School Plan for Student Achievement (SPSA)

Purpose and Description

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

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

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

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 stays focused on strategic priorities. Interim Benchmarks are set for goals and disaggregated data is visualized and analyzed to evaluate the efficacy of actions. This analysis takes place at all levels of the organization, Board members review data with our Executive Director, ECS Directors review data with site administrators and teacher leaders. Site administrators and teacher leaders review data with teachers at professional development workshops and in department meetings. Site administrators and teacher leaders review data with families and staff via our School Site Council, English Learner Advisory Committee and our Equity and Diversity Committee.

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

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

Involvement Process for the SPSA and Annual Review and Update

ECMS-Gardena stakeholders participate in a continuous cycle of data analysis and evaluation of progress towards our LCAP and SPSA goals. SPSA development takes place in lock step with LCAP development, as the LCAP include all plans for Title funds. The School Site Council meetings (SSC) reconvenes in the early fall to consider end of year data and to make any changes to the plans, in response to end of year data and any other relevant information. In SSC meetings, progress and plans were discussed, with an emphasis on academic outcomes. In addition to monthly opportunities to provide feedback at parent council meetings and staff meetings, data related to LCAP and SPSA were reviewed at Parent Council meetings in April and May. In May, School Site Council, Parent Council and ELAC members, discussed and analyzed data, efficacy of current year actions and proposed future actions to improve outcomes. Additional parent opportunities for engagement took place during bimonthly parent workshops and parent conferences. During our last parent conference of the year, parents also completed the California School Parent survey. The results of the survey are analyzed each summer, considered in light of LCAP & SPSA goals and adjustments to actions and program are enacted accordingly. In June, we met with parents of rising 7th graders and parents of rising 8th graders to discuss any concerns and share plans for fall 2019. We specifically discussed plans to increase inclusion for students with disabilities and English learners via co-teaching. Parents of students with disabilities and English learners participated in this meeting and provided positive feedback to the proposed changes. Our principal, Dr. Qiana O'Leary, attended this meeting to facilitate the transition to new leadership.

Additional faculty/staff opportunities for LCAP involvement took place during weekly staff and faculty meetings where conversations about data, efficacy of actions, policies and procedures occurred regularly. Faculty and staff take the California School Staff survey each May and we also collect feedback via an ECS Home Office survey and weekly professional development surveys.

Our Equity and Diversity Committee, which includes parents, administrators, staff, students and teachers, examined student achievement, school discipline, school climate and enrollment trends/retention data through the lens of equity and focused upon our African American/Black students. After meeting with a focus group of parents of African American/Black students and surveying African American/Black students, the committee made recommendations to improve outcomes for African American/Black students which are included in our plans for 2019-20.

Resource Inequities

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

No resource inequities identified.
Goal 1
Improve outcomes for all students by improving instruction and programs.

**Identified Need**
Analysis of school achievement data reveals a need to improve math and English language arts achievement. In 2019 CAASPP testing 43% of our students met or exceeded the standard in ELA and 25% met or exceeded the standard in math.

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Required State Metric: Performance on standardized tests</td>
<td>ECMSG overall, and particularly African American students, and the class of 2019, showed strong growth in both ELA and Math in 2018. However, this is not true for every subgroup, and class of 2018 had a decline in Math.</td>
<td>For each cohort (all pupils), the Distance from 3 in English Language Arts will fall into the California School Dashboard’s “increase” or “significant increase” category. For each subject, these growth rates shall be maintained until the cohort reaches a “high” status on the CA Dashboard. In cases where a statistically significant student group’s distance from 3 is two or more performance levels below the “all student” performance on the state’s five by five placement chart, ECMS-G will disaggregate the student group by cohort, in order to identify which cohorts within the student group are performing two levels below “all student” performance. In order to close the performance gap shown between that statistically significant student group and school wide performance, these cohorts’ targeted growth will increase to 150% of the minimum growth rate in the increasing category for each cohort identified as performing two levels below.</td>
</tr>
</tbody>
</table>
In cases where a statistically significant student group’s distance from 3 is one performance level below the “all student” performance on the state’s five by five placement chart, ECMS-G will disaggregate the student group by cohort, in order to identify which cohort/s within the student group is/are performing one level below “all student” performance. In order to close the performance gap shown between that statistically significant student group and school wide performance, these cohorts’ targeted growth will increase to 125% of the minimum growth rate in the increasing category for each cohort identified as performing one below.

For each subject, these minimum growth rates shall be maintained until the cohort reaches the same performance level as all students.

If the distance from 3 for any student group reaches a “high” status on the CA Dashboard that status shall be maintained.

English Learners will progress to reclassification. ECMS-G will use the California School Dashboard Report’s English Learner Progress Indicator (ELPI)

The Fall 2018 Ca School Dashboard does not provide an ELPI status because 2018 is the first year for which ELPAC results are available.

However, the dashboard does state that 39.3% of ELs at ECMSG achieved the level 4 proficiency level (Well Developed), and a further 41.1% achieved the level 3 proficiency level (Moderately Developed).

As of this writing, our reclassification rates are as follows:

<table>
<thead>
<tr>
<th>18-19</th>
<th>Cohort</th>
</tr>
</thead>
</table>

The percentage of students scoring “Beginning” in ELPAC Reading Substrand will decrease by 5% from prior year. The percentage of English learners reclassifying will increase by 1%
### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

- English Learners, Low Income

**Strategy/Activity**

School will participate in an ECS-wide math initiative, which will coordinate math expertise and resources across the organization and identify, implement and evaluate strategies to improve math achievement. Initial strategy sessions will begin in May and additional math actions will be designed summer of 2017.

ECMS-G will continue to provide the following events, communications, and workshops in order to help families understand how to support their students in being college and career ready and get feedback to best serve students and their families:

1. Math Night for all families and subgroup families
2. Parent Conferences (data share out- NWEA, IAB etc.)
3. Parent Council
4. Data share out at SSC/ ELAC

Full time, site level math coach will continue to provide coaching to math teachers and participate in instructional leadership meetings.

**Increase:** In 2019-20 the math initiative continues under the leadership of a new Math Specialist. They will coordinate efforts across ECS to improve math programming and create a vertical alignment across grades in math. They will also coordinate ECMS-G’s ongoing implementation of Open Up Resources and related professional development.

**Proposed Expenditures for this Strategy/Activity**

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

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Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Learners, Low Income

Strategy/Activity

Implementation and evaluation of ECS Best practices will include student-centered coaching training for coaches and an induction program for new teachers in collaboration with Antioch, which aligns teacher induction with ECS Best Practices Rubric.

Proposed Expenditures for this Strategy/Activity

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

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
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<tbody>
<tr>
<td>$10,500</td>
<td>Title II, Part A</td>
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<tr>
<td>$277,851</td>
<td>LCFF</td>
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</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

English and Humanities teachers will implement English 3D in their courses for at least 20 minutes a day as designated ELD instruction. Professional development will be provided to support the implementation of English 3D, as well as supporting the ongoing implementation of ELD standards across all courses. The ELD coordinator and paraeducator will continue collaborating with specialty teachers to provide integrated ELD instruction during specialty courses.

Proposed Expenditures for this Strategy/Activity

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

<table>
<thead>
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<th>Amount(s)</th>
<th>Source(s)</th>
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<tr>
<td>$2,895</td>
<td>Title II, Part A</td>
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<tr>
<td>$26,643</td>
<td>LCFF</td>
</tr>
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</table>
Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Individualized instructional coaching and professional development in core content areas were provided to all teachers in the areas of standards implementation, content depth, pedagogical strategies, lesson and unit planning, assessment, data analysis, differentiation, Special Education responsibilities, ELD strategies and standards implementation. In particular, ELA teachers received multi-day professional development in Reading Apprenticeship, while math teachers were trained during summer professional development and throughout the year by trainers from the newly adopted Open Up Resources (formerly Illustrative Math). Coaches and teachers used Teachboost (a teacher feedback platform) to communicate and track teacher progress. Teachers accessed outside professional development. Coaches were supported through Instructional Coach Training, provided by the organization’s curriculum director. Assistance was provided to teachers for students with special needs by paraeducators. Students continued to participate in outdoor education and in-school environmental curricula through their Green Ambassadors elective. Maintaining two specialty teachers allowed all teachers to have more time to plan, communicate with parents, and provide small group or individual intervention support to struggling students. In addition, instructional coaches adopted Student Centered Coaching, a method of instructional coaching heavily reliant on observing student data and student learning. Coaches worked with teachers weekly outside of classes, and spent time in classrooms observing student learning. Coaches were trained during Instructional Coaching Training monthly and relied on Diane Sweeney’s Student Centered Coaching: The Moves.

As a result of the implementation of our actions and services under this goal, our school improved our students’ academic outcomes on a number of scores. By increasing our access to data analysis, and the ability to differentiate between subgroups, we are able to implement programs and make key staffing decisions that have and will improve our effectiveness overall and with our subgroups. With regular attention to data, we were able to identify serious deficiencies in our students’ math proficiency, which led us to plan and execute our current math initiative, employ a math coach, and attend more precisely to math instruction and pedagogy. Providing enrichment through our specialty classes has enabled our students to interact, learn critical speaking and listening skills, and experience mission aligned science and environmental curricula. Our Teacher Development System, focusing on our organization’s Best Practices, continues to guide our support for all teachers -- veteran to novice -- to reach their instructional goals and ultimately contribute to students success.
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A.

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

N/A.

Goal 2

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

Identified Need

Analysis of stakeholder school safety data suggest that the school should do more to improve safety.

Annual Measurable Outcomes

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Surveys will indicate that stakeholders feel connected and safe. | 79% of staff agree or strongly agree that ECMS-G is a supportive and inviting place to work. This is an increase of 5% over last year (A4.10) 95% of staff agree or strongly agree that ECMS-G is a safe place for students. This is an increase of 1% over last year. | Staff agree or strongly agree that ECMS-G is a supportive and inviting place to work – 80% or more  
Staff agree or strongly agree that ECMS-G is a safe place for students. – 80% or more  
Students agree or strongly agree that the school is safe – 58% or more  
Students agree or strongly agree that they feel connected to ECMS-G – 54% or more  
Parents agree or strongly agree that ECMS-G is a safe place for their child – 74% or more |
Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Learners, Foster Youth, Low Income

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

<table>
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<th>Amount(s)</th>
<th>Source(s)</th>
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<td>$85,117</td>
<td>Title I, Part A</td>
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<tr>
<td>$74,175</td>
<td>LCFF</td>
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## Budget Summary

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$177,897</td>
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<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$0</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$582,914</td>
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</tbody>
</table>

### Other Federal, State, and Local Funds

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

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

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
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Subtotal of additional federal funds included for this school: $0

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
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</table>

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

Total of federal, state, and/or local funds for this school: $177,897