

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Valor Academy Elementary	19 64733 0133694	3/13/23	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

67% of students will meet their annual typical iReady Math growth goal

63% 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

- 50% of students are one grade level below
- 38% of students are two grade levels below
- 10% of students are three or more grade levels below
- 3rd grade was the lowest performing grade level

- The biggest areas for need are Measurement and Data, and Geometry

### Reading

- 52% of students are one grade level below
- 24% of students are two grade levels below
- 10% of students are three or more grade levels below
- 3rd grade was the lowest performing grade level
- The biggest areas for need are Phonics and Comprehension

### **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 62%	67%
Percent of students who meet annual typical iReady Reading growth goals (verified assessment)	Year: 2021-22 58%	63%

### **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)
\$17,503.00	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: The Principal monitors progress and reviews i-Ready Dashboard (MyPath Lesson Passage Rate and Time on Task) in order to celebrate successes and adjust for areas of growth weekly with School Leadership. The Assistant Principal of Instruction guides 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. The Assistant Principal of Instruction also coaches 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. The school’s Instructional Interventionist identifies and prioritizes, (by pulling weekly small groups for differentiated instruction), student performance on the Phonics domain and Vocabulary domain among the students achieving below grade level based on i-Ready student data in order to differentiate instruction in small groups. The Instructional Interventionist also sends weekly communication on i-Ready WIG goals in Staff Notes & Reminders in order to promote transparency, accountability, and celebrate successes. Homeroom Teachers have created a space inside of their classroom to track either individual student progress or whole-class progress on the i-Ready platform. The school holds Monthly Celebration of Classes that have 90% of students with 45 minutes or more for the month, and Monthly Celebration of Classes with the 80% passing rate in iReady. Teachers will have 1:1 conferences with students to set individual student goals. i-Ready For Families Student Diagnostic Reports will be sent home after every i-Ready Diagnostic Assessment, along with a cover page with suggestions for supporting students at home. The school also hosts i-Ready Parent Workshops and Math and Literacy Nights with a focus on at-home support.

The Principal creates Math Academy Groupings and organization of staffing. The Assistant Principal of Instruction guides teachers to set goals around Number and Operations and tracks progress on i-Ready Dashboard during weekly coaching sessions in order to celebrate successes and adjust for areas of growth (I will focus on Reading) . The Assistant Principal of Instruction also coaches teachers on how to target and strengthen small group instruction by placing an emphasis on Number and Operations during coaching conversations and holding them accountable through lesson planning and student assessment data analysis and feedback. The Assistant Principal of Instruction facilitates staff professional development and creates opportunities for curriculum internalization of the new Bridges math curriculum to communicate high expectations and offer high support to all homeroom teachers The Instructional Interventionist pulls math lessons based on Math Academy Groupings for small group Instructional aid instruction in Math Academy, meets with Math Academy Instructors for coaching and strategy building, and engages teachers in coaching.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
\$28,737.50	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 5% of students will be chronically absent

### Identified Need

DataQuest reports the school's 2021-22 chronic absenteeism rate at 27.5%

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who are chronically absent	Year: 2021-22 27.5%	5%

### 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)
\$148,830.00	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

\$178,053.00

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

**\$195,070.50**

**Other Federal, State, and Local Funds**

Federal Programs	Allocation (\$)
8181 Special Education - Federal (IDEA)	\$89,775.54
8280 CARES ESSER	\$446,073.50
8280 ELOG	\$47,852.00

Subtotal of additional federal funds included for this school: **\$583,701.04**

State or Local Programs	Allocation (\$)
Principal Apportionment, LCFF	\$4,596,221.00
8321 Special Education - AB 602	\$330,455.02
8325 Special Education Option 3	\$12,990.00
8545 School Facilities Apportionment (SB740)	\$407,150.00
8550 Mandated Cost Reimbursement	\$5,927.00
8560 State Lottery Revenue	\$95,131.02
8590 CARES ACT - ELOG- Grant	\$104,353.82
8590 ELOP- Expanded Learning Opportunities Program	\$197,655.00
8590 ELOP- Expanded Learning Opportunities Program	\$791,867.00
8593 After School Grants - ASES / 21st Century LC	\$152,612.13

Subtotal of state or local funds included for this school: **\$6,694,361.99**

Total of federal, state, and/or local funds for this school: **\$7,456,116.03**