

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rise Kohyang Elementary School	19 64733 0136994	January 13, 2022	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

- Most of our students are 1-2 grades below level, with similar distribution across the domains. 81% of students are 1-2 grade levels behind, with 19% of students 2 grade levels behind.
- The learning gap widens as the students go up in grade levels, with our second graders behind the farthest behind.
- Two key areas of focus are vocabulary and comprehension of informational texts. In Vocabulary 25% of students are 2 grade levels behind. In Comprehension of Informational Texts 25% of students are 2 grade levels behind.

Math

- Most of our students are 1-2 grades below level in all math domains.
- Second graders are significantly behind with 41% at risk for Tier 3 (2 or more grade levels below) and 59% at Tier 2 (1 grade level below).
- All domains present as areas for growth. Two key areas of focus are Number and Operations and Algebra and Algebraic Thinking. In Number and Operations 68% of students are in Tier 2 and 22% of students are in Tier 3. In Algebra and Algebraic Thinking 74% of students are in Tier 2 and 16% of students are in Tier 3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% 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
 - Students will receive small group counseling with presentations on motivation and progress monitoring
 - School staff will administer weekly check-ins for students
 - Teachers will use Designated ELD Time to differentiate support
 - Teacher will utilize the following resources: Teacher Assigned Lessons, Teacher Small Group Lesson Resources, and Data Works for ELD, assign Comprehension of Informational Text lessons on My Path and during small groups and use the iReady teacher directed lessons from that domain, 20 minutes Number Corner block each day in all grades, Bridges Curriculum PD and Unit Unpacking for math, and assign Number & Operations lessons to students in addition to their My Path lessons.
 - Principal, Assistant Principal of Instruction and Counselor will conduct weekly progress monitoring
 - Instructional assistants will support teachers in each classroom
 - Assistant Principal of Instruction will lead Academic Vocabulary Professional Learning Communities and coaching
 - Principal will conduct big picture data monitoring and sharing and monthly data chats with teachers
 - Counselors will monitor the Closing the Gap Goal
 - School staff will conduct iReady analysis for designated ELD
 - To share information with families the school will send home iReady diagnostic data, integrate iReady data discussions into Family Teacher Conferences and work up to student goal setting check-ins that are led by teachers

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,751

Title II Part A, Academic Achievement-Supplemental Instructional Support

\$10,000	Title IV Part A, Academic Achievement-Supplemental Instructional Support, Academic Achievement-Software
\$900,222	LCFF, Academic Achievement-Gen Ed Teachers, Academic Achievement-Supplemental Instructional Support

Goal 2

Percent of students who are chronically absent will be below 5%

Identified Need

The school's chronic absenteeism rate was 6.0% 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	6.0%	5%

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 monitor the Attendance Interventions Dashboard each Monday morning.
- The school will host Attendance Family Workshops.
- The school will have packets prepared for short-term independent study students.

- The Principal will conduct attendance data monitoring.
- The Dean of Operations will make 2nd intervention calls home.
- The Counselor will make 5th intervention calls home.
- The school will share attendance information through Intervention Calls (student-specific) and School-Site Council (whole-school data).

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)
\$25,857	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 had a spring 20-21 chronic absenteeism rate of 6.0%. 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	\$39,608
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	\$39,608

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)	\$28,080
CARES ESSER	\$257,501
CARES Learning Loss Mitigation	\$55,879

Subtotal of additional federal funds included for this school: \$341,460

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	\$1,291,635
Special Education - AB 602	\$72,369
Special Education Option 3	\$3,003
School Facilities Apportionment (SB740)	\$116,440
Mandated Cost Reimbursement	\$1,808
State Lottery Revenue	\$14,253

Subtotal of state or local funds included for this school: \$1,499,508

Total of federal, state, and/or local funds for this school: \$1,840,968