

# School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valor Academy Elementary School	19 64733 0133694	November 18, 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

- 86% of students are performing below grade level.
- Phonics is an area of focus in all grade levels.
- Our students need support in foundational reading skills.
- 1st Grade Lowest Achieving Domain: Phonics
- 2nd Grade Lowest Achieving Domain: Comprehension Literature
- 3rd Grade Lowest Achieving Domain: Vocabulary
- 4th Grade Lowest Achieving Domain: Vocabulary
- The highest leverage domains to focus (Foundational Reading Skills) are: 2nd-4th grade Phonics 4th grade Vocabulary

### Math

- 5.8% of VAES students are performing at grade level in Number and Operations
- 9.2% of VAES students are performing at grade level in Algebra and Algebraic Thinking
- 7.7% of VAES students are performing at grade level in Measurement and Data
- 7.7% of VAES students are performing at grade level in Geometry
- 1.8% of VAES students are performing at grade level in Math overall

## 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

- IE and EL students will be getting support from interventionists, IST, homeroom teachers, and instructional aides

- Given that 86% of all VAES students are performing below grade level, we will have different types of interventions for various subgroups of students, including: small group instruction, whole class reteach, and schoolwide instructional pushes

- 2nd-4th grade students who are 1 or more grade levels or below will receive small group instruction with the Instructional Interventionist

- All students who are below grade level will receive more differentiated instruction from Homeroom Teacher/Instructional Aide

- Principal will monitor progress and review i-Ready Dashboard (MyPath Lesson Passage Rate and Time on Task) with a focus on 2nd-4th grade Phonics and 4th grade Vocabulary in order to celebrate successes and adjust for areas of growth weekly (with Administration Team) and monthly (with Head of Schools).

- Assistant Principal of Instruction will guide 2nd-4th grade teachers to set goals around Phonics/Vocabulary and tracks progress on i-Ready Dashboard during weekly coaching sessions in order to celebrate successes and adjust for areas of growth, and will coach teachers on how to target and strengthen small group instruction by placing an emphasis on Phonics/Vocabulary during coaching conversations and holding them accountable through lesson planning feedback and student assessment data analysis conversations

- Instructional Interventionist will identify and prioritize (by pulling weekly small groups for differentiated instruction) the 2nd-4th grade student performance on the Phonics domain and 4GR Vocabulary domain among the students achieving below grade level based on i-Ready student data in order to differentiate instruction in small groups, and will send weekly communication on i-Ready WIG goals in Staff Notes & Reminders in order to promote transparency, accountability, and celebrate successes

- Homeroom Teachers will analyze i-Ready Diagnostic Data in order to create differentiated small groups and identify strengths and areas for growth, analyze and monitor weekly student performance in ELA using i-Ready as a resource (hazards/domain shut off are identified in lesson plan), pulls daily small groups in ELA and Designated ELD along with the Instructional Aide (uses both curriculum assignments, assessments, and i-Ready to identify student needs and adjust accordingly) and implements daily i-Ready skills centers

**Proposed Expenditures for this Strategy/Activity**

Amount(s)      Source(s)

\$14,967	Title II Part A, Academic Achievement-Supplemental Instructional Support
\$10,000	Title IV Part A, Academic Achievement-Supplemental Instructional Support, Academic Achievement-Software
\$1,937,706	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 9.0% for the 20-21 school year. 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	9%	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 Principal will hold weekly communication meetings with Staff Support Team to check Aeries attendance reports, discussing details around student attendance, and determining actions steps to communicate and support families (w/ follow up conversation the next week to hold staff accountable)
- Attendance reports will be run on a daily basis by designated office support staff
- Weekly attendance reports will be run by designated office support staff to determine those at risk of excessive absenteeism. These reports will be shared with the school site administration on a weekly basis.
- Phone calls home will be made by the Attendance Manager on the 2nd unexcused absence and by the Counselor on the 5th unexcused absence
- Parent workshops will be held to represent universal strategies to encourage strong attendance for all students and for Kindergarten parent/guardians for RAMP compliance
- The School Counselor will conduct individual check-ins with students and group check-ins with students with chronic absences. The School Counselor will also provide student workshops to promote self-esteem and sense of belonging in the school environment. In addition, the counselor will conduct home visits and SART Meetings as appropriate
- The school will hold a monthly Pride Assembly to celebrate attendance
- School staff will send Family Updates about the importance of attendance and how to support students

**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)
\$129,673	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 chronic absenteeism rate of 9%. 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

\$154,640

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

\$154,640

## 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)	\$99,301
CARES ESSER	\$326,248
CARES Learning Loss Mitigation	\$294,559

Subtotal of additional federal funds included for this school: \$720,108

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	\$4,421,132
Special Education - AB 602	\$255,923
Special Education Option 3	\$17,050
School Facilities Apportionment (SB740)	\$386,698
Mandated Cost Reimbursement	\$6,393
State Lottery Revenue	\$78,513
After School Grants - ASES/21st Century LC	\$133,169

Subtotal of state or local funds included for this school: \$5,298,878

Total of federal, state, and/or local funds for this school: \$6,018,986