



The Single Plan for Student Achievement

School: Environmental Charter Middle School-Inglewood
District: Environmental Charter Middle School-Inglewood
County-District School (CDS) Code: 19101990127498

Principal: Beth Bernstein-Yamashiro
Date of this revision: December 7, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on January 29, 2018

Mission

The mission of Environmental Charter Middle School is to equip all students with the knowledge and skills to succeed in a college preparatory program, to inspire them to discover their own sense of purpose, and to empower them to become quality stewards of their community and world.

ECS Best Practices

1. Small Learning Communities
2. Interdisciplinary Curriculum & Authentic Assessment
3. Relevant & Engaging Instruction
4. Environmental & Experiential Learning
5. Collaboration with Partners

SLOs

1. All students will think critically and demonstrate academic proficiency.
2. All students will practice community responsibility and environmental stewardship.
3. All students will develop their own sense of purpose.
4. All students will make choices which improve their physical health and emotional well-being.
5. All students will communicate clearly and build healthy relationships.

School Profile

Environmental Charter Middle School – Inglewood (ECMS-I) offers students a small, caring school environment that supports students' transition from elementary school, prepares them for success in a college preparatory high school and empowers them to become leaders in their community and world. ECMS-I is part of the Environmental Charter Schools network of free, public schools in south Los Angeles. Our mission is to create and deliver vibrant, innovative, interdisciplinary learning opportunities using the environment to engage students and connect them to the wider world. Our curriculum is a unique interdisciplinary and project-based exploration requiring students to perform in all four core subject areas (math, science, English, and history) in truly interdisciplinary projects. We emphasize differentiation and data analysis as school-wide goals and return to these topics in our regular professional

development meetings. In addition, we use the Tribes curriculum¹, which teaches our students character development, community building, and collaborative learning. Student engagement through environmental studies and practices helps students connect their learning to the outside world and develop a consciousness to act positively on their environment.

Environmental Charter Middle School – Inglewood (ECMS-I), authorized by the Los Angeles County Office of Education (LACOE), opened its doors in August 2013 and has since grown from 130 students in 6th and 7th grade to 300 students in 6th-8th. We plan to increase our population to 360 in the next year. We are located in the southern end of Inglewood, bordering the city of Hawthorne. Our building is leased from the Concordia Lutheran Church under a 20-year lease agreement. Our 2016-2017 school year included a major construction project on the campus, and this past summer, we completed the build that added ten new classrooms to our campus to accommodate our expansion. While we saw overall increases in our CAASPP results in both math and ELA, we continue to attack those areas that require attention and enhance those areas that are moving in a positive direction. In the spring of 2017, our charter renewal was approved early by the LACOE Board, granting us a new term that will begin in 2018 and end in 2023.

1. The community that ECMS-I serves is a densely populated, ethnically diverse, working-class locality challenged with underperforming schools, a school district in state receivership, high poverty, low parent college attendance, and a dearth of services for the large youth population. Of the 302 students ECMS-I serves in 2017-2018, 69% reside in the city of Inglewood, while 27% live in the neighboring cities of Hawthorne and Los Angeles, and 4% live in other nearby cities. Our student population comprised 8% African American, 91% Hispanic, 1% other, and included 36% English Learners. Inglewood is a high-poverty city with a minority population that totals over 95% of the residents. U.S. Census data indicate that half of the residents speak a language other than English at home, 20% of residents are living below the official poverty level; and of those residents over 25, only 17.7% hold a bachelor's degree or higher.

¹ Gibbs, J. (2007), *Tribes: Discovering gifts in middle school*, CenterSource Systems, CA

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: ECMS students will show growth in math

SCHOOL GOAL: Annual increase of at least 2% per year of students who meet or exceed the standard on statewide assessments, starting the comparison year of 2016 (baseline to be set 2015)

What data did you use to form this goal?

CAASPP
NWEA MAP
IBM

What were the findings from the analysis of this data?

While overall, ECMS I exceeded our goal of increasing 2%, from 24% met/exceeded to 27%, we are still seeing a substantial percentage (44%) of students not meeting the standard in math.

2015	20%
2016	24%
2017	27%

While students have made steady progress in NWEA (both cohort study and year to year comparisons), we still fall below the national norm in math.
Our students typically increase on average in NWEA 15 points while they are at ECMS-I. This equates with roughly 4+ years of improvement during the 3 years.

How will the school evaluate the progress of this goal?

NWEA MAP tests will be administered three times a year to benchmark progress.

CAASPP scores will be evaluated yearly.

Where can a budget plan of the proposed expenditures for this goal be found?
Appendix A

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Hire an intervention specialist to coordinate support for interventions with students struggling in math.	Principal Intervention specialist (Katie Souther)	Intervention specialist oversees assessment and overall plan for interventions and works with struggling students.	26,121 Title I
Hire teachers to teach electives, freeing up teachers' time to work with struggling students on interventions.	Intervention Specialist	Current credentialed teachers will staff math interventions for 9 week cycles	\$50,000 GPSN
Math coach working with all math teachers on planning, curriculum, assessment, and instructional strategies	Principal Math Instructional Coach .40 Curriculum Director	Weekly observations and coaching sessions	\$30,000 LCFF
Improve teacher performance through a valid and reliable teacher development system Train coaches to develop teachers.	Director of Curriculum & Instruction Principal Instructional Coaches	Implement teaching best practices rubric with Teacher Development System with Instructional Coaches Track teaching performance data & provide resources on best practices via Teachboost online evaluation program	
Improve instruction by providing release time for teachers to attend content area conferences	Principal Instructional Coaches		\$3,000 Base

such as NCTM			
Use data collection and analysis to drive instruction.	<p>Director of Curriculum and Instruction</p> <p>Data Manager</p> <p>Principal, Instructional coaches</p>	<p>Hire data manager to provide necessary data</p> <p>Upload data to Schoolzilla/ongoing</p> <p>Train teachers to access data and use effectively/ongoing</p>	<p>\$20,000</p> <p>Supplemental/Concentration</p>
UCLA Math Coaching	<p>Principal</p> <p>Math Coach</p> <p>Curriculum Director</p>	<p>Contract with UCLA to provide professional development with math teachers throughout the year</p>	<p>\$6,000</p> <p>Title I</p>
ECS Math Initiative	<p>Principal</p> <p>Math Coach</p> <p>Curriculum Director</p>	<p>Instructional coaches and administrators work on learning to coach and support math instruction</p>	<p>\$6,000</p> <p>Title 1</p>

LEA GOAL: ECMS-I students will show growth in English Language Arts schoolwide & by subgroups as measured by IBMs, NWEA, CAASPP

SCHOOL GOAL: Annual increase of at least 2% per year of students who meet or exceed the standards on statewide assessments, starting the comparison year of 2016 (baseline to be set 2015)



<p>What data did you use to form this goal?</p> <p>CAASPP NWEA MAP IBMs</p>	<p>What were the findings from the analysis of this data?</p> <p>CAASPP scores overall increased from 2015-2017. The percentage of students meeting or exceeding the standard increased from 38% to 46% over the two years. Therefore, the goal was met and re-iterated in our new charter.</p> <table border="1" data-bbox="684 662 1060 854"> <tr> <td>2015</td> <td>38%</td> </tr> <tr> <td>2016</td> <td>46%</td> </tr> <tr> <td>2017</td> <td>49%</td> </tr> </table>	2015	38%	2016	46%	2017	49%	<p>How will the school evaluate the progress of this goal?</p> <p>NWEA MAP tests will be administered three times a year to benchmark progress.</p> <p>CAASPP scores will be reviewed yearly.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p>
2015	38%							
2016	46%							
2017	49%							

STRATEGY TO REACH GOAL:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Coach teachers to implement effective ELD strategies, teach ELD, coach teachers in ELD standards, coordinate CELDT and RFEP, communicate with parents.	ELD Coordinator	Ongoing coaching	75,691 Title I
Data management: Use Schoolzilla data management and visualization software to allow us to better manage and	Principal Director of Curriculum & Instruction Director of Operations &	To ensure accuracy of data, contract with EdTec for PowerSchool & CALPADS technical	\$10,531 Base

disaggregate subgroup data for analysis.	Finance	support	
Continue Instructional Coaching positions to provide coaching and mentoring in ELA and ELD instruction.	Principal ELA Instructional Coach		50,000 GPSN grant
Improve instruction by providing release time for teachers to attend content area conferences such as CABE	Principal	Secure substitutes for required release time, so teacher may attend program/ ongoing	\$9,400 Base
Implement Achieve 3000	Principal	Monitor and support teachers' use of program/ongoing	\$11,000 Base
Implement teacher reliable teacher development system	Director of Curriculum & Instruction Principal	See actions from Goal above	See expenditures from Goal above

LEA GOAL: All students are educated in a safe, drug-free environment

SCHOOL GOAL: ECMS-I staff, students and parents will report a strong sense of community and satisfaction with school climate, as measured by an annual climate survey.

<p>What data did you use to form this goal?</p> <p>Healthy Kids Climate Survey Discipline data Teacher and staff surveys (end of year)</p>	<p>What were the findings from the analysis of this data?</p> <p>All climate surveys (student, parent, staff) indicate 90+ % satisfaction with school climate, staff response time, and overall atmosphere. Data indicates race issues need specific attention</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Annual climate survey Discipline data Where can a budget plan of the proposed expenditures for this goal be found?</p>
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STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>School counselor will provide counseling to students and support teachers with implementation of Tribes Social Emotional Learning program</p>	<p>Counselor</p>	<p>Counselor will provide counseling to students/ongoing</p>	<p>\$74,831 Base</p>
<p>Student support services coordinator</p>	<p>Student Services Assistant</p>	<p>Support to AP</p>	<p>\$15,000 Base</p>
<p>Student support services team</p>			

Parent meetings including: Coffee w/principal Site Council/PTA Workshops: -- 6th grade success List out rest here.			
Summer PD team building with staff			

As a single school district, ECMS-Inglewood does not receive any centralized services. Therefore, Form B is not applicable. All services and expenditures are accounted for in Form A

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #:

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/>	Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>

<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 101,812	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 11,623	
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP[3]
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	113,435
Total amount of state and federal categorical funds allocated to this school		\$	113,435

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[4] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Beth Bernstein-Yamashiro	X				
Elizabeth Stenbakken		X			
Jaclyn Baiata		X			
Michael Leimbek		X			
Geneva Matthews		X			
Abraham Ramos		X			
Maria Bucio				X	
Audrey Thompson				X	
Antonia Salazar				X	
Willie Santos				X	
Bernardino Leyva				X	
Number of members in each category	1	5	0	5	0

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan

ECMS-Inglewood does not currently have any of the committees listed below.

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: .

Attested:

Beth Bernstein-Yamashiro
Typed name of School Principal


Signature of School Principal

12/7/17
Date

Maria Bucio
Typed name of SSC Chairperson


Signature of SSC Chairperson

12/7/17
Date

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. (No more than 2–3.)
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other _____
- Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
 - Based on this information, what might be some recommendations for future steps to meet this goal?

[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

[2] List the date an action will be taken, or will begin, and the date it will be completed.

[3] Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

[4] EC Section 52852