

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stella Elementary Charter Academy	19 64733 0137604	December 1, 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 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

Phonics

- 14% of 2nd grade students are 'on or above'
- 23% of 3rd grade students are 'on or above'
- 31% of 4th grade students are 'on or above'

Vocabulary Acquisition, and Comprehension: Literature and Informational Text: Scores in this area were low across 1st-4th grade. In general, we will prioritize English learners because our reclassification rate last year was only 8.8% and we want to make a concerted effort to serve this subgroup to the best of our ability. We will also prioritize 1st grade students and 4th grade students, and students in the red. The rationale for focusing on the 4th grade students includes: it is the last year before they leave us for middle school, we have new teachers, students must be fluent readers so they can read to learn in 5th grade and beyond, 4th graders will take CAASPP testing at the end of year, 63% of 4th graders are below grade level in Phonics, and 97% of 4th graders are below grade level in Vocabulary Acquisition and Informative Text. The rationale for focus on 1st grade students includes: 91%/88% of 1st graders below are grade-level in Phonics/Phonological Awareness, and 1st grade is the lowest performing grade-level in Reading, largely due to Phonics needs.

Math

- 47% of Third graders are behind by two grade levels or more in Geometry domain
- 69% of Fourth graders are behind by two grade levels or more in Geometry domain
- 50% of Third graders are behind by two grade levels or more in Measurement/Data
- 53% of Fourth graders are behind by two grade levels or more in Measurement/Data
- 59% of Fourth graders are behind by two grade level or more in Numbers/Operations
- 62% of Fourth graders are behind by two grade levels or more in Algebraic Thinking

We will prioritize 3rd and 4th graders. The rationale for 3rd and 4th grade focus includes: these are the last years before they leave us for middle school, they will take CAASPP testing, these grades show the highest level of need in Measurement/Data and Geometry.

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
 - Daily, teachers will have a dedicated instructional block for iReady with a goal of 45 minutes or more of on-task time and at least 70% accuracy average. Instructional assistants will support by monitoring rush flags, facilitating the small groups, and assigning specific lessons to students. In addition there will be a dedicated EL Education Curriculum Skills Block/ALL Block to target phonics instruction. In Staff Morning Huddles, staff will align on walkthrough criteria and share roadblocks and best practices. During breakfast, transitions, and as do-nows, students will complete Bright Work - Common Core Sheets to supplement learning, with a focus on Geometry and Measurement/Data and multiplication flash cards will be used to address high Numbers/Operations needs.
 - Weekly, the school leaders' meeting will be grounded in i-Ready data, and teacher leaders will meet with School Leaders to review i-Ready reports and determine next steps. Assistant principals will conduct i-Ready Walkthroughs in all classrooms using a walkthrough tool and observing specific teachers who are not meeting their goals to provide support/resources. Professional learning community meetings will be held every Thursday for teachers to meet, where they can discuss data. Classroom teachers will celebrate student achievement with regards to Personalized Learning Plan stamina and accuracy during Friday "advisory meetings," 2nd-4th grade have started implementing i-Ready Classroom Charts, by October 11th, all classrooms will have i-Ready Classroom Charts posted and updated on a weekly, IAs and Ts will have Data Chats with students during the i-Ready and/or advisory time.
 - Monthly, the principal will lead "Win-The-Month" meetings to analyze i-Ready trends with regard to completion rate, time on task, and module lesson accuracy, a professional development will be held responding to the i-Ready trends, and teachers will have learning and application time using

i-Ready and curriculum resources to prepare student-specific interventions for students who have not met goals. In addition, Vocabulary Acquisition strategies will be embedded within ELD professional developments for teachers and NewsELA articles will supplement Social Studies for 4th grade Informational Text. Teachers will complete a Data Analysis Reflection and Next Steps document focused on i-Ready 70% accuracy rate for Personalized Learning Plans and Time on Task. Instructional aides will use Class Dojo/Parent Square to keep parents informed of student i-Ready progress using Family Reports.

- Quarterly, the principal will compare diagnostics to set domain focus with measurable goals. We have a strong forcing function in place to catch any dips in data. If after December we start seeing dips in data with no root cause, we will facilitate walkthroughs with our Head of Schools to get guidance on what the course of action should be.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,038	Title II Part A, Academic Achievement-Supplemental Instructional Support
\$10,000	Title IV Part A, Academic Achievement-Supplemental Instructional Support, Academic Achievement-Software
\$1,020,059	LCFF, Academic Achievement-Gen Ed Teachers, Academic Achievement-Supplemental Instructional Support

Goal 2

Chronic Absenteeism will be at or below 10% by May 2022.

Identified Need

The school’s chronic absenteeism rate was 15% in 2021. 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	15%	10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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.

- Attendance Incentive Program - Weekly, monthly, and every trimester, students will receive “Muñoz Mula” prizes and rewards for attendance, and staff will produce attendance notes.
- Attendance Intervention Tracker - the attendance tracker will be completed by staff and track attendance, interventions, and SART Home Visits Schedule one week before Fall, Winter, and Spring Breaks.
- Preventive and Proactive Measures include: home visits for students with 4-5 absences prior to 8 days before Fall Break with Incentives for Students to check-in with School Counselor on a weekly basis and earn prizes.
- Counselors will contact families, provide incentives for students, hold SART Meetings, and restorative Home Visits. Assistant Principal of Culture will oversee Counselors, monitor attendance plan, and co-lead SART Meetings and Home Visits. Counselors and Assistant Principal of Culture will also lead Attendance Matters workshops, along with resources from RULER to stamp the importance of attendance on SEL well-being.
- Teachers will make phone calls and write notes for good and changing attendance. Deans of Operations will monitor attendance data and contact families as necessary. Everyday Labs will provide data and resources for families on attendance. Principal will oversee the Attendance Intervention Plan, and chronic absenteeism during staff meetings.

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)
\$65,161	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 was a challenge during distance learning in 20-21 and the school 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 15%. 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.

The school added an attendance rewards program for students, hired an additional counselor and Assistant Principal who will be integral in the attendance intervention processes, and created more robust and specific plans overall as intervention steps to address 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	\$83,199
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	\$83,199

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)	\$55,733
CARES ESSER	\$688,178
CARES Learning Loss Mitigation	\$135,024

Subtotal of additional federal funds included for this school: \$878,935

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	\$2,520,634
Special Education - AB 602	\$143,639
Special Education Option 3	\$7,264
School Facilities Apportionment (SB740)	\$231,113
Mandated Cost Reimbursement	\$3,588
State Lottery Revenue	\$35,920
After School Grants - ASES/21st Century LC	\$133,169

Subtotal of state or local funds included for this school: \$3,075,327

Total of federal, state, and/or local funds for this school: \$3,954,262