

# School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Environmental Charter High - Gardena	19101990140681	12/10/2024	9/19/2024

## Plan Description

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

ECHS-G 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 Superintendent and 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. Finally, 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.

The purpose of this School Plan for Student Achievement (SPSA) is to establish the strategies and activities that Environmental Charter High School - Gardena (ECHS-G) 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.

# Educational Partner Involvement

How, when, and with whom did your 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

ECHSG provides multiple in-person and virtual opportunities for students, families and staff to review and discuss upcoming school decisions, provide suggestions and feedback to administration, and debrief processes and procedures. Throughout the year, input is actively sought both formally and informally, data is shared out, and recommendations are made to administration. Not only do stakeholders' perspectives and insights inform the identification of critical priorities as well as the allocation of resources, they also inform program implementation, create actionable goals, and help with accountability.

The process to engage our educational partners and solicit feedback from key stakeholders includes:

- Weekly meetings with staff
- Feedback questionnaires following staff meetings (Note: at the end of the weekly meeting, teachers and staff complete a feedback form. Information from these forms drives decisions about future professional development and the refinement of processes & procedures)
- Listening tours with Superintendent and Deputy Superintendent of Instruction
- Regular meetings with the Assistant Principals, College Prep and Student Services Support Office Manager, Community Liaison, Mental Health Team, Facilities (Campus Engineer) to solicit feedback on school operations and plan for future school events
- Weekly meetings with the Mental health team (Counselors and Social worker) to solicit feedback and proactively address the needs of tier 2 and tier 3 behavioral concerns and/or families requiring additional support from the school
- Weekly meetings with Weekly AP of Instruction and ELD Coordinator to monitor the progress and academic achievement of special populations as well as ensure compliance with the implementation of the requisite support
- Meeting with the Office Manager to solicit feedback and monitor progress of compliance activities related to attendance
- Biweekly grade level meetings to address student concerns, SST process, grade level norming, and outdoor education trips/trips in general
- Biweekly meetings with Instructional Leadership Team (ILT, includes department chairs, instructional coaches, ELD and SPED coordinators) meetings to analyze feedback from teachers pertaining to professional development and student academic achievement. (Note: the ILT uses student achievement data and teacher feedback to adjust the scope and sequence of professional learning to respond to the needs of the stakeholder)

- Cabinet meeting with fellow ECS principals, assistant principals, organization directors, and specialists to progress monitor charter implementation and adjust accordingly
- Collaboration with staff at other ECS sites to produce “Unity Fest” a community event which celebrates Black/African American culture, history and partners
- Survey: Parents are asked to complete the California School Climate, Health, and Learning Survey
- Town Halls
- Parent/Teacher conferences
- School Site Council (Note: the SSC meets three times a year. SSC members review data, identify student needs, develop the School Plan for Student Achievement, and provide input on the LCAP)
- English Learner Advisory committee (Note: at ELAC meetings parents of English Learners are invited to provide feedback on the English Language Development program and strategize on ways to improve attendance)
- Coffee with the Principal or site Administration (held on the 3rd Thursday each month)
- Parent Workshops to enhance community relationships and improve communication between families and school staff
- Open Houses
- Back to School Night
- Grade level transition meetings
- ECS Board Meetings
- Community Events (Garden Days, Unity Fest, Spring Carnival, Earth Day Festival)
- Access to administration via email, phone, and in person
- Powerschool Access
- TalkingPoints platform
- Monthly Family Newsletter

- Honor Roll/Student Award Celebrations

- Climate Survey: Students complete an abbreviated version of the the California Healthy Kids Survey

- Advisory Survey: During advisory periods teachers ask questions about school connectedness, peer relations, and learning environment

- Student bulletins

A summary of the feedback provided by specific stakeholders follows:

Students: Recent survey data collected from students indicates that 61% feel safe on campus and 68% believe there is a teacher or trusted adult on campus who cares about them. When asked about advisory period, which is built into the schedule and provide intentional check-in points with an educator on campus, 67% agree/strongly agree that their advisor makes them feel known and valued, 80% agree/strongly agree that their advisor helps them keep track of academic progress, and 77% agree/strongly agree that their advisor provides opportunities for wellness, including taking circles, reflection time, and outdoor activities.

Families: ECS believes that it is important to solicit regular feedback from our families in order to tailor instruction to better meet student needs, as well as to build collaboration to create a more positive and supportive learning environment. However, when asked about the school, only 77% said they were likely/very likely to recommend ECHSG to a friend. This could be attributed to an increase in disciplinary incidents, referrals (103 to date as compared to 52 last year) and suspensions (6 to date as compared to 4 last year). That said, 91% agree/strongly agree that the site allows input and welcomes parent contributions, and 82% agree/strongly agree that we seek parent input before making important decisions. Furthermore, 84% of parents agree/strongly agree that school staff take their concerns seriously, and 86% agree/strongly agree that ECHSG encourages them to be an active partner in their student's education.

Staff: As our teachers and classified employees are the designated frontline professionals who interact with our students on a daily basis, it is imperative to hear their insight about effective learning strategies, engagement activities, and areas for improvement. When asked, 71% agree/strongly agree that the site promotes personnel participation in decision making that affects school practices and policies, and 86% agree/strongly agree that ECHSG is a supportive and inviting place for staff to work. 91% agree/strongly agree that the campus is a safe place.

In conjunction with the pursuit of our organization-wide priorities, ECHSG regularly seeks input regarding the following priorities that have influenced our LCAP goals: (1) Planning for Critical Thinking; (2) Confronting Anti-Blackness and Racism; (3) Providing resources that support the tenet, "Every Child Is a Blessing"; (4) Aligning systems for effective and equitable learning; and (5) Wellness and engagement.

Planning for Critical Thinking (PCT) is both mission-aligned and supportive of teaching planning. To align best practices, constructive feedback from teachers helped site leaders evaluate what parts of PCT impacted student learning the most and various ways student-facing tasks could improve academic outcomes.

Our commitment to Confronting Anti-Blackness and Racism (CABR) remains the cornerstone of our effort to achieve equity in our schools. Initially,

School Plan for Student Achievement | Page 4 of 15

we collaborated with educational partners to provide comprehensive professional development to all ECS employees that focused on various ways to support the well-being of our Black/African American students. While we no longer offer the same multi-session programming, the principles learned during this educational series continue to inform our best practices. For example, the theories and texts used for current staff training are selected with CABR concepts in mind. Additionally, we analyze data in the aggregate, as well as for specific student groups, in order to develop action plans that address disparities in achievement outcomes. While our teaching model incorporates small learning communities to foster meaningful relationships with adults on campus, it also generates a positive climate of care that improves student engagement. Finally, our commitment to CABR has led to the successful implementation of restorative practices that has resulted in lower suspension rates and zero expulsions.

To inform our actions, while rekindling a natural curiosity for learning, the site continues to align best practices while developing multi-tier systems of support to meet the needs of all learners where equity gaps exist. As a result, students feel supported, seen, heard, respected and celebrated for what they bring to campus each day.

## Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a new school, our CA Dashboard has fewer performance indicators than other sites. Specifically, because CAASPP is administered to high school juniors during their spring semester, this is the first year ECHSG students participated in the standardized testing program. Accordingly, with the absence of previous CAASPP scores, the site relied heavily on NWEA testing data to assess growth and proficiency in both ELA and Math. This information provided valuable insight into academic performance as compared to statewide benchmarks, while informing instructional planning and identifying areas for improvement in order to support curriculum development/

With the recent release of CAASPP testing results for this year's 11th grade class (data pulled on 5/31/24), ECHSG was also able to establish a baseline for students in both subjects. According to the data, our students with disabilities tested 37.9 points below the standard and 50% are considered proficient. Similarly, English Language Learners performed 9.4 points below the norm and more than half (53%) met proficiency standards.

Unfortunately in Math, our scores were slightly lower. Overall, only 15% of test takers demonstrated proficiency, with similar results seen from our English Language Learners (18% proficiency) and our Hispanic/Latino students (17% proficiency). Students with disabilities tested 180.4 points below the standards (6% proficiency) and our Black/African American students are 124.5 points lower than the norm (10% proficiency). Though these scores are the first measurement to track progress on the CA School Dashboard, they do indicate that we must continue our work to increase learning and focus on closing achievement gaps.

When reviewing the site's ELPAC data, 72.4% of test takers advanced at least 1 performance level, compared to 76.2% last year. It is important to note, while the percentage fell slightly from last year, we are well above the state's rate and over the historical norms seen at our sister site (ECHS-Lawndale). The school's ELA IAB results emphasize that 34% of students are testing above the standard and 35% are near the standard, however reclassification goals are tracking slightly lower than last year (22%) at approximately 3%.

ECHS-Gardena is committed to providing all students with the tools and resources they need to succeed. This includes laptops, access to the internet, accessible classroom materials, and other applicable program supports. Furthermore, while the learning community has returned to a new normal post-pandemic, health and safety remains a top priority. The site continues to follow LADPH protocol and offers hand sanitizing/washing stations, face masks and Rapid-Antigens tests.

## Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

### Goal #1

Goal #	Description
1	<b>Improved Student Outcomes.</b> We will improve outcomes for all students by improving instruction and programs.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Throughout the past year, we have closely monitored IAB, ELPAC and NWEA data to gauge student achievement. While we are pleased to see growth in both ELA and Math, we acknowledge that specific groups of students have not made as much progress as we had hoped. Based on our mission to reimagine public education, it is crucial to address these disparities and provide necessary support for all students. To improve overall ELA scores, ECHSG built vertical alignment into common rubrics ensuring grade level rigor and instruction across all courses, as well as robust student work analysis whereby educators are reviewing standardized assessments against grade book data to help inform decisions on interventions and lesson planning. As a founding school in its third year of operations, the site will continue to strengthen Tier 1 supports while beginning to build on Tier 2 work. Teachers are also leaning heavily into peer observations, along with the sharing of best practices during department prep time, to determine how best to support struggling students. For incoming 9th graders, the team is also reviewing data from

students' middle schools (ECS or other districts) to evaluate placement and determine necessary interventions for the future.

Our dedication to continuous improvement and equity also drives our work to create an inclusive and supportive learning environment where every student thrives in Math. Accordingly, during the 2023-24 school year, which is year 2 of the Reveal Math/McGraw Hill curriculum implementation, ECHSG implemented Tier 1 classroom “look-fors” which included protected independent think time, partner/small group collaboration, whole group discussion with elevated student voice and opportunities to revise/synthesize thinking. Teachers also utilized common assessments for lesson planning in order to match grade level standards and rigor necessary for skill mastery. Tutoring and office hours that are available for students to drop-in or by invite whereby targeted supports are provided comprise the Tier 2 interventions to assist with our math progress. Lastly, we have begun to adapt and/or modify lessons in order to meet the needs of learners who require modifications or additional assistance as detailed in their IEPs. Delivered in small groups or with one to one instruction, their Tier 3 intervention is often integrated within the whole class structure to provide the least restrictive environment.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<u>CAASPP English Language Arts</u> Average Distance from Meeting Standard (DFS)	Each cohort's average 8th Gr distance from met.	Cohort baseline + 9
<u>CAASPP Math</u> Average Distance from Meeting Standard (DFS)	Each cohort's average 8th Gr distance from met.	Cohort baseline + 9
<u>CAST Science</u> Average Distance from Meeting Standard (DFS)	Each cohort's average 8th Gr distance from met	Cohort baseline +12
The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (a-g)	To be determined in Y1	95% of students who are on the A-G pathway are on track to complete it.
Percentage of pupils who have completed CTE pathways	0%	0%
Percentage of pupils who have completed both a-g and CTE pathways	0%	0%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners who make progress on ELPAC	2023 ELPI Status: 77%	65% or greater
Per cohort, the percentage of students reclassified out of those who started at the site as an English Learner	To be determined in Y1	Baseline +3%
Percentage of pupils who pass AP exams with score of 3+	To be determined in Spring 2024	Baseline + 3%
Pupils prepared for college by the EAP - ELA	Each cohort's percentage Standard Exceeded on 8th grade CAASPP ELA	Baseline + 3%
Pupils prepared for college by the EAP - Math	Each cohort's percentage Standard Exceeded on 8th grade CAASPP Math	Baseline + 3%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	<p><b>Multi-Tiered Systems of Support/Teacher Development System</b></p> <p>ECS will improve systems for supporting equity in student learning. As we return to the new normal of in-person learning, we will consider how our instructional best practices evolved during the global pandemic, through distance learning, and amid a collective social awakening. We will articulate and implement an inclusive multi-tiered system of support that ensures that all ECS students become conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.</p> <p>We will articulate the highest leverage instructional best practices for students who are low-income, English learners and/or foster youth and, through our Teacher Development System, we will prepare our new teachers and provide student-centered coaching and professional development.</p>	English Learners, Foster Youth, Low Income	\$272,207 \$15,000	LCFF Title II, Part A



Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2	<b>English Language Development Program (ELD)</b> Collaborate with other ECS sites to create shared systems of compliance and accountability. Assign a full-time paraeducator to support 9th grade English learners and an ELD coordinator who does the basic functions of coordinator, teaches a designated section of ELD, and provides push-in support.	English Learners	\$36,562 \$112,183	LCFF Title I, Part A
3	<b>Special Education Program</b> Collaborate with other ECS sites to create a shared system of compliance and accountability so department is prepared to step in to provide additional support for ELA and Math, or seamless substitution when an education specialist is absent.	Student with Disabilities	\$786,648 \$466,784 \$13,546	LCFF Other State Title II, Part A

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Throughout the three-year LCAP cycle, our efforts to support students who are not meeting the standard in both ELA and Math has been the focal point of tailored instructional strategies particularly for students with disabilities, English language learners (ELL), and Black/African American students. While progress has been made as demonstrated by NWEA data, recent CAASPP results suggest that work remains to be done to increase proficiency specifically amongst our ELLs, students with disabilities, and our Latino/Hispanic learners. To address these disparities, we will continue to implement a range of targeted interventions through MTSS. In ELA, we prioritized Tier 1 vertical alignment and consistency across all classes, ensuring grade-level rigor and instruction through common rubrics and rigorous assessments. Additionally, robust student work analysis allowed teachers to tailor instruction to student needs more effectively. Because the site is in its third year of operations, it continues to analyze data and build out Tier 2 and 3 interventions to address fundamental literacy needs.

Furthermore, by embedding WestEd's Reading Apprenticeship into professional development, beginning with a 3-day summer institute for all new

School Plan for Student Achievement | Page 9 of 15

teachers, ECHS-Lawndale continues to model this teaching framework for staff during their weekly meetings, as well as during regular check points with instructional coaches or key administrators.

In Math, the site focused on fortifying Tier 1 instruction across all classrooms, emphasizing critical thinking and problem-solving skills. Through common assessments that monitored student growth, we ensured that all students had access to rich content appropriate with their grade and learning level. For those who required additional support in Tier 2, tutoring and office hours were made available on campus and co-teaching teams adapted lessons to meet the individualized needs outlined in IEPs. Tier 3 support offered through small groups or one-on-one instruction was integrated within the class structure, whenever possible, to provide the least restrictive environment. Additionally, a new Math Seminar course which relied heavily on discussion and practice to support current curriculum modules and/or skills provided intensive support for high schoolers at risk of not mastering grade-level content. As a result of the aforementioned actions and the development of instructional/service plans, NWEA scores for 10th and 11th graders improved amongst all student groups, including English Language Learners, students with disabilities, Black/African American students, and Hispanic/Latino learners.

ECHS-Gardena has streamlined processes that directly respond to the needs of learners in a more timely fashion. Site leaders reported a majority of their students engaging in collaborative conversations that were task or core-text based, as well as students who regularly participated in independent thinking or processing during classroom observations. When conducting visits to observe teaching and collect evidence of Tier 1 systems, site leaders also observed students documenting their process in writing or through verbal explanations, justifying answers, asking questions, and annotating their text. Finally, to improve academic growth amongst our students with disabilities, weekly department meetings, para-professional meetings, and 1:1 specialist meetings were scheduled to support an effective delivery model. Finally, a district-wide tracking system helps to ensure compliance in the delivery of processes, program/technical support, and other services.

Lastly, as part of our ongoing mission to educate underserved and low income students, ECHS-Gardena offers pivotal support during the transition from middle to high school, and again from high school to college. Next school year we will have our first graduating class and students will receive college counseling and assistance when completing financial aid applications for their desired post-secondary institutions. Similar to our sister school, ECHS-Lawndale, we anticipate 96% of the senior class to gain acceptance into a four year college. By working together with families and teachers to prepare students for the demands of a rigorous course load, the site fosters various skills, such as essay writing, public speaking, organization, research protocols and critical thinking, in order to ensure success in college or post-secondary training.

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

Central to the goal to improve student learning outcomes is the cultivation of a robust literary and analytical foundation that engages students, explores diverse genres and perspectives, while also reflecting the complex realities of our world. Though the school is in its third year of operation, we have introduced a selection of novels, memoirs, plays, and poetry collections, so all learners have the opportunity to broaden their ELA horizons and gain insight into intersectionalities, as well as power dynamics. While leveraging Tier 1 instructional best practices, all students are encouraged to develop their critical thinking skills through writings, assignments, and other classroom discussions. Interdisciplinary projects also create opportunities for high schoolers to be innovative, creative, and collaborate with peers thereby fostering a sense of belonging and community. An

advisory period built into the bell schedule allows for multi-tiered interventions including differentiated learning, academic support, wellness services and counseling (when necessary). Additionally, through regular professional development and weekly meetings with the site's ELD team, Special Education Coordinator and Instructional Leadership Team, academic achievement is monitored and the data informs lesson planning to enhance student outcomes.

Furthermore, as research consistently shows a strong connection between academic achievement and student well-being and/or a sense of connectedness, the site is committed to improving the school's overall climate of care. Through a two-year CA Community School Partnership grant, ECHS-Gardena has hired a dedicated social worker on campus to help implement MTSS, SEL and PBIS programs. In conjunction with the Social Worker, the Principal and AP of Student Services also implemented a series of restorative justice practices for disciplinary issues, which unfortunately increased during the reporting period. Concurrently, as the community experienced a steady decline in covid cases, there were less health and safety disruptions and a decrease in staffing shortages. All of this led to the adoption of a best practices model that meets the needs of a founding school and leads to improved student growth.

Material differences between our budgeted expenditures and estimated actuals are directly related to slightly lower funds allocated to improve services for English Language Learners (ELD) and Special Education (SpEd). Instead of hiring an outside consultant, as we have done in years past, or the position remaining vacant, the ECS Director of SpEd and ELD assumed responsibility for compliance, progress, and the implementation of targeted interventions in-house. As a result the estimated actuals are lower than anticipated. However, ECHSG saw an increase in expenses with respect to our College and Career Readiness initiative. To ensure the college readiness of our first graduating class, the site added a college prep teacher to the team. This dedicated professional will support our 12th graders with college applications, financial aid assistance, and exploration of post-secondary pathways.

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.

Expanding on the work ELA teachers have done this year, ECHS-Gardena will continue to build curriculum that is vertically aligned, while leaning into common rubrics including data from IABs, NWEA, end of unit assessments, and for the first time CAASPP scores from our current 11th grader class, to ensure grade-level rigor and that standards are being met. Through a focus of "claim - evidence - analysis" the site can support the correlation between formative and summative assessments, and increase student ownership of their learning. Additionally, by enhancing Math classroom "look-fors," we can give students a multi-modality experience that protects independent think time, encourages collaboration, elevates student voice and provides an opportunity to both revise/synthesize thinking.

# Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## Goal #3

Goal #	Description
3	<b>Excellent Operations &amp; Facilities.</b> We will ensure operations and facilities are mission-aligned, meet the needs of our educational program and facilitate the achievement of student learning outcomes. With the support of the ECS Home Office, we will establish operations that support the smooth and compliant functioning of our school.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In order to achieve successful student learning outcomes, operations and facilities continue to support the educational programs in place at ECHSG. With assistance from the ECS Home Office, we have established effective protocols and policies that maintain compliance and help the site efficiently function day-to-day.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers: Fully credentialed & appropriately assigned	23-24: 1	0
Number of misassignments		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Instructional Materials:  Percentage of students with access to standards-aligned instructional materials	23-24: 100%	100%
School Facilities in "Good Repair": Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	23-24: The facility received ratings of Good on all inspected systems, and an overall rating of Exemplary	The facility will receive ratings of good on all inspected systems and an overall rating of exemplary
Course Access	23-24: All students have access to CCSS and CA ELD Standards-aligned curriculum and to the educational program as outlined in the charter petition.	100% of students have access to CCSS and CA ELD Standards-aligned curriculum and to the educational program as outlined in the charter petition.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	<b>Employees for Ed. Program.</b> School will employ certificated employees necessary to implement educational programs.	All students	\$1,787,676 \$60,992	LCFF Title I, Part A

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

# Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

In an effort to ensure excellent operations, ECHSG audited the current condition of all campus facilities and reviewed infrastructure upgrades necessary for the proper implementation of our mission-aligned programming. Requisite actions were taken to enhance compliance and goal accountability. As a result, student learning flourished, campus safety increased, and staff felt supported thereby making significant progress towards our goal.

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

It is imperative that our operations and facilities remain mission-aligned and continue to meet the needs of our educational programs. In order to ensure the achievement of all learning goals, the ECS Home Office, which includes human resources, accounting, financial/fund development, and data management, has developed policies, procedures and protocols for the ECHS-Gardena leadership team to direct their focus on student outcomes. In addition to the regular use of Door Bloks in each classroom, gates were regularly monitored, and emergency drills were practiced throughout the year. ECS also updated its Network Safety Plan with protocols and communication templates should there be a health or safety issue on campus.

Through the Energy CLASS Prize, a Department of Energy grant, this site performed an ASHRAE Energy Audit, which identified inadequate mechanical and electrical infrastructures and underperforming HVAC units. To regulate classroom temperatures and CO2 levels, new Pelican thermostats were installed, air balancing tests were performed, and a custom economizer was designed/produced by Lennox to improve the health of ventilation systems while working towards the creation of an energy positive building.

Much of the difference between ECHSG's budgeted and estimated actual expenditures are directly related to the school is the direct result of our growing campus adding a grade level each school year. As a result, there have been some adjustments in our budgeted and actual expenditures. To ensure compliance during our lead engineer's leave, campus and facilities support staff worked overtime, impacting salaries. Additionally, the site hired classified Special Education paraprofessionals and a Classified supervisor which increased our administrative costs. However, we were able to reduce spending in some areas. We underspent on instructional consultants and contractors, due to increased in-house capacity as the school continues to mature. And most notably, a recent accounting policy change significantly reduced our reported expenses. This change specifically called for the classification of certain leases as operating leases, resulting in a reduction in non-cash lease expenses and a decrease in the site's reported expenses.

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.

None at this time.



## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$184,983
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,551,598

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### **Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA’s LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

- **Funding Sources:** List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

### Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.



# Appendix A: Plan Requirements for Title I Schoolwide Programs

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the Consolidated Application (ConApp) is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in California *Education Code (EC)* sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under *Code of Federal Regulations*, Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under 34 *CFR* Section 200.28.
  - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
  - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. Use methods and instructional strategies that:
      - i. Strengthen the academic program in the school,
      - ii. Increase the amount and quality of learning time, and
      - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. Strategies to improve students' skills outside the academic subject areas;
      - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 34 *CFR* sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement:  
<https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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