

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 High School	19 64733 0127894	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 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

- 78% of 11th grade students scored 2 grade levels below or more.
- 19% of students fall in the bubble student category and need targeted support to move them over to grade level. Students need to move one band to show grade level proficiency for this academic year.
- 96% of EL students scored 3 or more grade levels below.
- 90% of IE students scored 3 or more grade levels below.

Math

- 67% of students scored 3 or more grade levels behind.
- 16% of students scored 2 grade levels below.
- 88% of IE students are 3 or more grade levels behind.
- 93% of ELD students are 3 or more grade levels 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

- Weekly iReady intervention in ELA for 9th-11th grade students and Math for Algebra 1, Algebra 2 and Geometry and iReady intervention during class (one block per week) in all courses - As students work independently on their My Path personalized instruction, teachers will monitor their individual and whole-class progress. As students work independently on their My Path, teachers and instructional assistants will provide small group instruction to students with needs in similar domains. Teachers will collaborate with instructional assistants to create the small groups, prepare the lessons, and facilitate the lessons. Instructional assistants will have planning time from 7:30 - 8:00 Monday mornings to support teachers in identifying the groups and selecting the appropriate iReady lessons.

- 270 minutes per week of Math Lab

- Assistant Principals of Instruction will lead weekly coaching meetings with teachers around iReady progress

- Principal will lead data reports weekly with coaches looking at: Personalized Instructional Summary, Benchmark Data, Grade Report Audit (School Based Report), and DBQ Data in March for the “Bubble Group”

- Professional Learning Community structure has been updated to include weekly meetings for both departments. Attendees include IE/ELD teachers, IAs, principal, DAS, and 1 general education teacher. The team will conduct a weekly data review for each subgroup and weekly action planning for push-in and pull out support.

- Professional development focused on teaching and modeling the intervention/enrichment block.

- Department Leaders are piloting and providing feedback on the intervention blocks.

- Soliciting continuous feedback from the staff on glows and grows of the intervention/enrichment blocks.

- Information will be shared with students and parents through data review in class, ParentSquare communication, an informational video, parent conferences and an iReady incentives program to celebrate growth and engage adults in the celebration process.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$24,058	Title II Part A, Academic Achievement-Supplemental Instructional Support
\$14,228	Title IV Part A, Academic Achievement-Supplemental Instructional Support, Academic Achievement-Software
\$2,350,653	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 increased from 10.4% in 19-20 to 23.0% 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	23.0%	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, 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.

- Staff will run daily attendance report and address students at 2, 5 and 8 unexcused absences
- Office staff will call home upon the 2nd unexcused absence / log
- Counselor or site administrator will call home upon the 5th unexcused absence
- Staff will participate in School Attendance Review Team Meetings
- Each student will essentially have created a bi-weekly intervention plan. That plan will be communicated to families in a meeting with the counselor, parent, student, and an administrator when applicable.
- Counselors will host Attendance Workshops with parents and a mandatory message for attendance to the workshop will be sent to the parents of students with high absenteeism rates

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)

\$189,841

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 23%. 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	\$228,127
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	\$228,127

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)	\$137,125
CARES ESSER	\$623,527
CARES Learning Loss Mitigation	\$440,785

Subtotal of additional federal funds included for this school: \$1,201,437

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	\$7,086,375
Special Education - AB 602	\$353,406
Special Education Option 3	\$15,243
School Facilities Apportionment (SB740)	\$568,624
Mandated Cost Reimbursement	\$24,542

State Lottery Revenue	\$100,953
Subtotal of state or local funds included for this school:	\$8,149,143
Total of federal, state, and/or local funds for this school:	\$9,350,580