

School Year: 2021-2022

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stella Middle Charter Academy	19 64733 0100669	December 14, 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:

According to the iReady diagnostic, all of our students have mastered phonological awareness, and 98% of students have mastered high frequency words. Roughly 20% of our students are behind in phonics, with the majority being 5th graders.

The greatest areas of need for our students is in vocabulary and reading comprehension. Approximately, 68% of our students are in Tier 3. Additionally, when reviewing student subgroups we saw that our boys showed greater need than our girls, and our African American students showed greater need than Latinx students. Additionally, our students with IEPs and those who are ELs showed greater need than their peers.

MATH:

According to the iReady math diagnostic the percentage of students on grade level in the numbers and operations domain decreased as grade levels increased.

After students graduate from middle school, numbers and operations are no longer assessed. However due to the fact that numbers and operations are a foundational skill which seems to be decreasing as students progress from grade to grade the school believes that it should be an area of focus. Roughly, 93% of students are not on grade level for numbers and operations

An area of relative strength is measurement and data . Roughly, 13% of students are on grade level, while 24% are one grade level behind.

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

Reading Strategies:

A. Phonics in 5th via SGI

- a. Organize students by skill needs, prepare lessons using Explicit Phonics, and train Electives teacher & IAs to deliver them
- b. Electives T & IA: give 30 min of target instruction 4 days a week starting 10/25
- c. Measure oral reading fluency 2x/month using EasyCBM

B. Plan for Personalized Learning / MyPath

- a. Students have a 60-min session/week in Foundations for Reading
- b. Teachers monitor using dashboard and have Ss complete weekly Logs
- c. Guide grade-levels to set individual and group incentives; weekly monitor progress; use Stellabration and Morning Announcements to highlight

C. Plan for Vocabulary via SGI

- a. School conducts a 3-week planning phase with ELA teachers
- b. Frame the process and approve final Reading plan; monitor follow through
- c. Support Teachers in unpacking data, i-Ready resources
- d. Teachers collaboratively devise a plan to roll out SGI in Foundations and/or Mandatory Tutoring

D. Plan for Vocabulary via Schoolwide Strategy

- a. Coaches will work with teachers to explicitly teach words on grade-level High-Utility Vocabulary List
- b. Words reinforced through EL Curriculum Lessons
- c. Considering adding Vocab of the Week to GL Mtg discussions

Math Strategies:

A. Plan for Personalized Learning / MyPath

- a. Students have 60-min session/week in Foundations for Math
- b. Teachers monitor using dashboard and hav Ss complete weekly Logs
- c. Administrators will guide grade-levels to set individual and group incentives; weekly monitor progress; use Stellabration and Morning Announcements to highlight

B. Plan for Math via SGI

- a. School is currently in the middle of a 3-week planning phase with Math teachers
- b. Administrators frame the process and approve final math progress plan; monitor follow through
- c. Administrative team support Ts in unpacking data, i-Ready resources
- d. Teachers collaboratively devise a plan to roll out SGI in Foundations and/or Mandatory Tutoring
- e. Administrators set expectations for and support with resources for SGI

Strategies for sharing math and ELA priorities with students and families:

- A. School has stressed the importance and rationale for i-Ready and MyPath in a BOTY SLT Video shown in Advisory and another Principal video shown in Stellabration
- B. Homeroom Teachers will be sharing specific incentives for Individuals, Homerooms, and Grade Level for iReady Time on Task and Lesson Passage
- C. Pride Leaders will be doing Data Chats during our Wednesday Check-in Block
- D. Sharing SLT Video about iReady via ParentSquare
- E. Sharing about iReady at first Family Night

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)
\$24,675	Title II, A Teacher Quality
\$16,796	Title IV, Student Support and Academic Enrichment
\$1,385,367	LCFF, Academic Achievement-Gen Ed Teachers, Academic Achievement-Supplemental Instructional Support

Goal 2

The school's chronic absenteeism rate will be equal to or less than 10% at the end of the year.

Identified Need

The school's chronic absenteeism rate increased from 7.7% in 19-20 to 16% 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	16.0%	<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

Strategy/Activity

1. School Counseling Program

Strategies:

A. Implement Chronic Absenteeism Follow-up:

- Weekly data reports pulled by Office Manager (OM)
- OM will make phone calls for 2 Unexcused Absences (UAs)
- Counselors will be tagged for students with 5 UAs
- At 8th UA, SART meeting will be scheduled
- At 12th UA, Home Visit will occur with counselor

B. Counselors will be holding small group attendance workshops for focus students.

C. Leadership team will add attendance items in weekly counselor 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)
\$224,116	Title I, A, Basic Low Income and Neglected

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 16%. 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 the review of chronic absenteeism to all counselor 1:1 check-ins. Additionally, the is closely monitoring the implementation of absenteeism follow-up.

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	\$ 265,587
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	\$ 265,587

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)	\$117,778
CARES ESSER	\$919,497

CARES Learning Loss Mitigation	\$364,650
Subtotal of additional federal funds included for this school: \$1,401,925	

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	\$5,058,167
Special Education - AB 602	\$303,543
Special Education Option 3	\$27,656
School Facilities Apportionment (SB740)	\$488,396
Mandated Cost Reimbursement	\$7,583
State Lottery Revenue	\$89,219
After School Grants - ASES / 21st Century LC	\$177,559

Subtotal of state or local funds included for this school: \$6,152,123

Total of federal, state, and/or local funds for this school: \$7,554,048