School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Stella High Charter Academy	19 64733 0112508	3/15/23	06/27/23

Stakeholder Involvement

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.

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 school year.

The School Site Council advertises every meeting agenda and invites all parents. Throughout the year, the school provides updates to the School Site Council on the school's progress. The SPSA is discussed and developed by the School Site Council at a SSC meeting, and approved at another SSC meeting. These goals are in alignment with the school's Local Control Accountability Plan (LCAP). The LCAP goals and data are also discussed with the SSC. Members are asked for feedback on the proposed SPSA 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.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Goal 1 - Academic Achievement: iReady

70% of students will meet their annual typical iReady Math growth goal

74% of students will meet their annual typical iReady Reading growth goal

Identified Need

After giving the iReady diagnostic in Fall of 2022 the school learned the following about student knowledge in reading and math.

Math

- 12% of students are one grade level below

- 9% of students are two grade levels below

- 73% of students are three or more grade levels below

- 12th grade was the lowest performing grade

- The biggest areas for need are Algebra and Algebraic Thinking, Geometry

Reading

- 16% of students are one grade level below

- 10% of students are two grade levels below

- 61% of students are three or more grade levels below

- 10th and 12th grade were the lowest performing grades

- The biggest areas for need are Vocabulary, Overall Literature Comprehension, Informational Text

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who meet annual typical iReady Math growth goals (verified assessment)	Year: 2021-22 65%	70%
Percent of students who meet annual typical iReady Reading growth goals (verified assessment)	Year: 2021-22 69%	74%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Teacher Induction and Mentorship Program

The Induction and Mentorship program provides differentiated support to teachers to increase their competency, and when relevant, to support in clearing their credential. Through the program, mentors:

- Establish and maintain a trusting, confidential and non-evaluative relationship with teachers to help develop their autonomy as professionals

- Conduct observations of participating teacher as much as once per week

- Meet with assigned teachers at least once a week

- Assist teachers in reflecting on and analyzing their practice, reviewing student work and using relevant data to inform instruction and enhance student achievement

- Give constructive feedback and help with next steps to accelerate new teacher development in classroom management and culture strategies

- Use knowledge of equity principles to deepen a teachers' application of California Teaching Standards and Common Core State Standards (CCSS)

- Model, as appropriate, innovative teaching methodologies through techniques such as co-teaching and demonstration lessons

- Provide opportunities for teachers to observe exemplary practice by arranging intersite visits

- Provide group professional development as needed

- Encourage teachers to identify instructional resources and support throughout the entire school community

- Incorporate technology and analysis of data to advance both teacher learning and classroom practice

- Promote collegiality and build community

- Provide differentiated professional development

- Maintain open lines of communication with the principal, instructional coaches or other support personnel to ensure the individual needs of the teachers support

- Invite ongoing collaboration with principals and support staff to ensure coherence between coaching activities and school Induction Program expectations

- Hold meeting with other mentors on site with administration

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$26,145.00	Title II, A Teacher Quality

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

iReady Software

iReady Software is utilized to support student learning through the following strategies: Students who are 3 or more years below grade level, based on the i-Ready reading and math diagnostic data, were identified and placed into two small groups (~6 students per group) across all academic literacy class periods. Students identified for small group instruction receive 25 minutes of guided instruction two times a week with Instructional Assistant as part of a station rotation model. In addition to the small small group instruction, all students engage in personal learning time on the i-Ready platform for 45 minutes in reading and math. The focus of small group instruction for semester 1 is informational text; the focus of small group instruction for semester 2 is algebra / algebraic thinking (based on greatest areas for growth).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$12,226.80	Expanded Learning Opportunities Grant

Annual Review

SPSA Year Reviewed: 2021-22

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students are more behind academically due to learning loss caused by COVID-19 and distance learning. Challenges during virtual learning were immense and disproportionately impacted aspects of the academic program. In the 2020-21 school year, students and teachers continue to experience much difficulty due in part to impacts of COVID-19 including, but not limited to: learning loss, changes in structures and protocols, and absences of staff and students. Despite these challenges, students were invested in the new curriculum/software iReady, and are completing the weekly goal of minutes expected of them. Preliminary data from the i-Ready benchmark assessments indicates that students have demonstrated growth in both Reading and Math. New additions to the team turned out to be an incredible asset; however, it presented an additional learning curve in the transition back to in-person instruction, and despite the addition of staff, filling some positions has been difficult.

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.

After receiving updated information and reports from iReady on national averages of iReady growth, and analyzing its own data, the school revised its iReady growth goals to be more realistic. Goals were reduced from 80%. iReady reported that their initial proposal of 80% of students meeting annual typical growth was not an accurate representation of typical student progress. The school also revised its small group instruction, intervention, and iReady instruction plans to meet the needs of students and teachers.

Goal 2

Goal 2 - Chronic Absenteeism

No more than 10% of students will be chronically absent

Identified Need

DataQuest reports the school's 2020-21 chronic absenteeism rate at 39.8%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who are chronically absent	Year: 2021-22 39.8%	10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Low Income, Foster Youth, English Learners, Homeless

Strategy/Activity

Student and Family 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 utilize the following to support improved attendance:

• Attendance Incentive Program - prizes, recognition, and/or rewards for attendance

• Attendance Intervention Tracker - the attendance tracker will be completed by staff and track attendance, interventions, and SART Home Visits Schedule

• Preventive and Proactive Measures include: home visits for students and check-ins with School Counselor

• 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.

• Principal will oversee the Attendance Intervention Plan, and chronic absenteeism during staff meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$218,843.00	Title I, A, Basic Low Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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 after the return from distance learning in the 2021-22 school year 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 with a high chronic absenteeism rate. 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 school utilized an Attendance Incentive Program, Attendance Intervention Tracker, home visits, counselor check-ins, SART meetings, phone calls and notes to improve attendance, and conducted reviews of attendance data.

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.

No significant changes

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$262,221.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	**$257,214.80**

Other Federal, State, and Local Funds

Federal Programs	Allocation ($)
8181 Special Education - Federal (IDEA)	$127,691.64
8280 CARES ESSER	$883,539.52
8280 ELOG	$79,547.00

Subtotal of additional federal funds included for this school: $1,090,778.16

State or Local Programs	Allocation ($)
Principal Apportionment, LCFF	$7,365,514.00
8321 Special Education - AB 602	$459,802.66
8325 Special Education Option 3	$49,253.55
8545 School Facilities Apportionment (SB740)	$483,722.00
8550 Mandated Cost Reimbursement	$22,923.00
8560 State Lottery Revenue	$128,672.70
8590 CARES ACT - ELOG- Grant	$175,154.24

Subtotal of state or local funds included for this school: $8,685,042.15

Total of federal, state, and/or local funds for this school: $10,038,041.31