School Year: 2024-25

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 - Lawndale	19646911996438	11/7/2024	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-L 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.

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.

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

ECHS-Lawndale provides multiple in-person and virtual opportunities for stakeholders 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, while data is shared out, and recommendations are made to administration. Not only do stakeholders' perspectives and insights inform the identification of critical priorities and decision-making around resource allocation, they inform program implementation and accountability for actionable goals.

The process to engage our stakeholders and solicit feedback includes:

-Weekly meetings with staff

-Regular meetings with the Assistant Principal, College Prep and Student Services Support Office Manager, Instructional Coaches, 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 (Counselor 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 ELD and Special Education Coordinators to progress monitor the 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

-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

-Coffee with the Principal

-Parent Town Halls

-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)

-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)

-Parent/Teacher conferences

-African American Partnership meeting with Parent Liaison (Note: the focus is to build awareness, education, and a new level of consciousness about being an African American student in today's society)

-PTA meetings with administration

ECHS-Lawndale also engaged stakeholders through surveys, including:

-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)

-Annual Climate of care survey (Note: ECHS-Lawndale participates in the California School Climate, Health, and Learning Surveys. Each year our parents take the California School Parent Survey, our students take an abbreviated version of the California Healthy Kids Survey and staff take the California School Staff Survey)

-Student surveys (Note: during advisory periods teachers ask questions about school connectedness, peer relations, and learning environment)

Finally, ECHS-Lawndale utilizes informal opportunities including Unity Fest, Dia de los Muertos celebration, Back to School Night, and Parent Workshops to enhance community relationships and improve communication between families and school staff.

A summary of the feedback provided by specific stakeholders follows:

Students: Recent survey data collected from students indicates that 66% feel safe on campus, 67% believe that there is a teacher on site who cares about them, and 74% could identify a trusted adult who listens when they have something to say. Additionally, approximately 66% reported feeling a strong sense of community and belonging, 65% feel valued, heard and seen by their peers, and 83% say that their advisor keeps track of academic progress.

Parents: ECS believes that it is important to solicit regular feedback from our families. In fact, 96% of parents agree, or strongly agree, that the school encourages them to be an active partner in their child's education and 95% believe that the school allows, seeks, and welcomes their input before decisions are made. When asked about health and safety, 96% of families agree that the campus is secure for students and 97% feel that the staff treats them with respect and takes any concerns they have seriously.

Staff: Teachers and classified employees are the frontline professionals who interact with students on a daily basis. Accordingly it is necessary to hear their insight about effective learning strategies, student engagement activities, and areas for improvement. When asked, 88% of staff strongly agree that ECS is a supportive and inviting place to work, and 85% feel safe, as well as connected to the school.

Aspects of the SPSA that were influenced by specific input from stakeholders include:

In conjunction with the pursuit of our organization-wide priorities, ECHS-Lawndale sought input regarding the following priorities that have influenced our SPSA 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.

Confronting Anti-Blackness and Racism involves collaboration with educational partners who facilitate professional development and seek to find systematic ways to support the wellness of our Black students. The resources and guidance provided to all staff further supports the tenet "every child is a blessing" which utilizes our best practice model of small learning communities to center meaningful relationships with adults as a critical element for student success. During advisory periods, educators and staff are asked to draw upon their expertise while focused on improved outcomes, climate of care, and engagement.

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.

Based on the CA School Dashboard and recent CAASPP testing data (results as of 5/31/24), ECHSL performed well in ELA. Our students

achieved a 77% overall proficiency rate in ELA, which indicates that a majority of those enrolled in our school are meeting or exceeding the reading and writing standards. Unfortunately, we did not see those increases with several groups whose proficiency rates all dropped including English Language Learners (74% in 2022-23 >> 59% in 2023-24), students with disabilities (50% in 2022-23 >> 40% in 2023-24) and Hispanic/Latino students (86% in 2022-23 >> 76% in 2023-24). To address these achievement concerns, it will be important to review distance from standard data which demonstrate moderate performance drops as well: In 2022-23 our students with disabilities were -3.4 points from standard but in 2023-24 they are now -39.4 points away from the norm. Similarly, our English Language Learners were 43.4 points above the standard last year, but dropped 20.8 points, and our Hispanic/Latino students who were 85.2 points above standard, also dropped 15.9 points.

In Math, our proficiency rates also dropped from 41% last year to 22% this reporting period. While our English Language Learners' distance from standard remained almost the same as last year (-125), their overall performance dropped from 10% proficiency in 2022-23 to 4% now. Similarly, our Hispanic/Latino students' proficiency dropped 19% (40% in 2022-23 >> 21% in 2023-24) and their distance from standard also decreased from -47 points to -62.2 points. However, we did see growth and gap closure amongst some student groups. Students with disabilities were testing at 14% proficiency last year, but are now at 20% and their distance from standard also improved 13.8 points (-148.6 in 2022-23 >> -134.8 in 2023-24).

ECHS-Lawndale 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 support. 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	**Improved Student Outcomes**. 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 reviewed academic achievement data to gauge student growth and were disappointed to see a decrease in both our ELA and Math proficiency rates. We also acknowledge that certain 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 continue improving overall ELA scores, ECHSL built vertical alignment into common rubrics ensuring grade level rigor and instruction across all courses. Tier 2 Interventions taught by English teachers, the ELD Coordinator, the Special Education Coordinator and the Department Chair targeted students who were struggling with literacy skills before they moved up a grade level. Tier 3 support utilized "Really Great Reading platform" specifically to focus on phonics and decoding skills and our English Department Chair regularly provided feedback to other educators through classroom observations or lesson planning support. As a result, our Black/African American Learners are well above standard, as are our Hispanic/Latino students. However, when analyzing recent ELA scores, we noticed that students with disabilities decreased 36 points and are now -39.4 points below the standard (compared to -3.4) indicating additional support is necessary.

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, ECHSL 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. While overall scores decreased 14.6 points (-44.3 in 2022-23 >> -58.9 in 2023-24), we saw performance stability amongst our English Language Learners (-124.4 >> -125) and huge growth from our Black/African American students (-148.5 >> -40.6), likely attributed to Tier 2 target tutoring/office hours for invited students and Tier 3 math seminars for those who are at risk of not mastering grade level courses. Based on recent scores though, we will continue to have co-teaching teams adapt and modify lessons to meet the individual learner's needs and target those who are still performing below the standard.

The mission of ECS is to redefine public education in underprivileged communities of color, while preparing conscious, critical thinkers who are equipped to graduate from college and contribute to a more equitable and sustainable world. To fulfill this goal, ECHS-Lawndale (ECHSL) consistently implements a best-practice teaching model and strives to enhance the effectiveness and efficiency of existing education programs. For example, through targeted initiatives, such as Reading Apprenticeship and math programs, we have witnessed improvements in student performance outcomes. Building upon this progress, we continue to administer necessary interventions that provide additional support to those students who require it.

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
CAASPP English Language Arts	Each cohort's average 8th Gr distance from met.	Cohort baseline + 9

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Distance from Meeting Standard (DFS)		
<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)	23-24: 99%	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%
Percentage of English Learners who make progress on ELPAC	2023 ELPI Status: 75%	65% or greater
Per cohort, the percentage of students reclassified out of those who started at the site as an English Learner	Average reclassification rate for cohorts 2019 to 2023: 71%	75%
Percentage of pupils who pass AP exams with score of 3+	2019-2023 Average: 47%	50%
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	**Multi-Tiered Systems of Support/Teacher Development System** 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. 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.	English Learners, Foster Youth, Low Income	$222,201 $10,500	LCFF Title II, Part A
2	**English Language Development Program (ELD)** Collaborate with other ECS sites to create shared systems of compliance and accountability. Assign a full-time paraeducator to support 9th grade English learners.	English Learners	$128,304 $96,480	LCFF Title I, Part A
3	**Literacy & Math Initiatives** Continue implementation of WestEd's Reading Apprenticeship across content areas with a focus on metacognition, text selection and classroom conditions. Continue implementation of adopted CCSS-aligned mathematics curricula, including the adoption of Reveal Math Curriculum to better support the balance of fluency, rigor and overall student success.	All Students	$154,242 $64,259 $1,500	LCFF Other State 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.

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, recent CAASPP data demonstrates that work remains to be done to increase proficiency 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. This year in ELA, we prioritized Tier 1 vertical alignment and consistency across all classes, ensured grade-level rigor and instruction through common rubrics and rigorous assessments. Additionally, robust student work analysis allowed teachers to tailor instruction to individual student needs more effectively. A dedicated 9th grade intervention space provided struggling freshmen with targeted support in high-leverage reading and writing skills, setting them up for success in subsequent grades (Tier 2). Finally, through the utilization of the "Really Great Reading" platform, we enhanced phonics and decoding skills and addressed fundamental literacy needs for students requiring Tier 3 support.

Furthermore, by embedding WestEd's Reading Apprenticeship into professional development, beginning with a 3-day summer institute for all new 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 needs outlined in individual 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, ECHS-Lawndale 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. A district-wide tracking system has also helped 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-Lawndale offers pivotal support during the transition

from middle to high school, and again from high school to college. On site, students receive college counseling and assistance when completing financial aid applications for their desired post-secondary institutions, resulting in an average of 98% gaining 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. Through a curated selection of novels, memoirs, plays, and poetry collections, 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 were encouraged to develop their critical thinking skills through writings, assignments, and other classroom discussions. Interdisciplinary projects also created 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 allowed 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 was monitored and the data informed 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-Lawndale has hired a dedicated social worker on campus to help implement MTSS, SEL and PBIS programs, along with the implementation of restorative justice practices for disciplinary issues. We have also added a new position, Dean of Student Culture, to help with these actions. Concurrently, as the community experienced a steady decline in covid cases, there were less health and safety disruptions, more consistent student attendance, and a decrease in staffing shortages, all leading to improved student growth.

There are a few variances between our budgeted expenditures and estimated actual expenditures. First, in an effort to ensure compliance and goal accountability while fostering inclusive and collaborative programs between General Education and Special Education staff, the site identified a need for two additional paraprofessionals. These positions, including salary and benefits, were not included in the initial budget therefore it resulted in higher actual expenditures. Second, ECHSL was able to reallocate some funds for an external consultant that was budgeted to improve services for English Learners (ELD) and Special Education (SpEd). Instead, the ECS Director of SpEd and ELD assumed responsibility for delivering services, monitoring progress, and implementing targeted interventions in-house. As a result the estimated actuals are lower. Finally, although ECHSL did not participate in the CDE's Special Education Monitoring Process, we did send site leaders, the Director of SpEd and ELD, along with other ECS administrators to the All Means All Training, which focused specifically on inclusive practices for students with disabilities.

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-Lawndale will continue to build curriculum that is vertically aligned, while leaning into common rubrics including data from IABs, NWEA and CAASPP scores, and end of unit assessments 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.

Goal #2

Goal #	Description
2	**Climate** & **Engagement**: We will develop a caring school culture that supports student wellness, is responsive to stakeholder feedback, and ensures organizational sustainability.

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.

While academic performance is a predominant focus at ECHSL, student wellness is also a priority. Through a CA Community Schools Partnership Grant, a social worker on site is able to track chronic absences and follow up directly with families whose student may be experiencing social or emotional issues. According to internal data, this year approximately 24% of students have chronically missing school, as compared to 13.5% in 2022-23. As with other schools in the surrounding area, absenteeism remains a concern amongst site leaders. To address disciplinary incidents and implement restorative practices with fidelity, counselors and the social worker are helping wrongdoers foster a sense of accountability, provide opportunities for reintegration in the learning community and continue to ensure a supportive learning environment for all. During set advisory periods, Social Emotional Learning (SEL) competencies are taught to help students manage their emotions, make responsible decisions, and set positive goals. These SEL practices also aim to boost self-esteem and mitigate the effects of depression, anxiety, stress, and social withdrawal, while positively impacting performance in reading, math, standardized tests, and overall grades.

During the past year, we introduced multi-tiered interventions to increase daily attendance rates, encourage student engagement, decrease disciplinary issues, develop social-emotional wellness, and reinforce academic skills. In addition to closing achievement gaps, our efforts also focused on supporting students from lower socioeconomic backgrounds, those with disabilities, kids who are currently placed in foster care or are experiencing homelessness, and learners where English is a second language. As a result of our goal to improve student outcomes through small class sizes, authentic assessments, and a best-practices teaching model, those enrolled at ECHSL are consistently exceeding academic benchmarks and demonstrating college-readiness. Our focus on individualized learning has also ensured that all learners are both challenged and supported. This year, the average ELA GPA stands at 2.6 (Semester 1) and 2.7 (Semester 2). Similarly the average Math GPA is at 2.5 (Semester 1) and 2.6 (Semester 2).

Research consistently shows a strong connection between student well-being, sense of connectedness, and academic achievement. Recognizing this, ECHSL is committed to improving our school climate and fostering student engagement as a key part of our second goal. The school was fortunate to have been awarded a two-year grant through the CA Community Partnership Program that allows us to have a dedicated social worker on campus who helps with SEL and PBIS programs, along with the implementation of restorative justice practices. We also added a new position, Dean of Student Culture, to continue building upon these restorative practices at school. Last school year, the site reported 66 referrals, of which 5 were Black/African American Students, and 6 resulted in suspensions. This year, to date, there are 62 referrals, of which 2 are Black/African

American students, and 1 recorded suspension. Therefore, as we foster a holistic and educational experience that supports the whole child, we hope we can simultaneously elevate academic success.

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
Attendance	23-24: 93%	≥90%
Chronic Absenteeism	23-24: 21%	19.5%
Drop Out Rates	23-24: 0%	0%
High School Graduation Rates	23-24: 98.3%	≥95% will graduate* *defined as achieving the terminal level of their designated diploma pathway.
Suspension Rates	23-24: .2%	≤.5%
Expulsion Rates	23-24: 0%	0%
Parent input in decision-making % of parents who agree that the school allows, seeks, and welcomes their input.	23-24: 97%	≥90%
Parent participation in programs for UDPs Percentage of parents who participate in parent conferences, ELAC and other activities aimed at engaging parents in school decision-making	22-23: 76%	≥90%
Student Safety & Connectedness Percentage of students who say they felt Safe or Very Safe at school. Percentage of students who say they felt "Unsafe" or "Very unsafe" at school.	23-24 80% 4%	 ≥70% ≤2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Safety & Connectedness Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey	60%	>65%

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	**Confronting Anti-Black Racism / Multi-Tiered System of Support** We will continue our commitment to Confronting Anti-Blackness & Racism in order to seek systemic ways to support the wellness of our Black students. Building upon the professional development series required of all employees, in conjunction with our previous work with Dr. Kenjus Watson and Dr. Tiffani Marie, we continue to reimagine our advisory program, implement community circles and restorative practices, while providing training, systems and resources that support the tenet, "Every Child Is a Blessing". Our Best Practice model that incorporates small learning communities centers meaningful relationships with adults as a critical element needed for student engagement and learning. In advisory, these relationships act as a Tier 1 support for social emotional & academic needs, where every student belongs and can engage in healing. Due to the fact that our teachers' expertise in developing small learning communities and providing social emotional learning varies, we utilize theories and texts selected with CABR concepts in mind to guide staff trainings, identify resources and tools that address disparities in achievement outcomes, and develop the capacity of teachers to provide an advisory program that fulfills our vision. Tools and strategies from advisory can be incorporated in classes across content areas. Practicing building community in advisory will also increase teachers' capacity to implement Universal Design for Learning and Reading Apprenticeship in academic settings. We continue to improve Tier 3 social emotional support by creating a new position for a trained social worker, who can provide targeted interventions for student engagement and restorative practices that is currently provided by our counselors, enabling the counselors to spend more time supporting students in Tier 2.	English Learners, Foster Youth, Low Income	$130,323 $96,736 $79,589	LCFF Other State 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.

Throughout the year, ECHS-Lawndale has engaged in numerous activities to meet the needs of all students, including those who are experiencing a variety of social and emotional issues. Advisory and college prep workshops focused on vaping and substance use, as well as academic pressures, graduation plans, bullying/bystander effect, anxiety, depression, and consent, have provided opportunities to address mental health through an informed lens with staff trained on these specific issues. 'Student of the Quarter' celebrations also allowed the site to honor learners for their academic achievements, as well as community involvement, by creating platforms to share accolades with other classmates, families and ECS staff. This reinforces the notion that hard work and perseverance makes an impact when learning new skills. Finally, intersession projects where students are asked to take on real world challenges by working individually and collectively in groups help further create a sense of community. Grade level questions, including "How can changing a space transfer and improve quality of life in my community (9th Grade)?" or "What can we do to make LA a more equitable, accessible, and sustainable place of the future (10th Grade)?" or "How will you use your political power to positively impact your community (11th Grade)?" or "How has ECHS-Lawndale contributed to your understanding of where you come from, who you are today and where you are going (12th Grade)?" foster collaboration and critical thinking skills while supporting learning environments for growth and development.

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

ECHS-Lawndale maintains a caring school culture that supports student wellness, is responsive to stakeholder feedback, and ensures organizational sustainability. However, over the past few years we recognize that virtual learning during Covid school closures impacted our students' connectedness and created increased feelings of isolation. We have also seen a higher volume of anxiety, peer pressure, questions related to gender identity, as well as attention-seeking behavior resulting in disciplinary issues. Additionally, our counselors and social workers have identified a direct correlation between those who are socially withdrawn and chronic absenteeism.

To navigate these issues we prioritized advisory time to develop positive relationships between students and a trusted adult on campus. We implemented an interdisciplinary curriculum that provided opportunities for collaboration and encouraged engagement. And we focused on strong partnerships with our families and staff to add another layer of support ensuring student success. Specifically, ECHSL actively engaged parents through Town Hall meetings, newsletters, two-way messaging platforms that provided targeted communication, and other on-campus events, all of which reinforce a supportive home-school connection. As a result, 99% of parents agree/strongly agree that the site allows input and welcomes

their contributions, and 96% agree/strongly agree that we seek parent input before making important decisions. Equally important was the regular and consistent practice of staff meetings, professional development, surveys, listening tours, and an 'open door' policy with site administration to help align programming, practices, and policies for a thriving school culture.

During this academic year, the site remained focused on creating a learning environment where students feel safe sharing concerns and vulnerabilities. In conjunction with our strong advisory model that meets weekly to focus on topics ranging from academic pressures to substance abuse, the school hired a dedicated social worker to assist with SEL and PBIS programs, along with the implementation of restorative justice practices and other interventions as needed.

In order to increase stakeholder engagement, particularly amongst parents of low income students or English Language Learners, ECHSL regularly utilizes TalkingPoints, a 2-way communication platform. Unfortunately, in the original budget TalkingPoints was not included as a line item and accounts for the material difference between budgeted and estimated actual expenditures.

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.

Goal #3

Goal #	Description
3	**Excellent Operations & Facilities**. 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 ECHS-Lawndale. 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 Number of misassignments	23-24: 5	0
Instructional Materials: Percentage of students with access to standards-aligned instructional materials	23-24: 100%	100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	**Professional Services** School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational programs. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	All Students	$1,393,609 $261,426 $7,645	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.

In an effort to ensure excellent operations, ECHSL audited the current condition of all campus facilities and reviewed infrastructure upgrades necessary for the proper implementation of our mission-aligned programming. While the site's estimated actual expenditures slightly exceeded those originally budgeted, 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-Lawndale 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.

Much of the difference between ECHSL's budgeted expenditures and estimated actuals is the direct result of our child nutrition program. Per CA Ed Code, LEAs are required to provide 2 meals through the school day. In an effort to ensure that our learners were eating and were not left hungry, the site enhanced the food offerings available to all 9-12th graders enrolled in the school.

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	$189,796
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,646,814

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).

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.

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.

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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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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