCP)**

MCP Articles of Incorporation

MCP Bylaws Amended: The bylaws were amended to update the address of the organization

## **IRS Status for MCP**

MCP IRS Nonprofit Status

## **Menlo Place 165th LLC**

M165th Articles of Organization

M165th Operating Agreement

## **Yukon LLC**

Yukon Properties Articles of Organization

Yukon Properties Operating Agreement

## **Lawndale LLC**

Lawndale Properties Articles of Organization

Lawndale Properties Operating Agreement

## **X. Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

## **XI. Insurance**

ECMS-G maintains appropriate workers compensation insurance, as well as liability coverage, bond coverage, and insurance coverage, providing for, among other things, insurance for operation and procedures, personal injury, and property, fire, and theft. It is ECMS-G's responsibility, not LACOE's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

No coverage shall be provided to the Charter School by LACOE under any of LACOE's self-insured programs or commercial insurance policies. ECMS-G maintains, at a minimum, insurance as set forth below with insurance companies acceptable to LACOE.

The following insurance policies are required:

1. Commercial General Liability, including Damage to Rented Premises coverage (only required for rented premises the tenant occupies), of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education ("County Board") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LACOE.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
4. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
5. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence And \$3,000,000 general aggregate.
6. Property Damage Liability replacement value limits sufficient to protect the school's assets

7. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

\*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name LACOE and LACOE Board of Education as named additional insureds and shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

#### **A. Evidence of Insurance**

The Charter School shall furnish to LACOE within 30 days of all new policy inception dates, renewals, or changes. In addition, all evidence of insurance, including insurance certificates or other such insurance documents, must be signed by duly authorized representatives of the insurance carrier.

Certificates shall be endorsed as follows:

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested has been given to LACOE."*

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, LACOE reserves the right to require certified copies of any required insurance policies.

Should the charter school deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident or any other type of insurance coverage not listed above, such insurance shall not be provided by LACOE and its purchase shall be the responsibility of the Charter School.

Additionally, ECMS-G will, at all times, maintain a funds balance (reserve) of its expenditures as required by the section 15443, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

#### **B. Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, ECMS-G does hereby agree, at its own expense, to indemnify, defend and hold harmless LACOE, the LACOE Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. ECMS-G further agrees, to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless LACOE and the LACOE Board of Education, and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by ECMS-G, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless LACOE for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.