School Year: 2019-2020

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Environmental Charter High School	19646911996438	6/22/2020	12/12/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this School Plan for Student Achievement (SPSA) is to establish the strategies and activities that Environmental Charter High School (ECHS) is employing to operate its schoolwide program (SWP). The SWP consolidates all school-level planning efforts into one plan for programs funded through the consolidated application. The SWP, developed with parental involvement in its planning, review, and improvement, uses effective methods and instructional strategies based on scientifically based research that addresses the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

ECHS aligns the use of federal funds with our vision and mission. This mission is communicated throughout our Local Education Agency (LEA) through professional development, parent orientation, and printed materials. Our strategic plan and Local Control and Accountability Plan (LCAP) goals are rooted in our mission/vision. Home office leadership meets regularly with site leadership to ensure site-level work remains focused on goals. Our Board utilizes a dashboard to ensure resource allocation and leadership actions stays focused on strategic priorities. Interim Benchmarks are set for goals and disaggregated data is visualized and analyzed to evaluate the efficacy of actions. This analysis takes place at all levels of the organization, Board members review data with our Executive Director, ECS Directors review data with site administrators and teacher leaders. Site administrators and teacher leaders review data with teachers at professional development workshops and in department meetings. Site administrators and teacher leaders review data with families and staff via our School Site Council, English Learner Advisory Committee and our Equity and Diversity Committee.

Our SPSA is developed in concert with our LCAP. This development process is part of our data analysis cycle, and stakeholders have multiple opportunities to review and analyze data, research and analyze actions and share feedback on the efficacy of actions. Budget development is synched with LCAP/SPSA development, so the analytical work of the LCAP/SPSA drives the development of the budget.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

ECHS has provided numerous forums, surveys, data analysis sessions, and ongoing stakeholder involvement methodologies to help move forward its strategic plans for the School Plan for Student Achievement (SPSA), before, during and after the accreditation process and with each year of data analysis and related goal-setting. Each level of participation, from classified to certificated staff, to parents, to students, to community partners, has helped to meaningfully transform our goal-setting priorities to best meet the needs of our students, particularly our Unduplicated Pupil subgroups in need of additional support. SPSA development takes place in lock step with LCAP development, as the LCAP include all plans for Title funds. The School Site Council meetings (SSC) reconvenes in the early fall to consider end of year data and to make any changes to the plans, in response to end of year data and any other relevant information. In SSC meetings, progress and plans were discussed, with an emphasis on academic outcomes.

Parent and staff meetings were held throughout the year to facilitate input and feedback in a structured, interactive format. Feedback sessions included presentations, data analysis, forums, planning meetings, and surveys. Parents were encouraged to participate through phone memos, emails, and existing meetings. Translation for parents' first languages was utilized throughout the process to encourage increased participation from parents of English learner students. During SSC meetings, parents were presented with student performance data, and staff, students, and parents worked together to identify students' and the school's needs, which were then used to inform the goals for this SPSA. ELAC, Families of ECHS, School Site Council, and Equity and Diversity (EDTF) also met throughout the year, and members of EDTF determined that their highest priority was Recruitment, retention, and academic achievement of African American students.

The following took place in order to gather stakeholder feedback in order to improve school systems and planning:
 - Community Partner Forum: 1/31/19
 - School Site Council Meetings: 2/19, 3/19, 4/19, 5/19
 - Families of ECHS: Monthly, as determined by Family and Community Liaison and parents/guardians
 - Instructional Coaching Discussions: Three times monthly: one site meeting and two Instructional Coaching Training (ICT) meetings
 - Classified Staff Meetings: Monthly
 - School Site Council and English Learner Advisory Committee (including review of LCAP plans): 2/19, 3/19, 4/19, 5/19
 - Draft LCAP Board Approved 6/3/19 (additional revisions approved after input from LESD)
 - Professional Development dedicated to teacher input and feedback: Every Tuesday and Thursday for one hour
 - Conversations with parents and families: Ongoing (administrators have open door policy)
 - Equity and Pedagogy Coalition: Twice Monthly
 - Black Student Union: every Tuesday at lunch
 - YQUE: every Tuesday and Thursday at lunch
 - Org-wide Equity and Diversity Task Force Meetings: Monthly
 - Climate Surveys: Spring 2019

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities identified.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Excellent Operations & Facilities- 1-Ensure operations and facilities are mission-aligned, meet needs of educational program and facilitate achievement of student learning outcomes.

Identified Need

To achieve student learning outcomes, operations and facilities must support the educational program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The implementation of state board adopted academic content and performance standards for all students based on participation in Professional Development on state standards (State Priority 2A – required state metric)	All teachers participated in PD on state standards	100% of teachers will participate in Professional Development on state standards
Pupils in LEA will be enrolled in a broad course of study as described in the ECHS charter petition. (State Priority 7A.- state metric- not required for charters)	All students were enrolled in a broad course of study.	100% of ECHS students will be enrolled in a broad course of study
Pupils in LEA will graduate with their A-G requirements (State Priority 7B.- local metrics)	91% of pupils graduated with their A-G requirements	98% of pupils will graduate with their A-G requirements

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Data Manager and ECS certificated staff will oversee coordination between SchoolZilla and other school data sources in order to disaggregate subgroup data for analysis, create data visualizations and respond to teacher and administrator questions about data. All teachers will also participate in the ECS Teacher Development System (TDS), which includes training on the ECS Best Practices rubric, access to Growth Guides, and feedback from peers & administrators through observations and goal-setting cycles. ECS will also use TeachBoost, a customizable instructional leadership platform, to track data and identify trends in teacher performance. These processes will drive improvements in instruction and programs for UDPs. (State Priority 2)

Additionally, the following increases/improvements will be implemented:

Improvement: Departments will focus on vertical alignment and collecting and using student data during 18-19 school year. Test scores (i.g. CAASPP math and English, NWEA, and IAB) will also be examined, and target goals will be set and monitored by departments throughout the year. Additionally course surveys will be distributed to students to provide feedback to teachers on their learning experiences.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$8,400	Title II, Part A
$202,153	LCFF

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

ECHS successfully implemented the actions and services listed under goal 1.

Professional Development

New ECHS staff members were oriented to the school's goals and best practices for achieving those goals during 1-week professional development prior to their participation in the all-staff professional development (PD) at the beginning of the school year. At the end of the week, new staff members provided feedback about what they learned, evaluated the orientation, and identified areas for ongoing support and training. New staff members continued to be supported via ongoing PD, individual meetings, and needs-based support with

leadership, instructional coaches, team leaders, Special Education team, Student Services Department, and department colleagues.

Each year, the leadership team considers a number of factors as they assign teachers in the master schedule and review support staff roles and placements. Teacher credentials, specific training, and experience provide initial suggestions for placement. Since teams work so closely together at ECHS (subject and grade level teams), team dynamics also play a role in this decision-making process. Additionally, as a small community, ECHS staff tends to build off specific strengths of its staff members.

The leadership team has also initiated a process to work with staff members to set yearly professional growth goals, as part of the teacher evaluation/coaching process. When teachers or other staff are interested in growing into specific roles, the leadership team works to foster opportunities for these staff to develop themselves in new areas. Nearly all of the staff in leadership roles at ECHS started at ECHS as teachers or aides. This is an example of how ECHS builds leadership capacity from within the organization, and helps interested employees grow into new positions. In the 18-19 school year, ECHS implemented specific application processes for all teacher leader roles, including instructional coaching, grade level team leaders, and department chairs. This is a way to ensure that the positions are offered in a fair, transparent way to all staff members. The department chair role is new to ECHS and will be implemented in 19-20. The role was created in response to stakeholder feedback that accountability and leadership happened in inconsistent ways across departments.

Data-Informed Decision-Making

ECHS is highly effective in using multiple types of data to drive ongoing schoolwide improvement. Our data-driven culture includes the collection, disaggregation, and analysis of schoolwide and student data. As of 2014-15 Schoolzilla, our online data platform and visualization software, has enabled us to disaggregate and visualize data, and to build tailored visualizations to answer questions about school improvement as they emerge.

Data is reviewed at all levels of the organization. ECHS administrators review and analyze data with staff as well as with ECS directors and administrators from other ECS schools on an ongoing basis. Data is reviewed at our weekly Instructional Leadership Team meetings for trends, and recommended next steps are shared with departments, grade level teams and individual teachers. Individual teachers review their student assessment data and student work samples with their instructional coach, as part of our Teacher Development System (TDS). Teacher scores on our Best Practices Rubric are analyzed and inform our professional development planning.

In 18-19 ECHS leadership emphasized the importance of distributing data leadership and ownership across the teaching staff rather than having data access and analysis live strictly in the Instructional Leadership Team meeting space with administrators and directors. All teachers were trained on accessing data using the Schoolzilla platform, and every teacher performed a minimum of 2 gradebook analyses during the year in order to disaggregate student achievement data by subgroups in their courses/sections.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A.

Goal 2

Improve outcomes for all students by improving instruction and programs.

Identified Need

To achieve student learning outcomes ECS Teaching Best Practices must be fully implemented, curriculum must be aligned to new standards, and programs and practices must be evaluated and improved based on data.

Rationale: Proficiency on CAASPP English increased to 73% in 18-19, a 10% increase from 17-18. CAASPP Proficiency in Math increased to 36%, a 6% increase from 17-18.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement as measured by applicable statewide assessments (State Priority 4A – required state metric)	ECHS maintained "high status" or better according to the California Model Five-by-Five Placement Reports & Data in CAASPP English. In CAASPP Math: 36% of 11th grade students met or exceeded the standard.	ECHS will maintain "high status" or better according to the California Model Five-by-Five Placement Reports & Data in CAASPP English. In CAASPP Math: 39% of 11th grade students will meet or exceed the standard.
The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (State Priority 4C – required state metric)	91% of graduating seniors successfully completed courses that satisfied University of California (UC) or California State University (CSU) entrance requirements	98% of graduating seniors will successfully complete courses that satisfy University of California (UC) or California State University (CSU) entrance requirements
A. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT); for years out ECHS will use the	The Fall 2018 CA School Dashboard does not provide an ELPI status because 2018 is the first year for which ELPAC results are available. However, the dashboard does state that 55.2% of ELs at ECHS achieved the level 4 proficiency level (Well Developed), and a further 31% achieved the level 3 proficiency	The percentage of students either: reclassifying, improving by a level on the CELDT/ELPAC as defined by the California School Dashboard Report's English Learner Progress Indicator, or maintaining a high level of performance on the

California School Dashboard report's English Learner Proficiency Indicator (ELPi) B. The English learner reclassification rate; (State Priority 4D and 4E– required state metric)	level (Moderately Developed). As of this writing, our reclassification rates are as follows: <table><tr><td></td><td>18-19</td><td>Cohort</td></tr><tr><td>Class of 2019</td><td>25% (1/4)</td><td>75% (9/12)</td></tr><tr><td>Class of 2020</td><td>26% (2/7)</td><td>69% (11/16)</td></tr><tr><td>Class of 2021</td><td>0% (0/10)</td><td>52% (11/21)</td></tr><tr><td>Class of 2022</td><td>0% (0/22)</td><td>0% (0/22)</td></tr></table>	CELDT/ELPAC, as defined by the California School Dashboard Report's English Learner Progress Indicator will improve by 2% each year.
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; (State Priority 4F – required state metric)	Percentage of students in each grade level who scored a 3 or higher on AP exams: <table><tr><td></td><td>9th</td><td>10th</td><td>11th</td><td>12th</td></tr><tr><td>16-17</td><td>0%</td><td>14%</td><td>60%</td><td>32%</td></tr><tr><td>17-18</td><td>100%</td><td>22%</td><td>71%</td><td>22%</td></tr></table>	Percentage of students in each grade level who took the exam and who scored a 3 or higher on AP exams will increase by 2% each year.
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program. (State Priority 4G – required state metric)	Pupils who participated in, and demonstrated college preparedness pursuant to, the Early Assessment Program: <table><tr><td></td><td colspan="2">2018</td></tr><tr><td></td><td>Conditional</td><td>Exempt</td></tr><tr><td>ELA</td><td>46%</td><td>15%</td></tr><tr><td>Math</td><td>24%</td><td>7%</td></tr></table>	Percentage of students who participate in Early Assessment Program will show increases in both Conditional and Exempt categories for ELA and Math
The percentage of pupils who are accepted into in a 4-year university (State Priority 4G – local metric)	97% of graduating ECHS seniors were accepted into a 4-year university	ECHS will maintain a high percentage (95% or more) of pupils that are accepted into a 4-year university
The percentage of students who enroll in	87% of students from Class of 2018 enrolled in a post-secondary institution	ECHS will maintain a high percentage (80% or more) of

college during the first year after high school (State Priority 4G – local metric)	during the first year after high school.	alumni who enroll in a post-secondary institution during the first year after high school.
The percent of students enrolled in college the first year after high school who returned for a second year (freshman to sophomore persistence) (State Priority 4G – local metric)	89% of students from Class of 2016 enrolled in college the first year after high school and returned for a second year	ECHS will maintain a high percentage (90% or more) of alumni who enroll in college the first year after high school and return for a second year
Pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable. (State Priority 8 – required state metric)	(see table below)	Proficiency of Schoolwide Learner Outcomes will improve by 2% each year

Schoolwide Learner Outcome	17-18
SLO - College Readiness	77%
SLO - Sense of Purpose	62%
SLO - Environmental Steward	59%
SLO - Community Steward	55%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Administrators and ELD coordinator will oversee RFEP process, ELD course implementation, ELD standards implementation. ELD coordinator will also provide professional development and provide instructional coaching and support. Paraeducators will also be trained to support ELD students and provide extra support for English Learners in their content courses.

(State Priority 7)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$101,131 $62,898	Title I, Part A LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income

Strategy/Activity

ECHS counseling team will utilize software and work with community partners to tend to academic, social, and emotional needs of students by providing the following:

 - Academic and Graduation Progress monitoring

 - Internships, Job Shadows, and Community Service Opportunities

 - College and Financial Aid counseling and guidance

 - Social and Emotional Support

 - Monitoring student attendance

 - Implementing SST process and working with grade level teams to provide necessary interventions for at-risk students

(State Priority 4 & 5)

Increase: Purchase license for Naviance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$91,741 $320,760	Title I, Part A LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income

Strategy/Activity

The school site will participate in an ECS-wide literacy initiative which will implement a common approach to literacy instruction across content areas. We will integrate Reading Apprenticeship into our professional development, including three full differentiated Reading Apprenticeship workshop days in Summer 2019.

A 2015-16 ECS pilot of Reading Apprenticeship demonstrated the approach's impact on ECS unduplicated pupils-- the CAASPP ELA proficiency rate in RA classrooms had increased by an average of 20%, which was significantly higher than the average increase in ELA CAASPP proficiency rates in non-RA classrooms (3.4%) across ECS in the same year.

Key strategies for the literacy initiative include continuously measuring the impact on low income and English learner outcomes, communicating a shared vision for literacy instruction, and closing gaps in access and achievement for lowest performing readers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$14,190	Title II, Part A
$36,312	LCFF

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented to achieve the goal of improving outcomes for all students by improving instruction and programs. All teachers were credentialed and participated in professional development on state standards as well as the ECHS best practices.

Data-Driven Decision-Making

ECHS continued to provide all students with a rigorous, college-preparatory program to ensure all graduates are College and Career Ready. In order to monitor student academic progress and use data to inform instruction and schoolwide goals, ECHS used multiple measures of data. These multiple measures include: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), California Assessment of Student Performance and Progress (CAASPP), and the Early Assessment Program (EAP). TeachBoost, a teacher development platform, streamlines the instructional coaching process, and improves the monitoring of

teacher instruction and observation data. The data collected served to inform professional develop areas/topics and how we tailor instruction for all students, including our unduplicated pupils (UDPs) subgroups: English Learners (EL), Students With Disabilities (SWD), and Socio-economically Disadvantaged students (SED), and Foster or Homeless Youth.

Social-Emotional Supports

ECHS recognizes that in order to learn, students must feel physically and emotionally safe; therefore, all ECHS students had access to credentialed PPS counselors who provide both academic and social-emotional counseling. Each counselor had a grade level caseload they were in charge of monitoring and meeting with as needed. Students who required additional counseling services also had access to our on-site Marriage, Family Therapist (MFT) Counselor, who provided additional counseling to support emotional issues. ECHS also partnered with the Richstone Family Services, which provided individual and group counseling for our students onsite who dealt with issues pertaining to anger management and social support. Another valuable partnership that supported our students' social-emotional needs included Didi Hirsch Counseling Services, which provided onsite (social-emotional) counseling for our students.

College Readiness

ECHS provided all students with a rigorous college preparatory program, and high school graduation requirements that exceeded UC A-G eligibility requirements. Every student enrolled in College Preparatory courses, and our educational program aligned with the SLO's, critical skills necessary for students to thrive in college and in their careers. As part of our college going culture, all students met with their assigned college counselor at least twice per year and participated in various college field trips that include: USC, UCLA, CSUDH, and Cal Poly Pomona. ECHS provided SAT prep workshops for students, and all students were required to take the PSAT and SAT. 95% of ECHS graduates completed UC A-G eligibility requirement for the past two years, and 97% of graduates were accepted to a four-year college/university in 2019.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

ECHS hired a Full-Time paraeducator to support EL students, which accounted for an increase in actual expenditures for Strategy/Activity 1.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A.

Budget Summary

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$215,462
Total Federal Funds Provided to the School from the LEA for CSI	$0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$837,585

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $0

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $0

Total of federal, state, and/or local funds for this school: $215,462