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 Middle School	19 64733 0124222	January 4, 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

- Students need support in vocabulary development across the grade levels as well as comprehension with informational text.
- 80% of students scored below grade level in reading

Math

- 85% of students scored below grade level in math
- 7th Grade - 89% of students are in the red and yellow for 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

- Assistant Principal of Instruction and Principal will incorporate data chats in their weekly check ins.

- All teachers will be taught how to pull and reference "Monitoring Student Progress in Personalized Instruction" during Academic Check Ins on Culture Wednesdays

- Assistant Principal of Instruction and Principal will share data with department leads in 1:1 coaching sessions

- Assistant Principal of Instruction will create a template for department reflections on iReady data

- Department leads will identify trends and set action steps with their department

- School staff will print reports for students, data chat worksheets, and create presentations for advisors to synthesize the data with students.

- Students who are English learners will be goal setting in October based on their ELPAC score last year and staff will progress monitor with iReady data

- School will mail out/ParentSquare family iReady reports

- Teachers will assign specific lessons to ensure regular practice of Geometry and Algebra concepts

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

Amount(s)	Source(s)
$20,363	Title II Part A, Academic Achievement-Supplemental Instructional Support
$12,294	Title IV Part A, Academic Achievement-Supplemental Instructional Support, Academic Achievement-Software
$1,158,156	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 5% 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	5%	<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 implement the following strategies to address chronic absenteeism:

- Officer Manager provides a weekly report on students at 2+ and 5+ absences

- Counselors make weekly calls to families of students with 2+ and 5+ absences

- Assistant Principal of Culture reviews data from Counseling and Culture Dashboard during Culture Team meetings

- School staff utilizes EveryDay Labs notifications

- Counselors and Assistant Principal of Culture send attendance reminders and updates with families via ParentSquare, host advisories on attendance and absenteeism with 7th grade, SART Meetings, Home visits, and SSPTs as needed

- Principal and Assistant Principal of Culture review chronic absenteeism data during weekly 1-1s

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)
$164,043	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 20-21 school year chronic absenteeism rate of 5%. 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	$196,700
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	$196,700

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)	$88,217
CARES ESSER	$832,621
CARES Learning Loss Mitigation	$311,830

Subtotal of additional federal funds included for this school: $1,232,668

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	$3,785,277
Special Education - AB 602	$227,358
Special Education Option 3	$6,578
School Facilities Apportionment (SB740)	$365,815
Mandated Cost Reimbursement	$5,680
State Lottery Revenue	$74,146
After School Grants- ASES/21st Century LC	$177,559

Subtotal of state or local funds included for this school: $4,642,413

Total of federal, state, and/or local funds for this school: $5,875,081