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 Middle - Gardena	19101990121772	11/21/2024	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.

ECMS-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 stay 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, during Title One Meetings and as part of professional learning.

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 Middle School - Gardena (ECMS-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

ECMSG 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 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

- 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)

- PTA meetings with administration

- 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. To improve academic outcomes and attendance, and reduce chronic absenteeism for EL students and their families, we will focus on building teacher capacity in Tier 1 strategies. This will ensure consistent and effective support from Summer Bridge through 8th grade, fostering holistic engagement for both students and families.)

- Coffee with the Principal

- Parent Workshops to enhance community relationships and improve communication between families and school staff

- Ice Cream Socials

- Open Houses

- Back to School Night

- ECS Board Meetings

- Community Events (Earth Day Soiree, Garden Days, Harvest Fest, Unity Festival)

- Access to administration via email, phone, and in person

- 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:

Recent survey data collected from students indicates that 58% 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 provides intentional check-in points with an educator on campus, 66% agree/strongly agree that their advisor makes them feel known and valued, 72% agree/strongly agree that their advisor helps them keep track of academic progress, and 63% 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. When asked about the school, 86% said they were very likely to recommend ECMSG to a friend. 99% agree/strongly agree that the site allows input and welcomes parent contributions, and 96% agree/strongly agree that we seek parent input before making important decisions. Furthermore, 94% of parents agree/strongly agree that school staff take their concerns seriously, and 97% agree/strongly agree that ECMSG 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, 63% agree/strongly agree that the site promotes personnel participation in decision making that affects school practices and policies, and 93% agree/strongly agree that ECMSG is a supportive and inviting place for staff to work. 78% agree/strongly agree that the campus is a safe place.

Community/Organizational Partners: In addition to MOU's, ECMSG regularly communicates with external providers at both the site and organizational level. This two-way structure for communicating with key stakeholders has proven to be both self-sustaining and very effective as the site continues to focus on increasing student performance.

In conjunction with the pursuit of our organization-wide priorities, ECMSG 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, 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.

Based on the CA School Dashboard and recent ELA CAASPP data (*pulled on 6/5/24) the current 6th graders, a majority of whom enroll in our school testing far below the standard, demonstrated 22% proficiency (-48.2 points to norm) while our overall scores (6th - 8th grade) increased slightly from 32% last year to 35% this year and also moved closer to the standard by 5 points (-39.7 in 2022-23 >> -34.7 in 2023-24). ECMSG recognizes the need for continuous efforts to raise achievement for all learners, specifically our Black/African American students whose proficiency unfortunately dropped from 32% in 2022-23 to 29% this period. Furthermore, ECMSG is aware that our EL's performance on the dashboard has lagged behind non-EL performance in ELA on CAASPP testing reports.

In Math, while all test takers are still performing below the state average, we did see growth in every student group. Last year only 22% of our 6th grade class was proficient in the subject compared to 22% this year. Additionally, overall student proficiency increased from 16% in 2022-23 to 22% this school year and distance from standard improved 16.7 points as well (-98.6 in 2022-23 >> -81.9 in 2023-24). Akin to our ELA analysis, it is also helpful to look at how specific cohorts performed. For example, our current 7th graders are now testing at 19% proficiency, compared to 15% last year, and their distance from standard decreased slightly as well (-94.1 in 2022-23 >> -91.1 in 2023-24). As a result of targeted interventions and support, the 8th grade is now 26% proficient, compared to 17% in 2022-23 and 15% in 2021-22, and moved 27.7 points closer to the state standard (-101.6 in 2022-23 >> -73.9 in 2023-24). Though still testing below the norm, our English Language Learners improved their distance from standard by 12.2 points (-139.1 in 2022-23 >> -126.9 in 2023-24) and their proficiency is now 8% as compared to 5% last reporting period. However, we acknowledge that this performance is behind the Math growth we have seen by other student groups. Our Black/African American

and Hispanic/Latino students, along with our students with disabilities, performed well this testing period. Last year only 6% of our Black/African American students were proficient in Math, but this school year 18% demonstrated proficiency and they moved 25.7 points closer to the state standard (-128.1 in 2022-23 >> -102.4 in 2023-24) closer to the state standard by. Likewise, our Hispanic/Latino students increased proficiency from 16% to 222% and moved 15.8 points closer to the norm (-98.1 in 2022-23 >> -82.3 in 2023-24), while our students with disabilities more than doubled the percent that are proficient (4% in 2022-23 >> 10% in 2023-24) and their distance from standard score improved 17.3 points (-171 in 2022-23 >> 153.7).

When reviewing ELPAC data, the site demonstrated a similar trend to CAASPP data and 65.5% of test takers advanced at least 1 performance level, compared to 72.2% last year. It is important to note, that while the percentage fell slightly, the current rate is in line with our historical norms and well above the state's rate. ECMSG believes that targeted instruction, workshops, and data conferencing in ELD classes has helped with these scores. The school's ELA IAB results emphasize that 25% of students are testing above the standard and 46% are near the standard, while reclassification goals are approximately 14%. Furthermore, ECMSG students continue to do well in all of their classes too, with a high course passage rates in English of 81% (Q1) / 85% (Q2) / 81% (Q3) and 83% (Q1) / 80% (Q2) / 78% (Q3) in Math.

Throughout the school year, we closely analyzed CAASPP scores and monitored student achievement on NWEA tests from Fall to Winter to Spring. While we are pleased to see some increases in proficiency rates in both ELA and Math, we acknowledge that specific student groups 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, which are still 34.7 points below the standard and only 35% proficiency, ECMSG focused on a Tier 1 planning for critical thinking with the EL curriculum. Educators across all grade levels also had the opportunity to utilize and explore teacher-created materials that built connections between interdisciplinary subjects, such as English and History. Additionally, the site intentionally increased reading and writing opportunities to better support student outcomes. For Tier 2 students who needed greater assistance, specifically those with foundational reading gaps, ECMSG piloted I-Ready which provided adaptive assessments and actionable data for reading instruction and online lessons to help improve academic success. This program also helped to determine which students should participate in ELOP and ESY summer programming (Tier 3 support).

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 whereby overall student growth increased from 16% to 22% and distance from standard improved 16.7 points, ECMSG 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. Our organization-wide priority, Planning for Critical Thinking, further allowed for the design and implementation of lessons that provided space for all students to think about math, write about math, and talk about math each day. Not only did teachers use common assessments as a starting place for their classroom planning, after unpacking end of unit assessments, lessons were signed to match the grade level standard and rigor necessary for student proficiency. In addition to responsive instruction, Tier 2 support was implemented during advisory periods where targeted individuals were given assistance, through online learning sessions and direct tutoring, to support the understanding of content and overall math fluency. Finally, through co-teaching teams, Tier 3 support adapted and modified lessons to meet the needs detailed in IEPs and instruction was delivered in small groups or one-to-one instruction that was integrated within the whole class structure, whenever possible, to provide the least restrictive environment.

Going forward, to specifically improve our English Language Learner's academic outcomes, and decrease their distance from standard on CAASPP, I-Ready modules and common assessments will be reviewed to track progress while NWEA testing data will monitor proficiency, as it has

traditionally been a strong predictor of Math results. Additionally, in order to ensure that all students benefit from these Tier 1 supports, ECMSG will provide ongoing PD opportunities focused on effective teaching strategies using the Reading Apprenticeship framework modeled by the Principal and AP of Instruction. By regularly following student achievement on common assessments and providing coaching sessions to help educators analyze exit ticket data, the school will leverage data to refine its instructional approach. Lastly, designated advisory time will be used to hold data conferences with students, fostering communication and collaboration around learning goals.

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.

The mission of ECS is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. To fulfill this goal, ECMS-Gardena (ECMSG) 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 significant 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.

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 as 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 ECMSG are consistently exceeding academic

benchmarks and demonstrating both high school and college-readiness. Our focus on planning for critical thinking with responsive and differentiated instruction has also ensured that all learners are both challenged and supported. Based on internal data, this year, the average ELA GPA stands at 2.53. Similarly the average Math GPA is at 2.67.

Research consistently shows a strong connection between student well-being, sense of connectedness, and academic achievement. Recognizing this, ECMSG 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. Furthermore the school adopted the DeansList software platform to track behavior in a more streamlined manner. The school is now able to monitor both positive student contributions and negative student deductions to the learning community. With this new system of tracking we expected a potential one year increase in referrals due to the ease of documentation and a reduction in issues falling to the cracks. Last school year, the site reported 177 referrals, of which 27 were Black/African American students, and 5 suspensions. This year, to date, there are 121 referrals, of which 22 are Black/African American students, and 4 suspensions. We now expect that despite the ease in documentation we will have significantly less referrals this year and a reduction of suspensions. Additionally with the logging of positive behaviors we have been able to acknowledge and reward students who are positively contributing consistently. This year, teachers logged positive behaviors at a 2:1 ratio over negative behaviors. Therefore, it is critical that we foster a holistic and educational experience that supports the whole child, improves disciplinary issues, and simultaneously elevates behavioral and 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
CAASPP English Language Arts Average Distance from Meeting Standard (DFS)	2024 -34 SWE: -107 EL: -74	-25 SWE: -95 EL: -62

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Average Distance from Meeting Standard (DFS)	2024 -82 AA: -102 EL: -127	-73 AA: -90 EL: -115
CAST Science Average Distance from Meeting Standard (DFS)	Each cohort's average 5th Gr distance from met	Cohort baseline +9
Percentage of English Learners who make progress on ELPAC	2023 ELPI Status: 72%	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: 48%	55%
Other course outcomes: MS Physical Fitness Test Percentage of pupils participating in the Physical Fitness Test	TBD in year 1	95% of students required to take the test.

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	$537,097 $55,525 $6,300	LCFF Title I, Part A Title II, Part A
2	**English Language Development Professional Development** Implement a scope and sequence of the delivery of ELD services through targeted professional development for general education teachers on serving English Learners at our site.	English Learners	$2,100 $103,516 $20,668	LCFF Title I, Part A Title III, Part A
3	**Special Ed Professional Development** Improve delivery of special education services through intensive and targeted professional development opportunities.	Student with Disabilities	$5,008	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.

ECMS-Gardena continues to focus on strategic planning, professional development, and program evaluation in order to administer high level instructional practices that support achievement and academic growth, of all learners, but also those students who are not meeting the standard in both ELA and Math. Tailored instructional strategies for English language learners, students with disabilities, and Black/African American students continue to be implemented as the site works to reduce CA Dashboard distance from standard metric and increase subject matter proficiency. To address these disparities, ECMSG implemented a range of targeted interventions through MTSS. With an influx of new ELA teachers, the site first focused on the Reading Apprenticeship and Planning for Critical Thinking framework within our unique EL curriculum while exploring the development of materials created by our own educators to foster interdisciplinary connections between core curriculum including reading and history (Tier 1). Data driven analysis from I-Ready allowed educators to identify foundational reading gaps and tailor teaching modules to ensure optimal achievement outcomes for those not meeting grade-level targets (Tier 2). In addition to providing ample opportunities for reading and writing in order to make progress towards our literacy goals, STEM and Humanities teachers provided extra support (Tier 3) for those who are falling behind and struggling.

Furthermore, by embedding WestEd's Reading Apprenticeship into professional development, beginning with a 3-day summer institute for all new teachers, ECMS-Gardena 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. Active learning strategies were incorporated into classroom "look-fors" and common assessments monitored student growth to ensure that all learners had access to rich content appropriate with their grade and learning level. For those who required additional support in Tier 2, individualized instruction was provided for during advisory periods, along with adaptive online learning sessions that assisted with overall content and math fluency. Finally, 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, the site is meeting to design a structure, along with a timeline to bring Algebra supplementary courses to the campus in future years.

However going forward, in order to boost English Learner's achievement and close CAASPP performance gaps, ECMSG will frequently review I-Ready & common assessments to track progress, monitor proficiency with NWEA (proven math predictor), provide ongoing PD focuses on effective Tier 1 instruction using the Reading Apprenticeship framework (modeled by the Principal and AP of Instruction), regularly analyze data via common assessments and exit tickets to inform instructional refinement, and dedicated time during Advisory periods for student conferences to enhance communication and collaboration around learning goals.

As a result of the aforementioned actions and the development of instructional/service plans, ECMSG will continue to streamline processes that directly respond to the needs of learners in a more timely fashion. This year, 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, in response to stakeholder feedback and the increased need for collaboration time, as well as student support, the site maintained the same updated bell schedule implemented during the previous 2022-23 academic year. Though the school day ends 30 minutes earlier, we have preserved both our advisory periods and intervention time and continue to meet our required instructional minutes all while also providing additional opportunities for teachers and support staff to collaborate in pursuit of meeting the challenges of our most vulnerable students.

As part of our ongoing mission to educate underserved and low income students, ECMS-Gardena offers pivotal support during the transition from elementary to middle school. By working together with key stakeholders, including our families and staff, we are preparing students for the demands of a rigorous high school, and fostering important skills, such as essay writing, public speaking, organization, research protocols, effective group collaboration, and critical thinking, encouraging success in core content courses.

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. All learners are given the opportunity to broaden their ELA horizons and gain insight into intersectionalities, as well as power dynamics. While leveraging Tier 1 instructional best practices, middle schoolers are encouraged to develop their critical thinking skills through writings, assignments, and other classroom discussions. Interdisciplinary projects also create planned class time for innovation, creativity and collaboration 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, ECMS-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 Dean of Students also implemented a series of restorative justice practices for disciplinary issues that arose 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. 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.

The discrepancy between budgeted and estimated actual expenditures is the addition of unbudgeted software. The original budget did not include Elevation, an ELD (English Language Development) software program. This software was later deemed essential to better support our students, ensure compliance with regulations, and improve instructional planning for our English Language Learners.

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, ECMS-Gardena continues 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 supports the correlation between formative and summative assessments, and increases student ownership of their learning. Additionally, by enhancing Math classroom "look-fors," we are giving students a multi-modality experience that protects independent think time, encourages collaboration, elevates student voice and provides an opportunity to both revise/synthesize thinking.

To combat post-pandemic passivity amongst many students, teachers have reduced lecture-style instruction and increased opportunities for student voice. This approach not only strengthens formative assessments, but it encourages greater student engagement which often translates into higher academic achievement.

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 #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 ECMSG, 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 23% of students have chronically missed school, compared to 20.4% 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.

ECMS-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 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.

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%	95%
Chronic Absenteeism	23-24: 25% AA: 27%	23.5% AA: 23.5%
Drop Out Rates	23-24: 0.6%	0%
Suspension Rates	23-24: 0%	<.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: 98%	≥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	21-21: 98%	≥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 63% 6%	 69% 3%
Student Safety & Connectedness Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey	23-24: 56%	62%

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	**Student Engagement.** We will develop programming, community partners, enrichment, and mentoring programs-- piloting these strategies with our highest needs students to improve attendance and decrease chronic absenteeism. Over the past few years Chronic Absenteeism has disproportionately impacted low-income students with exceptionalities/English learners. We will also strengthen partnership with after school program to ensure seamless transition for students and shared awareness of student needs. Create opportunities for shared professional development to improve alignment between programs.	English Learners, Foster Youth, Low Income	$5,000	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.

ECMS-Gardena is dedicated to meeting the social-emotional learning needs of all students. As a result, the staff have implemented various measures to foster a climate of care that enhances each student's sense of belonging on campus. To promote wellness and healing, the school organized overnight and day field trips that provided the middle schoolers with opportunities to experience open spaces, wilderness, and community-building beyond the school environment.

While the advisory program further strengthens connectedness and identity, ECMSG acknowledges the need for additional initiatives to enhance the experiences of Black/African American students who, compared to their peers, may feel less respected. To address this, the school introduced Positive Behavioral Interventions and Supports (PBIS) assemblies and a more robust SEL curriculum. Collaborations with organizations such as Empowher, The League, and The Alliance also provided positive role models and non-therapeutic support. Additionally, a student Advisory Council was established for 6th to 8th graders, allowing them to assume leadership roles within the school community. This framework engaged a diverse range of students and provided a safe space for them to express themselves, while communicating their unique needs.

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

ECMS-Gardena 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, 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, staff, and local community organizations to add another layer of support ensuring student success. Specifically, ECMSG actively engaged parents through Town Hall meetings, coffee with the Principal, 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 welcomes their input and 96% agree/strongly agree that before important decisions are made, parent feedback is collected. Equally important is 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. Local partnerships that provided our students with direct experiential learning opportunities and fostered a sense of environmental stewardship within the community also continued. Additionally, to address issues of chronic absenteeism amongst our English Learners, ECMSG plans to create a more effective tracking system using weekly attendance reports from PowerSchool to address insufficient follow-up when a student frequently misses school and to better engage families so they understand our attendance policies.

Material differences between budgeted and estimated actual expenditures are attributed to overnight field trips and day-excursions that link academic content to real-life beyond the classroom. During these outdoor education experiences, students learned interpersonal skills and group cohesion through team-building activities, while exploring the wilderness and promoting a healthy adolescent development.

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	$194,570
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$735,214

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/

Updated by the California Department of Education, June 2024