

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 High School	19 64733 0133868	January 20, 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 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

- 79% of students scored below grade level in reading
- 86% of African American students scored in Tier 3
- 94% of English Learner and 90% of Inclusive Education students scored in Tier 3
- 11th graders have the highest Tier 3 needs of any grade level with 72% of 11th graders scoring in Tier 3

Math

- African American students and Latinx students are struggling the most with math in terms of racial grouping with 100% of students in both subgroups identified in Tier 3
- IE and ELD students are struggling the most with math in terms of learning needs 90/91% identified in Tier 3
- 76% of students scored below grade level in math

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

- Principal closely monitoring student progress on Personalized Instruction to ensure 30-45min weekly time on task, with 80% lessons passed;

- Principal and Assistant Principal of Instruction facilitate weekly check-ins with ELA and Math Lead teachers to discuss trends and areas of growth to be addressed in biweekly department meetings

- Teachers & Admin holding students for intervention to ensure they are making progress toward the midway point Typical Growth Goal (TGG) of 40-50% via My Path for 9th & 10th

- Dedicated ELD Teacher; addressing vocabulary domain in her class with EL1/ 2s, closely following EL student progress on My Path and holding intervention for students to work on personalized instruction, as necessary, including ensuring students have access to Spanish reading resources on iReady.

- 2x/week of intervention embedded into the Schedule, totaling up to 110 minutes of small group and/or individual ELA support, facilitated by ELA teachers, as necessary

- 3 Instructional Aides providing push-in language support across ELA and Math classes with students who are English learners

- 2 English Language Development Professional Learning Communities are held per semester to support students not classified as EL but with English not as their primary language

- Targeted literacy instruction and materials provided by 9th grade ELA teacher

- ELA and Math Teachers have all met with students individually to go over score reports after their assessments

- Weekly achievement chats in 9th & 10th ELA and Math classes during block schedule days

- Student and parent accessibility to iReady platform for viewing score reports and My Path progress

- Information will be shared to families about the use of iReady to support student academic growth and the availability of Spanish assessment of reading resources

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$18,248

Title II Part A, Academic Achievement-Supplemental Instructional Support

\$11,029	Title IV Part A, Academic Achievement-Supplemental Instructional Support, Academic Achievement-Software
\$2,055,187	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 was 13.0% 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	13%	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 the following strategies to address chronic absenteeism

- Officer manager will run a SART Tracker
- Counseling team will follow up with students after 2 and 5 consecutive absences and recurring situations

- Counseling Department has identified Chronic Absenteeism as a RAMP goal and will analyze attendance data and actively reaching out to parents and students about the supports necessary to attend school
- Grade-Level Counselors will check in with students on their caseload
- Principal will check in with students and families, as necessary based on Behavior Support Plans
- School staff will host Attendance Workshop for Parents
- School staff will host Attendance Workshop for Students in Advisory
- Information will be sent to students and families through the Aeries Portal, check-ins with Grade-Level Counselor & Admin, daily attendance phone calls, and consecutive absence calls from the Office, Counselors and Administrators

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)
\$148,413	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 13.0%. 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	\$177,690
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	\$177,690

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)	\$115,943

CARES ESSER	\$632,265
CARES Learning Loss Mitigation	\$352,977

Subtotal of additional federal funds included for this school: \$1,101,185

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	\$5,954,207
Special Education - AB 602	\$298,814
Special Education Option 3	\$20,513
School Facilities Apportionment (SB740)	\$480,786
Mandated Cost Reimbursement	\$20,751
State Lottery Revenue	\$81,121

Subtotal of state or local funds included for this school: \$6,856,192

Total of federal, state, and/or local funds for this school: \$7,957,377