

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bright Star Secondary Charter Academy	19 64733 0112508	December 8, 2021	February 7, 2022

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

All stakeholders take part in the creation and progress monitoring of our school plan. The administration team consults staff, parents, and students through Site Council Meetings and ELAC meetings.

In addition to School Site Council feedback throughout the year, the school also considers feedback shared by parents in their annual survey, staff feedback shared in the pulse survey (given in fall and spring to all staff), and feedback ascertained during coffee and chats with Bright Star leadership. The school also reviewed iReady diagnostic data to determine specific student needs with regards to Math and ELA. All points of feedback and data were considered when drafting the school plan goals and actions for the 21-22 school year.

The School Site Council advertises every meeting agenda and invites all parents through Parent Square. Throughout the year, the school provides updates to the School Site Council on the school's progress. At the end of this year, the School Site Council reflects on how the school year has gone.

During this conversation the school administrator proposes goals for the upcoming 21-22 year. These goals are reflected on both the Local Control Accountability Plan and on the School Plan. Members are asked if any of the proposed goals or measures should be adjusted given the school's performance. They were also asked if there are specific actions or services which the school should undertake in the upcoming year to meet the proposed goals. In the last School Site Council meeting the School Site Council approves the new goals and metrics for the upcoming school year.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

80% of students will meet 100% of their annual typical iReady Reading and Math growth goals

Identified Need

The 21-22 school year is the first year of implementation for the iReady assessment. After giving the diagnostic in fall of 21-22 the school learned the following about a student's knowledge in reading and math domains.

Reading

- 89% of students (school wide) are below grade level (Tier 2 or 3) in reading
- Specific growth area is Comprehension - Informational Text and Literature
- The number of students in Tier 3 consistently increases from 9th to 12th grade

Math

- 91% of students (school wide) are below grade level (Tiers 2-3) in math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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% of students who meet 100% of their annual typical iReady Reading growth targets.	N/A (first year of implementation)	80%
% of students who meet 100% of their annual typical iReady Math growth targets.	N/A (first year of implementation)	80%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Teacher Induction Program
2. Software and Supplemental Instructional Support to ensure students are able to access educational programs (such as iReady)
3. Supplemental Instructional Support and General Education Teachers to Implement the following reading and math strategies to address learning loss identified with iReady diagnostic

- The school will integrate i-Ready Personalized Learning (MyPath) in their 9th Grade Academic Literacy course for 45 minutes, 2 times per week.
- 10th grade teachers will incorporate MyPath into independent work during Advisory Check-In Rotations (average 60 minutes per week)
- 11th & 12th grade teachers will use the iReady diagnostic to inform core Literature instruction
- English Learners will receive designated Foundational Literacy courses & integrated supports
- Students with Disabilities will utilize the 10th - 12th grade Resource Labs
- The Assistant Principal of Instruction will work closely with the Academic Literacy teachers to monitor student progress and plan for differentiated instruction in coaching sessions
- Teachers will monitor student use and progress using data chats, goal setting, and weekly logs
- The Assistant Principal of Instruction and Principal will conduct weekly monitoring of “Lesson Time-on-Task” and “Lessons Passed” using i-Ready “Personalized Instruction Summary” Report
- The Principal will conduct monthly co-observations with Head of Schools and VP of Curriculum and Instruction
- Coaches will set individualized student learning goal through the coaching process with ELA teachers and work with individual teachers to plan for how to incorporate i-Ready instructional resources into curriculum based on the areas for growth within domains
- i-Ready Department Data Discussions will be embedded within Department Meeting Time (following the completion of each i-Ready Diagnostic)
- Professional Development will be differentiated and include a Monitoring Student Learning Instructional Series
- Student-Specific Data Talks and iReady Family Night will be held
- iReady results will be communicated to families through individual reports and school wide celebrations with a focus on growth

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$23,158	Title II Part A, Academic Achievement-Supplemental Instructional Support
\$16,102	Title IV Part A, Academic Achievement-Supplemental Instructional Support, Academic Achievement-Software
\$2,675,008	LCFF, Academic Achievement-Gen Ed Teachers, Academic Achievement-Supplemental Instructional Support

Goal 2

Percent of students who are chronically absent will be below 10%

Identified Need

The school's chronic absenteeism rate increased from 13.4% in 19-20 to 39.0% in 20-21. The school knows this was due to the shift from in person instruction in 19-20 to virtual instruction in 20-21 as a result of Covid-19. Knowing that attendance and chronic absenteeism would continue to be a challenge in 21-22 as the school shifted back to in-person instruction, this was chosen as a goal area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students Chronically Absent	39%	10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income, Foster Youth, English Learners, Homeless

Strategy/Activity

1. Student and Family Personnel Services - This action includes the schools counseling program, office support staff and deans of student affairs. This action is predominantly concerned with ensuring that our students have access to adults who can help them navigate academic and social challenges. We have indicated that this action contributes to increased and improved services as our foster youth, low income students and English learners can at times need additional support structures and help navigating a school environment to ensure that they have the resources necessary to excel.

- The school will implement an Intervention Action Tracker with the following steps
 - 2 Unexcused Absences → phone call from Office Assistant
 - 5 Unexcused Absences → phone call from Counselor
 - 8 Unexcused Absences → SART scheduled by Office Assistant
 - 12 Unexcused Absences → home visit by Counselor
 - 15 Unexcused Absences → SSPT scheduled by Counselor
- The school will integrate attendance in the Counseling Team's Goals for RAMP

- Staff will engage in a weekly Attendance Review Meeting
- Students will be notified of attendance and tardies in their weekly scorecard for the school “house cup competition.”
- Families will be notified of attendance through School Site Council meetings (schoolwide information), and text nudges/individual interventions (student-specific information)

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.

Amount(s)	Source(s)
\$214,847	Title I Part A, School Climate-Student and Family Services Personnel

Annual Review

SPSA Year Reviewed: 2020-21

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.

Overall, chronic absenteeism has been a challenge during distance learning and the school has worked hard to address it consistently throughout the year. The biggest challenge to addressing chronic absenteeism was with the parents/guardians and students who were non responsive to our efforts.

As noted above the school struggled in spring 20-21 with a high chronic absenteeism rate of 39.0%. We provided workshops for families on the importance of school attendance, and did one on one outreach to determine what the barriers were to attendance, and provided community linkage where it seemed appropriate.

The digital divide also made consistent attendance difficult for some students, so we provided technical support, hot spots and resources for families to connect to low cost internet.

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

No major differences.

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.

With a return to in-person learning, the school is able to implement the variety of strategies/activities that it was unable to implement during distance learning and due to the COVID-19 pandemic, as outlined in the strategies/activities section. In addition, the goal and metrics were made more specific to address the specific concern chronic absenteeism, where they previously addressed a variety of aspects of school climate. This shift in focus will allow the school to hone in on a specific area of need (chronic absenteeism).

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$254,107
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$254,107

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.

Federal Programs	Allocation (\$)
Special Education Federal (IDEA)	\$135,681
CARES ESSER	\$704,121
CARES Learning Loss Mitigation	\$434,959

Subtotal of additional federal funds included for this school: \$1,274,761

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

State or Local Programs	Allocation (\$)
Charter Schools Funding In-Lieu of Property Taxes	\$7,004,831
Special Education - AB 602	\$349,683
Special Education Option 3	\$16,982
School Facilities Apportionment (SB740)	\$463,928
Mandated Cost Reimbursement	\$24,283
State Lottery Revenue	\$99,877

Subtotal of state or local funds included for this school: \$7,959,584

Total of federal, state, and/or local funds for this school: \$9,234,345